

**Methodist College – Annual School Plan (2016-17)**  
**Major Concern 1: Increasing Students’ Participation in Class (Stage 1)**

	<b>Objectives of the Year</b>	<b>Proposed Strategies</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>
1	To develop subject-based active learning strategies to increase students’ participation in class	(a) To pilot / develop subject-based active learning strategies to increase students’ participation in class, for example, (i) collaborative learning (ii) group discussion, presentation, debate (iii) think-pair-share (iv) class games (v) peer teaching (b) Collaborative lesson preparation and subject-based sharing on the application of active learning strategies will be held. (c) Active learning strategies will be the focus of lesson study and lesson observation. (d) To provide subject-based support in promoting e-learning	(a) At least ONE subject-based active learning strategy is piloted and evaluated in subject meetings.  (b) At least 60% of lessons observed are able to achieve 3 out of the following 6 items <ul style="list-style-type: none"> <li>• Well-sequenced activities</li> <li>• Require learner preparation</li> <li>• Opportunities for different learners to participate</li> <li>• Involving students of different ability and motivation levels to answer the questions</li> <li>• Opportunities for students to demonstrate learning / raise questions</li> <li>• Students are engaged in learning activities</li> </ul> (c) At least 20% of the lesson time would be allocated to student-centered activities.  (d) At the end of the year, at least one teacher shares his/her experience on the application of active learning strategies in subject meetings.	Minutes  Lesson study report  Lesson plans of collaborative lesson planning  Lesson observations (appraisal, lesson study)  Teachers’ self-evaluation

2	To create a positive classroom environment to encourage students to participate in class	<p>(a) Articulate class rules for participation and discussion.</p> <p>(b) Let students know what is expected of them.</p> <p>(c) Devise subject-based incentive scheme (award, term mark) to motivate students in classroom participation.</p> <p>(d) Design pre-lesson tasks/activities to prepare students more effectively for in-class activities.</p>	<p>(a) Class rules regarding the participation in class are posted on notice-board in class.</p> <p>(b) Subject-based incentive scheme is devised and evaluated in subject meeting.</p> <p>(c) Pre-lesson tasks / activities can be observed in lesson observation</p> <p>(d) At least 50% of teachers agree that students have improved in the following:  - Engagement in learning activities  - Active in learning (e.g. answer / raise questions, reflective about their learning)</p> <p>(e) At least 30% of students agree that they have improved in the following:  - Engagement in learning activities  - Active in learning (e.g. answer / raise questions, reflective about their learning)</p> <p>(f) An improvement in students' view on their confidence in learning</p>	<p>Minutes</p> <p>Lesson observations (appraisal, lesson study)</p> <p>Teachers' self-evaluation</p> <p>Students' survey</p> <p>SSE survey</p>
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**Methodist College -Annual School Plan (2016-17)**  
**Major Concern 2: Be a Blessing to Others (Stage 1)**

**Intended outcome/ targets:**

1. To nurture empathy among all members of the school
2. To inculcate all members of the school with a love of serving
3. To raise students' sense of belonging to class and school

<b>Strategies</b>	<b>Success Criteria</b>	<b>Methods of Evaluation</b>	<b>People Responsible</b>
<u>Through "Class Building"</u> 1. Build in class time for developing better teacher-student relationship. 2. Organize a Class-tee competition with the theme of "Be a blessing to others". 3. Each class produces a class video summarizing their class-based service learning activity. 4. Develop a handbook of class-building for class teachers.	(a) Amount of class time used for class building. (b) Students like to be one of the members of the class. (c) Students like to serve others in their class. (d) Students feel that teachers care about them. (e) Students feel that classmates care about them (f) Class videos are produced. (g) A draft handbook of class-building for CT is produced.	<ul style="list-style-type: none"> <li>• Teachers' evaluation</li> <li>• Students' questionnaires</li> </ul>	1. CT, ACT 2. LEC, CT, ACT 3. CT, ACT, MCTV 4. LPN, EP
<u>Through Recognition</u> 5. Add a column /section on school website showing students' participation in social service 6. Develop a service award scheme 7. Announce the service on the day to appeal for the support from other members of the school. 8. Launch the scheme of "Service star of the month/ term"	(h) A column /section on school website showing students' participation in social service is added. (i) A pilot scheme of service award is completed. (j) 70% of the service is announced. (k) 4 service stars of the month of each level is selected. 2 service stars of the term of each level is selected.	<ul style="list-style-type: none"> <li>• Teachers' evaluation</li> <li>• Students' questionnaires</li> </ul>	5. Publicity team, CT, ACT 6. LEC, CT, ACT 7. LEC 8. LEC

<p><u>Through Whole school activities</u></p> <p>9. “Spring Cleaning Day” cleanliness campaign on the last day before exam</p> <p>10. “Be a serving star” campaign</p> <p><u>Through morning line-up, assemblies and CT lessons etc.</u></p> <p>11. Invite guests, teachers, and students to share their experience in assemblies or morning line-up.</p>	<p>(l) Students actively participate in the activity.</p> <p>(m) Each class organizes at least one service learning activity.</p> <p>(n) Students like to serve others.</p> <p>(o) At least one guest is invited in assembly, 2 teachers, and 2 students are invited to share their service experience in morning line up.</p>	<ul style="list-style-type: none"> <li>• Teachers’ evaluation</li> <li>• Students’ questionnaires</li> </ul>	<p>9. AC</p> <p>10. LEC, CT, ACT</p> <p>11. LEC, FC</p>
<p><u>Through the work of various subjects, teams and committee.</u></p> <p>12. Each subject, department, committee and team includes objectives 1 and 2 in their annual programme plan.</p> <p><u>Through staff welfare and staff development</u></p> <p>13. Give more recognition to staff effort and achievement.</p> <p>14. Organize workshop on student support</p> <p><u>Through perfecting the system of student record</u></p> <p>15. Develop a longitudinal student record</p>	<p>(p) Refers to annual programme plan of various subjects, departments, committees and teams.(e.g. number of units, activities, tasks that fit into the theme)</p> <p>(q) Teachers give out cards to show appreciation and encouragement to others</p> <p>(r) Staff morale increases</p> <p>(s) At least 2 workshops are organized for teachers</p> <p>(t) Teachers feel more confident in student support.</p> <p>(u) A draft version of longitudinal student record is produced.</p>	<ul style="list-style-type: none"> <li>• Minutes</li> <li>• Teachers’ evaluation</li> </ul>	<p>12. Various units in the school</p> <p>13. All staff</p> <p>14. SDT</p> <p>15. LPN</p>

## 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 all classes of S1-3, one Chinese lesson is taught in Putonghua.
- 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 for S4-6 would be extended to one every two cycles, some of which would be taught by the Careers Mistress in collaboration with another careers teacher. 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.
- With the introduction of CLP lessons and individual careers counselling sessions which would all be counted into the teaching load, the CLP Grant would be turned into a Graduate Master post in the staff establishment so as to give legitimate recognition to this professional role taken up by the Careers Mistress and some teachers.

### **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) would be used to employ a total of 4 additional teachers, 1 assistant teacher, 2 teaching assistants and 2 technical supporting staff to relieve the workload of all teachers and to meet the subject diversification needs under the Senior Secondary curriculum. (Budgeted total: \$2,618,559.80)
- Part of the CEG is set aside for providing gifted education programmes (Budget: \$67,500) and part of the TRG would be used to employ short-term tutors for remedial and enrichment needs (Budget: \$120,400).

## Glossary on Specific Terms

AC = Administration Committee

CT/ACT = Class Teachers and/or Assistant Class Teachers

EP = Education Psychologist

FC = Form Committee

MCTV = Methodist College Television

LEC = Life Education Committee

LPN = Mr. Lam Pak Nin, Vice-Principal for Students' Non-Academic Development

SDT = Staff Development Team

SSE = School Self-Evaluation

End of Plan

**School-based After-school Learning and Support Programmes 2016/17 s.y.**  
**School-based Grant - Programme Plan**

Name of School: Methodist College

Project Coordinator: Miss Nicole Tam Contact Telephone No.: 2384 3543

A. The estimated number of benefitting students (count by heads) under this Programme is 100 (including A. 10 CSSA recipients, B. 80 SFAS full-grant recipients and C. 10 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 <sup>#</sup>			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	3-8/2017	15	20	3	10,000.00	
Art & Culture	Develop potentials		Teachers' observation Rate of participation	9/2016-6/2017	5	40	2	10,000.00	
Sports	School teams training		Teachers' observation Rate of participation	9/2016-6/2017	5	5	0	5,000.00	
Volunteer Service	Develop potentials		Teachers' observation Rate of participation	3-5/2017	0	10	0	10,000.00	
Visits & Excursions	Enrich learning experience		Students' feedback	3-5/2017	5	20	0	5,000.00	
Leadership Training	Train Leadership Skills		Students' feedback	9/2016-4/2017	2	5	3	50,000.00	
Volunteer Service	Train & raise self-confidence		Students' feedback	3-8/2017	2	2	2	40,000.00	
Confidence Building	Train & raise self-confidence		Students' feedback	9/2016-6/2017	15	30	0	2,000.00	
Learning Skill Training	Develop potentials		Students' feedback	9/2016-6/2017	3	3	0	8,000.00	
Total no. of activities: <u>20</u>					<sup>@</sup> No. of participation counts	52	135	10	
					<sup>**</sup> Total no. of participation counts	197			