

Methodist College – Annual School Plan (2014-15)
Major Concern 1: Developing Good Quality Lessons (Stage 2)

	Objectives of the Year	Proposed Strategies	Success Criteria	Method of Evaluation
1	To raise teachers' capacity of developing good quality lessons: Develop a more student-centered classroom with well-structured lesson design	(a) To develop well-structured lessons with: - specific and measurable learning objectives with a sharper focus on what students should know, or be able to perform as a result of completing the learning activities - clear focus - well-sequenced activities - appropriate pace - learner preparation - summing up lesson - students' self-reflection on whether they can achieve the learning objectives stated (b) To increase collaborative lesson preparation and department-based sharing opportunities among teachers	(a) 80% of lessons observed are able to achieve at least 5 out of 9 of the following criteria - state specific and measurable learning objectives which are about student performance - clear focus - well-sequenced activities - appropriate pace - require learner preparation - encourage self-reflection - sum up lesson - enough wait time - involving students of different ability and motivation levels to answer the questions (b) 70% of teachers agree that	(a) Lesson observation (appraisal, lesson study) (b) Teachers' self-evaluation questionnaire (c) Minutes of subject meetings
2	To improve questioning techniques	(a) To allow enough wait time for students to comprehend the questions and formulate an answer after deeper thought (b) To cater for learners' diversity: using different questioning methods that involve students of different ability and motivation levels in answering the questions	- they often state specific and measurable learning objectives focusing on student performance and observable behaviour; - their lesson designs are well-structured; - they require students to reflect on their learning during their lessons; - there is an improvement in their questioning	

		<p>(c) To organize school-based professional development programmes (e.g. seminars, workshops, visits)</p> <p>(d) To increase collaborative lesson preparation and department-based sharing opportunities among teachers</p>	<p>techniques (focus in 2014/15: wait time, questioning methods)</p> <p>(c) Sharing of teaching pedagogies/strategies in department/subject meetings</p>	
3	To nurture students' learning capabilities: to develop students' self-directed learning attitude and thinking skills	<p>(a) To require students to do pre-lesson preparation</p> <p>(b) To require students to be actively involved in thinking and speaking in class</p> <p>(c) To place a higher expectation on students' work</p>	<p>(a) Pre-lesson preparation is embedded in the teaching plan.</p> <p>(b) At least three assignments* (of each form from each subject) include questions involving at least one high-order thinking skill – Bloom's Taxonomy (Revised) e.g. apply, analyse, evaluate and create.</p> <p>(c) 50% of teachers agree that students' learning attitude has improved (answering questions, engage in learning activities, reflective about their learning)</p> <p>*1-2 assignment(s) for F.6 and the following subjects: RE, F.3 subjects with one lesson every two cycles, cultural subjects (VA, DT, HE, PE)</p>	<p>(a) Lesson observation (appraisal, lesson study)</p> <p>(b) Students' work inspection</p> <p>(c) Teachers' self-evaluation questionnaire</p> <p>(d) Students' questionnaire</p>

Methodist College -Annual School Plan (2014-15)
Major Concern 2: Building a Positive School Culture (Stage 2)

Objectives of the Year:

1. To raise students’ sense of belonging
2. To promote positive value / emotion in school
3. To embed positive values into subject curriculums and the work of committees and teams
4. To promote the value of appreciation and gratitude (thanksgiving)

Strategies	Success Criteria	Methods of Evaluation
<p><u>Through “Class Building”</u></p> <ol style="list-style-type: none"> 1. Implement “everyone for the class”, where all classmates share the jobs of the class business. 2. Encourage students to design their own “Class-tee” 3. Implement “Good people and Good deeds” scheme in class where teachers and students write inspirational message and blessings to each other. The messages will be post on a specially designed place of the notice board. 4. Inter-class Singing Contest on Life-wide Learning Day 	<ol style="list-style-type: none"> (a) Students carry out their duty responsibly. (b) Students like to be one of the members of the class. (c) Students feel that teachers care about them. (d) Students feel that classmates care about them (e) Every teacher and student gives out at least one “blessing” card in this year. (f) Students actively participate in the activities (g) Students understand the importance of collaboration and being considerate 	<p>Teachers’ evaluation Questionnaires APASO</p>

<p><u>Through Whole school activities</u></p> <p>6. Through MCTV - at the beginning of each MCTV programme, hosts will ask reflective questions about positive thinking</p> <p>7. Set a day for teacher-student gathering where teachers and students are encouraged to have lunch together on that day</p> <p>8. “My Campus” Campaign - Short video competition on the theme “My Campus”</p>	<p>(h) Student understand the importance and benefit of showing appreciation to others and having the attitude of gratitude</p> <p>(j) There is improvement in teacher-student relationship.</p> <p>(k) Students actively participate in the contest</p>	<p>Teachers’ evaluation Questionnaires APASO</p>
<p><u>Through the work of various subjects, teams and committee.</u></p> <p>9. Each subject, department, committee and team includes objectives 1 to 4 in their annual programme plan. e.g. “My Campus” English / Chinese Dept.: essay writing competition on a topic which promotes positive thinking VA.: Poster/ drawing competition/ homework Other Subjects: give some prizes to appreciate the effort of students in the subject</p> <p><u>Others</u></p> <p>10. Sharing positive articles during Day 5 reading time</p> <p>11. Hunger Banquet for S1 Students.</p>	<p>(l) Refers to annual programme plan of various subjects, departments, committees and teams.</p> <p>(m) Students understand the importance and benefit of showing appreciation to others and having the attitude of gratitude</p> <p>(n) Students understand the needs of the poor in the world and the importance and benefit of having the attitude of gratitude.</p>	<p>Their minutes and reports</p> <p>Teachers’ evaluation Teachers’ evaluation Questionnaires APASO</p>

Methodist College -Annual School Plan (2014-15)
Work Plan on Life Planning Education and Careers Guidance Service

Objectives	Strategies	Monitoring / Evaluation	Allocation of CLP Grant
(1) To better the design of the existing Careers Education Curriculum	<ul style="list-style-type: none"> • To set up a specific task group to plan, monitor and evaluate the effectiveness of the curriculum 	<ul style="list-style-type: none"> • the number of meetings held • the amount of teaching materials and activities developed 	<ul style="list-style-type: none"> • Employ one 0.5 teacher to relieve the teaching load of teachers in the task group. (Budget: \$322,560.00) • Employ one teaching assistant to handle all logistics and liaison matters regarding life education and careers education (Budget: \$176,400.00)
(2) To connect with external organizations for activities arrangements	<ul style="list-style-type: none"> • Careers teachers to join more seminars and talks so as to build up good networking with external organizations • To arrange more non-school-based activities to students (e.g. JA Company Programme, University visits and talks, BSPP activities) 	<ul style="list-style-type: none"> • the number of seminars and talks attended by careers teachers • the number of activities held for students • the number of students participated in the arranged activities 	<ul style="list-style-type: none"> • Organize activities related to CLP (Budget: \$18,660.00) • Budgeted total: \$517,620.00
(3) To help more students to set own learning goals, prepare for transitions and develop personal plans and careers goals	<ul style="list-style-type: none"> • To spare careers teachers' lessons to provide individual careers counseling services to needy students • To set up a better referral mechanism for teachers to refer needy cases 	<ul style="list-style-type: none"> • the number of cases taken up • the number of contact hours for careers counselling • quantitative and qualitative feedback from students, parents and teachers 	

Areas Outside Major Concerns

1) Language Policy:

- English is the medium of instruction for all subjects except Chinese Language (S1-6), Chinese History (S1-6), Liberal Studies (S1-6), Religious Education (S1-6), Putonghua (S1-3), Chinese Literature (S4-5) and Ethics & Religious Studies (S4-5).
- In S1-3, Putonghua is the teaching medium to deliver 50% of the Chinese Language lessons in Class R 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 Senior Secondary Curriculum Support Grant (SSCSG), including the balance from the previous years, as well as part of the accumulated balance of the Teacher Relief Grant (TRG) will be used to employ a total of 5.1 additional teachers and 1.5 teaching assistants to relieve the workload of all teachers and to meet the subject diversification needs under the New Senior Secondary curriculum. (Budgeted total: \$1,960,252.66)
- Part of the CEG is set aside for providing gifted education programmes for S1-3 and employing additional tutors for remedial and enrichment needs (Budget: \$59500.00).

Glossary on Specific Terms

APASO = Assessment Program for Affective and Social Outcomes

BSPP = Business-School Partnership Programme

CLP = Career and Life Planning

DT = Design & Technology

HE = Home Economics

JA = Junior Achievement

MCTV = Methodist College Television

PE = Physical Education

VA = Visual Arts

School-based After-school Learning and Support Programmes 2014/15 s.y.
School-based Grant - Programme Plan

Name of School: Methodist College

Project Coordinator: Mr Chong Chi Shing Contact Telephone No.: 2384 3543

A. The estimated number of benefitting students (count by heads) under this Programmer is 123 (including A. 19 CSSA recipients, B. 99 SFAS full-grant recipients and C. 5 under school's discretionary quota.

B. Information on Activities to be subsidised/complemented by the grant.

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Homework Tutoring	Remedial Classes & Study room	Student of lower family means can participate eagerly in self-paying school activity	Completion & Summer Assignment Rate of participation	3-6/2015	15	20	0	13,000.00	
Art & Culture	Develop potentials		Teachers' observation Rate of participation	9/2014-6/2015	5	40	3	38,000.00	
Sports	School teams training		Teachers' observation Rate of participation	9/2014-6/2015	5	5	0	5,000.00	
Volunteer Service	Develop potentials		Teachers' observation Rate of participation	3-5/2015	0	10	0	10,000.00	
Visits & Excursions	Enrich learning experience		Students' feedback	3-5/2015	5	20	0	5,000.00	
Leadership Training	Train Leadership Skills		Students' feedback	9/2014-2/2015	2	4	2	60,000.00	
Confidence Building	Train & raise self-confidence		Students' feedback	9/2014-6/2015	15	70	0	1,500.00	
Total no. of activities: <u>27</u>				[@] No. of participation counts	47	169	5		
					^{**} Total no. of participation counts	221			