Methodist College
Annual School Plan 2009-10

The acronym MCKLN, standing for Methodist College Kowloon, is used to create the following slogan, which summarizes our direction for students’ development in the next few years:

We are here to nurture:
Modest, Caring and Knowledgeable Leaders of the New era.

Major Concern 1: Life Education

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 construct a comprehensive longitudinal plan for systematic progression from S1 to S7.
4) To bring in support from the Church, the alumni and the NGOs.

Dimensions:

![Diagram of A Wholesome Life]

Elements to be incorporated:
1) Religious Education
2) Moral and Civic Education
3) Careers Education
4) National Education
5) Health Education
6) Environmental Education
Details of Implementation:

In the Formal Curriculum:

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Tasks</th>
<th>People Responsible</th>
<th>Output Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 To construct a comprehensive longitudinal plan for systematic progression from S1 to S7, with one theme to be focused on in each year level.</td>
<td>1) Themes identified: S1: Self-discovery Journey S2: National Education S3: Be a Dreamer (Careers Education) S4: Be a Servant Leader (Social Service) S5: Health Education and Stress Management S6: Environmental Education S7: Balanced life Style 2) To assign one CT/ACT to be the Life Education Coordinator of each form.</td>
<td>Life Education Committee</td>
<td>1) Relevance of the themes to each year level. 2) Effectiveness of coordination work of the Life Education Coordinator of each form.</td>
</tr>
<tr>
<td>2 Taught through designated curriculum time</td>
<td>1) Designate Period 9 of every Day 4 for life education: To be taught by the CT, using the materials from the ICAN Scheme. 2) RE lessons 3) Assembly periods</td>
<td>Life Education Committee, Religious Education Subject Panel, Religious Affairs Team</td>
<td>1) Feedback from CTs and students (Questionnaire) 2) Feedback from RE teachers 3) Feedback from all teachers</td>
</tr>
<tr>
<td>3 Infiltrated into subjects / KLAs</td>
<td>1) Identify / stock taking of topics / elements which can be covered in each subject’s normal curriculum. 2) Each subject / KLA plans how to incorporate the theme of each year level into the scheme of work of the form.</td>
<td>Academic Development Committee, Heads of all subjects</td>
<td>1) Amount of topics and elements identified from the scheme of work of every subject 2) Teacher feedback in subject meetings and ADC meeting 3) Feedback from students (Questionnaire)</td>
</tr>
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<tr>
<td>4</td>
<td>Continuous input through morning reading</td>
<td>Provide relevant reading materials for students to read and discuss during morning reading of every Day 5</td>
<td>Life Education Committee</td>
</tr>
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**In the Informal Curriculum:**

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<td>1</td>
<td>Increase students’ attachment to a group</td>
<td>Create a few strong student organizations to organize activities for all students: Life Education Ambassadors, English Ambassadors, Careers Guidance Ambassadors</td>
<td>TKF, LKP, HSH</td>
</tr>
<tr>
<td>2</td>
<td>Strengthening the Mentoring Programme</td>
<td>Implement a year-long Mentoring Programme inviting both alumni and professionals from Kowloon Methodist Church to be mentors of senior forms students</td>
<td>CLN, LLM, FSF</td>
</tr>
<tr>
<td>3</td>
<td>Community Service</td>
<td>1) In school – Strengthening the leadership roles of prefects and heads of student bodies 2) Outside school – develop service in MS &amp; the community</td>
<td>WMF (prefects), LWS (student bodies), LSW (English tutors to MS students), LWSA (Community Service)</td>
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<tr>
<td>4</td>
<td>Developmental programmes</td>
<td>1) Pull-out programmes for students with special needs • S1 Developmental Programme • Class 1G Course on Learning Method 2) Structured programmes for different forms • S1 Kely Workshop • S1 Education Camp at Noah’s Ark • S2 Military training camp in Mainland China • S1-3 Visits to Mainland China • S3 Careers Talks • S3 Visits to various job places • S4 Voluntary Service for the disabled • S5 &amp; 7 Health talk • S5 &amp; 7 Stress Management talk • S6 Field trips • S6 Talks on environmental issues • Whole School: i. Sex education – Peer Counseling Programme ii. Sex Education Talks iii. Drugs Education Talks</td>
<td>Life Education Committee, School Social Worker, Careers Team, Chinese History Panel</td>
</tr>
<tr>
<td>5</td>
<td>Parent education</td>
<td>Talks and workshops throughout the year (open to upper primary parents)</td>
<td>Rev. Cheung Kwok Leung, MHL</td>
</tr>
<tr>
<td>6</td>
<td>Teacher support</td>
<td>1) Join the ICAN School Scheme which provides activities for teacher development 2) 2-day residential staff camp for team building 3) Gospel, Christian and support groups &amp; activities</td>
<td>Life Education Committee, Staff Development Team, Religious Affairs Team</td>
</tr>
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</table>
**Major Concern 2: English-rich Environment**

**Objectives:**

1) To create an English-rich environment so as to give students the greatest exposure to English.
2) To provide more opportunities for both teachers and students to practice and improve their English.
3) To establish the role of English as the official medium of communication in the school.

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<td>1</td>
<td>To establish a clear Language Policy for the school</td>
<td>To write up a clear Language Policy for teachers’ reference.</td>
<td>CCC, TYP</td>
</tr>
</tbody>
</table>
| 2 | To use English as the channel of communication | 1) All staff meeting are to be conducted in English.  
2) All documents in the school are to be turned into English.  
3) All parents’ letters are to be turned into bilingual.  
4) Posters and promotion materials by students should be in English.  
5) School events and assemblies should all be in English, unless the speaker invited has to use Cantonese.  
6) Morning announcement time to be added, with English being the language for announcements  
7) At least half of the MCTV productions should be in English. | MHL, RD, LWS, LPN, TSLE | Amount of English used in all these |
| 3 | To increase teacher talk in English | 1) CTs and ACTs should conduct the morning line-up and morning classroom routine and reading time in English as much as possible.  
2) English teachers and other teachers are encouraged to speak English to students both within and outside the classroom. | All Form Masters, CTs and ACTs, All teachers | Amount of English used |
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<td>4 To increase students’ chances of using English</td>
<td>Organize a wide range of English activities for students. Whole School English Activity • English Time (Day 6) • English Announcement Team (Day 1-4) • Song Dedication Programme (Friday lunch) • MCTV English Programmes − Social Issues, Learning English through Songs etc • English Activity Day (21 Dec) • Essay Writing Competition • Immersion Programme: − 4-8 students will be sponsored to Singapore (S1-S3) &amp; UK (S4-S7) in the summer • HK Schools Speech Festival Form English Activity • Form One: Creative Writing (Poems) • Form Two: International Food Fair • Form Three: Inter-class Drama Festival • Form Four: Dream Tour Presentation • Form Six: Conflict Management Day Camp • Forms Five and Seven: Intensive Exam Preparation Courses after Mock Exam Society &amp; Teams 1. English Society − Film Appreciation (SBA preparation) − Christmas Charity Sale − Valentine’s Day Flower Sale − Easter Egg Hunt 2. Scrabble Team − Inter-school Scrabble Competition</td>
<td>English-rich Environment Team and all English teachers, Student English Ambassadors</td>
<td>1) Number of activities organized 2) Students’ performance in the activities 3) Number of students involved</td>
</tr>
</tbody>
</table>
| 5 | To increase exchange opportunities | 1) Make preparations for accepting an exchange student through AFS.
2) Organize overseas immersion programmes and study tours for selected students. | CCC, LSW, CLN |
| | | 1) Preparation works done
2) Exchange student accepted for 2010-11
3) Number of participants in overseas programmes |
# Methodist College

## Three-year Plan – Provision of Gifted Education Programmes

For the First Cohort of Senior Secondary Students (from 2009/10 to 2011/12 School Year)

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

<table>
<thead>
<tr>
<th>DLG Funded Programme</th>
<th>Strategies &amp; benefits anticipated</th>
<th>Name of Programme</th>
<th>Duration</th>
<th>Target Students</th>
<th>Est. No. of Students Involved</th>
<th>Evaluation of Learning/Success</th>
<th>Teacher-in-charge</th>
</tr>
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<tbody>
<tr>
<td>Other Programmes - Gifted Education Programmes</td>
<td>Tier 1: To raise students’ power of expression &amp; critical thinking</td>
<td>Conflict Management Day Camp</td>
<td>1 day</td>
<td>All students in F.5</td>
<td>150</td>
<td>Increased exposure of students &amp; enhanced confidence</td>
<td>Eng. Dept. &amp; Li Po Chun United World College</td>
</tr>
<tr>
<td>Tier 1: To enhance students’ study skills &amp; thinking skills</td>
<td>Talk by Edvenue Ltd.</td>
<td>3 sessions</td>
<td>All students in F.5</td>
<td>150</td>
<td></td>
<td>ADC</td>
<td></td>
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<tr>
<td>Tier 2: To provide additional training and coaching to elite students on various aspects</td>
<td>Various aspects of giftedness, e.g. English &amp; Chinese debating, scrabble etc.</td>
<td>3 years</td>
<td>Students with potentials and talents on the chosen aspects</td>
<td>40</td>
<td>Courses organized and results in competitions</td>
<td>Various subject heads and school team advisors</td>
<td></td>
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<tr>
<td>Tier 2: To meet the affective needs of gifted students</td>
<td>Life Journey: Using Biographies to Address Affective Needs of Gifted Students</td>
<td>6 sessions over 2 months</td>
<td>Gifted students with affective needs</td>
<td>12</td>
<td></td>
<td>EP in collaboration with EDB (a pilot project)</td>
<td></td>
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<tr>
<td>Tier 3: To subsidize students to attend relevant courses outside the school</td>
<td>3 years</td>
<td>Elite students with particular talents</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>Oral reports from the students</td>
<td>Teachers of relevant disciplines</td>
</tr>
</tbody>
</table>