

Methodist College -Annual School Plan (2011-12)

Major Concern 1: Enhancing Teaching and Learning (Stage 2)

Objectives:

- 1. To develop students' study skills**
- 2. To strengthen the language skills in learning (LAC in junior forms)**
- 3. To develop assessment for learning (AfL) in L&T**

1. To develop students' study skills

- Effective memorization - visualizing relationship / building mental images for memory
- using graphic organizers
- Thinking aloud
- Self reflection on learning

Implementation Strategies / Tasks	Month / Date(s)	Success criteria	Methods of evaluation	People / Com. responsible
Subject Level (a) Subject Level: Teaching, Learning and Assessment in different subjects <ul style="list-style-type: none"> ● Lesson observation (lesson study) ● Increasing awareness on learning 	Throughout the year	(a) The lesson study will focus on developing the study skills (especially Thinking Aloud) of students. (b) 80% of teachers agree that they have put more emphasis on teaching students study skills and asking students to reflect on their own learning.	(a) Subject panel Evaluation meetings (b) Questionnaires (c) Reports on peer observation	ADC Subject departments
School Level (b) Regular review of learning progress (whole school) <ul style="list-style-type: none"> ● Goal setting at the beginning of the term ● Self-reflection before and after exams ● Learning evaluation day (c) ADC Board display (Theme: Learning strategy) and related whole school activity reflection on learning	September Before and after exams 12/7/2012 Throughout the year	(c) Improvement in students' views on their initiative to learn and application of learning strategies	(d) Inspection of students' works (e) APASO	ADC CTs, ACTs ADC

2. To strengthen the language skills in learning (Language Across Curriculum)

Implementation Strategies / Tasks	Month / Date(s)	Success criteria	Methods of evaluation	People / Com. responsible
<p>(a) Content subject vocabulary building</p> <ul style="list-style-type: none"> ● Develop vocabulary building materials ● Explore and develop effective teaching strategies for vocabulary building <p>(b) Content subject-based writing materials</p> <ul style="list-style-type: none"> ● Develop a content subject writing curriculum ● Design, implement and evaluate teaching and learning handouts ● Teach students skills of comprehending questions in assignments/tests/exam papers ● Teach students the writing skills essential for answering questions in assignments/tests/ exam papers of these subjects <p>(b) Language support for students and content subject teachers</p> <ul style="list-style-type: none"> ● Refine and develop classroom language instructions 	Throughout the year	<p>(a) Develop tailor-made content subject vocabulary building and writing materials</p> <p>(b) Specific lessons are conducted with positive feedback (80% of students).</p> <p>(c) Improvement in students' English proficiency for learning content subjects in English</p>	<p>(a) Evaluation meetings</p> <p>(b) Students' survey</p> <p>(c) Students' performance in formative and summative assessments</p>	<p>ADC (LAC Team)</p> <p>Subject departments (English, Mathematics, Science, Geography, History)</p>

3. To develop assessment for learning (AfL) in L&T

Implementation Strategies / Tasks	Month / Date(s)	Success criteria	Methods of evaluation	People / Com. responsible
<p>(a) Staff development seminars / sharing sessions</p> <ul style="list-style-type: none"> ● Assessment for learning ● Sharing by subjects <p>(b) Prepare materials concerning AfL for teachers' reference</p>	<p>25/8/2011</p> <p>14/3/2012</p> <p>Throughout the year</p>	80% of teachers have the basic concept of AfL	<p>(a) Subject panel evaluation meetings</p> <p>(b) Questionnaires</p> <p>(c) Inspection of students' works</p>	ADC (LAC Team)

Methodist College -Annual School Plan (2011-12)
Major Concern 2: Consolidating Life Education (Stage 2)

Objectives:

- 1) To achieve the school's mission: To develop whole-person education based on Christian principles, and to nurture wholesome life through the preaching of the Gospel.
- 2) To develop a whole-school approach: To carry out life education through both the formal and the informal curriculums.
- 3) To consolidate the longitudinal plan for systematic progression from S1 to S7.
- 4) To strengthen careers education under NSS.
- 5) To provide stronger guidance and support to students with special emotional or educational needs.

Part 1: Life Education Curriculum and Programmes

Area concerned	Strategies/Tasks	Time Scale	Success Criteria Students should be able to...	People responsible	Resources required
Form based Life Education Curriculum	<p><u>Form One</u> Theme: Self-discovery - School-based materials for class teacher periods - Adventure camp to be held after the first exam - Big Brother Big Sister Scheme for helping new students - Small interest groups for providing more chances of experiential learning. - MCKLN Award Scheme</p>	Sept. 11- Jun. 12	<ul style="list-style-type: none"> - establish a better self-understanding - establish a more positive value system - have a healthier self-esteem - be more capable of coping with adversity 	F1 life education coordinator, (CT and ACT)	<ul style="list-style-type: none"> - Funding from church, - NGOs
	<p><u>Form Two</u> Theme: National Education(RA411.R) - Military training camp in Mainland China - Visits to Museum or China-related organizations - Talks on Recent Developments in China - Activities about Chinese Customs and Festivals</p>	Nov.11- Jun. 12	<ul style="list-style-type: none"> - establish a clear national identity - have a better understanding of their own country - establish a sense of belonging to their own country 	F2 life education coordinator, (CT and ACT),	<ul style="list-style-type: none"> - NGOs

	<p><u>Form Three</u> Theme: Careers Education (Be A Dreamer!) - Careers Talks on Life planning & NSS for both students and parents - Careers Visits - Careers Education Curriculum : "Finding your Colours of Life" will be used in class teacher periods - Careers Exhibition</p>	Nov.11 - Jun. 12	<ul style="list-style-type: none"> - recognize their strengths and weakness - start to construct their career path - start making their life planning 	F3 life education coordinator, (CT and ACT), (Careers Team members)	
	<p><u>Form Four</u> Theme 1: Social Service and Civic Education (Be a servant leader) - Social Service workshops (including training, visit, service and debriefing) - Talks on social issues</p>	Nov.11 - Jun. 12	<ul style="list-style-type: none"> - love and care more about society and others - know and understand the meaning of good citizenship 	F4 life education coordinator, (CT and ACT)	- NGOs
	<p>Theme 2: Harmonious Society - Talks and workshops on "Cultural Diversity in Hong Kong". - Interview people of different races</p>	Nov.11 - Jun. 12	<ul style="list-style-type: none"> - have more exposure to different cultures - appreciate and tolerate different lifestyles and cultures 	F4 life education coordinator, (CT and ACT)	- NGOs
	<p><u>Form Six and Form Seven</u> Theme: Health Education and Stress Management * - Talks on personal health and stress management. - Workshop on stress management - Form based activities</p>	Nov.11 - Jan. 12	<ul style="list-style-type: none"> - develop more healthy & better living habits - practice some strategies to cope with stress 	F6, F7 life education coordinator, (CT and ACT)	
Cross-level Life Education Curriculum	<p><u>Sex Education</u> - Sex education talks according to specific needs of each form - Value education through class teacher periods - Sex peer-counselors programme</p>	Nov.11 - Jun. 12	<ul style="list-style-type: none"> - have more knowledge related to sex - develop a positive value towards sex - understand and practice some peer counseling techniques 	All committee members	- NGOs

	<u>Drugs Education</u> - Talks by PS33 - Value education through class teacher periods	Nov.11 - Jun. 12	- Have more knowledge about drugs - Understand the consequences of drugs addiction	All committee members	- PS33
	<u>Internet Addiction</u> - Talks on internet addiction and internet dating	Nov.11 - Jun. 12	- Develop a healthier and better lifestyle in terms of internet surfing - Understand the dangers of internet dating	All committee members	- NGOs
	<u>Life Education Ambassadors</u> - whole school activity e.g. Hunger banquet - MCTV programmes - Fourth of June Anniversary Activities	Nov.11 - Jun. 12	- Care more about others - Develop a more positive value system - Have more chance of self-reflection	All committee members	

Careers education for each form:

Form	Strategies / Tasks
F. 1	<u>THEIR JOBS/CAREERS</u> - Interview 3 close relatives about their jobs/careers - Careers talk - Worksheets & presentations in class: the various considerations / criteria for choosing a career
F. 2	<u>MY FAVOURITE JOB(s)/CAREER(s)</u> - Online video (EDB/YES/HYC): Exposure to different careers - Poster exhibition (EDB) - Simple Aptitude Test - Careers talk - Worksheets & presentations in class: identifying one's possible career fields
F. 3	<u>MY DESIRABLE CAREERS - FINDING COLORS OF LIFE</u> - Booklet "Finding colours of life" HKACMGM to be used in Class Teacher periods

	<ul style="list-style-type: none"> - S3 Careers Day + Holland's Aptitude Test - S3 Parents' Night (+ Junior Form P&S)
F. 4	<p><u>CAREER MAPPING(I)</u></p> <ul style="list-style-type: none"> - Briefing: Admission requirements of universities / NSS JUPAS - Booklet "Career Mapping" (HKACMGM) to be used in Class Teacher periods
F. 5	<p><u>CAREER MAPPING(II)</u></p> <ul style="list-style-type: none"> - Booklet "Career Mapping"(HKACMGM) to be used in Class Teacher periods - S5 Careers Day - S5 Parents' Night (+ S4 P&S)
F. 6	<p><u>NSS JUPAS 2011-2012 :HKDSE</u></p> <ul style="list-style-type: none"> - Careers Team and Class Teachers coach each student to prepare their SLP and JUPAS application - Briefing: NSS JUPAS operation 2012 - S6 Careers Day - Consultation on JUPAS choices - Talk: Preparation for Result Release of HKDSE - Careers Guidance/Counseling: <ul style="list-style-type: none"> ■ Result Release of HKDSE 2012 ■ Modification of choices ■ Main/Clearing/Subsequent Round Offers
F. 7	<p><u>JUPAS 2011-2012: HKAL</u></p> <ul style="list-style-type: none"> - Briefing: JUPAS operation 2012 - Consultation on JUPAS choices - Talk: Preparation for Result Release of HKAL - Careers Guidance/ Counseling: <ul style="list-style-type: none"> ■ Result Release of HKAL 2012 ■ Modification of choices ■ Main/Clearing/Subsequent Round Offers
F. 1-7	<ul style="list-style-type: none"> - Workplace or Tertiary institute visits - NGO/EDB activities (e.g. BSPP, HYC, YES, JA- JA SUCCESS SKILLS WORKSHOP)

Part 2: Improving Students' Discipline and Attitudes

	Strategies / Tasks	People Responsible	Success Criteria	Resources Needed
1	Encourage class-based activities and award programmes to raise students' sense of belonging, solidarity & mutual support	CTs	Evaluation by CTs	EP to provide advice
2	Provide after-school homework supervision and tutorial support to students with needs	AAC & TA	Improvement in homework submission rate	
3	Immediate follow-up on cases of lateness to school	GC, CTs & TA	Reduced number of lateness	
4	Introduce a Personal Tutor Scheme to match teachers with those students who might need more concern & guidance throughout his/her secondary school years.	All teacher who sign up to be Personal Tutors	Reduced number of cases of misbehaviour	EP to provide advice & training to teachers
5	Continue with the Prefects Training Programmes & Peer Prefects scheme	GC	Feedback from student questionnaires	NGO
6	Continue with the Classroom Cleaning Competitions	GC & CTs	Cleanliness in classrooms	
7	Growth Programme for Junior Secondary Students	SSW, CTs & TA	Feedback from student questionnaires	Funding from Methodist Church, HK

Areas Outside Major Concerns:

1) Language Policy:

- English is the medium of instruction for all subjects except Chinese Language, Chinese History, Putonghua, Liberal Studies and Religious Education.
- In F.1-3, Putonghua is the teaching medium to deliver 50% of the Chinese Language lessons in one class in each form.
- All school functions are basically conducted in English, while teachers and students are encouraged to use English in informal communications but not compulsory.

2) Use of Grants:

- The Capacity Enhancement Grant (CEG) and the Enhanced Senior Secondary Curriculum Support Grant (SSCSG) will be used to employ 2 additional teachers and 3 teaching assistants to relieve the workload of all teachers (Budgeted total: \$1,089,791.00)
- Part of the CEG is set aside for the Gifted Education Programme for F.1-3 (Budgeted total: \$63,560)
- Balance from the CEG and SSCSG will be kept for employing additional teachers and teaching assistants in the 2012-13 year.
- The Diversity Learning Grant will be used to provide gifted education programmes to NSS students.

Methodist College
Three-year Plan – Provision of Gifted Education Programmes
For the Third Cohort of Senior Secondary Students (from 2011/12 to 2013/14 School Year)

The following programmes are adopted with support of EDB's Diversity Learning Grant (DLG):

DLG Funded Programme	Strategies & benefits anticipated	Name of Programme	Duration	Target Students	Est. No. of Students Involved			Evaluation of Learning/ Success	Teacher-in-charge
					11/12	12/13	13/14		
ApL	To cater for students' diversified learning needs and career interests	Courses of students' own choice	2 years	Those wishing to take ApL as 2 nd or 3 rd NSS elective		10	10	Course completion & assessment results	VP, Careers Head & course providers
Other Programmes - Gifted Education Programmes	Tier 1: To raise students' power of expression & critical thinking	Conflict Management Day Camp	1 day	All students in F.5		150		Increased exposure of students & enhanced confidence	Eng. Dept. & Li Po Chun United World College
	Tier 2: To provide additional training and coaching to elite students on various aspects	Various aspects of giftedness, e.g. English & Chinese debating, speech, Maths, Putonghua, Science etc.	3 years	Students with potentials and talents on the chosen aspects	50	50	20	Courses organized and results in competitions	Various subject heads and school team advisors
	Tier 3: To subsidize students to attend relevant courses outside the school		3 years	Elite students with particular talents	10	10	10	Oral reports from the students	Teachers of relevant disciplines

