

Methodist College
Annual School Plan 2009-10

The acronym **MCKLN**, standing for **M**ethodist **C**ollege **K**owloon, is used to create the following slogan, which summarizes our direction for students' development in the next few years:

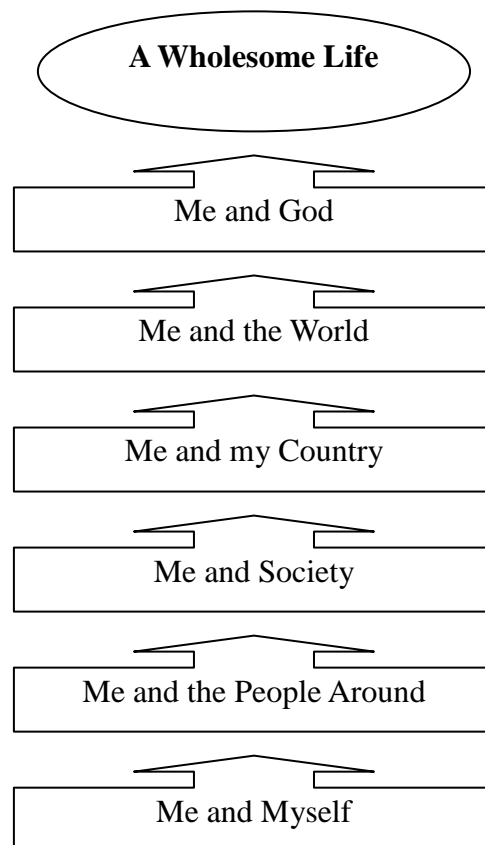
We are here to nurture:
Modest, Caring and Knowledgeable Leaders of the New era.

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:



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:**

	Strategy	Tasks	People Responsible	Output Indicators
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.	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.	Life Education Committee	1) Relevance of the themes to each year level. 2) Effectiveness of coordination work of the Life Education Coordinator of each form.
2	Taught through designated curriculum time	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	Life Education Committee, Religious Education Subject Panel, Religious Affairs Team	1) Feedback from CTs and students (Questionnaire) 2) Feedback from RE teachers 3) Feedback from all teachers
3	Infiltrated into subjects / KLAs	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.	Academic Development Committee, Heads of all subjects	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)

	Strategy	Tasks	People Responsible	Output Indicators
4	Continuous input through morning reading	Provide relevant reading materials for students to read and discuss during morning reading of every Day 5	Life Education Committee	Feedback from teachers and students (Questionnaire)

In the Informal Curriculum:

	Strategy	Tasks	People Responsible	Output Indicators
1	Increase students' attachment to a group	Create a few strong student organizations to organize activities for all students: Life Education Ambassadors, English Ambassadors, Careers Guidance Ambassadors	TKF, LKP, HSH	1) Number of activities organized 2) Number of students involved
2	Strengthening the Mentoring Programme	Implement a year-long Mentoring Programme inviting both alumni and professionals from Kowloon Methodist Church to be mentors of senior forms students	CLN, LLM, FSF	1) Number of mentors and mentees joining 2) Quantity and quality of their interaction (Questionnaire & Evaluation Meeting)
3	Community Service	1) In school – Strengthening the leadership roles of prefects and heads of student bodies 2) Outside school – develop service in MS & the community	WMF (prefects), LWS (student bodies), LSW (English tutors to MS students), LWSA (Community Service)	1) Quantity and quality of training opportunities provided to student leaders. 2) Actual number of activities / service sessions done. 3) Feedback from service recipients

	Strategy	Tasks	People Responsible	Output Indicators
4	Developmental programmes	1) Pull-out programmes for students with special needs <ul style="list-style-type: none"> • S1 Developmental Programme • Class 1G Course on Learning Method 2) Structured programmes for different forms <ul style="list-style-type: none"> • 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 & 7 Health talk • S5 & 7 Stress Management talk • S6 Field trips • S6 Talks on environmental issues • Whole School: <ol style="list-style-type: none"> i. Sex education – Peer Counseling Programme ii. Sex Education Talks iii. Drugs Education Talks 	Life Education Committee, School Social Worker, Careers Team, Chinese History Panel	1) Number of programmes organized 2) Number of students benefited 3) Feedback from teachers and participating students
5	Parent education	Talks and workshops throughout the year (open to upper primary parents)	Rev. Cheung Kwok Leung, MHL	1) Number of talks organized 2) Size of audience 3) Feedback from audience
6	Teacher support	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 & activities	Life Education Committee, Staff Development Team, Religious Affairs Team	1) Number of activities organized 2) Feedback from teachers (Questionnaires)

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.

	Strategy	Tasks	People Responsible	Output Indicators
1	To establish a clear Language Policy for the school	To write up a clear Language Policy for teachers' reference.	CCC, TYP	1) How much the policy is followed 2) Feedback from teachers
2	To use English as the channel of communication	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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

	Strategy	Tasks	People Responsible	Output Indicators
4	To increase students' chances of using English	<p>Organize a wide range of English activities for students.</p> <p>Whole School English Activity</p> <ul style="list-style-type: none"> • English Time (Day 6) • English Announcement Team (Day 1-4) • Song Dedication Programme (Friday lunch) • MCTV English Programmes <ul style="list-style-type: none"> – Social Issues, Learning English through Songs...etc • English Activity Day (21 Dec) • Essay Writing Competition • Immersion Programme: <ul style="list-style-type: none"> – 4-8 students will be sponsored to Singapore (S1-S3) & UK (S4-S7) in the summer • HK Schools Speech Festival <p>Form English Activity</p> <ul style="list-style-type: none"> • 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 <p>Society & Teams</p> <ol style="list-style-type: none"> 1. English Society <ul style="list-style-type: none"> – Film Appreciation (SBA preparation) – Christmas Charity Sale – Valentine 's Day Flower Sale – Easter Egg Hunt 2. Scrabble Team <ul style="list-style-type: none"> – Inter-school Scrabble Competition 	English-rich Environment Team and all English teachers, Student English Ambassadors	<ol style="list-style-type: none"> 1) Number of activities organized 2) Students' performance in the activities 3) Number of students involved

		<p>3. English Drama Team</p> <ul style="list-style-type: none"> - Drama Fest 2010 - Inter-school Drama Festival <p>4. English Debating Team</p> <ul style="list-style-type: none"> - Inter-school Debating Contest - Mock Trial Programme 		
5	To increase exchange opportunities	<p>1) Make preparations for accepting an exchange student through AFS.</p> <p>2) Organize overseas immersion programmes and study tours for selected students.</p>	CCC, LSW, CLN	<p>1) Preparation works done</p> <p>2) Exchange student accepted for 2010-11</p> <p>3) Number of participants in overseas programmes</p>

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):

DLG Funded Programme	Strategies & benefits anticipated	Name of Programme	Duration	Target Students	Est. No. of Students Involved			Evaluation of Learning/ Success	Teacher-in-charge
					09/10	10/11	11/12		
Other Programmes - Gifted Education Programmes	Tier 1: To raise students' power of expression & critical thinking	Conflict Management Day Camp	1 day	All students in F.5		150		Increased exposure of students & enhanced confidence	Eng. Dept. & Li Po Chun United World College
	Tier 1: To enhance students' study skills & thinking skills	Talk by Edvenue Ltd.	3 sessions	All students in F.5		150			ADC
	Tier 2: To provide additional training and coaching to elite students on various aspects	Various aspects of giftedness, e.g. English & Chinese debating, scrabble etc.	3 years	Students with potentials and talents on the chosen aspects	40	40	40	Courses organized and results in competitions	Various subject heads and school team advisors
	Tier 2: To meet the affective needs of gifted students	Life Journey: Using Biographies to Address Affective Needs of Gifted Students	6 sessions over 2 months	Gifted students with affective needs	12				EP in collaboration with EDB (a pilot project)
	Tier 3: To subsidize students to attend relevant courses outside the school		3 years	Elite students with particular talents	10	10	10	Oral reports from the students	Teachers of relevant disciplines