

Methodist College – Annual School Plan (2012-13)
Major Concern 1: Enhancing Teaching and Learning (Stage 3)

Objectives:

1. To implement assessment for learning (AfL) in L&T
2. To strengthen the language skills in learning (LAC in junior forms)

1. To implement assessment for learning (AfL) in L&T

Work Schedule		Teacher(s) in charge	Success criteria	Methods of evaluation
Implementation Strategies / Tasks	Month / Date(s)			
(a) Subject Level: <ul style="list-style-type: none"> ● Lesson observation (appraisal & lesson study) ● T&L materials / Scheme of work: Clear and appropriate learning targets communicated to students ● Increasing awareness on reflection on learning 	Throughout the year	LYL, YSYS, Different subject departments	(a) The lessons being observed focus on the implementation of AfL. (b) 80% of teachers agree that they implement AfL in their subject teaching (e.g. assess students with different modes, provide timely and specific feedback, ask students to have reflection on their own learning). (c) Improvement in students' views on their initiative to learn and application of learning strategies	(a) Subject panel evaluation meetings (b) Questionnaires (c) Reports on lesson study (d) Inspection of students' works (e) APASO
School Level: (b) Regular review of learning progress (whole school) <ul style="list-style-type: none"> ● Self-reflection before and after exams ● Learning evaluation day 	Before and after exams 10/7/2013	LYL, LWSC CTs, ACTs LHS, LLM, LWK		
(c) Explore the use of Excel template for assessment data analysis	Throughout the year	LCK, LKK		
(d) ADC board display	Throughout the year	LWSC		
(e) Staff development <ul style="list-style-type: none"> ● Workshop: Assessment for learning ● Sharing workshops (tentative) 	27/8/2012 4/6/2013 (tentative)	LYL LYL, YSYS		

2. To strengthen the language skills in learning (LAC)

Work Schedule		Teacher(s) in charge	Success criteria	Methods of evaluation
Implementation Strategies / Tasks	Month / Date(s)			
<p>(a) Content subject vocabulary building</p> <ul style="list-style-type: none"> ● Develop and refine vocabulary building materials ● Explore and develop effective teaching strategies for vocabulary building ● Organise a professional development workshop on Vocabulary Building for all teaching staff <p>(b) Content subject-based writing materials</p> <ul style="list-style-type: none"> • Develop and refine a content subject writing curriculum • Design, implement and evaluate teaching and learning handouts ● Teach students skills of comprehending questions in assignments/tests/exam papers ● Teach students the writing skills essential for answering questions in assignments/tests/ exam papers of these subjects • Assessment tasks in content subject exam papers align with learning objectives in LAC <p>(c) Language support for students and content subject teachers</p> <ul style="list-style-type: none"> • Refine classroom language instructions 	Throughout the year	<p>ADC (LAC Team)</p> <p>Subject departments (English, Mathematics, Science, Geography, History)</p>	<p>(a) Develop tailor-made content subject vocabulary building and writing materials</p> <p>(b) Specific lessons are conducted with positive feedback (80% of students)</p> <p>(c) Improvement in students' English proficiency for learning content subjects in English</p>	<p>(a) Evaluation meetings</p> <p>(b) Students' survey</p> <p>(c) Students' performance in formative and summative assessments</p>

Methodist College -Annual School Plan (2012-13)
Major Concern 2: Consolidating Life Education (Stage 3)

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 consolidate the longitudinal plan for systematic progression from S1 to S6.
- 4) To strengthen careers education under NSS.
- 5) To provide stronger guidance and support to students with special emotional or educational needs.
- 6) To promote positive values in school

Part 1: Life Education Curriculum and Programmes

Area concerned	Strategies/Tasks	Success Criteria Students should be able to...	People responsible	Resources required	Method of evaluation
Form based Life Education Curriculum	<p><u>Form One</u> Theme: Self-discovery</p> <ul style="list-style-type: none"> - School-based materials for class teacher periods - Adventure-based training to be held after the first exam - Big Brother Big Sister Scheme for helping new students - Growth Celebration Ceremony - "Milestone of my life" Family Activity 	<ul style="list-style-type: none"> - establish a better self-understanding - establish a more positive value system - have a healthier self-esteem - be more capable of coping with adversity 	F1 life education coordinator, (CT and ACT)	<ul style="list-style-type: none"> - Funding from church, - NGOs 	<ul style="list-style-type: none"> (a) Evaluation meeting (b) Questionnaires (c) APASO
	<p><u>Form Two</u> Theme: Leader of yourself</p> <ul style="list-style-type: none"> - Adventure-based Discipline Training camp - School-based materials for class teacher periods - Talks and workshops on Self-management 	<ul style="list-style-type: none"> - establish a better self-understanding - become more competent on self-control and self-management 	F2 life education coordinator, (CT and ACT),	<ul style="list-style-type: none"> - NGOs 	<ul style="list-style-type: none"> (a) Evaluation meeting (b) Questionnaires (c) APASO

Area concerned	Strategies/Tasks	Success Criteria Students should be able to...	People responsible	Resources required	Method of evaluation
	<p><u>Form Three</u> Theme: Careers Education (Be A Dreamweaver!) - Careers Talks on Life planning & NSS for both students and parents - Careers Visits - Careers Education Curriculum : "Finding your Colours of Life" will be used in class teacher periods - Careers Exhibition - Workplace Visit to Ocean Park</p>	<ul style="list-style-type: none"> - recognize their strengths and weaknesses - start to construct their career path - start making their life planning 	F3 life education coordinator, (CT and ACT), (Careers Team members)		<ul style="list-style-type: none"> (a) Evaluation meeting (b) Questionnaires (c) APASO
	<p><u>Form Four</u> Theme : Social Service and Civic Education (Be a Servant Leader) - Social Service workshops (including training, visit, service and debriefing) - Talks on social issues</p>	<ul style="list-style-type: none"> - love and care more about society and others - know and understand the meaning of good citizenship 	F4 life education coordinator, (CT and ACT)	- NGOs	<ul style="list-style-type: none"> (a) Evaluation meeting (b) Questionnaires (c) APASO
	<p><u>Form Five</u> Theme : Global Citizenship and Environmental Education - Visits to organic farms, environmental protection organizations - Interview people of different social status, - Experiential trips about “poverty”</p>	<ul style="list-style-type: none"> - understand more about different social issues - appreciate and tolerate different lifestyles and cultures 	F5 life education coordinator, (CT and ACT)	- NGOs	<ul style="list-style-type: none"> (a) Evaluation meeting (b) Questionnaires (c) APASO
	<p><u>Form Six</u> Theme: Health Education and Stress Management * - Hands-on Workshop on Mental health and stress management - Form based activities</p>	<ul style="list-style-type: none"> - develop more healthy & better living habits - practice some strategies to cope with stress 	F6 life education coordinator, (CT and ACT)		<ul style="list-style-type: none"> (a) Evaluation meeting (b) Questionnaires (c) APASO

Area concerned	Strategies/Tasks	Success Criteria Students should be able to...	People responsible	Resources required	Method of evaluation
Cross-level Life Education Curriculum	<u>Sex Education</u> - Sex education talks according to specific needs of each form - Value education through class teacher periods - Sex peer-counselors programme	- have more knowledge related to sex - develop a positive value towards sex - understand and practice some peer counseling techniques	All committee members	- NGOs	(a) Evaluation meeting (b) Questionnaires
	<u>Drugs Education</u> - Talks by PS33 - Value education through class teacher periods	- Have more knowledge about drugs - Understand the consequences of drugs addiction	All committee members	- PS33	(a) Evaluation meeting (b) Questionnaires
	<u>Internet Addiction</u> - Talks on internet addiction and internet dating	- Develop a healthier and better lifestyle in terms of internet surfing - Understand the dangers of internet dating	All committee members	- NGOs	(a) Evaluation meeting (b) Questionnaires
	<u>Life Education Ambassadors</u> - whole school activity e.g. Hunger Banquet - MCTV programmes - Fourth of June Anniversary Activities - Campaigns about "Respect and Appreciation"	- Care more about others - Develop a more positive value system - Have more chance of self-reflection	All committee members		(a) Evaluation meeting (b) Questionnaires (c) APASO

Part 2: Promoting Positive Values

	<u>Respect and Appreciation</u> - Whole school questionnaires - Assembly - Good People Good Deeds Campaign - Students Appreciation and Teachers Appreciation Campaign	- establish a school atmosphere of respect and appreciation	All committee members		(a) Evaluation meeting (b) Questionnaires (c) APASO
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Part 3: Improving Students' Discipline and Attitudes

	Strategies / Tasks	People Responsible	Success Criteria	Resources Needed	Method(s) of evaluation
1	Encourage class-based activities and award programmes to raise students' sense of belonging, solidarity & mutual support	CTs	Evaluation by CTs		Sharing session at the end of term
2	Provide after-school homework supervision and tutorial support to students with needs	AAC & TA	Improvement in homework submission rate		Comparison of homework submission data in each phase
3	Immediate follow-up on cases of lateness to school	GC, CTs & TA	Reduced number of lateness		Yearly record on lateness
4	Continue with Personal Tutor Scheme to match teachers with those students who might need more concern & guidance throughout his/her secondary school years.	All teacher who sign up to be Personal Tutors	Reduced number of cases of misbehaviour	EP to provide advice & training to teachers	Sharing session at the end of term
5	Continue with the Prefects Training Programme	GC	No. of training activities organized; Team spirit of prefects built	NGO	Student questionnaires
6	Continue with the Classroom Cleaning Competitions	GC & CTs	Cleanliness in classrooms		Monthly record
7	Growth Programme for Junior Secondary Students (for selected students with more adjustment needs)	SSW, GC & CTs	Improvement in target students' self concept & social effectiveness	Funding from Methodist Church, HK	Student questionnaires
8.	Parents education programme	GC & EP	Feedback from parents on their effectiveness		Parents questionnaire

Part 4: Careers Education:

	Strategies / Tasks	People Responsible	Success Criteria	Resources Needed	Method(s) of evaluation
1	Continue with the form-based careers education plan of the previous year with minor adjustments.	Form-based Careers Coordinators	No. of lessons on careers education; Feedback from CTs	Funding from school; books published by HKACMGM	<ul style="list-style-type: none"> • Evaluation meetings • Questionnaires • Students' surveys • APASO
2	Continue with the arrangements of admission talks by tertiary institutions, alumni sharing and careers guidance and counseling.	Form-based Careers Coordinators	No. of talks and sessions organized; Feedback from students	NGOs, EDB, Alumni Association, Mentors, HKACMGM, Church	
3	Reform the team hierarchy and structure so as to strengthen the communication with the targeted students.	Form-based Careers Coordinators	Feedbacks from students and CTs		
4	Widen the careers horizon of students. (e.g. Job-sharing by expertise in morning line up periods)	Form-based Careers Coordinators	No. of sharing sessions organized; Feedbacks from students	NGOs, EDB, Alumni Association, Mentors, HKACMGM, Church	
5	Arrange workshops, on-site interviews and campus tours in different levels of tertiary institutions. (e.g. Tung Wah College visit cum on-site interviews for S6 students)	Form-based Careers Coordinators	No. of events organized; No. of students joining the events; Feedback from students	NGOs, EDB, Alumni Association, Mentors, HKACMGM, Church	
6	Develop and reinforce the networking with graduates of the past few years for providing updated information and appropriate advice to our students,	Careers Team	Type of network developed and no. of graduates participated; Actual contribution of those graduates contacted through the network	Help from previous CTs and ACTs of graduates in the past few years	

Areas Outside Major Concerns

1) Language Policy:

- English is the medium of instruction for all subjects except Chinese Language, Chinese History, Putonghua, Liberal Studies and Religious Education.
- In S1-3, Putonghua is the teaching medium to deliver 50% of the Chinese Language lessons in Class R in each form.
- All school functions are basically conducted in English, while teachers and students are encouraged to use English in informal communications but not compulsory.

2) Administrative Re-structuring:

- The IT in Education Team is amalgamated into the Academic Development Committee.
- A new task group for coordinating gifted education is also formed under the Academic Development Committee, with a GE (gifted education) representative chosen for each department. A Talent Pool comprising students in the following areas of giftedness will be formed: English, Chinese, Mathematics, Science, Humanities, Art and Leadership. Special activities geared to their needs will be held.

3) Use of Grants:

- The Capacity Enhancement Grant (CEG) and the Senior Secondary Curriculum Support Grant (SSCSG) will be used to employ 3.2 additional teachers and 1.5 teaching assistants to relieve the workload of all teachers and to meet the subject diversification needs under the New Senior Secondary curriculum. (Budgeted total: \$1,262,320)
- Part of the CEG is set aside for providing tutorials to senior forms (Budget: \$40000) and gifted education programmes for S1-3 (Budget: \$20000).
- Balance from the CEG and SSCSG will be kept for employing additional teachers and teaching assistants in the 2013-14 year.

Glossary on Specific Terms

Terms in the education context:

AfL = Assessment for Learning

APASO = Assessment Program for Affective and Social Outcomes

EP = Education Psychologist

HKACMGM = Hong Kong Association of Careers Masters and Guidance Masters

LAC = Language Across Curriculum

L&T = Learning and Teaching

NGOs = Non-government organizations

SSW = School Social Worker

TA = Teaching assistant

Terms in the school context:

AAC = Academic Administrative Committee

ADC = Academic Development Committee

ACT = Assistant class teachers

CT = Class teachers

GC = Guidance Committee

MCTV = Methodist College Television