

Methodist College
Three-year School Development Plan 2007 - 2010

Goals : School featured by Christian life education, subject excellence and bilingual education with adequate facilities and resources for whole-person development

Major Concern	Intended Outcome / Targets	Strategies	Time scale		
			07-08	08-09	09-10
1. Spiritual revival & school culture	Christian faith understood and accepted by increased number of students, teachers, parents and alumni	1. School chaplain and form chaplain lead evangelist work ;	☆	☆☆	☆☆
		2. Refine religious education curriculum;	☆	☆☆	☆☆
		3. Strengthen Christian student network and leadership training;	☆	☆☆	☆☆☆
		4. Develop a teacher prayer network and a caring sharing community;	☆	☆☆	☆☆
		5. Develop Christian parent fellowship;	☆☆	☆☆☆	☆☆☆
		6. Strengthen ties with the Church and increase student participation in church organized activities.	☆☆	☆☆☆	☆☆☆
2. Life education	1. Teachers model love and good character; 2. Students' behavior demonstrate good character; 3. Students show enhanced awareness and understanding of purpose of life and potentials; 4. Students develop the identity of a national and global citizen; 5. Students have balanced healthy life style.	1. Enhance national and global citizenship education;	☆	☆☆	☆☆
		2. Implement character building programs;	☆☆	☆☆	☆☆☆
		3. Implement life education through reading;	☆☆	☆☆	☆☆☆
		4. Implement life education through art, music, drama, and sports;	☆	☆☆	☆☆
		5. Implement life education through academic subjects and related experiential activities;	☆	☆☆	☆☆
		6. Enhance home-school cooperation;	☆☆	☆☆☆	☆☆☆
		7. Implement life education program for parents;	☆	☆☆	☆☆
		8. Strengthen connection with alumni, tapping resources for life sharing and careers education.	☆☆☆	☆☆☆	☆☆☆
		9. Implement the homework tutoring program for junior form students.	☆☆	☆☆☆	☆☆☆ ☆

Major Concern	Intended Outcome / Targets	Strategies	Time scale		
3. Subject excellence	1. Students' subject choice match with intelligence and interests; 2. Students develop self-directed learning attitude and strategies; 3. Students develop high English for academic studies proficiency; 4. Improved performance in public exams;	1. Differentiated curriculum for students with different intelligences i.e. mathematical, scientific, humanities, arts, practical;	☆	☆☆	☆☆
		2. Student grouping policies facilitate differentiated curriculum and catering for diversity;	☆☆	☆☆☆	☆☆☆
		3. Develop English Language Across Curriculum programs at all levels in all subjects;	☆☆	☆☆☆	☆☆☆
		4. Develop Putonghua programs;	☆☆	☆☆	☆☆☆
		5. Strengthen subject related extension activities through clubs and societies i.e. Science, English, Economics, Geography, BAFS, Drama, Music, Art, Sports.	☆☆	☆☆	☆☆☆
		6. Teachers improve subject matter knowledge, teaching design and lesson delivery with higher degree study and school-based staff development programs.	☆☆☆	☆☆☆	☆☆☆
		7. Teachers pilot New Senior Secondary Curriculum – elective modules, teaching strategies and assessments.	☆☆	☆☆	☆☆☆
4. School future	1. Teachers' curriculum materials and teaching strategies for bilingual education are prepared; 2. Dovetail curriculum for MCMS – transition from CMI to EMI from primary five to secondary three	1. Pilot bilingual models of LAC.	☆☆	☆☆	☆☆☆
		2. Pilot transition English and Chinese enhancement programs.	☆☆	☆☆	☆☆☆
		3. Pilot transition content LAC programs.	☆	☆☆	☆☆
		4. Enhance joint school student activities.	☆☆	☆☆	☆☆☆
		5. Enhance joint school teacher development activities.	☆☆	☆☆	☆☆
	New campus in Yau Ma Tei	1. Pray.	☆☆☆	☆☆☆	☆☆☆
	2. Establish connections with the YTM community.	☆☆	☆☆	☆☆☆	
	3. Form a committee and design the new school.	☆	☆☆	☆☆☆	

Stage of development: ☆ awareness building ☆☆☆ pilot ☆☆☆ develop ☆☆☆ diffuse ☆☆☆ towards excellence