

Methodist College – Annual School Plan (2019-20)
Major Concern 1: To Raise the Quality of Students’ Work (Stage 1)

Objectives:

1. To increase students’ academic self-efficacy by allowing every student to work at their own level
2. To build a more engaging classroom by allowing every student to participate in learning activities
3. To increase students’ enthusiasm for learning and confidence in learning

Strategies	Success Criteria	Method of Evaluation	People Responsible
<p><u>Subject / Class-Level</u></p> <ol style="list-style-type: none"> 1. To design high quality students’ work 2. To pilot the subject-based differentiated instruction strategies involving adjusting the content, process and product etc, for example, <ol style="list-style-type: none"> (a) scaffolding (b) flexible grouping and pacing (c) tiered assignments 3. To provide more support to students (e.g. providing guidelines & examples, building in class time for peer support and collaborative learning etc.) 4. To review and refine the subject-based homework policy and assessment policy <p><u>School Level</u></p> <ol style="list-style-type: none"> 5. To coordinate project learning across different subjects in S1-3 6. To provide training to students on certain generic 	<p>(a) At least ONE students’ work design based on differentiation is shared and discussed in the 2nd and 3rd subject meetings for Chinese, English, Mathematics and Liberal Studies Department / in the 2nd or 3rd meetings for subjects in other departments.</p> <p>(b) 70% of lessons observed are able to achieve the following 2 items, <i>Opportunities for different learners to participate, Students engage in learning activities</i></p> <p>(c) Review and refine subject-based homework policy and assessment policy (e.g. components to be included in calculating the term marks) based on catering for individual needs and evaluate the policies in subject meetings.</p> <p>(d) To assign project work in S1-3 after curriculum</p>	<p>Minutes</p> <p>Homework plan</p> <p>Lesson observations (appraisal, teachers’ lesson design)</p> <p>Students’ work inspection</p> <p>Teachers’ self-evaluation</p> <p>Students’ survey</p> <p>SSE survey</p>	<p>ADC</p> <p>Subject departments</p>

<p>skills, e.g. presentation skills, IT skills, etc.</p> <p><u>Professional Development of Teachers</u></p> <p>7. The practice of differentiated instructions will be the focus of lesson observation and subject-based sharing.</p> <p>8. Students' work design will be the focus of teachers' lesson design and students' work inspection.</p>	<p>mapping</p> <p>(e) 60% of teachers agree that students have improved in the following:</p> <ul style="list-style-type: none"> - Students' work performance - Engagement in learning activities - Generic skills e.g. presentation skills, IT skills, etc. in the junior forms <p>(f) 40% of students agree that they have improved in the following:</p> <ul style="list-style-type: none"> - Students' work performance - Engagement in learning activities - Generic skills e.g. presentation skills, IT skills, etc. (junior forms) <p>(g) 40% of students agree that they learn in a supportive learning environment (get support from peers, get encouragement from teachers).</p>		
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Methodist College -Annual School Plan (2019-20)
Major Concern 2: To Build a Positive School Culture (Stage 1)

Objectives	Strategies	Success Criteria	Method of Evaluation	People Responsible
1. To nurture a positive culture among teachers	1. Through Staff Development a. Talks and workshops on positive education, positive teaching strategies and understanding the new generation etc. b. Discussion and sharing sessions among colleagues to achieve consensus and consistency in meeting students' needs c. Team-building activities to nurture staff relations and build a positive culture among teachers	(a) At least 2 such workshops, discussion sessions or team-building activities are held in the year. (b) Rise in teachers' views towards the school and teacher morale as shown through the Stakeholders' Survey	Post-event questionnaires Stakeholders' Survey (Teachers)	P, SDT AAC
2. To raise students' self-image and confidence	2. Through Major Concern 1 a. Design high quality students' work and adjust assessment policies to cater for different learners b. Develop more positive reward systems to value students' improvement more 3. Collect views from stakeholders on the following a. School policies b. format / content of school report	(c) See Major Concern 1 (d) Actual reward systems developed on subject or whole-school basis (e) At least 2 surveys or discussion sessions are conducted to collect the opinions from students (f) Some school policies, school report format	Evaluation in BSA or Teachers' meetings Surveys (Stakeholders' Survey, APASO, student surveys or feedback through SU)	P, VPs, SU, ECA, LEC, All teachers

3. To promote positive parenting	<ul style="list-style-type: none"> c. School rules 4. Optimize the following <ul style="list-style-type: none"> a. School policies b. format / content of school report c. School rules d. Implementation of school rules 5. Through students activities (e.g. ECA, CT Periods, Assemblies) <ul style="list-style-type: none"> a. Talks, workshops and constant reminders to promote positive attitudes b. Service learning with in-depth debriefing c. More opportunities for students to organize the activities they like 6. Through Class Teacher Periods <ul style="list-style-type: none"> a. Class building activities b. Workshop nurturing mutual respect in school 7. Through Parent Education <ul style="list-style-type: none"> a. Organize talks/ workshops about “Be a positive parent” b. Parent Fellowship 	<ul style="list-style-type: none"> / content or school rules are revised based on the opinions collected from teachers and students. (g) Positive attitudes are emphasized in CT periods and student activities whenever possible. (h) Students feel their opinions are treasured by the school, their self-image / confidence is raised, and they are more positive towards the school and fellow schoolmates, as shown through the Stakeholders’ Survey and APASO. (i) At least 1 talk and 1 workshop for positive parenting are organized. (j) Parents of at least 30% of all students have attended at least one of the talks / workshops. (k) Parents who attend the talk / workshop find the information and advice useful to them. 	Attendance statistics Evaluation forms	Parent Affairs Team
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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).
- All school functions are basically conducted in English, while teachers and students are encouraged to use English in informal communications but not compulsory.

2) Bring Your Own Designated Device (BYODD) Pilot Scheme:

- The scheme will be extended to all S1-2 classes. Parents will join on a voluntary basis. The designated device will be iPad, which the student will pay for and own the device. For needy students, subsidies from the Community Care Fund will be applied. The scheme builds on the success of the previous year. It is expected that more teachers will try out e-learning strategies as a means to enhance interactive learning in and outside the classroom.

3) Science, Technology, Engineering and Mathematics (STEM) Education:

- STEM Education will be developed with the joint effort of the following subjects: Science, ICT, DT and Maths, under the leadership of a Vice Principal. A tiered approach will be adopted. Tier 1 involves cross-curricular effort to include STEM in the subject curriculums to reach all students. Tier 2 will involve organizing STEM activities outside the school timetable to raise the interest and abilities of those students who are inclined towards STEM, while in Tier 3, students gifted in STEM will be selected and coached to join external competitions. Application has been made to QEF to apply for the construction of a STEM Lab. Collaboration with some start-up companies in the Science Park is also underway.

4) New Timetable:

- A new timetable of 7-day cycles and nine periods of 40 minutes each will be implemented. It will enable the allocation of lesson time to various key learning areas to be more in line with the new curriculum guides issued by EDB in 2017.

5) Promotion of Sports and Healthy Lifestyle:

- Under the new timetable, the number of PE lessons will be increased for all classes across S1-6.
- We have applied and got accepted into the Sports Legacy Scheme, through which professional athletes will visit our school to provide fitness training to all our students during PE lessons.
- It will be the second year of the 3-year Healthy School Programme with funding from the Narcotics Division. We shall continue to partner with the TWGHs Cross Centre to organize life education programmes for students.
- Based on the satisfactory results from the previous year, the “One Sport One Art Programme” will continue in S1-3, by which students are required to participate in at least one sport activity and one art (visual art, music, drama, speech etc.) activity. The programme is mandatory to S1 while open to S2-3.

6) Career and Life Planning Education (CLP):

- The CLP Grant has already been turned into a Graduate Master post in the 2016-2017 school year. Apart from careers talks, visits and life-planning workshops, CLP lessons taught by the Careers Mistress will continue to be provided to all S4-6 students either through designated lessons or through class teacher periods. The content will be adjusted to meet the needs of different classes. 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 Careers Mistress, assisted by teachers in the Careers Team, will offer individual careers counselling sessions to students on a regular basis.

7) Whole School Approach on Special Educational Needs (SEN):

- The SEN Coordinator (SENCO) will continue to lead the Student Support Team and coordinate all teachers, the School Social Worker and the Educational Psychologist in providing comprehensive support to SEN students. Apart from enhancing the usual services provided to SEN students, support to their parents as well as to the subject teachers will be strengthened.

Glossary on Specific Terms

AAC = Academic Administration Committee

ADC = Academic Development Committee

APASO = Assessment Program for Affective and Social Outcomes (from EDB)

CT = Class Teachers

DT = Design and Technology

ECA = Extra-curricular Activities

EDB = Education Bureau

ICT = Information and Communication Technology

LEC = Life Education Committee

P / VP = Principal / Vice-principals

PE = Physical Education

QEF = Quality Education Fund

SDT = Staff Development Team

SSE = School Self Evaluation

SU = Students' Union

End of Plan

Annexes

School-based After-school Learning and Support Programmes 2019/20 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	1-8/2019	15	20	3	5,000.00	
Art & Culture	Develop potentials		Teachers' observation Rate of participation	9/2019-6/2020	5	40	2	5,000.00	
Visits & Excursions	Enrich learning experience		Students' feedback	3-5/2020	5	20	0	5,000.00	
Leadership Training	Train Leadership Skills		Students' feedback	9/2019-4/2020	2	5	5	35,000.00	
Adventure Activities	Train & raise self-confidence		Students' feedback	12/2019-3/2020	6	8	0	5,000.00	
Confidence Building	Train & raise self-confidence		Students' feedback	9/2019-6/2020	15	30	0	5,000.00	
Learning Skill Training	Develop potentials		Students' feedback	9/2019-6/2020	3	3	0	21,000.00	
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) .

Methodist College
Life-wide Learning Grant
Plan on the Use of the Grant
2019-2020 School Year

Declaration: We understand clearly the principles on the use of the Life-wide Learning Grant and, after consulting teachers on the allocation of the resources, plan to deploy the Grant for promoting the following items.

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
Category 1	To organise / participate in life-wide learning activities										
1.1	To organise life-wide learning activities in different KLA s / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)										
Biology	1. Board game activity 2. Field trips	• Enhance subject knowledge	1.11.19 to 31.5.20	F.5	Questionnaire	6,000.00	✓				
STEM	1. Microbit activity	• Learning robotics application	1.11.19 to 31.5.20	F.1 – F.3	Questionnaire	50,000.00	✓				✓
Language	1. Survival simulation program 2. Visits 3. Film appreciation	• Enhance subject skills and knowledge of the world	1.11.19 to 31.5.20	F.1 – F.6	Questionnaire	30,000.00	✓	✓			

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1.2	To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)										
—	<ul style="list-style-type: none">School Team Training	<ul style="list-style-type: none">Sports skills buildingTeam building & stress relief	1.9.19 to 31.8.20	F.1 – F.6	Teacher Observation	300,000.00	✓		✓		
	<ul style="list-style-type: none">School Picnic	<ul style="list-style-type: none">Team buildingHave fun in nature	28.11.19	F.1 – F.6	Questionnaire	45,000.00		✓			
	<ul style="list-style-type: none">Basic Leadership Training Programme	<ul style="list-style-type: none">Enhance leadership skills (e.g. communication, problem solving, creativity, team work)Raise sense of responsibility and attitude of serving	28.10.19 to 14.11.19	F.1 – F.5	Teacher-led evaluation after each activity	50,000.00	✓				✓
1.3	To organise or participate in non-local exchange activities or competitions to broaden students' horizons										

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level)	Brief Description of the Monitoring / Evaluation Mechanism	Estimated Expenses (\$)	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
							I	M	P	S	C
							I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
	<ul style="list-style-type: none"> Overseas Leadership Training Trip - Kazakhstan 	<ul style="list-style-type: none"> Enhance students' growth & development Raise awareness of environmental protection Increase knowledge of the world and respect of other cultures Develop leadership skills and social responsibility 	3–14.4.20	F.1 – F.5	Students write reflection and share in an MCTV programme	168,000.00	✓	✓			✓
	<ul style="list-style-type: none"> LS & CLP Trip to Tokyo 	<ul style="list-style-type: none"> Know the culture & environmental policies in Japan's STEM development 	June 2020	F.1 – F.5	Questionnaire, post-trip sharing article	40,000.00	✓	✓			✓
1.4	Others										
			Estimated Expenses for Category 1			689,000.00					

Domain	Item	Purpose	Estimated Expenses (\$)
Category 2	To procure equipment, consumables and learning resources for promoting life-wide learning		
STEM			
PE			
Arts			
Others			
		Estimated Expenses for Category 2	0.00
		Estimated Expenses for Categories 1 & 2	689,000.00

Estimated Number of Student Beneficiaries

Total number of students in the school:	714
Estimated number of student beneficiaries:	714
Percentage of students benefitting from the Grant (%):	100%

Plan on the Use of Capacity Enhancement Grant in the 2019/20 School Year

Name of School : Methodist College

Our School has read and understands the ground rules and procedures in the utilization of the Capacity Enhancement Grant (CEG). The following plan on the use of the CEG is drawn up after full consultation with teachers:

Item	Details	Time Frame	Budget	Evaluation Criteria (Indicator)	Responsible Party
To relieve teachers' workload so that teachers can concentrate on : Curriculum development	<ul style="list-style-type: none"> • To employ teaching assistant(s) to provide support to teachers • To release teachers' workload allowing them more space to explore the use of IT in teaching 	Whole Year	600,000.00	<ul style="list-style-type: none"> • Performance appraisal on the teaching assistant(s) • Feedback of teachers concerned 	Vice-principal(s)
To enlarge the exposure of elite students in various aspects	<ul style="list-style-type: none"> • To subsidize students in joining attend enrichment programmes organized by HKAGE and universities 	Whole Year	30,000.00	<ul style="list-style-type: none"> • Students responded very positively after joining these programmes. 	Ms Lau Yin Ling

Methodist College
Proposal for DLG-funded Other Programme (Gifted Education)
2019-2020

Domain	Programme	Objective(s)	Targets & Selection	Duration/ Start Date	Deliverables	Teacher i/c	Budget
English Language	English Debate Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	10 students, selected by English teachers	Whole Year	Debate training sessions plus interschool debate competitions	Ms Wong Wai Chung	20,000.00
	Scrabble Team	To increase elite students' vocabulary and word awareness	5 students, selected by the Teacher i/c based on recommendation by teachers and students	Whole Year	Training sessions plus interschool competitions	Miss Yan Suk Yee, Stella	20,000.00
Chinese Language	Chinese Debate Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	10 students, selected by Chinese teachers	Whole Year	Debate training sessions plus interschool debate competitions	Mr Li Siu Kei	5,000.00
	Chinese Drama Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	10 students, selected by Chinese teachers	Whole Year	Training sessions plus interschool competitions	Ms Tsang Yuet Man	10,000.00
All	Subsidizing students in external fee-paying competitions and courses	To enlarge the exposure of elite students in various aspects	Recommended by relevant teachers on an individual case-by-case basis	Whole Year	Courses taken & competitions joined	All subject GE coordinators	20,000.00

To: Chief Curriculum Development Officer (Science),
Education Bureau
[Fax: 2194 0670]
c.c.: Senior School Development Officer (__ YTM __)

Annex

Manpower Deployment Plan for the Surplus Laboratory Technician

(2019/20 School Year)

[Note: Schools should complete this Plan after receiving the approval from the EDB on retaining their surplus laboratory technicians under 3-Year Transitional Arrangement. Having endorsed by the School Management Committee / Incorporated Management Committee, the Plan should be submitted to the Science Education Section, EDB, with a copy to the respective Senior School Development Officer.]

School Name: _____ Methodist College _____

School Number: _____ 510890 _____ (6 digits)

Name of Contact Person: _____ Miss Lau Lai Man _____ Contact number: _____ 23843543 _____

Task	Timeline	Details of the Task (Please state the objectives of the related activities/tasks and describe the tasks for the surplus laboratory technician)
<i>Example</i> To assist in planning and coordinating science-related learning activities for promoting STEM education in school	09/2018 – 6/2019	<u>Objective:</u> <ul style="list-style-type: none"> To organise student workshops to facilitate science / STEM learning through project investigation <u>Tasks for the Surplus Laboratory Technician:</u> <ul style="list-style-type: none"> To perform trial-run, develop operation manual and prepare consumables for the project
1. To assist in planning, coordinating and promoting Science / STEM education related learning activities in school	09/2019-12/2020	<u>Objective:</u> To organize student workshops/activities to facilitate Science/STEM education. <u>Tasks for the Surplus Laboratory Technician:</u> To perform trial-run and prepare consumables for Science/STEM education related activities.
2. To assist teachers in designing and conducting scientific investigation/ practical-based projects/science competitions	09/2019-12/2020	<u>Objective:</u> To develop students' enquiring and problem solving ability To develop students' curiosity and interest in Science To develop STEM education in Science curriculum. <u>Tasks for the Surplus Laboratory Technician:</u> To perform trial-run, prepare consumables and assist teachers for scientific investigation/practical-based projects/Science (or STEM) related activities and competitions.
3. To conduct risk assessments for practical activities to be conducted, and record any observations regarding safety when conducting the practical activities	09/2019-12/2020	<u>Objective:</u> To ensure that students have a good and safe learning environment to learn Science. <u>Tasks for the Surplus Laboratory Technician:</u> To conduct risk assessments and record any observations regarding safety for practical activities

Signature

Name of School Supervisor

Date


CHEN Chung I, Raymond

11 JUN 2019



Suggested Tasks for the Surplus Laboratory Technician

1. To develop procedure and operation manuals for the procurement of chemicals and equipment, in facilitating the sharing of resources for all laboratories.
2. To assist in planning and coordinating science / STEM education related learning activities inside and outside school.
3. To provide supports, such as drafting guidance notes and plan for participation in science competitions, writing safety guidelines for science-related activities, developing and testing of innovative experiments and preparing relevant manuals, etc. for the reference of science teachers and students.
4. To conduct risk assessments for practical activities to be conducted within the school year, record any observations regarding safety when conducting the practical activities, and compile them into work memoranda for future reference.
5. To assist teachers in designing and conducting scientific investigation / practical-based projects with students, and then prepare relevant manuals for future reference.

Methodist College
Plan on Sister School Exchanges
2019-2020

Name of the Mainland Sister School Xi'an Senior High School
 (1): _____
 (2): _____
 (3): _____

Date: 15-19 April, 2020

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Monitoring/Evaluation	Estimated Expenditure
1.	Name of the Exchange Activity: Heart to Heart Sister School Exchange	Intended objectives of the exchange activity:	• How will school evaluate and report its effectiveness? •	• What is/are the major expenditure(s) for the planned exchange activity?
2.	Preliminary ideas of this exchange activity: a. Joint school music show (Xian Senior High School and Methodist College Orchestras conduct a joint performance) b. English Games Stalls (MC S5 students organize games for secondary 1 classes) c. Class visits d. Sharing activities with Xian buddies	1. Enhance cultural interflows with focus on music 2. Foster relationship and friendship among MC students and Xian buddies in English language games 3. Widen students' horizons on academic subject learning experience 4. deepen students' understanding of mainland cultures in Xian	1. MC students write up reports 2. MC students have debriefing and sharing session 3. Report will be uploaded to school web 4. Report in cultural exchange booklet 5. Report in school magazine	-Package tour service from travel agency for transport, meals and accommodation for students and teachers -Total number of students:30 -Total number of teachers and coach: 3

Plan on the Use of the Promotion Reading Grant

2019-20

The major objectives for Promotion of Reading:

- Cultivate a love of reading in students
- Encourage students to read widely and extensively
- Strengthen students' language competence
- Build a life-long reading habit in students

	Item	Estimated Expenses (HKD)
Purchase of Books	Printed Books <ul style="list-style-type: none">● Chi Dept - \$15,000● Eng Dept - \$27,000● Library – \$20,000	\$62,000
	E-Books	\$8,500
Reading Activities	Reading activities	\$1,000
	Activities and Competitions	\$2,000
	Book Fair Activities	\$1,000
	The Battle of the Books	\$1,000
TOTAL		\$75,500