# Methodist College – Annual School Plan (2015-16)
## Major Concern 1: Developing Good Quality Lessons (Stage 3)

<table>
<thead>
<tr>
<th>Objectives of the Year</th>
<th>Proposed Strategies</th>
<th>Success Criteria</th>
<th>Method of Evaluation</th>
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</thead>
<tbody>
<tr>
<td>1 To raise teachers’ capacity of developing good quality lessons through the use of effective questioning to develop a student-centered classroom</td>
<td>(a) To develop well-structured lessons with:  - specific and measureable 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 students’ participation in the learning process through effective questioning  - ask questions at all cognitive levels  - allow enough wait time for students to comprehend the questions and formulate an answer after deeper thought  - use a variety of response formats in questioning  - help students answer correctly – rephrase, prompt and cue when needed  (c) To promote teacher professional development</td>
<td>(a) 80% of lessons observed able to achieve 6 out of 9 items listed in the seven proposed strategies in (a) and two proposed strategies in (b) (wait time and using a variety of response formats in questioning)  (b) 70% of teachers agree that they often - state specific and measureable learning objectives focusing on student performance and observable behaviour;  - have their lesson designs well-structured;  - require students to reflect on their learning;  - use a variety of response formats in questioning  (c) Sharing of teaching pedagogies/strategies in department/subject meetings  (d) 70% of teachers agree that collaborative lesson planning and</td>
<td>Lesson observation (appraisal, lesson study) Teachers’ self-evaluation Minutes</td>
</tr>
</tbody>
</table>
| To nurture students’ learning capabilities: to increase students’ participation in class and develop students’ self-directed learning attitude | through collaborative lesson preparation, lesson studies and organizing professional development workshops.  
(d) To enhance teaching effectiveness through inviting teachers to share their good questioning strategies in department/subject meetings  
(e) ADC to provide reference materials on questioning strategies | school-based professional development programmes can enhance their capacity on using effective questioning strategies in increasing students’ participation in the learning process. |
|---|---|---|
| 2 | To require students to do pre-lesson preparation  
(b) To require students to be actively engaged in thinking and responding.  
(c) To require students to have self-reflection after lessons / tests / examinations  
(d) To encourage students’ self/further exploration through embedding HOT elements in classroom teaching / assignments  
(e) To place a higher expectation on students’ work | (a) Pre-lesson preparation is embedded in the teaching plan.  
(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. to analyse, to evaluate and to create and/or subject-based HOT skills.  
(c) 50% of teachers agree that students’ learning attitude has improved (participation in class, reflective about their learning)  
*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, Music)  
PTH (1 HOT assignment submitted for the whole junior forms)  
PE (NO need to submit HOT assignments) | Lesson observation (appraisal, lesson study)  
Students’ work inspection  
Teachers’ self-evaluation  
Students’ questionnaire |
**Methodist College - Annual School Plan (2015-16)**  
**Major Concern 2: Building a Positive School Culture (Stage 3)**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies</th>
<th>Success Criteria</th>
<th>Methods of Evaluation</th>
</tr>
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</table>
| 1. To raise students’ sense of belonging | (a) Implement “everyone for the class”, where all classmates share the jobs of the class business.  
(b) Encourage students to design their own “Class-tee”  
(c) “My class” MCTV programme  
(d) Encourage Class Association to organize Class gathering (e.g. birthday party, lunch with CT/ACT) | Students carry out their duty responsibly.  
Students like to be one of the members of the class. | - Teachers’ evaluation  
- Questionnaires  
- APASO  
- Stakeholders survey |
| 2. To promote positive value / emotion in school | (a) Life Education Time on MCTV  
- At the beginning of each MCTV programme, hosts will tell a story about positive values.  
(b) Sharing positive articles during Day5 reading time.  
(c) To embed positive values into our daily teaching.  
- Teachers express their appreciation to students at the end each lesson.  
(d) Each subject, department, committee and team includes objective 2 in their annual program plan.  
- 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 | - Students understand the concept of positive thinking  
- Student think in a more positive way  
- Students become more positive to their study  
- Students become more confident in their academic performance |
3. To promote the value of appreciation, gratitude (thanksgiving) and caring

| (a) Implement “Good people and Good deeds” scheme |
| Class Activities |
| - Teachers and students write inspirational message and blessings to each other. The messages will be posted on a specially designed place of the notice board. |
| - Proposed time: Before or after some big events (founders’ day, Christmas, Chinese Lunar New Year, Sports Day, class activities) |
| Whole School Activities |
| - Set up a Facebook Fan Page for posting “Good people Good deeds” story. |

- Every teacher and student gives out at least 3 “blessing” cards in this year.
- Students feel that classmates care about them

- The fan page gets 50 posts, 200 likes and 800 visits.

| (b) Hunger Banquet (compulsory for S1) |

Students understand the needs of the poor in the world and the importance and benefit of having the attitude of gratitude.

| (c) General Assembly – Everyone (including Pastors, Principal, teachers and students) express their gratitude to others. |

Students feel good about expressing gratitude to others.

| (d) Life Education Day – Communication and Thanksgiving |

- Students enjoy the activities
- Students understand the importance and benefit of showing appreciation to others and having the attitude of gratitude.
- Students feel that teachers and classmates care about them.
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 (S4-6) and Ethics & Religious Studies (S4-6).
   • 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) Career and Life Planning Education (CLP):
   • The work started in the previous years would continue under the leadership of the Careers Team (with 10 teaching staff as members) and the CLP Core Group (comprising 5 key members of the Careers Team).
   • Capitalizing on the experience of the previous years, CLP lessons, taught by the Careers Mistress, would be extended to cover all classes in S4-6. CLP in junior forms would still take the form of special projects delivered mainly through the Class Teachers.
   • Individual careers counselling would be expanded to satisfy the needs of more students.
   • The CLP Grant would continue to be used to employ a 0.5 teacher to relieve careers teachers, especially the Careers Mistress’s, teaching load. One teaching assistant would be employed to handle all logistics and liaison matters. (Budgeted total: $518,023.80) The remaining amount, if any, would be spent on careers activities.

3) 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 5.7 additional teachers and 1.5 teaching and technical assistants to relieve the workload of all teachers and to meet the subject diversification needs under the Senior Secondary curriculum. (Budgeted total: $2,537,438.40)
   • Part of the CEG is set aside for providing gifted education programmes and employing additional tutors for remedial and enrichment needs (Budget: $90500.00).
Glossary on Specific Terms
ADC = Academic Development Committee
APASO = Assessment Program for Affective and Social Outcomes
CLP = Career and Life Planning
CT/ACT = Class Teachers and/or Assistant Class Teachers
DT = Design & Technology
HE = Home Economics
MCTV = Methodist College Television
PE = Physical Education
PTH = Putonghua
RE = Religious Education
VA = Visual Arts

End of Plan
School-based After-school Learning and Support Programmes 2015/16 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 Program is \( \text{124} \) (including A. \( \text{20} \) CSSA recipients, B. \( \text{89} \) SFAS full-grant recipients and C. \( \text{15} \) under school's discretionary quota.

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

<table>
<thead>
<tr>
<th>Name / Type of activity</th>
<th>Objectives of the activity</th>
<th>Success criteria (e.g. learning effectiveness)</th>
<th>Method(s) of evaluation (e.g. test, questionnaire, etc)</th>
<th>Period/Date activity to be held</th>
<th>Estimated no. of participating eligible students*</th>
<th>Estimated expenditure ($)</th>
<th>Name of partner/service provider (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework Tutoring</td>
<td>Remedial Classes &amp; Study room</td>
<td>Student of lower family means can participate eagerly in self-paying school activity</td>
<td>Completion &amp; Summer Assignment Rate of participation</td>
<td>3-8/2016</td>
<td>15 20 3</td>
<td>10,000.00</td>
<td></td>
</tr>
<tr>
<td>Art &amp; Culture</td>
<td>Develop potentials</td>
<td></td>
<td>Teachers' observation Rate of participation</td>
<td>9/2015-6/2016</td>
<td>5 40 3</td>
<td>10,000.00</td>
<td></td>
</tr>
<tr>
<td>Sports</td>
<td>School teams training</td>
<td></td>
<td>Teachers' observation Rate of participation</td>
<td>9/2015-6/2016</td>
<td>5 5 0</td>
<td>5,000.00</td>
<td></td>
</tr>
<tr>
<td>Volunteer Service</td>
<td>Develop potentials</td>
<td></td>
<td>Teachers' observation Rate of participation</td>
<td>3-5/2016</td>
<td>0 10 0</td>
<td>10,000.00</td>
<td></td>
</tr>
<tr>
<td>Visits &amp; Excursions</td>
<td>Enrich learning experience</td>
<td></td>
<td>Students' feedback</td>
<td>3-5/2016</td>
<td>5 20 0</td>
<td>5,000.00</td>
<td></td>
</tr>
<tr>
<td>Leadership Training</td>
<td>Train Leadership Skills</td>
<td></td>
<td>Students' feedback</td>
<td>9/2015-6/2016</td>
<td>2 4 9</td>
<td>20,000.00</td>
<td></td>
</tr>
<tr>
<td>Confidence Building</td>
<td>Train &amp; raise self-confidence</td>
<td></td>
<td>Students' feedback</td>
<td>9/2015-6/2016</td>
<td>15 70 0</td>
<td>2,000.00</td>
<td></td>
</tr>
<tr>
<td>Learning Skill Training</td>
<td>Develop potentials</td>
<td></td>
<td>Students' feedback</td>
<td>6-8/2016</td>
<td>3 3 0</td>
<td>8,000.00</td>
<td></td>
</tr>
</tbody>
</table>

Total no. of activities: \( \text{22} \)

*No. of participation counts: 50 172 15
*Total no. of participation counts: 237