

Methodist College

School Report 2007-2008

Major concern one: Spiritual revival and school culture

Achievements
Progress:
<ol style="list-style-type: none">1. School chaplain and form chaplain led evangelistic work – Not enough Christian teachers could be assigned as form chaplains but there were teachers playing the role of form chaplains in their forms by leading evangelistic work. Though the plan could not be carried out as stated, religious elements, such as prayers and evangelistic sharing, had been integrated in morning assemblies in all forms.2. Refine religious education curriculum; - curriculum reviewed and refined throughout the year3. Strengthen Christian student network and leadership training; - Parish workers from the Methodist Church helped in student Christian fellowship meetings, evangelistic meetings and service time during the school assemblies. Christian students were involved in leading worship during assemblies and promoting evangelistic work throughout the year.4. Develop a teacher prayer network and a caring sharing community; - Regular teacher prayer meetings were held. There were also prayer meetings centred on the development of the school.5. Develop Christian parents fellowship; - The principal and the life education staff organized a Christian parents group and held sharing and prayer meetings regularly throughout the year6. Strengthen ties with the Church and increase student participation in church-organized activities. – There was closer relationship with the Church parish workers; MC students participated in evangelistic camp and activities organized by the Methodist Church;
Evaluation:
<p>Ties with the Methodist Church were strengthened and the religious climate of the school was improved.</p> <ol style="list-style-type: none">1. The religious climate was improved through sharing and prayers in the morning assemblies of almost all the forms.2. The worship team comprising Christian teachers and students with strong support by parish workers from the Methodist Church led hymn singing during assemblies and evangelistic meetings.

3. Not only the school chaplain but also a team of parish workers from the Church supported the evangelistic work of the school.
4. The school encouraged parents to join workshops organized by the church on parenting.
5. Our Form 5 students joined evangelistic camps organized by the church.
6. Parish workers also helped to coach our students on ball games in the extended campus at no. 42 Gascoigne Road after school.

Major Concern Two: Life Education – Building a Character School

Achievements

Progress:

1. Implement character building programs; - A group of about 10 parents was formed to study the book on character building with the guidance of the principal. With the coordination of the part-time Life Education Support staff, the group met every week and built up a good support system amongst the parents.
2. Implement life education through reading; - 20 minutes was assigned for reading for Forms 1 to 4 and 6. Reading class teachers were assigned to implement the reading scheme. Book sharing with the theme on life education was arranged one day per week. However, the reading time for Forms 5 and 7 were replaced with morning tests and extra lessons.
3. Enhance home-school cooperation; - Five parent-teacher meetings and meetings with the principal to discuss school policies were held in the past year, so communication with parents was enhanced. The PTA initiated and cooperated well with teachers in organizing visits to universities and other learning activities for students.
4. Strengthen connection with alumni, tapping resources for life sharing and careers education. – Talks given by or sharing with alumni were held for the senior form students throughout the year. The alumni association was supportive in the organization of careers talks given to students. In the past years, the alumni data bank was better managed and a larger range of past students were involved in the running of the Alumni Association, enhancing the connection built amongst the alumni and with the school.
5. Strengthen the role of class teachers and form coordinators - Form coordinators were responsible for taking care of student development in the Form. Pastoral care provided through form coordination was proved to be effective. The role of class teachers and form coordinators had been strengthened and teachers had more opportunities to be involved in handling student problems.

Evaluation:

1. Teachers, students and parents had increased understanding of good character and showed improvements in character building.
2. There was closer collaboration with parents in providing life education to students.
3. Providing pastoral care and life education programmes through form coordination was found to be effective.
4. However, there is a need for more structured and well-planned life education programmes tailored for different forms. It was suggested that there should be a class teacher period per week for junior forms to create room for life education and communication with students.

Major Concern Three: To develop subject excellence – improve performance in public exams

Achievements**Progress:**

1. Develop the Language Across Curriculum Programmes at all levels in all subjects –The F.1 Bridging Programme was refined. Phonics was taught using science texts. Tutorial classes were organized on Saturdays and during holidays to help lower form students improve their English standard. The F.1 English in Science Programme was refined and the English in Geography Programme was piloted. A new vocabulary building programme was introduced in various subjects. Content area reading was introduced in Chinese and English. Summary writing and academic essay writing was taught in History, Geography, Biology and Liberal Studies.
2. Refine the ERS program - Subject based core reading lists were disseminated to students and parents. English newspaper reading was emphasized as part of ERS. The ERS assessment system for senior levels was revised. A Reading Activity Day was held and a Reading Class Teacher was assigned to each class to assist the Class Teacher in implementing the ERS scheme.
3. Develop subject-based enrichment and remedial programs - Enrichment classes for F.4-5 and remedial classes for various subjects from F.1-5 were held after school and during holidays. Differentiated curriculums for different ability groups were tried out in Maths and English at junior levels. An after-school homework tutoring programme for junior forms students was implemented in the second term before the final examination. Extra resources were given to the needy classes to help the students prepare better for the examinations.
4. Strengthen staff development – Collaborative Professional Development Groups were formed among teachers. Peer lesson observations were carried out at least twice a year. Reports were submitted and shared on the school server.

Teachers were encouraged to share teaching and learning resources on e-class. Workshops were held to help teachers build up their teaching resources. More teachers took up part-time studies at Masters level with a view to improving their subject knowledge, teaching methodology and lesson delivery. A teacher mentoring scheme was tried out with guidelines provided on 2 new teachers. A consultant was hired to review the management styles and coach the middle managers in order to improve the efficiency and effectiveness.

5. Strengthen department management - FOUR inter-department sharing workshops were held for Chinese and English teachers. Homework guides were given out to parents and students twice in the year. However, the guides were difficult to follow but some parents found it better to have the guides as references. A simplified version was used in the second term but it was still difficult to follow. Inspection on students' works was carried out twice in the year, with reports submitted to the principal. Some subject panels, such as English and Computer, shared teaching resources on e-class and some cultural subjects, like HE and Visual Art, shared students' work on the school server as well.
6. Block time for exam practice for form seven (Saturday morning) – 3 hours of exam practice was organized for F.7 classes on Saturday mornings. Students had positive comment on this arrangement though they found that it reduced the time for revision according to their own schedule.
7. Prepare for NSS elective modules – Teachers actively participated in NSS preparation meetings and trainings. Subject heads meetings were held to discuss choices of electives for the NSS curriculum.

Evaluation:

1. As these academic initiatives were newly introduced, it took time for both teachers and students to come to grips with them. They were yet to cause significant improvement of public exam results in those subjects.
2. It was hoped that the ERS programme would raise students reading enthusiasm. However, the records of books borrowed and students performances in the reading scheme showed a drop rather than a rise.
3. Exam results for AL improved in some subjects such as Chinese, Biology and Chemistry etc. but exam results for HKCEE showed a little decline in some subjects.
4. F.7 students felt under stress and the tight schedule of tests given left no flexibility for them to do revision according to their own needs.

Major Concern Four: Improve administration efficiency

Achievements
Progress:
<ol style="list-style-type: none">1. Work plans and time frames were emphasized in this year.2. Improve assessment report production – To improve the accuracy of information on the students’ reports, the drafts were given out to students for checking before the reports were printed. The students’ reports were divided into 2 parts with the academic results presented in the first part and the non-academic data presented in the supplementary section. The new design received positive feedback. The efficiency in producing the reports and their accuracy were both improved.3. Improve coordination, communication and work flow in school functions and daily operation –Procedural manuals for the major tasks were drafted with time-lines clearly stated. Work was found to be done more systemically and efficiently. These were especially important during this period when the turn-over rate of both teachers and office staff was exceptionally high.4. Refine the teachers’ handbook – the teachers’ handbook was refined and translated into English as well. Procedural menus were added and the parts for staff and finance management enriched aiming at producing clear guidelines in every aspect.5. Full time IT coordinator to manage and develop the information management system – A staff member was hired to manage the information system but the work progress was very slow due to the lack of clear overall framework for the development. It was proved that this task required an experienced staff who had both the knowledge and techniques in managing this big system of data.6. General Administration Committee (GAC) replaces Central Committee with membership expanded – More that 20 meetings were held throughout the year by GAC comprising six members. Student cases were reported and school policies discussed in the meetings. Senior teachers had better communication and more information about student cases. It was also a platform for senior teachers to communicate their ideas on student cases and school policies.
Evaluation:
<ol style="list-style-type: none">1. In the past year, the most successful area under this major concern for the improvement of administration efficiency was the drafting of procedural manuals for school functions and daily operations. However, the high turn-over rate in the general office had adverse effects on the whole system and added heavy workload on the senior teachers who were responsible for these tasks.

2. The stability of both the teaching and supporting staff was important to the school. The administrative work could not depend only on a small group of 'senior teachers'. More teachers should be involved and trained to share administrative work.

Annex – Report on the Use of Grants (2007-08)

Income & Expenditure Summary:

Grant	Amount B/F	Received in 07/08	Spent in 07/08	Balance
Capacity Enhancement Grant (CEG) and Additional Capacity Enhancement Grant (ACEG)	\$46,209.07	\$1,091,208.00	\$1,404,696.17	(\$267,279.10)
Teacher Professional Preparation Grant (TPPG)	\$181,769.63	\$420,000.00	\$589,481.87	\$12,287.76
Additional Support for EMI Schools	N/A	\$230,000.00	\$342,994.14	(\$118,890.32)

Uses, Progress & Evaluation:

	Use	Progress	Evaluation
1	A total of 5 additional teachers were employed to relieve the teaching load of certain teachers to create space for them.	A number of new initiatives were developed or refined: <ol style="list-style-type: none"> 1. Maths enrichment programmes 2. Language-across-curriculum 3. Project learning in Integrated Science & Liberal Studies 4. MCTV (campus TV) 	The additional staff members created space for the current staff to plan and implement the new programmes.
2	One IT support staff was employed.		
3	One part-time life education support staff was employed	<ol style="list-style-type: none"> 1. Support was provided to strengthen the functions of the PTA. 2. Steps were taken to start the construction of a life education curriculum. 	
4	A number of part-time instructors and remedial course tutors were engaged.	<ol style="list-style-type: none"> 1. Remedial and enrichment courses for Chinese, English and Maths were organized on Saturday. 2. Drama-in-education was tried out in collaboration with Chinese and Liberal Studies. 	The courses were well-received by students.