

Methodist College - Annual School Plan (2024-25)

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 (Stage 3)

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

- Nurture **resilience** in students through the integration of **self-management strategies**, **physical exercise**, **supportive relationship** and **positive language**
- Empower students to manage their academic pursuits and engagement in activities in a way that fosters holistic wellbeing
- Further promote **character strengths** and utilise the **VIA Inventory** to support students' whole-person growth
- Create a sustainable, supportive and caring environment for **mental and physical wellness**
- Establish designated areas on campus for relaxation and cultivating a positive ambience
- Continue to cultivate a **positive and growth-oriented mindset** among students, staff, and the broader school community, including parents

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
To cultivate a positive and growth oriented mindset in students, teachers and parents	<ul style="list-style-type: none"> ● 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) 	<ul style="list-style-type: none"> ● Students agree that a positive and supportive learning atmosphere is created ● Teachers agree that students benefit from the positive learning atmosphere 	<ul style="list-style-type: none"> ● Stakeholders' Survey ● APASO III ● Teachers' Observation 	Whole year	ADC (ACAD)	
	<ul style="list-style-type: none"> ● To integrate the concepts of PERMA 'Positive emotion', 'Engagement', 'Relationships', 'Meaning' and 'Accomplishment' and character strengths into class teacher periods and school assemblies 	<ul style="list-style-type: none"> ● Students agree that they understand the concept of PERMA and character strengths and have discovered a satisfactory meaning in life ● ★Students agree that they try their best to overcome learning difficulties and 	<ul style="list-style-type: none"> ● Interview ● APASO III 	Whole year	LEC (SDEV)	
	<ul style="list-style-type: none"> ● ★To participate in the 4Rs Mental Health Charter and 		<ul style="list-style-type: none"> ● Stakeholders' Survey 			

	LevelMind@JC Project in order to enhance an overall culture emphasizing health and wellness	<p>know how to set realistic goals</p> <ul style="list-style-type: none"> ★Teachers in general agree that students become more able to embrace challenges ★Students convey that they embrace a holistic, healthy approach to living ★Students find it meaningful and impactful to engage in activities that enhance their overall wellness Students concur that the school helps them develop good moral character Students agree that the decorations help build a positive ambience in school Teachers agree that the staff development programmes and materials on PERMA are conducive to helping students develop a growth mindset ★Parents agree the school helps them acquire knowledge and methods of educating their children 	<ul style="list-style-type: none"> Teachers' Observation Stakeholders' Survey Students' Survey Interview Stakeholders' Survey Students' Survey Interview Teachers' Survey Stakeholders' Survey 			
	<ul style="list-style-type: none"> ★To emphasize resilience-building through daily lessons, assemblies, class teachers' periods and special school functions, and providing more opportunities for physical exercise 			Whole year	ACAD, ADEX, SDEV & PE Department	LevelMind @JC at Schools Project
	<ul style="list-style-type: none"> ★To encourage students to take ownership and actions to promote awareness around the concept of wellness (e.g. establish Wellness Club, train students to be peer counsellors, and join the Peer Power - Student Gatekeeper Training Programme) 			Whole year	LevelMind @JC at Schools Project Task Force, LEC (SDEV) & GC (SDEV)	LevelMind @JC at Schools Project & Peer Power – Student Gatekeeper Training Programme
	<ul style="list-style-type: none"> To launch whole-school award schemes to encourage positive character traits or good deeds 			Whole year	LEC (SDEV)	
	<ul style="list-style-type: none"> To enrich the school environment to create a positive and religious atmosphere 			Whole year	LevelMind @JC at Schools Project Task	LevelMind @JC at Schools Project

					Force, RAC & LEC (SDEV)	
	<ul style="list-style-type: none"> To enrich teachers' understanding of PERMA through staff development programmes, reading materials, talks and seminars 			Whole year	Major Concern 1 Task Force	
	<ul style="list-style-type: none"> ★To enrich parents' understanding on positive education through different training programmes and talks 			Whole year	Parent Affairs (ADEX) & PTA	EDB
To build vibrant communities and nurture positive relationships for enhancing students' social well-being	<ul style="list-style-type: none"> To implement both the vertical and horizontal systems to foster stronger relationships and bonds among students 	<ul style="list-style-type: none"> Students concur that the establishment of vertical houses help them bond with schoolmates in different forms Students agree that their schoolmates actively participated in extracurricular activities Students agree that they have positive relationships with schoolmates and teachers Different stakeholders agree that the joint programme organized together with KMC, the PTA and/or alumni 	<ul style="list-style-type: none"> Students' Survey 	Whole year	SDEV	
	<ul style="list-style-type: none"> To reserve time and space in the calendar and timetable for students to take part in regular student bodies' activities 		<ul style="list-style-type: none"> Stakeholders' Survey 	Whole year	ECAC (SDEV)	
	<ul style="list-style-type: none"> 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 (KMC) 		<ul style="list-style-type: none"> APASO III Stakeholders' Survey 	Whole year	PTA MCAA KMC	

		associations help students build connections with parents/alumni				
To stretch students' leadership potential	<ul style="list-style-type: none"> To provide leadership training for key student leaders 	<ul style="list-style-type: none"> Students agree that the school is intent on fostering their leadership 	<ul style="list-style-type: none"> Stakeholders' Survey 	July to August	ECAC (SDEV)	
	<ul style="list-style-type: none"> To emphasize the importance of debriefing and evaluation to help students learn through organizing activities 	<ul style="list-style-type: none"> Teachers agree that the school provides adequate opportunities for students to develop their leadership abilities 	<ul style="list-style-type: none"> Stakeholders' Survey 	Whole year	Major Concern 1 Task Force	
	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Students concur that the VIA survey results help them correctly judge their strengths and weaknesses and enhance their leadership skills in student activities 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 	<ul style="list-style-type: none"> Interview Teachers' observation Teachers' Survey 	Whole year	Major Concern 1 Task Force	

Major Concern 2: Let Every Student Learn and Shine (Stage 3)

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

- Students can continuously enhance their use of "SDAS" on the eClass platform, along with other student data tools like eHomework, iPortfolio, and eSport. Through various empirical methods, they can set feasible and reasonable personal learning goals.
- Continuous effort should be made to design diversified homework and assessments to enhance students' multiple intelligences.
- By participating in the "Blended Learning" program, organized by the Hong Kong Jockey Club and CUHK for the third consecutive year, different subject departments further strengthen students' self-learning capabilities.
- In addition to regular classes, by optimizing current school activities and online platforms, students are provided with opportunities to showcase their talents and personal highlights in front of others.
- The school-based Curriculum Inventory has been upgraded to version 7.0 and is now managed through Google Sheets. This upgrade allows for a more detailed understanding of how each subject is implementing major concerns 1 and 2 as well as the learning objectives from the EDB through enhanced data analysis.

Target	Implementation Strategy	Success Criteria	Method of Evaluation	Time Scale	Responsible person	Resource Required
1. To enhance school-based diversity management to cater for individual learning aspirations	<ul style="list-style-type: none"> • Enhance the use of VARK learning strategies by encouraging students to create personal learning notes tailored to their individual learning styles. • Following the EDB's Gifted Education Framework, our school creates an internal talent pool based on students' academic achievements. Selected students customize their development paths according to their individual needs. Subject departments offer tailored gifted education courses, while teacher and parent recommendations further support 	<ul style="list-style-type: none"> • Students enhance learning by creating personalized notes tailored to their VARK learning styles—visual, auditory, reading/writing, or kinesthetic, and regularly update and review them. • They select gifted education courses based on academic performance and preferences. • The "CV360" tool assists in analyzing academic and 	<ul style="list-style-type: none"> • APASO III • Stakeholder survey • School-based questionnaire • Teacher observation • Interview record★ • Student reflection★ 	Whole year	ACAD SDEV ADEX Subject Teachers CT	IT support Websams data

	<p>students' academic growth, allowing advancement based on unique strengths.</p> <ul style="list-style-type: none"> Our school is enhancing the learning evaluation process by collaborating with the Life Education Committee and Major Concern 1. We are revising evaluation forms and integrating the HK Jockey Club's "CV360". Students will utilize eClass "SDAS" and "iPortfolio" to analyze their traits and set personal goals. Learning Evaluation Day and Parent's Day are designed to improve home-school communication and facilitate goal setting, ensuring a robust framework for student self-awareness and goal adjustment based on real-life circumstances. 	<p>extracurricular traits, helping students set tailored personal goals.</p>				
<p>2. To develop in students a growth mindset for working toward their goals.</p>	<ul style="list-style-type: none"> Teachers should integrate "Resilience" from Major Concern 1 into their teaching through structured reflection opportunities and resilience-focused feedback. After major assignments or tests, reflection sessions can help students evaluate their performance and plan improvements. Feedback should emphasize effort and learning progress, fostering a growth mindset. Additionally, the library can offer resources on resilience, and collaboration with MCareers can lead to the "MCube Programme," utilizing the alumni network for creating educational videos that inspire 	<ul style="list-style-type: none"> Students engage in structured reflection assignments or tests, identifying strengths and areas for improvement. They adjust their learning strategies based on feedback focused on the process rather than outcomes. Viewing challenges as opportunities, students actively seek solutions and enhance resilience using library resources. Students absorb and implement values education and 	<ul style="list-style-type: none"> APASO III Stakeholder survey School-based questionnaire Teacher observation Lesson observation Students' work inspection Interview record★ Student reflection★ 	Whole year	ACAD SDEV ADEX Subject Teachers CT	Alumni support MCTV Library

	resilience and entrepreneurship, which can be shared in classes or assemblies.	entrepreneurial lessons shared by alumni, integrating these principles into their daily actions.				
3. To enhance multiple intelligences and recognize success in different forms.	<ul style="list-style-type: none"> Utilize the School-based Curriculum Inventory 7.0 to integrate the Multiple Intelligences Framework into curriculum design, ensuring activities cater to diverse intellectual abilities such as linguistic, logical, spatial, and more. Enhance school platforms to showcase student talents through events like the Academic Achievement Exhibition and VShow, and digital channels such as a dedicated YouTube channel for morning announcements and a Google Chat "MC Notice Board" for celebrating student achievements. Implement Project Learning in a spiral approach from F.1 to F.5, transitioning from subject-specific projects to transdisciplinary ones, with a focus on inquiry and problem-solving, and encourage participation in competitions to foster multiple intelligences. 	<ul style="list-style-type: none"> Students actively participate in curriculum activities tailored to multiple intelligences, enhancing engagement and event participation. Curriculum updates, aligned with the Multiple Intelligences Framework, receive positive feedback from teachers. From F.1 to F.5, students develop their inquiry and problem-solving skills, progressing from subject-specific to transdisciplinary projects. Digital platforms showcase students' achievements, boosting visibility and engagement. Participation in external competitions brings accolades, affirming the curriculum's effectiveness. 	<ul style="list-style-type: none"> APASO III Stakeholder survey School-based questionnaire Teacher observation Lesson observation Students' work inspection Interview record★ Student reflection★ 	Whole year	ACAD SDEV ADEX Subject Teachers CT	IT support Websams data MCTV

END OF PLAN

ANNEXES

School-based After-school Learning and Support Programmes 2024/25 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 70 (including A. 15 CSSA recipients, B. 45 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		
Art & Culture	Develop potentials	Student of lower family means can participate eagerly in self-paying school activity	Teachers' observation Rate of participation	Oct 23 – Aug 24	5	10	5	50,000.00	
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	4,000.00	
Total no. of activities: <u>20</u>				[@] No. of participation counts	15	45	10		
				^{**} Total no. of participation counts	70				

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 2024/25 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"> • To employ library assistant to provide support to teacher librarian • To release teachers' workload allowing them more space to explore the use of IT in teaching • To employ tutor(s) to share teachers' workload in catering for students' diverse needs 	Whole Year	610,000.00	<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 enrichment programmes organized by HKAGE and universities 	Whole Year	80,000.00	<ul style="list-style-type: none"> • Students respond very positively after joining these programmes. 	Mr. Wong Chun Lam

Methodist College
Proposal for DLG-funded Other Programme (Gifted Education)
2024-2025

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	Mr. Wong Wai Chung	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	30,000.00
Chinese Language	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
2024-25 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	Local Activities: 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	Job Exploration	Sept 24 - Jul 25	S4-S6	333	\$30,000.00	\$90.09
2	Career Expreience Activity	Sept 24 - Jul 25	S4-S6	333	\$22,000.00	\$66.07
3	Cambridge Occupational Analysts Programmes	Sept 24 - Jul 25	S1-S6	713	\$7,000.00	\$9.82
4	F.2 Training Camp	Jan 25	S2	131	\$110,000.00	\$839.69
5	F.5 Overnight Camp	Mar 25	S5	105	\$15,000.00	\$142.86
6	Basic Leadership Training Programme	Nov 24	S1-S5	120	\$50,000.00	\$416.67
7	Big Brothers and Big Sisters Programme	Sept 24 - Aug 25	S1-S6	300	\$60,000.00	\$200.00
8	Vertical House	Sept 24 - Aug 25	S1-S6	713	\$20,000.00	\$28.05
9	Advanced Leadership Training Programme	Jul 25 - Aug 25	S3-S5	100	\$52,000.00	\$520.00
10	Evangelistic Activiries	Mar 25	S1-S6	713	\$22,000.00	\$30.86
11	SCF Camp	Apr 25	S1-S6	40	\$18,000.00	\$450.00
12	English Debate Course	Sept 24 - Aug 25	S3-S5	20	\$35,000.00	\$1,750.00
13	English Enhancement Activities	Sept 24 - Aug 25	S1-S6	713	\$15,000.00	\$21.04
14	Crossroad Activities	Jan 25 - Mar 25	S5	105	\$25,000.00	\$238.10
15	Scrabble Couse	Sept 24 - Aug 25	S3-S6	20	\$35,000.00	\$1,750.00
16	Chinese Drama Course	Sept 24 - Aug 25	S1-S5	30	\$28,000.00	\$933.33
17	Chinese Culture Activities	Sept 24 - Jul 25	S1-S6	713	\$20,000.00	\$28.05
18	Chinese Creative Writing Course	Sept 24 - Jul 25	S1-S6	30	\$23,000.00	\$766.67
19	Disney Youth Programs	July 25	S1-S6	100	\$40,000.00	\$400.00
20	ICT Exhibition Visit	Nov 24 - Jul 25	S1-S6	100	\$10,000.00	\$100.00
21	STEAM Course	Sept 24 - Jul 25	S1-S6	150	\$85,000.00	\$566.67
22	Visual Art Course	Sept 24 - Jul 25	S1-S6	150	\$50,000.00	\$333.33
23	Gala-Musica Workshop	Sept 24 - Aug 25	S3-S5	20	\$16,000.00	\$800.00
24	Music Team Training Fee	Sept 24 - Aug 25	S1-S6	100	\$200,400.00	\$2,004.00
25	Sports Team Training Fee	Sept 24 - Aug 25	S1-S6	150	\$226,000.00	\$1,506.67
26	Sports Fun Day	Jun 25	S1-S6	713	\$40,000.00	\$56.10
27	Flag-guard Training Fee	Sept 24 - Aug 25	S1-S6	20	\$9,000.00	\$450.00
Sub-total of Item 1.1				6,735	\$1,263,400.00	
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons					
1	Voluntary Service Trip	Apr 25	S1-S5	30	\$76,000.00	\$2,533.33
2	Oversea Leadership Training Fee	Apr 25	S1-S5	30	\$126,600.00	\$4,220.00
3	Scrabble Team Oversea Competition	Nov 24	S3-S6	10	\$60,000.00	\$6,000.00
4	STEM & CLP Tour	Mar 25	S3	118	\$75,000.00	\$635.59

5	CS Exchange Tour	Apr 25 - Jul 25	S1-S5	30	\$25,000.00	\$833.33
Sub-total of Item 1.2				218	\$362,600.00	
Total for Category 1				6,953	\$1,626,000.00	

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

No.	Item	Purpose	Estimated Expenses (\$)
e.g.	STEM Learning Kits	STEM Interest Group Activity	\$50,000.00
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Estimated Expenses for Category 2			\$0.00
Estimated Expenses for Categories 1 & 2			\$1,626,000.00

Category 3: Estimated Number of Student Beneficiaries (Compulsory)

Total number of students in the school:	712
Estimated number of student beneficiaries:	712
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

2024 / 25 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.	廣州大學附屬中學南沙實驗學校
2.	
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 checked="" type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input checked="" 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 checked="" type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" 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 type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input 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 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 checked="" 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 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)：

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\$ 85,000
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\$ 33,087
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 15,000
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 1,000
N6	<input 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\$
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 checked="" type="checkbox"/>	學年預計總開支	HK\$ 134,087
N10	<input type="checkbox"/>	沒有任何開支	不適用

Methodist College
Plan for Special Grants 2024-2025

Name of Grant	Promotion of Reading Grant
EDB Circular No.	EDBC No. 158/2024 & No. 10/2018
Grant for the Year (\$)	\$66,176
Period of Use	Annual Provision
Teacher-in-charge	Miss Wong Ka Ting

Our school plans to spend the grant as follows:

	Area (as in the circular)	Details of subsidised items or activities (if any)	Budget Expenses (\$)
i.	Procuring reading resources	To purchase <ul style="list-style-type: none"> • printed books • e-books 	38,000 20,000
ii.	Organising learning activities related to the promotion of reading	To organize <ul style="list-style-type: none"> • reading activities (Book fair, World Book Day) • Battle of the Books (S1-3) • Author Talk 	3,000 1,500 3,000
iii.			
	Total Expenditure (a)		65,500
	Balance Brought Forward (b)		12,253.92
	Grant for the Year (c)		66,176
	Expected Balance (b + c – a)		12,929.92

循道中學
2024-2025 津貼運用計劃

津貼名稱	公民與社會發展科津貼
教育局通函號碼	第 83/2021 號及第 174/2023 號 (延長使用年期)
津貼總額(\$)	30 萬
津貼進行時間	由 2021 至 2025 年
負責老師	張文卿老師

本校預算運用津貼作以下用途：

	範疇 (依教育局通函)	資助項目或活動詳情 (如有)	預算開支 (\$)
i.	發展或採購相關的學與教資源	選購網上學與教資源平台	6,000
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或考察活動		
iii.	舉辦和公民科課程相關的校本學習活動		
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	考察團/本地學習活動	75,284
v.	其他		
		總預算開支 (a)	81, 284
		上學年餘款 (b)	81,284.1
		預算餘款 (b – a)	0.1

Methodist College
Plan for Special Grants 2024-2025

Name of Grant	One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools
EDB Circular No.	EDBCM073/2024
Total Amount of Grant (\$)	150000
Period of Use	From 26 March 2024 to 31 August 2027
Teacher-in-charge	Chan Hon Wai

Our school plans to spend the grant as follows:

	Area (as in the circular)	Details of subsidised items or activities (if any)	Budget Expenses (\$)
i.	Develop or procure PE-/sports-related information technology (IT) services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	Purchasing RaphAI apps for students to do exercises after school.	\$38000
ii.	Purchase or upgrade PE/sports equipment in schools	Purchasing Indoor Cycling bike with interactive sports system	\$50000
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities or study visits held in the Mainland or overseas	Football Team Overseas Sports Exchange Experience Visiting sports organisations or schools in different places outside Hong Kong for short-term and systematic sports experience programmes	\$30000
	Total Expenditure (a)		118000
	Balance Brought Forward (b)		150000
	Expected Balance (b – a)		32000

循道中學
2024-2025 津貼運用計劃

津貼名稱	一筆過家長教育津貼（中學）
教育局通函號碼	教育局通函第 48/2024 號
津貼總額(\$)	\$200,000
津貼進行時間	由 1/9/2024 至 31/8/2027
負責老師	潘健茵老師

本校預算運用津貼作以下用途：

	範疇 (依教育局通函)	資助項目或活動詳情 (如有)	預算開支 (\$)
i.	認識青少年發展	「勇創新挑戰」家長小組+工作坊 對象：中一家長（優先）	\$6,000
ii.	促進青少年健康、愉快及均衡的發展	1. 「教導子女與情緒做朋友」家長小組+工作坊 對象：中二或以上家長（優先） 2. 「龍舟運動培養抗逆力」親子活動 對象：中一至六家長及學生	\$21,000 \$9,000
iii.	促進家長身心健康	1. 「快樂父母養出快樂孩子/如何陪伴青春期的孩子」家長講座及工作坊 對象：中一至六家長 2. 「自由鳥！自由了？」家長小組+工作坊 對象：中一至三家長（優先）	\$20,000 \$28,000
iv.	促進家校合作與溝通	Nil	
		總預算開支 (a)	\$84,000

	上學年餘款 (b)	\$200,000
	預算餘款 (b – a)	\$116,000

循道中學
2024-2025 津貼運用計劃

津貼名稱	家長學生好精神一筆過津貼
教育局通函號碼	教育局通函第 217/2023 號
津貼總額(\$)	\$20,000
津貼進行時間	由 1/9/2023 至 31/8/2025
負責老師	潘健茵老師

本校預算運用津貼作以下用途：

	範疇 (依教育局通函)	資助項目或活動詳情 (如有)	預算開支 (\$)
i.	舉辦與推廣學生及家長精神健康相關的親子或家長活動	「拒絕無心的壞話」家長講座/工作坊 另有紀念品或茶點招待 對象：中一至六家長	\$5,857.11
ii.	推廣學生及家長精神健康的資訊、出版刊物或提供資源平台		
iii.	提供與家長學習精神健康相關的知識及技巧的課程或培訓	「勇創新挑戰」家長小組+工作坊 對象：中一家長（優先）	\$6,000
iv.	其他		
		總預算開支 (a)	\$11,857.11
		上學年餘款 (b)	\$11,857.11
		預算餘款 (b – a)	\$0

循道中學
2024-2025 津貼運用計劃

津貼名稱	推廣中華文化體驗活動一筆過津貼
教育局通函號碼	第 65/2024 號
津貼總額(\$)	30 萬
活動進行時間	由 2024 年 3 月至 2027 年 8 月 31 日
負責老師	李凱茜老師

本校預算運用津貼作以下用途：

	範疇 (依教育局通函)	資助項目或活動詳情 (如有)	預算開支 (\$)
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	<ul style="list-style-type: none"> 舉辦學習或體驗或表演活動的開支，例如舉辦中華文化周／文化日、茶藝、藍染、空靈鼓等活動的用具及導師費用 舉辦以中華文化為主題的講座／讀書會／閱讀活動的開支 購買推動跨科及與推廣中華文化相關活動所需的物資，例如活動日用品、道具、獎品等 	50,000
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	<ul style="list-style-type: none"> 舉辦或資助本地或內地的聯校活動或比賽的開支，例如朗誦比賽、等活動的支出（如購買獎品、交通等費用） 舉辦寫作培訓班，培育學生寫作有關中華文化主題的文章，參加徵文比賽 	5,000
iii.	舉辦或資助學生參加本地文化考察或參觀活動	<ul style="list-style-type: none"> 文學散步／中華文化遊蹤／文化專題展覽、體驗活動中所需的開支，例如外購服務中的導賞、交通等費用 	5,000
iv.	資助學生及隨團教師前往內地，參加有關中華文化的交流活動	<ul style="list-style-type: none"> 學生及隨團教師往內地交流團，如報名、交通、住宿等費用 	0
		總預算開支 (a)	60,000
		上學年餘款 (b)	300,000
		預算餘款 (b – a)	24,0000