

Methodist College – Annual School Plan (2017-18)
Major Concern 1: Increasing Students’ Participation in Class (Stage 2)

	Objectives of the Year	Proposed Strategies	Success Criteria	Method of Evaluation
1	To increase student engagement in learning	<p>(a) To develop / refine subject-based active learning strategies to increase students’ participation in class, for example,</p> <ul style="list-style-type: none"> (i) collaborative learning (ii) group discussion, presentation, debate (iii) think-pair-share (iv) class games (v) peer teaching <p>(b) Design more pre-lesson tasks/activities to prepare students more effectively for in-class activities.</p> <p>(c) Provide choice in the way the students express their knowledge</p> <p>(d) Let students know what is expected of them.</p> <p>(e) Review and revise the subject-based incentive scheme (award, term mark) to motivate students in classroom participation.</p>	<p>(a) At least 70% of lessons observed are able to achieve 3 out of the following 6 items (Well-sequenced activities, Require learner preparation, Opportunities for different learners to participate, Involving students of different ability and motivation levels to answer the questions, Opportunities for students to demonstrate learning / raise questions, Students engage in learning activities)</p> <p>(b) Pre-lesson tasks / activities can be observed in lesson observation</p> <p>(c) At least 25% of the lesson time is allocated to student-centered activities.</p> <p>(d) Subject-based incentive scheme is reviewed and evaluated in subject meetings.</p> <p>(e) At the end of the year, at least one teacher shares his/her experience on the application of active learning strategies in subject meetings.</p>	<p>Lesson observations (appraisal, lesson study)</p> <p>Lesson observations (appraisal, lesson study)</p> <p>Teachers’ self-evaluation</p> <p>Minutes</p> <p>Minutes</p>

		<p>(f) Collaborative lesson preparation and subject-based sharing on the application of active learning strategies will be held.</p> <p>(g) Active learning strategies will be the focus of lesson study and lesson observation.</p> <p>(h) To provide subject-based support in promoting e-learning</p>	<p>(f) At least 50% of teachers agree that the refined subject-based active learning strategies can help encourage classroom participation and improve students' understanding on the learning materials</p> <p>(g) At least 60% of teachers agree that students are: - engaged in learning activities - active in learning (e.g. answer / raise questions, reflective about their learning)</p> <p>(h) At least 50% of the students agree that more class participation has helped them learn better.</p> <p>(i) At least 50% of the students agree that more pre-lesson tasks / activities have helped them learn better.</p> <p>(j) At least 40% of students agree that they are: - engaged in learning activities - active in learning (e.g. answer / raise questions, reflective about their learning)</p> <p>(k) An improvement in students' view on their confidence in learning</p>	<p>Teachers' self-evaluation</p> <p>Teachers' self-evaluation</p> <p>Students' survey</p> <p>Students' survey</p> <p>Students' survey</p> <p>SSE survey</p>
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Methodist College -Annual School Plan (2017-18)
Major Concern 2: Be a Blessing to Others (Stage 2)

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

Strategies	Success Criteria	Methods of Evaluation	People Responsible
<p><u>Through “Class Building”</u></p> <ol style="list-style-type: none"> 1. Build in class time for developing better teacher student relationship. 2. Produce class video summarizing their service. 3. Develop a handbook of class-building for class teachers. 	<ol style="list-style-type: none"> (a) In addition to the regular CT periods in junior forms, at least 2 CT periods /yr will be scheduled for senior forms. (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) Each class produces one video summarizing their service (g) a draft handbook of class-building for CT is produced 	<ul style="list-style-type: none"> • Teachers’ evaluation • Students’ questionnaires 	<ol style="list-style-type: none"> 1. CT,ACT 2. CT, ACT. MCTV 3. LPN, EP
<p><u>Through Recognition</u></p> <ol style="list-style-type: none"> 4. Students’ participation in social service will be post on school websites. 5. Develop a service award scheme 6. Launch the scheme of “Service star of the month/ term” 	<ol style="list-style-type: none"> (h) Report of students’ participation in social service is posted on school website within 2 weeks. (i) Service Learning hours is shown on the school report. Award will be given to students with highest service 	<ul style="list-style-type: none"> • Teachers’ evaluation • Students’ questionnaires 	<ol style="list-style-type: none"> 5. LEC, CT,ACT 6. LEC, CT,ACT 7. LEC

<p><u>Through Whole school activities</u></p> <p>7. “Spring Cleaning Day” cleanliness campaign on the last day before exam</p> <p>8. “Be a serving star” campaign</p> <p>9. Overseas Service Learning Trips will be organized in a 3-year cycle.</p> <p><u>Through morning line-up, assemblies and CT lessons etc</u></p> <p>10. Invite guests, teachers, and students to share their experience in assemblies or morning line-up.</p>	<p>learning hours.</p> <p>(k) 4 service stars of the month of each level are selected. 2 service stars of the term of each level are selected.</p> <p>(l) Students actively participate in the activity.</p> <p>(m) Each class participates in at least one service learning activity.</p> <p>(n) Students like to serve others.</p> <p>(o) At least one trip with at least one pre-trip activity and one follow-up activity is organized.</p> <p>(p) 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>	<p>aires</p> <ul style="list-style-type: none"> • Teachers’ evaluation • Students’ questionnaires 	<p>8. LEC</p> <p>9. AC</p> <p>10. Vol.Ser.Gp</p> <p>11. LEC, FC</p>
<p><u>Through the work of various subjects, teams and committee.</u></p> <p>11. 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>(q) 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>(r) Teachers give out cards to show appreciation and encouragement to one another.</p> <p>(s) Staff morale increases.</p> <p>(t) At least 2 workshops are organized for teachers.</p>	<ul style="list-style-type: none"> • Minutes • Teachers’ evaluation 	<p>12. Various Committees</p> <p>13. All staff</p>

14. Organize workshop on student support	(u) Teachers feel more confident in student support.	14. SDT
<u>Through perfecting the system of student record</u>		
15. Develop a longitudinal student record	(v) CTs start using the longitudinal student record.	15. LPN

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 CLP Grant has already been turned into a Graduate Master post in the 2016-2017 school year. Built on the experience developed in the last few years, the following effort will continue to be made to promote CLP:
 - CLP lessons will be provided to all S4-6 classes once every two cycles. It will be a school-based curriculum developed by our Careers teachers with the support of the Life Education Committee. The content of the lessons include: understanding self and the world of work, developing one's dream and careers aspirations, pathways of further studies, life skills including self-care, social etiquette, interview and presentation skills etc. In junior forms, CLP will continue to take the form of special projects (e.g. interviewing various professions, visiting careers expo, careers day) delivered with the help of the Class Teachers.
 - The Life Education Committee will continue to organize various activities that will enhance students' reflection on self and life goals. Our school continues to be a key participating school in the QEF Project "Promoting Life Education through Film Appreciation" of the Methodist Church, Hong Kong.
 - The Careers Mistress will offer individual careers counselling sessions to students on a regular basis.

3) Use of Grants:

- The Senior Secondary Curriculum Support Grant (SSCSG) will be turned into teaching posts in the staff establishment. It is equivalent to 1.2 Graduate Master posts.
- The Capacity Enhancement Grant (CEG) as well as part of the accumulated balance of the Teacher Relief Grant (TRG) will be used to employ a total of 3.2 additional teachers, 3 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: \$2,265,469.2).
- Part of the CEG is set aside for providing gifted education programmes (Budget: \$59,000) and part of the TRG would be used to employ short-term tutors for remedial and enrichment needs (Budget: \$127,500).

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

Vol.Ser.Gp = Voluntary Service Group

End of Plan

School-based After-school Learning and Support Programmes 2017/18 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 [#]			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Tutorial Service	Remedial Classes & Study room	Student of lower family means can participate eagerly in self-paying school activity	Completion & Summer Assignment Rate of participation	1-8/2018	15	20	3	5,000.00	
Art & Culture	Develop potentials		Teachers' observation Rate of participation	9/2017-6/2018	5	40	2	5,000.00	
Visits & Excursions	Enrich learning experience		Students' feedback	3-5/2018	5	20	0	5,000.00	
Leadership Training	Train Leadership Skills		Students' feedback	9/2017-4/2018	2	5	5	30,000.00	
Adventure Activities	Train & raise self-confidence		Students' feedback	12/2017-3/2018	6	8	0	5,000.00	
Confidence Building	Train & raise self-confidence		Students' feedback	9/2017-6/2018	15	30	0	5,000.00	
Learning Skill Training	Develop potentials		Students' feedback	9/2017-6/2018	3	3	0	5,000.00	
Total no. of activities: <u>20</u>				[@] No. of participation counts	51	126	10		
				^{**} Total no. of participation counts	187				

Note:

* Name/type of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Participation counts: refers to the aggregate no. of benefitted students participating in each activity listed above.

**Total no. of participation count: the aggregate of (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the 10% discretionary quota (C) .

Manpower Deployment Plan
For the Surplus Laboratory Technician 2017/18

Task	Timeline	Details of the Task (Please state the objectives of the related activities/tasks and describe the tasks for laboratory technician)
1. To assist in planning and coordinating science / STEM education related learning activities in school	09/2017-12/2018	<p><u>Objective:</u> To organize student workshops to facilitate science/STEM learning through activities and project investigation.</p> <p><u>Tasks for the Surplus Laboratory Technician:</u> To perform trial-run and prepare consumables for science/STEM education related learning activities.</p>
2. To assist teachers in designing and conducting scientific investigation/ practical-based projects/science competitions	09/2017-12/2018	<p><u>Objective:</u></p> <ol style="list-style-type: none"> 1. To develop students' enquiring and solving problem ability 2. To develop students' curiosity and interest in science <p><u>Tasks for the Surplus Laboratory Technician:</u> To perform trial-run and prepare consumables for scientific investigation/practical-based projects.</p>
3. To conduct risk assessments for practical activities to be conducted, and record any observations regarding safety when conducting the practical activities	09/2017-12/2018	<p><u>Objective:</u> To ensure students can have a good and safe learning environment</p> <p><u>Tasks for the Surplus Laboratory Technician:</u> To conduct risk assessments and record any observations regarding safety for practical activities</p>