



		<p>through collaborative lesson preparation, lesson studies and organizing professional development workshops.</p> <p>(d) To enhance teaching effectiveness through inviting teachers to share their good questioning strategies in department/subject meetings</p> <p>(e) ADC to provide reference materials on questioning strategies</p>	<p>school-based professional development programmes can enhance their capacity on using effective questioning strategies in increasing students' participation in the learning process.</p>	<p>Teachers' evaluation Minutes</p>
2	<p>To nurture students' learning capabilities: to increase students' participation in class and develop students' self-directed learning attitude</p>	<p>(a) To require students to do pre-lesson preparation</p> <p>(b) To require students to be actively engaged in thinking and responding.</p> <p>(c) To require students to have self-reflection after lessons / tests / examinations</p> <p>(d) To encourage students' self/further exploration through embedding HOT elements in classroom teaching / assignments</p> <p>(e) To place a higher expectation on students' work</p>	<p>(a) Pre-lesson preparation is embedded in the teaching plan.</p> <p>(b) At least three assignments* (of each form from each subject) include questions involving at least one high-order thinking skill – Bloom's Taxonomy (Revised) e.g. to analyse, to evaluate and to create and/or subject-based HOT skills.</p> <p>(c) 50% of teachers agree that students' learning attitude has improved (participation in class, reflective about their learning)</p> <p>*1-2 assignment(s) for F.6 and the following subjects: RE, F.3 subjects with one lesson every two cycles, cultural subjects (VA, DT, HE, Music)</p> <p>PTH (1 HOT assignment submitted for the whole junior forms)</p> <p>PE (NO need to submit HOT assignments)</p>	<p>Lesson observation (appraisal, lesson study)</p> <p>Students' work inspection</p> <p>Teachers' self-evaluation</p> <p>Students' questionnaire</p>

**Methodist College -Annual School Plan (2015-16)**  
**Major Concern 2: Building a Positive School Culture (Stage 3)**

Objectives	Strategies	Success Criteria	Methods of Evaluation
1. To raise students' sense of belonging	(a) Implement "everyone for the class", where all classmates share the jobs of the class business.	Students carry out their duty responsibly.	<ul style="list-style-type: none"> <li>- Teachers' evaluation</li> <li>- Questionnaires</li> <li>- APASO</li> <li>- Stakeholders survey</li> </ul>
	(b) Encourage students to design their own "Class-tee"	Students like to be one of the members of the class.	
	(c) "My class" MCTV programme		
	(d) Encourage Class Association to organize Class gathering (e.g. birthday party, lunch with CT/ACT)		
2. To promote positive value / emotion in school	(a) Life Education Time on MCTV <ul style="list-style-type: none"> <li>● At the beginning of each MCTV programme, hosts will tell a story about positive values.</li> </ul>	<ul style="list-style-type: none"> <li>- Students understand the concept of positive thinking</li> <li>- Student think in a more positive way</li> </ul>	
	(b) Sharing positive articles during Day5 reading time.		
	(c) To embed positive values into our daily teaching. <ul style="list-style-type: none"> <li>● Teachers express their appreciation to students at the end each lesson.</li> </ul>	<ul style="list-style-type: none"> <li>- Students become more positive to their study</li> <li>- Students become more confident in their academic performance</li> </ul>	
	(d) Each subject, department, committee and team includes objective 2 in their annual program plan. <ul style="list-style-type: none"> <li>● English / Chinese Dept.: essay writing competition on a topic which promotes positive thinking;</li> <li>● VA.: Poster/ drawing competition/ homework</li> <li>● Other Subjects: give some prizes to appreciate the effort of students in the subject</li> </ul>		

<p>3. To promote the value of appreciation, gratitude (thanksgiving) and caring</p>	<p>(a) Implement “Good people and Good deeds” scheme</p> <p><u>Class Activities</u></p> <ul style="list-style-type: none"> <li>● Teachers and students write inspirational message and blessings to each other. The messages will be post on a specially designed place of the notice board.</li> <li>● Proposed time : Before or after some big events (founders’ day, Christmas, Chinese Lunar New year, Sports day, class activities)</li> </ul> <p>Whole School Activities</p> <ul style="list-style-type: none"> <li>● Set up a Facebook Fan Page for posting “Good people Good deeds” story.</li> </ul>	<ul style="list-style-type: none"> <li>- Every teacher and student gives out at least 3 “blessing” card in this year.</li> <li>- Students feel that classmates care about them</li> <li>- The fan page gets 50 posts, 200 likes and 800 visits.</li> </ul>	
	<p>(b) Hunger Banquet (compulsory for S1)</p>	<p>Students understand the needs of the poor in the world and the importance and benefit of having the attitude of gratitude.</p>	
	<p>(c) General Assembly – Everyone (including Pastors, Principal, teachers and students) express their gratitude to others.</p>	<p>Students feel good about expressing gratitude to others</p>	
	<p>(d) Life Education Day – Communication and Thanksgiving</p>	<ul style="list-style-type: none"> <li>- Students enjoy the activities</li> <li>- Student understand the importance and benefit of showing appreciation to others and having the attitude of gratitude.</li> <li>- Students feel that teachers and classmates care about them.</li> </ul>	

## 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).
- 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) Career and Life Planning Education (CLP):**

- The work started in the previous years would continue under the leadership of the Careers Team (with 10 teaching staff as members) and the CLP Core Group (comprising 5 key members of the Careers Team).
- Capitalizing on the experience of the previous years, CLP lessons, taught by the Careers Mistress, would be extended to cover all classes in S4-6. CLP in junior forms would still take the form of special projects delivered mainly through the Class Teachers.
- Individual careers counselling would be expanded to satisfy the needs of more students.
- The CLP Grant would continue to be used to employ a 0.5 teacher to relieve careers teachers, especially the Careers Mistress's, teaching load. One teaching assistant would be employed to handle all logistics and liaison matters. (Budgeted total: \$518,023.80) The remaining amount, if any, would be spent on careers activities.

### **3) Use of Grants:**

- The Capacity Enhancement Grant (CEG) and the Senior Secondary Curriculum Support Grant (SSCSG), including the balance from the previous years, as well as part of the accumulated balance of the Teacher Relief Grant (TRG) will be used to employ a total of 5.7 additional teachers and 1.5 teaching and technical assistants to relieve the workload of all teachers and to meet the subject diversification needs under the Senior Secondary curriculum. (Budgeted total: \$2,537,438.40)
- Part of the CEG is set aside for providing gifted education programmes and employing additional tutors for remedial and enrichment needs (Budget: \$90500.00).

## Glossary on Specific Terms

ADC = Academic Development Committee

APASO = Assessment Program for Affective and Social Outcomes

CLP = Career and Life Planning

CT/ACT = Class Teachers and/or Assistant Class Teachers

DT = Design & Technology

HE = Home Economics

MCTV = Methodist College Television

PE = Physical Education

PTH = Putonghua

RE = Religious Education

VA = Visual Arts

End of Plan

## School-based After-school Learning and Support Programmes 2015/16 s.y.

## School-based Grant - Programme Plan

Name of School: Methodist CollegeProject Coordinator: Mr Chong Chi ShingContact Telephone No.: 2384 3543

A. The estimated number of benefitting students (count by heads) under this Programmer is 124 (including A. 20 CSSA recipients, B. 89 SFAS full-grant recipients and C. 15 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		
Homework Tutoring	Remedial Classes & Study room	Student of lower family means can participate eagerly in self-paying school activity	Completion & Summer Assignment Rate of participation	3-8/2016	15	20	3	10,000.00	
Art & Culture	Develop potentials		Teachers' observation Rate of participation	9/2015-6/2016	5	40	3	10,000.00	
Sports	School teams training		Teachers' observation Rate of participation	9/2015-6/2016	5	5	0	5,000.00	
Volunteer Service	Develop potentials		Teachers' observation Rate of participation	3-5/2016	0	10	0	10,000.00	
Visits & Excursions	Enrich learning experience		Students' feedback	3-5/2016	5	20	0	5,000.00	
Leadership Training	Train Leadership Skills		Students' feedback	9/2015-4/2016	2	4	9	20,000.00	
Confidence Building	Train & raise self-confidence		Students' feedback	9/2015-6/2016	15	70	0	2,000.00	
Learning Skill Training	Develop potentials		Students' feedback	6-8/2016	3	3	0	8,000.00	
Total no. of activities: <u>27</u>				@No. of participation counts	50	172	15		
				**Total no. of participation counts	237				