

# Methodist College - Annual School Plan (2023-24)

## School Vision and Mission

### Our School Motto – Crede ut Intellegas

Our Latin school motto means 'Believe in order to know'. Methodist College is where knowledge is pursued based on the Christian faith.

### The Education Mission of the Methodist Church, Hong Kong

To develop whole-person education based on Christian principles  
To nurture wholesome life through the preaching of the gospel

### Our Direction - MCKLN

We are here to nurture **M**odest, **C**aring and **K**nowledgeable **L**eaders of the **N**ew Era

## Major Concern 1: Let's Connect and Grow Together (Stage2)

### Feedback and the follow-up actions from the previous school year:

- Emphasize positive emotions such as gratitude, peace, hope, and love in lessons and school events to help reverse the harmful effects of negative emotions and foster resilience in students
- Coordinate the time reserved for student activities
- Continue building the VIA Inventory to help stretch students' leadership potential
- Focus on skills for leading effective evaluations with students and exploring the use of VIA inventory in staff development programme
- Build a positive ambience in school by implementing permanent decorations

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resources Required
1.To cultivate a <b>positive and growth oriented mindset</b> in students	<ul style="list-style-type: none"> <li>● To apply strategies that help develop active connections and create a mutually supportive classroom in the teaching and learning process (e.g. peer tutoring, study group)</li> </ul>	<ul style="list-style-type: none"> <li>● Students agree that a positive and supportive learning atmosphere is created</li> <li>● Teachers agree that students benefit from the positive learning atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholders' Survey</li> <li>● APASO</li> <li>● Teachers' Observation</li> </ul>	Whole year	ADC (ACAD)	
	<ul style="list-style-type: none"> <li>● To integrate the concepts of PERMA 'Positive emotion', 'Engagement', 'Relationships', 'Meaning' and 'Accomplishment' and character strengths into class teacher periods and school assemblies</li> </ul>	<ul style="list-style-type: none"> <li>● Students agree that they understand the concept of PERMA and character strengths and have discovered a satisfactory meaning in lives</li> </ul>	<ul style="list-style-type: none"> <li>● Interviews</li> <li>● APASO</li> </ul>	Whole year	LEC (SDEV)	
	<ul style="list-style-type: none"> <li>● To launch whole-school award schemes to</li> </ul>	<ul style="list-style-type: none"> <li>● Students concur that the school helps them develop good moral character</li> </ul>	<ul style="list-style-type: none"> <li>● Stakeholders' Survey</li> </ul>	Whole year	LEC (SDEV)	

	encourage positive character traits or good deeds	<ul style="list-style-type: none"> <li>Students agree that the decorations help build a positive ambience in school</li> </ul>	<ul style="list-style-type: none"> <li>Students' Survey</li> <li>Interview</li> <li>Teachers' Survey</li> </ul>			
	<ul style="list-style-type: none"> <li>To enrich the school environment to create a positive and religious atmosphere</li> </ul>	<ul style="list-style-type: none"> <li>Teachers agree that the staff development programmes and materials on PERMA are conducive to helping students develop a growth mindset</li> </ul>		Whole year	LEC (SDEV)	
	<ul style="list-style-type: none"> <li>To enrich teachers' understanding of PERMA through staff development programmes, reading materials, talks and seminars</li> </ul>			Whole year	Major Concern 1 Task Force	
2.To build <b>vibrant communities</b> and nurture <b>positive relationships</b> for enhancing students' social well-being	<ul style="list-style-type: none"> <li>To implement both the vertical and horizontal systems to foster stronger relationships and bonds among students</li> </ul>	<ul style="list-style-type: none"> <li>Students concur that the establishment of vertical houses help them bond with schoolmates in different forms</li> </ul>	<ul style="list-style-type: none"> <li>Students' Survey</li> </ul>	Whole year	Vertical House Development Task Force (SDEV)	
	<ul style="list-style-type: none"> <li>To reserve time and space in the calendar and timetable for students to take part in regular student bodies' activities</li> </ul>	<ul style="list-style-type: none"> <li>Students agree that their schoolmates actively participated in extracurricular activities</li> <li>Students agree that they have positive relationships with schoolmates and teachers</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders' Survey</li> </ul>	Whole year	ECAC (SDEV)	
	<ul style="list-style-type: none"> <li>To enhance the collaboration of the following groups: the PTAs and alumni associations of Methodist College (MC) and Methodist School (MS), the Kowloon Methodist Church</li> </ul>	<ul style="list-style-type: none"> <li>★Different stakeholders agree that the joint programme organized together with the PTA and/or alumni associations</li> </ul>	<ul style="list-style-type: none"> <li>APASO</li> <li>Stakeholders' Survey</li> </ul>	Whole year	PTA MCAA	

		help students build connections with parents/alumni				
3. To stretch students' <b>leadership</b> potential	<ul style="list-style-type: none"> <li>To provide leadership training for key student leaders</li> </ul>	<ul style="list-style-type: none"> <li>Students agree that the school is intent on fostering their leadership</li> <li>Teachers agree that the school provides adequate opportunities for students to develop their leadership abilities</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders' Survey</li> <li>Stakeholders' Survey</li> </ul>	August	Vertical House Development Task Force (SDEV)	
	<ul style="list-style-type: none"> <li>To emphasize the importance of debriefing and evaluation to help students learn through organizing activities</li> </ul>	<ul style="list-style-type: none"> <li>★Students concur that the VIA survey results help them correctly judge their strengths and weaknesses and enhance their leadership skills in student activities</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> <li>Teachers' observation</li> </ul>	Whole year	Major Concern 1 Task Force	
	<ul style="list-style-type: none"> <li>To arrange for students to take part in the Values in Action (VIA) survey and develop an inventory of strengths for recording students' growth and optimizing leadership training</li> </ul>	<ul style="list-style-type: none"> <li>★Teachers agree that the VIA survey results facilitate them to evaluate and debrief with students when providing guidance for them to lead or organize student activities</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Survey</li> </ul>	Whole year	Major Concern 1 Task Force	

## Major Concern 2: Let Every Student Learn and Shine (Stage2)

**Briefly list the feedback and follow-up actions from the previous school year:**

- Self-learning platforms have been developed for some subjects to promote self-access, but some subjects have found it difficult to rely on students to do self-learning. Blended learning designs will be further explored to enhance interactions and overcome these difficulties.
- Continuous effort should be made to design diversified homework and assessments to enhance students' multiple intelligences.
- The VARK questionnaire should be used on all students to find their different learning styles.
- Information literacy has to be cultivated when students are expected to do more self-learning online.
- Students, especially the senior forms, need more guidance on setting life goals which will benefit them in both academic learning and extracurricular pursuits.
- Cross-curricular project learning should be expanded to cover more levels and subjects.
- The first year's focus has been more on "Learn". More has to be done on "Shine" in the coming year.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible person	Resources Required
1.To adopt school-based diversity management to <b>cater for individual learning aspirations</b>	<ul style="list-style-type: none"> <li>● The "VARK" Learning Styles Questionnaire will be used on all students at the beginning of the semester. This will allow teachers to understand the most suitable learning methods for each student and design different forms of learning tasks to better cater to their individual needs. Students will also gain a clearer understanding of their own learning styles and adjust their learning strategies accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>● Student performance in achieving this goal can be measured by the following indicators: their ability to develop personalized learning plans based on their own learning goals and</li> </ul>	<ul style="list-style-type: none"> <li>● APASO III</li> <li>● Stakeholder survey</li> <li>● School-based questionnaire</li> <li>● Teacher observation</li> <li>● Interview record★</li> <li>● Student reflection★</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>● ACAD</li> <li>● ADEX</li> <li>● Subject Teachers</li> <li>● CT</li> </ul>	<ul style="list-style-type: none"> <li>● IT support</li> <li>● Websams data</li> </ul>

	<ul style="list-style-type: none"> <li>● In addition to trying to introduce and use the "DM School" data analysis tool from the Hong Kong Jockey Club's "Diversity at Schools" project, we will further optimize the student data in eClass iPortfolio by adding features such as Talent Pool, SLP, and tracking past student performance. This will enable teachers to easily access and understand each student's individual learning experiences and performance through the daily use of the electronic platform and data analysis.</li> <li>● Open up personal eClass iPortfolio data to students, helping them understand their own learning situation through data analysis. We shall also make good use of the Parents' Day and Learning Evaluation Day (twice a year), shifting the focus from reviewing exam performance to assisting students in planning and establishing their own Individual Development Plan (IDP). This includes setting short, medium, and long-term learning goals and analyzing personal strengths in learning.</li> <li>● Based on the experience of participating in the Jockey Club "Blended Learning" Project last year, in curating self-learning platforms such as MC LearnHub (formerly known as eMCKLN) and Smart Book Cabinet, it is important to focus on organic integration with classroom or student</li> </ul>	<p>aspirations, progress and achievements in learning outcomes, positive learning attitudes, stronger learning motivation, and increased levels of learning self-confidence.</p>				
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	<p>activities. This allows students to evaluate their own abilities and determine how to utilize the resources of the self-learning platform according to the needs of the classroom or activity.</p>					
<p>2.To develop in students a <b>growth mindset</b> for working toward their goals</p>	<ul style="list-style-type: none"> <li>● Teachers should consider incorporating the positive education elements of "PERMA" from Major Concern 1 into teaching activities such as grading assignments, providing verbal feedback, and reviewing exams. This will enable students to reflect on their learning performance with a positive growth mindset.</li> <li>● Collaborate with MCareers to create the "MCube Programme" and make use of our strong alumni network to invite relevant alumni to create short videos based on students' interests and needs. The videos focus on values education, as well as foster an entrepreneurial spirit. Through sharing their personal career experiences, alumni also highlight how to face difficulties and challenges. Teachers can incorporate these videos into their teaching content or share them during morning assemblies to help students understand the importance of a growth mindset in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Students are considered successful when they can recognize their own learning abilities and styles, have a clear understanding and plan for their learning goals and future development, actively face challenges and failures, and continuously learn and improve with growth as the goal. They are also able to self-motivate and manage themselves to achieve their personal learning</li> </ul>	<ul style="list-style-type: none"> <li>● APASO III</li> <li>● Stakeholder survey</li> <li>● School-based questionnaire</li> <li>● Teacher observation</li> <li>● Lesson observation</li> <li>● Students' work inspection</li> <li>● Interview record★</li> <li>● Student reflection★</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>● ACAD</li> <li>● SDEV</li> <li>● ADEX</li> <li>● Subject Teachers</li> <li>● CT</li> </ul>	<ul style="list-style-type: none"> <li>● Alumni support</li> <li>● MCTV</li> </ul>

		goals and accomplishments.				
3.To enhance <b>multiple intelligences</b> and <b>recognize success</b> in different forms	<ul style="list-style-type: none"> <li>● Each subject team will continue to review and explore possibilities for assessing student learning performance beyond exams and grades. For example, they may consider expanding the forms of homework and learning activities.</li> <li>● The website “MC LearnHub” will be expanded to cover more subjects in sharing students’ good work to fellow schoolmates.</li> <li>● Subject teams are recommended to utilize the teaching resources offered by the Hong Kong Jockey Club's "Diversity at Schools" project, particularly the "DI Planner 2.0". They can choose one or two differentiated learning strategies to be the main focus of annual classroom observations or teacher professional sharing sessions. By implementing these strategies, they can identify various aspects of student learning and unleash their potential.</li> <li>● Project Learning will be implemented in a spiral manner from F.1 to F.5. The 7 essential elements of Project Learning will spiral from subject-specific to interdisciplinary, and then to transdisciplinary, starting from an individual subject project (CL) in F.1, to a cross-curricular group project in F.2, a STEM project in F.3, an academic service</li> </ul>	<ul style="list-style-type: none"> <li>● Students are considered successful when they can demonstrate multiple intelligences and make progress and achievements in different fields.</li> <li>● Students approach learning and exploration with a positive attitude, are adept at collaboration and communication, and respect and understand different cultures and values, while also possessing a sense of social responsibility and civic awareness.</li> <li>● Success should not be solely based on academic performance, but</li> </ul>	<ul style="list-style-type: none"> <li>● APASO III</li> <li>● Stakeholder survey</li> <li>● School-based questionnaire</li> <li>● Teacher observation</li> <li>● Lesson observation</li> <li>● Students’ work inspection</li> <li>● Interview record★</li> <li>● Student reflection★</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>● ACAD</li> <li>● SDEV</li> <li>● ADEX</li> <li>● Subject Teachers</li> <li>● CT</li> </ul>	<ul style="list-style-type: none"> <li>● IT support</li> <li>● Websams data</li> </ul>



	<p>learning project in F.4 (by different subjects), and a cross-boundary project (CS) in F.5. The focus will be on students' inquiry processes and problem-solving methods, and they will be encouraged to participate in various forms of competitions based on their personal research direction to promote the development of multiple intelligences.</p> <ul style="list-style-type: none"><li>• More channels will be used to publicize students' achievements, e.g. awards won, to fellow schoolmates.</li></ul>	<p>should also be recognized and acknowledged through experiences and accomplishments in various aspects.</p>				
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**END OF PLAN**

## **ANNEXES**

**School-based After-school Learning and Support Programmes 2023/24 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 110 (including A. 10 CSSA recipients, B. 80 SFAS full-grant recipients and C. 20 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		
Tutorial Service	Remedial Classes & Study room	Student of lower family means can participate eagerly in self-paying school activity	Completion of Summer Assignment Rate of participation	Nov 23 – Aug 24	15	20	13	10,000.00	
Art & Culture	Develop potentials		Teachers' observation Rate of participation	Oct 23 – Aug 24	5	10	2	40,000.00	
Visits & Excursions	Enrich learning experience		Students' feedback	Nov 23 – July 24	5	20	0	10,000.00	
Leadership Training	Train Leadership Skills		Students' feedback	Nov 23 – Apr 24	2	5	5	20,000.00	
Languages Training	Develop potentials		Students' feedback	Sept 23 – Aug 24	3	10	0	7,000.00	
<b>Total no. of activities: <u>20</u></b>				<sup>@</sup> No. of participation counts	30	65	20		
				<sup>**</sup> Total no. of participation counts	115				

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 discretionary quota (not more than 25%) (C).

Plan on the Use of Capacity Enhancement Grant in the 2023/24 School Year

Name of School : Methodist College

Our School has read and understood 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"> <li>• To employ teaching assistant(s) to provide support to teachers</li> <li>• To release teachers' workload allowing them more space to explore the use of IT in teaching</li> <li>• To employ tutor(s) to share teachers' workload in catering for students' diverse needs</li> </ul>	Whole Year	850,000.00	<ul style="list-style-type: none"> <li>• Performance appraisal on the teaching assistant(s)</li> <li>• Feedback of teachers concerned</li> </ul>	Vice-principal(s)
To enlarge the exposure of elite students in various aspects	<ul style="list-style-type: none"> <li>• To subsidize students in joining enrichment programmes organized by HKAGE and universities</li> </ul>	Whole Year	80,000.00	<ul style="list-style-type: none"> <li>• Students respond very positively after joining these programmes.</li> </ul>	Ms Yan Suk Yee Stella

Methodist College  
 Proposal for DLG-funded Other Programme (Gifted Education)  
 2023-2024

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	Training sessions	Ms Jaskiran KAUR	10,000.00
	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	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	Ms Chan Cheuk Ying	5,000.00
	Creative Writing Course	To enhance elite students' creativity, cooperation and power of expression	10 Students selected by Chinese teachers	Whole Year	Training sessions	Ms Lam Chi Wai	10,000.00
	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	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

**Methodist College**  
**Plan on the Use of the Life-wide Learning Grant**  
**2023 - 2024 School Year**

Schools are required to upload this Plan or the Annual School Plan which consist of this Plan endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

**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.

**Category 1: To organise / participate in life-wide learning activities**

Schools are required to complete this part						
No.	Activity Name	Proposed Date	Target Students		Estimated Expenses (\$)	Estimated Expenses per Person (\$)
			Level	Estimated Number of Participants		
1.1	<b>Local Activities:</b> To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or 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					
1	Interview Skills and Workshop	Oct 23 - Dec 23	S6	96	\$20,000.00	\$208.33
2	Cambridge Occupational Analysts (COA) Programmes	Sept 23 - Aug 24	S1-S6	100	\$7,000.00	\$70.00
3	CLP Goal and Go Programme	Sept 23 - Aug 24	S1-S6	690	\$20,000.00	\$28.99
4	Big Brothers & Big Sisters Scheme	Sept 23 - Aug 24	S1-S5	30	\$35,000.00	\$1,166.67
5	F.5 Camp	Mar 24	S5	114	\$70,000.00	\$614.04
6	F.1 Camp	Jan 24	S1	131	\$20,000.00	\$152.67
7	F.2 Training Camp	Jan 24	S3	124	\$5,000.00	\$40.32
8	Basic Leadership Training Programme	Nov 23	S1-S5	70	\$50,000.00	\$714.29
9	Vertical Houses Activities	Sept 23 - Aug 24	S1-S6	690	\$80,000.00	\$115.94
10	Advanced Leadership Training	Aug 24	S3 - S4	40	\$32,000.00	\$800.00
11	Student Christian Fellowship Programme	Nov 23 - Apr 24	S1-S5	50	\$18,000.00	\$360.00
12	Evangelistic Activities	May 24	S1-S6	690	\$21,000.00	\$30.43
13	Student Christian Fellowship Camp	Jan 24 - Apr 24	S1-S5	50	\$40,000.00	\$800.00
14	Debate Workshop	Sept 23 - Aug 24	S2-S5	30	\$25,000.00	\$833.33
15	English Drama Workshop	Sept 23 - Aug 24	S1-S5	30	\$49,900.00	\$1,663.33
16	English Enhancement Activities	Jun 24 - Aug 24	S1-S5	40	\$15,000.00	\$375.00
17	Crossroads Activity	Jan 23 - Apr 23	S5	114	\$21,000.00	\$184.21
18	Scrabble Team	Sept 23 - Aug 24	S2-S5	20	\$42,000.00	\$2,100.00
19	Chinese Drama Workshop	Sept 23 - Aug 24	S1-S5	20	\$25,000.00	\$1,250.00
20	Chinese Culture Activity	Sept 23 - Aug 24	S1-S6	100	\$30,000.00	\$300.00
21	Chinese Creative Writing Workshop	Sept 23 - Aug 24	S1-S6	60	\$18,000.00	\$300.00
22	Chinese Debate Workshop	Sept 23 - July 24	S2-S5	40	\$38,000.00	\$950.00
23	5G Lab Exhibition	Mar 24	S1-S5	40	\$4,000.00	\$100.00
24	Disney Youth Programs	Jul 24	S1-S5	100	\$40,000.00	\$400.00
25	Field Trip	Mar 24	S4-S5	20	\$4,500.00	\$225.00
26	STEM Workshop - OP	Jun 24	S4-S5	20	\$10,000.00	\$500.00
27	STEM Activities - Rocket Car	Oct 23 - Dec 23	S2	120	\$17,000.00	\$141.67
28	Microsoft AI-900 Certificate Course	Feb 24 - Jul 24	S1-S5	20	\$10,000.00	\$500.00
29	STEAM Competition	Sept 23 - Aug 24	S1-S6	690	\$20,000.00	\$28.99
30	3D Character Model Course	Sept 23 - Aug 24	S1-S5	20	\$30,000.00	\$1,500.00

31	iSTEAM VR Course	Feb 24 - Jul 24	S1-S5	20	\$15,000.00	\$750.00
32	Gala-Musica	Sept 23 - Aug 24	S1-S5	20	\$14,000.00	\$700.00
33	Music Team Training	Sept 23 - Aug 24	S1-S5	60	\$197,950.00	\$3,299.17
34	Chinese Contemporary Art Workshop	Sept 23 - Aug 24	S1-S5	10	\$10,000.00	\$1,000.00
35	Design Workshop	Sept 23 - Aug 24	S1-S5	10	\$10,000.00	\$1,000.00
36	Sports Team Training	Sept 23 - Aug 24	S1-S6	150	\$231,232.00	\$1,541.55
<b>(Please insert rows above if the space provided is insufficient.)</b>						
<b>Sub-total of Item 1.1</b>				<b>4,629</b>	<b>\$1,295,582.00</b>	
1.2	<b>Non-Local Activities:</b> To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons					
1	Overseas Leadership Programme	Apr 24	S1-S5	20	\$60,000.00	\$3,000.00
2	WMI World Mathematics Invitational 2023	July 23	S1-S4	2	\$10,000.00	\$5,000.00
3	Scrabble Team Overseas Competitions	Nov 23	S3-S5	5	\$30,000.00	\$6,000.00
4	Voluntary Service Trip	Mar 24 - Apr 24	S3-S5	18	\$35,000.00	\$1,944.44
<b>(Please insert rows above if the space provided is insufficient.)</b>						
<b>Sub-total of Item 1.2</b>				<b>45</b>	<b>\$135,000.00</b>	
<b>Total for Category 1</b>				<b>4,674</b>	<b>\$1,430,582.00</b>	

**Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning (Compulsory)**

No.	Item	Purpose	Estimated Expenses (\$)
1			
2			
3			
<b>(Please insert rows above if the space provided is insufficient.)</b>			
<b>Estimated Expenses for Category 2</b>			<b>\$0.00</b>
<b>Estimated Expenses for Categories 1 &amp; 2</b>			<b>\$1,430,582.00</b>

**Category 3: Estimated Number of Student Beneficiaries (Compulsory)**

Total number of students in the school:	690
Estimated number of student beneficiaries:	690
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Miss Nicole Tam
Post of Contact Person for LWL:	Accounts Officer



## 姊妹學校交流計劃書

2023 /24 學年

學校名稱：	循道中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	高少文

擬於本學年與以下內地姊妹學校進行交流活動：

1.	西安高級中學
2.	株洲市第二中學
3.	
4.	
5.	

本校擬舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (\*擬舉辦 / \*不擬舉辦) (\*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input type="checkbox"/>	會議/視像會議	B3	<input type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力

A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明):	B5	<input type="checkbox"/>	擴闊視野
			B6	<input type="checkbox"/>	建立友誼/聯繫
			B7	<input type="checkbox"/>	訂定交流計劃/活動詳情
			B8	<input type="checkbox"/>	其他(請註明):

乙. 教師層面 ( \*擬舉辦 / \*不擬舉辦 ) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input checked="" type="checkbox"/>	探訪/考察	E1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input checked="" type="checkbox"/>	觀課/評課	E2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input checked="" type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

丙. 學生層面 ( \*擬舉辦 / \*不擬舉辦 ) (\*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input checked="" type="checkbox"/>	探訪/考察	H1	<input checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input checked="" type="checkbox"/>	課堂體驗	H2	<input checked="" type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input checked="" type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流

G6	<input type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

丁. 家長層面 ( \*擬舉辦 / \*不擬舉辦 ) (\*請刪去不適用者)

(註 :學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

擬運用的監察/評估方法如下：

編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input checked="" type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input checked="" type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input type="checkbox"/>	會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告

M8	<input type="checkbox"/>	其他(請註明)：
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津貼用途及預算開支：			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 127,095.2
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input checked="" type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	HK\$ 32,598.8
N4	<input type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 2,500
N6	<input checked="" type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$ 800
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明)：	HK\$
N9	<input type="checkbox"/>	學年預計總開支	HK\$ 162,994
N10	<input type="checkbox"/>	沒有任何開支	不適用

## Methodist College

### Plan on the Use of the Promotion Reading Grant 2023-24

#### The major objectives for Promotion of Reading:

- Promoting and cultivate a reading culture in school
- Encouraging students to read widely
- Strengthening students' language competence
- Promoting Reading across the Curriculum (RaC)

	Item	Estimated Expenses (HKD)
1. Purchase of Books	Printed Books <ul style="list-style-type: none"><li>● Chi Dept – \$12,500</li><li>● Eng Dept – \$20,000</li><li>● Library – \$10,000</li></ul>	\$42,500
	E-Books <ul style="list-style-type: none"><li>● Chinese: \$9,500</li><li>● English:\$10,000</li></ul>	\$19,500
2. Reading Activities	Subsidising students for their participation in and application for reading related activities or courses	\$1,500
	Prizes for inter-class reading competition	\$1,500
<b>TOTAL</b>		<b>\$65,000</b>

Teacher-Librarian: Miss Wong Ka Ting

循道中學

「公民與社會發展科津貼」預算開支

	範疇	2021-22 學年	2022-23 學年	2023-24 學年
i.	發展或採購相關的學與教資源	\$10,000	\$5,000	\$5,000
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流考察活動			\$200,000
iii.	舉辦和公民科課程相關的校本學習活動		\$50,000	\$30,000
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動			
	<b>總開支：</b>			<b>300,000</b>

負責老師：張文卿