

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

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

Targets	Success Criteria	Review on Implementation		Follow-up Measures
<p>To strengthen students' study habits and skills</p>	<ul style="list-style-type: none"> <li>● 70% students agree that subject teachers can guide them to do self-reflection so they know how to improve.</li> <li>● 70% teachers agree that students can grasp subject specific study skills effectively with guidance.</li> <li>● 80% students agree that the sharing can inspire them to be more well-prepared for DSE.</li> <li>● At least one learning task which incorporates self-reflection &amp; subject specific study skill is submitted by each department to L&amp;T committee.</li> <li>● Dissemination of information regarding the quality of self-reflection &amp; subject specific note-taking skill on SD day/ Staff Meeting.</li> </ul>	<p><b>Overall Evaluation : Partially achieved.</b></p> <p><b>Vertical planning of study skills (including self-regulated learning skills) should be taken into consideration. Apart from general study skills, subject specific study skills should be improved as well.</b></p>		
		<p style="text-align: center;"><b><u>Achievements</u></b></p> <ul style="list-style-type: none"> <li>◇ DSE sharing workshop conducted by alumni was arranged in December. Nearly 80% students agreed that the sharing could inspire them to be more well -prepared for DSE. They were more interested in the life of university and had a better understanding regarding how to prepare notes for quick revision before DSE.</li> <li>◇ Some subjects (e.g. English Language, Economics, Physics,) have guided students to reflect on their results. Some subjects are welcome to take “Reflections” as a type of assignment.</li> <li>◇ Apart from report cards, predicted grades and challenge grades report cards have been issued to senior form students as</li> </ul>	<p style="text-align: center;"><b><u>Improvements</u></b></p> <ul style="list-style-type: none"> <li>◇ Due to the pandemic and limited school time (half day school), only one online learning skill workshop has been arranged for S1 students. Students could not keep up with their good learning habits without guidance. The vertical planning for study skills should be taken into consideration.</li> <li>◇ Due to the pandemic, the sharing of good practices about self-reflection and subject specific note-taking examples by L&amp;T committee was suspended.</li> <li>◇ Only few subjects (e.g. Chinese History, Chinese Language, English Language, etc.) were able to monitor the</li> </ul>	<ul style="list-style-type: none"> <li>◇ The implementation of the plan regarding subject specific study skills should be further monitored.</li> <li>◇ Vertical planning of study skills should be taken into consideration.</li> <li>◇ The awareness of the importance of note-taking &amp; self-reflection skills have been raised. More guidance on self-reflection should be provided to cater for students in different learning stages.</li> </ul>

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		<p>well. Both teachers and students are positive. They thought these could give stronger evidence to teachers, allowing them to know how to better prepare senior form students for DSE. It was stated that it's a good way to guide students to move forward.</p> <p><b><u>中國語文科</u></b></p> <p>◇ 指導學生考試後進行反思（中四）：鼓勵同學反思考試表現，得知自己的不足之處，然後作出改善及求進步。例如：學生反思考試前溫習時間安排不當、答題有錯漏的地方等。</p> <p><b><u>English Language</u></b></p> <p>◇ Based on the data from the item analysis done in the First Form Test and the Half-yearly Examination, some reading and listening skills were successfully mastered by the students in the levels concerned.</p> <p><b><u>Physics</u></b></p> <p>◇ Reflection has been done regularly in different classes.</p> <p><b><u>Chemistry</u></b></p> <p>◇ F.4 students were able to create</p>	<p>implementation of subject specific study skills</p> <p><b><u>中國語文科</u></b></p> <p>◇ 中一級經歷較長時間網課，做筆記的技巧仍有待改善。</p> <p><b><u>BAFS</u></b></p> <p>◇ Some students only kept the answer sheet of their homework, without attaching the question paper and marking scheme to it. This may make their revision less efficient.</p> <p><b><u>THS</u></b></p> <p>◇ Students did not recognize the importance of learning from the mistakes made in revision exercises and quizzes.</p> <p>◇ Tests on selected past paper questions and popular topics will be arranged. Study checklist will also be provided for each examination to help them to work out their own study plan.</p> <p><b><u>Visual Arts</u></b></p> <ul style="list-style-type: none"> <li>Students who fail to meet teachers' requirement should</li> </ul>	

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		<p>their personalized notes while only a portion of F.5 students were able to do so.</p> <p><b><u>Biology</u></b></p> <ul style="list-style-type: none"> <li>✧ Most s6 and some s5 students were able to get into the habit of note-taking. They tended to write side notes next to the teacher's. Most students only copied the notes summarized by the teacher directly.</li> <li>✧ Over 60% of students reflected that they had the concepts in Biology, but they had no idea how to work out the answer.</li> </ul> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>✧ For F3, about 70% of students could manage the subject-specific study skills. Most students had strong sense of awareness to highlight the key information during classes.</li> <li>✧ More than 90% of F4 &amp; F5 students did self-reflection on their learning habits after FE.</li> </ul> <table border="1" data-bbox="808 1166 1252 1268"> <thead> <tr> <th data-bbox="808 1166 902 1217">%</th> <th data-bbox="902 1166 1061 1217">S4</th> <th data-bbox="1061 1166 1252 1217">S5</th> </tr> </thead> <tbody> <tr> <td data-bbox="808 1217 902 1268">HYE</td> <td data-bbox="902 1217 1061 1268">82.3%</td> <td data-bbox="1061 1217 1252 1268">91.7%</td> </tr> </tbody> </table> <p><b><u>BAFS</u></b></p> <ul style="list-style-type: none"> <li>✧ 4 alumni were invited to share their study skills and university</li> </ul>	%	S4	S5	HYE	82.3%	91.7%	<p>perform extra duties in return. Having known the consequence hopefully, they would do better next time.</p>	
%	S4	S5								
HYE	82.3%	91.7%								

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		<p>life with S.5 and S.6 classes in November 2020. Positive feedback has been received from all classes as they found the sharing motivating and inspiring that could encourage them to set goals and strive hard for their future.</p> <p><u>普通話</u></p> <p>◇ 同學會抄寫新增詞語、拼寫規則在課本，用螢光筆標記難讀字詞拼音</p>		
<p>To improve students' study habits and skills</p>	<ul style="list-style-type: none"> <li>● Vertical planning framework for IT competence in E-learning is well established.</li> <li>● Dissemination of good practices on BYOD scheme and Smarter Education on SD day/ Staff Meeting.</li> <li>● 75% pilot teachers agree that blended education can help students learn more effectively and they can strike a good balance between online and face-to-face learning.</li> </ul>	<p><b>Overall Evaluation : Not achieved.</b></p> <p><b>Vertical planning of IT competence should be taken into consideration. Professional development on blended education should be further enhanced.</b></p>		
		<p style="text-align: center;"><b><u>Achievements</u></b></p> <p>◇ Some subjects (e.g. Mathematics, Liberal Studies, Geography) have looked into the kind of eLearning App which is suitable for their subjects to develop blended L&amp;T.</p> <p>◇ On the SD Day in July, some teachers have shared their experience on how to strike a good balance between online and face-to-face learning.</p>	<p style="text-align: center;"><b><u>Improvements</u></b></p> <p>◇ Some subjects have reflected in their evaluation reports that IT competences (e.g. powerpoint, using Ipad for note-taking should be further enhanced. Study skills should be incorporated with IT competences and vertical planning should be taken into consideration as well.</p> <p>◇ Based on the students' performance in final</p>	<p>◇ Vertical planning of IT competence should be taken into consideration.</p> <p>◇ More professional sharing among subjects on BYOD should be arranged.</p>

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		<p><b><u>Mathematics</u></b></p> <p>◇ Ipad (including BYOD for 3A and 3M) learning was promoted in Mathematics.</p> <p><b><u>通識教育科</u></b></p> <p>◇ 以雲端學習平台及電子學習工具作課堂以外的延伸、長期保存學習成果，同學亦可實時共同修改及評論文件，有助推動協作或自主學習</p> <p><b><u>Physics</u></b></p> <p>◇ During the class suspension period, some LMS platforms were used in different classes, providing subject teachers with some useful experience on BYOD scheme.</p> <p><b><u>Geography</u></b></p> <p>◇ Multiple choice questions on Microsoft Forms have been created to check students' understanding during both face-to-face and online lessons. The auto checking in Microsoft Forms could help teachers spot out common mistakes easily, which could enable them to modify the teaching strategies</p>	<p>examination, the passing rate of S1 &amp; S2 were around 65%, with a reduction of 15-20% compared with the school year without online lessons, illustrating the fact that strategies for blended education should be further developed.</p> <p>◇ The pilot BYOD scheme has been affected by the pandemic. Only 3 classes were able to take part in it. Apart from that, the hardware (e.g. interactive whiteboard and wifi) in each classroom has been upgraded, making it more convenient for the school to carry out BYOD. More professional development workshops on eLearning should be arranged.</p> <p><b><u>中國語文科</u></b></p> <p>◇ 部分能力較弱的學生製作的閱讀匯報簡報較簡陋。</p> <p><b><u>通識教育科</u></b></p> <p>◇ 加強翻轉課堂(Flipped Classroom)元素，著重預習及在已有知識上建立新知識</p>	

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		<p>in the coming lessons.</p> <p><b><u>Economics</u></b></p> <p>◇ Different e-learning tools, e.g. Nearpod, Microsoft Teams, Google Search and Padlet have been used in order to help students to make good use of the iPad during lessons under the implementation of BYOD.</p> <p><b><u>中國歷史</u></b></p> <p>◇ 同工利用Teams給予學生預習和補充材料，以促進學生自學能力。</p> <p><b><u>BAFS</u></b></p> <p>◇ Subject teachers have prepared several videos on past paper questions with relatively higher difficulty and complexity. Access links have been given to students through the QR codes printed on the challenging exercise, which was especially designed for the high achievers to unleash their potentials.</p> <p><b><u>普通話</u></b></p> <p>◇ 在網課，各級教師以Microsoft forms設聆聽練習，讓同學在網</p>	

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		上課堂進行，鞏固所學。		
To enhance students' confidence with higher aspiration for learning	<ul style="list-style-type: none"> <li>● Teachers are positive about the vertical planning for S1-S6 OLE day.</li> <li>● More interdisciplinary approaches are employed in co-curricular activities.</li> <li>● 70% students agree that the learning activity weeks conducted by different KLAs are able to enrich the learning environment.</li> <li>● 75% students agree that studying in HK or outside HK can enhance their exposures.</li> </ul>	<p><b>Overall Evaluation : Partially achieved.</b></p> <p><b>Teachers are positive about arranging blended co-curricular activities. In order to strike a good balance between academic and non-academic experiences, vertical planning on the activities should be taken into consideration.</b></p>		
		<p style="text-align: center;"><b><u>Achievements</u></b></p> <ul style="list-style-type: none"> <li>◇ Some subjects (e.g. BAFS, Economics, Geography) have tried to arrange co-curricular activities either through online or face-to-face modes. Both students and teachers were positive about blended L&amp;T activities.</li> <li>◇ Liberal Studies and Careers and Life Planning Committee have co-organised virtual tours to visit different countries (e.g. Turkey, Russia), offering students an opportunity to understand different cultures. Students thought that these were valuable experiences for them during Covid-19 pandemic.</li> <li>◇ Teachers were positive about the vertical planning for S1-S6 OLE day. They thought that students could learn more effectively through authentic</li> </ul>	<p style="text-align: center;"><b><u>Improvements</u></b></p> <ul style="list-style-type: none"> <li>◇ Due to Covid-19 pandemic, the majority of learning activities week were cancelled or reduced in scale. Blended modes for learning activities should be further taken into consideration.</li> <li>◇ Interdisciplinary approach for conducting co-curricular activities should be further enhanced. It's affected by Covid-19 pandemic as well.</li> </ul> <p><b><u>English Language</u></b></p> <ul style="list-style-type: none"> <li>◇ Due to the pandemic, only a few English Speaking Days with chit-chatting between students and English teachers were successfully held.</li> </ul> <p><b><u>Biology</u></b></p> <ul style="list-style-type: none"> <li>◇ STEAM project was more teacher led because students had no pre-training on the implementation of STEAM</li> </ul>	<ul style="list-style-type: none"> <li>◇ Vertical planning for different learning experiences no matter for academic or non-academic should be further discussed.</li> </ul>

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		<p>situations. Values education will adopt this experiential learning approach in the next school year.</p> <p><b><u>English Language</u></b></p> <ul style="list-style-type: none"> <li>✧ Due to the pandemic and the postponement of the Half-yearly Examination in some levels, The English Fortnight was held from late March 2021 to April 2021.</li> </ul> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>✧ An online seminar on HKGeopark was held on 24 Feb 2021 to improve students' understanding of the geology of Hong Kong</li> <li>✧ An online drama show on the theme of sustainable development was held on 14 May 2021 to relate the concepts of sustainable development with students' daily life.</li> </ul> <p><b><u>Economics</u></b></p> <ul style="list-style-type: none"> <li>✧ Due to COVID-19, many changes or challenges arose. For example, some of the regular meetings of Company programme have been changed to online meetings. Students also had to sell their products</li> </ul>	<p>project. T could treat this year's project as a pilot scheme and they could gain experience on how to facilitate S to conduct a STEAM project.</p> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>✧ Offer more diversified learning experiences to students</li> </ul> <p><b><u>THS</u></b></p> <ul style="list-style-type: none"> <li>✧ Co-curricular activities cannot be organized due to Covid-19 pandemic.</li> </ul>	

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		<p>through online shopping platform. Although they encountered some technical problems and promotional problems, they strived to sell their products using the online shopping platform.</p> <p>◇ S.3 Business plan and Bazaar were replaced by Board Game Design conducted on Co-curricular activities Day. Most of the students enjoyed the game and learnt how to design the board game.</p> <p><b>中國歷史</b></p> <p>◇ 中一級「絲路遊」研習讓學生以個人或分組模式、設計海報或拍攝短片的方式呈現學習成果，表現令人欣喜。</p> <p><b>中國文學</b></p> <p>◇ 學生參與文學散步《線上大澳考察》(葉曉文)，學生樂於參與，擴闊學生生活面。</p> <p>◇ 學生參與歷史文化考察(美荷樓)，學生積極參與，對社區歷史文化產生興趣。</p> <p><b>BAFS</b></p> <p>◇ In Term 2, an inter-class board game competition ‘Trading</p>	

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		<p>Guru' was co-organised with Economics Department during the post-exam period. 40 S.3 students participated in the competition and feedback from them was generally positive.</p>		
<p>To enhance students' confidence with higher aspiration for learning</p>	<ul style="list-style-type: none"> <li>● Subject teachers share examples/cases with teachers in the same form to cater for learner 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> <li>● 70% students show at least 5% academic improvement after participating either in enhancement or consolidation classes.</li> </ul>	<p><b>Overall Evaluation : Partially achieved.</b></p> <p><b>Core subjects have started to arrange consolidation classes which are mainly good for low achievers. Programmes for Elites should be further studied. More discussion on catering for learner diversity should be taken into consideration.</b></p>		
		<p style="text-align: center;"><b><u>Achievements</u></b></p> <ul style="list-style-type: none"> <li>✧ Some consolidation classes have been arranged before FE and during summer vacations. The survey reflects that majority of students thought the arrangement of consolidation classes could help them prepare for FE well. Some showed interest in joining the classes again even their academic results were not unsatisfactory. Some students have shown improvement in academic as well.</li> <li>✧ Some enhancement programmes for junior forms and senior forms have been arranged. It's a good start to arrange some elite programmes</li> </ul>	<p style="text-align: center;"><b><u>Improvements</u></b></p> <ul style="list-style-type: none"> <li>✧ Due to the pandemic, the sharing of good practices regarding learning tasks with choices by L&amp;T committee was suspended.</li> <li>✧ The effectiveness of consolidation classes should be further discussed with core subjects panel heads.</li> <li>✧ The type of questions in the challenge parts should be confined in high-order thinking skills.</li> </ul> <p><b><u>Mathematics</u></b></p> <ul style="list-style-type: none"> <li>✧ After assignment inspection with QSIP, it is found that a</li> </ul>	<ul style="list-style-type: none"> <li>✧ Further discussion on catering for learner diversity should be done.</li> </ul>

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		<p>in school.</p> <ul style="list-style-type: none"> <li>✧ Core subjects have arranged consolidation classes with clear focus before FE and during summer vacation.</li> <li>✧ In order to enhance elites' performance, challenge parts have been added in the examination paper.</li> <li>✧ Some subjects (e.g. Physics, CLIT) have developed different types of assignments to cater for the learning needs of different students.</li> </ul> <p><b><u>English Language</u></b></p> <ul style="list-style-type: none"> <li>✧ Graded writing, listening and grammar materials are always available, very often with class/group-based adaptation as well. Many students, especially the more and less capable students found these materials appropriate for their level and useful for their learning.</li> </ul> <p><b><u>中國歷史</u></b></p> <ul style="list-style-type: none"> <li>✧ 中一及中二級試卷加入5%挑戰題，中一學生年終試得分率較半年試進步，兩名學取得全</li> </ul>	<p>consensus within Math teachers on the difficulty level of questions [Easy / Medium / Hard] should be reached next school year.</p> <ul style="list-style-type: none"> <li>✧ More quizzes to be given to students with specific skills and instant feedback would be provided.</li> </ul> <p><b><u>Physics</u></b></p> <ul style="list-style-type: none"> <li>✧ Graded exercise will be done during the summer holiday.</li> </ul>	

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		<p>卷滿分成績。</p> <p><b>中國文學</b></p> <p>◇ 中四/中五級設計小練筆，增加寫作趣味，問答多延伸思考，老師提供指示。</p>		
<p>To shift students' learning from surface to deep</p>	<ul style="list-style-type: none"> <li>● 70% students agree that their learning skills are fully used in many lessons.</li> <li>● Teachers strike a good balance between teaching subject content knowledge and learning skills.</li> </ul>	<p><b>Overall Evaluation : Partially achieved</b></p> <p><b>The awareness of students' learning difficulties and skills have been enhanced. Teachers should have more professional development on how to incorporate learning skills in subject content knowledge among subjects.</b></p>		
		<p style="text-align: center;"><b><u>Achievements</u></b></p> <p>◇ Some subjects (e.g. Liberal Studies, History) have tried to implement the curriculum with a good balance between teaching subject content knowledge and learning skills.</p> <p><b>通識教育科</b></p> <p>◇ 透過非恆常議題探究，加強時事觸覺，提升議題分析探究能力</p> <p>◇ 按能力分組作應試訓練 (時間運用及熟習提問用語要求)</p> <p><b>Biology</b></p> <p>◇ Teachers let students know the cut off score of different grades in DSE, so Ss could have a rough idea on how many marks</p>	<p style="text-align: center;"><b><u>Improvements</u></b></p> <p>◇ Lesson observations for professional development were affected by the pandemic. It's not easy to observe whether the learning skills have been fully used in lessons.</p> <p>◇ There is still room for improvement for many subjects regarding how to incorporate subject-specific skills in teaching subject content knowledge.</p> <p><b>通識教育科</b></p> <p>◇ 部分同學未能掌握卷一的作答時間運用技巧、作答稍慢，</p>	<p>◇ Teachers should share more in the CP about how to teach subject content knowledge with subject specific learning skills.</p>

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		<p>they need to attain for each level .</p> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>◇ 71.4% and 63.6% of students in F4 and F5 respectively were confident in studying history with the subject-specific skills</li> </ul>	<p>宜加強計時應試訓練</p> <p><b><u>Chemistry</u></b></p> <ul style="list-style-type: none"> <li>◇ Subject-specific study skills were not yet trained in F.6.</li> </ul> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>◇ Subject-specific skills were not well cultivated in F1 and F2 due to the tight schedule with reduced lesson time.</li> </ul> <p><b><u>Economics</u></b></p> <ul style="list-style-type: none"> <li>◇ Some of the students still need to improve their skills in understanding or interpreting the data given in the sources.</li> </ul> <p><b><u>中國歷史</u></b></p> <ul style="list-style-type: none"> <li>◇ 初中學生論述不同資料及史事之間關係的能力尚待加強。</li> </ul> <p><b><u>Visual Arts</u></b></p> <ul style="list-style-type: none"> <li>◇ Teachers would share different cultures with students in order to widen their horizons.</li> </ul>	
<p>To shift students' learning from surface to deep</p>	<ul style="list-style-type: none"> <li>● 70% teachers agree that students' reading literacy is improved.</li> <li>● 70% students are positive about the enriched reading environment.</li> </ul>	<p><b>Overall Evaluation : Partially achieved</b></p> <p><b>It's a good to start promoting reading in the previous school year. Different kinds of reading activities should be arranged. Training on reading ambassadors should be enhanced as well.</b></p>		
		<p><b><u>Achievements</u></b></p>	<p><b><u>Improvements</u></b></p>	<ul style="list-style-type: none"> <li>◇ Blended reading activities should be</li> </ul>

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	<ul style="list-style-type: none"> <li>The majority of students like the excerpts of the reading programme and sharing by teachers in morning assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>Book fair has been held in the end of May. The reading environment was enriched during this period of time.</li> <li>Some movable boards have been used to promote reading during the pandemic. Students were able to read the introduction of books at recess.</li> <li>English Language department has confirmed that reading across curriculum would be implemented in the next school year to promote reading during English lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Based on the KPM survey, all stakeholders still agreed that reading literacy should be an area for us to work on.</li> <li>Due to Covid-19 pandemic, the majority of reading activities were cancelled or reduced in scale.</li> </ul> <p><b>中國語文科</b></p> <ul style="list-style-type: none"> <li>因為疫情，取消早讀時間，比較難鼓勵學生養成積儲「語文同樂」材料的習慣。</li> </ul> <p><b>Chemistry</b></p> <ul style="list-style-type: none"> <li>Students' interest in reading Chemistry-related articles is not strong.</li> </ul>	<p>further discussed to enhance reading atmosphere.</p>
<p>To shift students' learning from surface to deep</p>	<ul style="list-style-type: none"> <li>75% students agree that the bridging course is useful for helping S1 students adapt to EMI learning environment.</li> <li>90% of S1 students are able to be prepared for the English-speaking environment.</li> <li>85% of S1 students agree that they are more interested in studying English-related subjects.</li> </ul>	<p><b>Overall Evaluation : Not achieved</b></p> <p><b>The awareness of helping S1 students adapt to EMI has been raised. The ability of using English to learn different EMI subjects effectively should be further strengthened.</b></p>		
		<p style="text-align: center;"><b><u>Achievements</u></b></p> <ul style="list-style-type: none"> <li>In 1<sup>st</sup> Term, some students have been arranged to attend LAC consolidation classes. English department has cooperated with History, Science and Geography departments to develop LAC teaching materials.</li> <li>In 2<sup>nd</sup> Term, with the help of</li> </ul>	<p style="text-align: center;"><b><u>Improvements</u></b></p> <ul style="list-style-type: none"> <li>Since the teaching schedule for English Language department is tight, there is limited room to carry out language across curriculum.</li> </ul> <p><b>English Language</b></p> <ul style="list-style-type: none"> <li>Not all student participants could achieve 5%</li> </ul>	<ul style="list-style-type: none"> <li>Apart from LAC, the ways to help S1 students adapt to EMI learning environment should be further studied.</li> </ul>

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<p>QSIP, English department has tried a LAC programme on comparative language focus. The implementation was quite successful.</p> <p><b>English Language</b></p> <ul style="list-style-type: none"> <li>◇ Most S.1 students found the common language skills for EMI subjects taught useful for their learning in their EMI subjects.</li> </ul>	<p>improvement in their assessments.</p> <p><b>History</b></p> <ul style="list-style-type: none"> <li>◇ The 3<sup>rd</sup> phase of LAC programme was suspended due to reduced lesson time in F1. However, subject-based consolidation classes were held with the help of the L&amp;T committee. Learning materials were provided by the department.</li> </ul>	
<p>To shift students' learning from surface to deep</p>	<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 enhance interactions or give concrete feedback.</li> <li>● Dissemination of info on the quality of scaffolding tasks in lessons, enhancing interactions or providing concrete feedback on SD day/ Staff Meeting.</li> </ul>	<p><b>Overall Evaluation : Not achieved</b></p> <p><b>The awareness of students' learning difficulties has been raised. Panel heads should facilitate their panel members to do more professional development on how to help students tackle learning difficulties and be active learners in lessons .</b></p>		
		<p style="text-align: center;"><b><u>Achievements</u></b></p> <ul style="list-style-type: none"> <li>◇ Some subjects (e.g. Chinese Language, BAFS, Biology) were proactive to try different strategies to tackle students' learning difficulties.</li> </ul> <p><b>中國語文科</b></p> <ul style="list-style-type: none"> <li>◇ 中一級共備：與教育局校本語文教學支援組合作，支援組主任定期到校，主要與中一級老師進行共備會議，一同優化教學單元設計，相關老師反映這</li> </ul>	<p style="text-align: center;"><b><u>Improvements</u></b></p> <ul style="list-style-type: none"> <li>◇ During the discussion on SD day, teachers thought that students were passive in lessons and the self-regulated learning skills were weak as well.</li> <li>◇ CP for discussing pedagogies to enhance interactions or give feedback has been affected by pandemic.</li> </ul> <p style="text-align: center;"><b>THS</b></p>	<ul style="list-style-type: none"> <li>◇ More professional development workshops on the ways of tackling students' learning difficulties should be arranged.</li> </ul>

Targets	Success Criteria	Review on Implementation	Follow-up Measures
		<p>有助教師專業之發展。</p> <p>◇ 中三級以 EPIE 步驟進行同儕觀課，利用 TEAMS 平台，學生進行閱讀匯報及小組討論。同儕觀課過程中，中三級科任老師加強了交流，共同商議如何修訂教學流程</p> <p><b><u>Biology</u></b></p> <p>◇ It was found that Ss tended to expect a higher grade from the teachers. Teachers' predicted grade thus gave them a more realistic and clearer picture, allowing them to know how much effort they need to put in the subject to attain their ideal grade.</p> <p><b><u>BAFS</u></b></p> <p>◇ With the help of the e-learning platforms, students were more engaged and on task during the online lessons as instant responses and interaction were allowed on these platforms.</p> <p><b><u>Home Economics</u></b></p> <p>◇ Most students could solve problems by discussing with their group members</p>	<p>◇ Peer learning will be further promoted, hoping that students will rely less on the inputs of teachers during their thinking process.</p>

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

Targets	Success Criteria	Review on Implementation		Follow-up Measures
<p>To cultivate students’ positive values: self strengthening, restrain, graceful and responsibility</p>	<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>• Class teachers agree to the development of class-based activities.</li> <li>• 75% of students agree that the class-based activities can enhance their sense of responsibility.</li> </ul>	<p><b>Overall Evaluation : Not achieved.</b></p> <p><b>Values Education including personal growth and national education should be strengthened.</b></p>		
		<p style="text-align: center;"><b><u>Achievements</u></b></p> <ul style="list-style-type: none"> <li>✧ Due to the pandemic, some class-based activities have been carried out in online mode, e.g. Creative Class Photo Competition and Creative Fai Chun Competition. Students show their creativity and their restrain and gracefulness through the reflections.</li> <li>✧ Student Development Committee has organized different programmes including Gratitude Lane, DJ Scratching Session, Calligraphy Jamming and Mindfulness workshop to provide students with various ways to release stress and develop a healthy and positive lifestyle.</li> <li>✧ Discipline Committee has organized talks about Prevention of cyberbullying for both Junior and Senior Forms in assemblies.</li> </ul>	<p style="text-align: center;"><b><u>Improvements</u></b></p> <ul style="list-style-type: none"> <li>✧ Due to the pandemic and limited school time (half day school), most of the Personal Growth Periods, Friday Assemblies, Morning Assemblies, class-based activities and ECAs have been suspended.</li> <li>✧ The APASO results show that students had a high level of test anxiety.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Try to use an online mode to conduct Morning Assemblies and Friday Assemblies.</li> <li>✧ To organize some team building activities for students, especially S1 &amp; S6 students.</li> </ul>

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<ul style="list-style-type: none"> <li>✧ National Education, including the National Security and the National Day, has been conducted in class teacher periods. Students were also encouraged to join the 2021 National Security Education Day Online Quiz Competition.</li> <li>✧ The theme of the Inter-class Display Board Competition 2021 is 'Graceful'. Students can show their understanding of the theme through decorating the display board.</li> </ul>		
To enhance students' motivation, sense of achievement and confidence	<ul style="list-style-type: none"> <li>• Students' Sense of achievement and confidence are enhanced and they are able to have positive attitudes.</li> <li>• 75% of students agree that the refined award and recognition system is good enough to enhance their sense of achievement and confidence.</li> <li>• 75% of students agree that the case management is good to guide them to tackle learning difficulties effectively.</li> </ul>	<p><b>Overall Evaluation : Partially achieved.</b></p> <p><b>Teachers should help students understand that they can increase their motivation and enhance their sense of achievement. The concept of Growth mindset should be taken into consideration.</b></p>		
		<p style="text-align: center;"><b><u>Achievements</u></b></p> <ul style="list-style-type: none"> <li>✧ Opportunities have been created to recognize the performance of students in different aspects. Students with outstanding academic performance and ECA result have been recommended to participate in the JCI Yuen Long Outstanding Student Selection.</li> <li>✧ We have organized various</li> </ul>	<p style="text-align: center;"><b><u>Improvements</u></b></p> <ul style="list-style-type: none"> <li>✧ According to the APASO result, some classes' sense of achievement is below the average of HK schools .</li> </ul>	<ul style="list-style-type: none"> <li>✧ To encourage and recommend more students to participate in inter-school competitions.</li> <li>✧ To introduce the concept of Growth mindset to teachers and students in order to enhance students' motivation and sense of achievement.</li> </ul>

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<p>competitions, for instance, Creative Class Photo Competition, Writing Ema Competition, Photo-taking Competition, Chinese Tea Culture Programme, to discover students with different potentials.</p> <p>✧ We have also encouraged and recommended students with different talents to participate in various off-campus competitions, e.g. Chinese Essay competition, Film making competition and dance competition.</p> <p>✧ Discipline Committee has refined the award and recognition system. Students with excellent conduct can receive Excellent Conduct Prize, giving them a high recognition and appreciation.</p> <p>✧ Case managers and class teachers met students' with learning difficulties to discuss their learning problems and offer learning support if needed.</p>		
To enhance	<ul style="list-style-type: none"> <li>70% of students agree that</li> </ul>	<b>Overall Evaluation : Partially achieved.</b>		

Targets	Success Criteria	Review on Implementation		Follow-up Measures
students' self management skills	self management skill on participation of ECA is improved.	<b>The self-management skills of the low achievers in junior forms have been improved. Students were positive about the consolidation classes. The promotion of self-management skills in Senior Forms should be taken into consideration.</b>		
		<p style="text-align: center;"><b><u>Achievements</u></b></p> <ul style="list-style-type: none"> <li>✧ Before the 1<sup>st</sup> uniform test, Counselling Committee has invited student leaders from Six Houses to share their study skills and time management with S1 students.</li> <li>✧ Careers and Life Planning Committee has designed a Study Planner to help our students to develop a habit to work out a to-do-list and revision timetable.</li> <li>✧ Some consolidation classes have been arranged before FE and during summer vacations. These classes were designed to enhance student's self-management skills and improve their study habit. The overall attendance rate was more than 70% and students has shown improvement in getting into their study habit.</li> </ul>	<p style="text-align: center;"><b><u>Improvements</u></b></p> <ul style="list-style-type: none"> <li>✧ According to the APASO result, student should improve their time management skill, especially the S3 ,S4 and S5.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Provide some self management skills workshops for students.</li> <li>✧ Promote the use of study tools to help students to develop a proper study habit</li> <li>✧ Keep on arranging consolidation classes focusing on study habit for students with learning problems.</li> </ul>
To develop student's sense	<ul style="list-style-type: none"> <li>• Students' sense of serving the community is raised.</li> </ul>	<p><b>Overall Evaluation : Achieved.</b></p> <p><b>Students have developed a sense of serving the community, especially the Junior Forms. We can</b></p>		

Targets	Success Criteria	Review on Implementation		Follow-up Measures
of serving the community	<ul style="list-style-type: none"> <li>• The learning elements in the study tours involve both academic and non-academic skills, which can build students' sense of purpose by serving the community.</li> <li>• 70% of students joined the study tours agree that the tours can give them a strong sense of purpose to serve the community</li> <li>• Different community services are provided for student leaders. They can serve different people who are in need.</li> </ul>	<b>further promote this value to Senior Form students</b>		
		<b><u>Achievements</u></b>	<b><u>Improvements</u></b>	<ul style="list-style-type: none"> <li>✧ Provide more chances for students to participate in the community services programs.</li> </ul>
<ul style="list-style-type: none"> <li>✧ SL&amp;CE have refined the Community Service Project. Students were able to apply what they have learnt from STEM education to design tools for the elderly.</li> <li>✧ Student ambassadors have been trained to provide an online mock interview for primary school students.</li> <li>✧ All these programmes were able to cultivate our students' sense of responsibility and increase their willingness to serve the community.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Due to the pandemic, no study tour can be arranged.</li> <li>✧ Due to the pandemic, we can only arrange online interview with the elderly.</li> </ul>			

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

Targets	Success Criteria	Review on Implementation		Follow-up Measures
<p>To align visions and understanding and enhance collaboration among teachers for fostering students to be active learners</p>	<ul style="list-style-type: none"> <li>● 85% teachers agree that sharing sessions in staff meeting or SD day can inspire them to think of ways to foster students to be active learners.</li> <li>● Teachers find the Case Management system useful.</li> <li>● Teachers agree that appraisers are able to provide concrete feedback on their individual professional plans which incorporates the areas of students' active learning.</li> </ul>	<p><b>Overall Evaluation : Partially achieved.</b></p> <p><b>In order to enhance professional development, the appraisal system should be refined and the sharing culture should be created in the coming school year.</b></p>		
		<p style="text-align: center;"><b><u>Achievements</u></b></p> <ul style="list-style-type: none"> <li>✧ Teachers found the Case Management System satisfactory. There were two phases of consolidation classes The majority of students have shown improvement in either the area of academic or learning habits.</li> </ul>	<p style="text-align: center;"><b><u>Improvements</u></b></p> <ul style="list-style-type: none"> <li>✧ Due to Covid-19, sharing sessions were cancelled in the staff meeting or SD day. The regular meetings were used to discuss the contingency measures.</li> <li>✧ Based on the KPM survey, all stakeholders still ranked students' learning the lowest, showing that students were not active learners. Apart from that, teachers thought that it's better for the appraisers to give more concrete feedback on their professional plans and it's better to work out an alignment to narrow the discrepancy among different appraisers.</li> <li>✧ Based on the KPM survey, all stakeholders still ranked students' learning the lowest, showing students were not active learners.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Sharing on fostering students to be active learners should be conducted in Staff development.</li> <li>✧ To increase the frequency of sharing and create the sharing culture by having a sharing session in each staff meeting.</li> </ul>

Targets	Success Criteria	Review on Implementation		Follow-up Measures
To strengthen professional leadership of middle managers	<ul style="list-style-type: none"> <li>● 90% of middle managers agree that Smarter Education programme can strengthen their connections with other schools.</li> <li>● Middle managers agree that the Smarter Education programme can help them broaden their vision on the development of education.</li> <li>● Middle managers agree that they can monitor vertical planning of curriculum and assessment well.</li> <li>● Most panel heads are familiar with summarizing the findings for subject development after lesson observation and book inspection.</li> <li>● Formulated follow-up plans are included in the evaluation of annual plans in different subjects or functional groups</li> </ul>	<p><b>Overall Evaluation : Partially achieved.</b></p> <p><b>The awareness of summarizing the findings for subject development after lesson observation and book inspections has been enhanced. But the skills on monitoring the implementation of work should be strengthened.</b></p>		
		<p style="text-align: center;"><b><u>Achievements</u></b></p> <ul style="list-style-type: none"> <li>◇ With the help of QSIP, panel heads of core subjects have arranged professional development workshops for all panel members after assignment inspections. They have tried to share some good practices and made suggestions on the areas that have room for improvement.</li> <li>◇ Geography, Computer literacy &amp; Physics departments have done the shadowing lesson observations with QSIP. Their professional development has been enhanced by adopting student-centered approach in lesson observation.</li> </ul> <p><b><u>中國語文科</u></b></p> <ul style="list-style-type: none"> <li>◇ 以學生為中心，查閱課業：中六查閱課業，在跟進方面加強針對學生的問題，例如 6S 班學生能力、耐力稍遜，因此改正形式較多變，例如選取幾道表現差的閱讀理解題目，要求學生改正；或部分題目以填充方式改正；或要</li> </ul>	<p style="text-align: center;"><b><u>Improvements</u></b></p> <ul style="list-style-type: none"> <li>◇ Due to Covid-19, the planned activities arranged by Smarter education programme were cancelled. The connections with other school could not be strengthened under this situation.</li> <li>◇ Few subjects and functional groups still haven't used different kinds of data (e.g. APASO, DSE, TAS, KPM data) to evaluate their annual plans, showing some still cannot monitor their work effectively.</li> <li>◇ Only half of the panel heads have tried to monitor their curriculum and assessment vertically.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Connections with other schools should be strengthened. More school visits should be arranged to broaden colleagues' vision on the development of education.</li> <li>◇ More professional sharing among panel heads on the monitoring should be arranged.</li> </ul>

Targets	Success Criteria	Review on Implementation		Follow-up Measures
		<p>求學生重寫一段綜合寫作段落等。由於書寫量不算多，學生一般願意及用心完成改正。中一至中五級方面，課文問答設「作答步驟」一欄，指導及幫助學生掌握答題技巧。</p> <p><b><u>English Department</u></b></p> <p>◇ The Department was invited to share the exemplary school practice in the use of the STAR 2.0 platform in the EDB's dissemination seminar.</p> <p><b><u>通識教育科</u></b></p> <p>◇ QSIP 於 6 月初到校舉行「課業設計及回饋」會議，可進一步優化的建議如下：時事分析工作紙考慮照顧中四級學生的學習差異 i) 將課業作分階段處理，先邀學生搜集資料及擬訂探究題目 (提供不同題型及題問詞作參考)，並作第一次批改及回饋 ii) 方向正確後，讓學生嘗試撰寫作答大綱 / 選段詳細作答，在不同學段循序漸進加深至全題作答</p>		
To optimize the use of human resources to enhance	<ul style="list-style-type: none"> <li>● 90% of teachers agree that the refined school committee is fine and it is able to facilitate the school work.</li> </ul>	<p><b>Overall Evaluation : Completely achieved.</b></p> <p><b>Many teachers are satisfied with the use of big data and refined structure of school committees. E-administration should be further promoted in order to use data to enhance L&amp;T efficiency.</b></p>		<p>◇ To optimize the use of human resources and</p>
		<b><u>Achievements</u></b>	<b><u>Improvements</u></b>	

Targets	Success Criteria	Review on Implementation		Follow-up Measures
teachers' capacity		<ul style="list-style-type: none"> <li>✧ The majority of teachers stated that Principal was able to give a clear direction to develop school sustainably, implying that teachers agreed with the refined school committee.</li> <li>✧ Based on the KPM survey, teachers agreed that the effective use of big data was good for giving feedback on L&amp;T., stating that teachers agreed with the use of big data.</li> <li>✧ E-administration (e.g. Excels for collecting predicted grades and challenge grades, checking online timetables) has been developed. Many teachers agreed that it is more convenient.</li> </ul>	<ul style="list-style-type: none"> <li>✧ Due to Covid-19, the development of E-Administration was suspended. The use of Power BI should be promoted.</li> <li>✧ Due to Manpower allocation in Administrative Team &amp; IT, the structure of school committee will be further refined.</li> </ul>	continue to refine the school committees.