



METHODIST COLLEGE
SCHOOL REPORT
2010-2011

Our School

Founded in 1958, Methodist College is the first of the eight secondary schools established by the Chinese Methodist Church (now named the Methodist Church, Hong Kong). Located in the Yau Tsim and Mongkok district, the College is an aided co-educational secondary school with an academic curriculum preparing students for the local public examinations. We are a Grant School with English as the medium of instruction for most subjects from F.1 up to F.7. There are four classes at each level from F.1 to F.5 and three classes at each level from F.6 to F.7.

The College's motto is "*Crede Ut Intellegas*", which is Latin, meaning "*Believe in order to know*". The College's mission is "*To develop whole-person education based on Christian principles, and to nurture wholesome life through the preaching of the Gospel.*" The College maintains close affinity with Kowloon Methodist Church, which provides tremendous support to the College in achieving this mission.

Methodist College has more than half a century of history nurturing generations of promising young minds in the Christian spirit. Today, many of our outstanding graduates have taken up prominent positions and are making their contribution in various fields. Many, feeling proud of the education that has made them what they are today, have shown their trust in the College by sending their own children back to their alma mater to enjoy the same heart-warming schooling experience. We have a strong alumni base from which rich resources can be tapped. Through donations, coaching and sharing of experiences, our graduates make a tremendous contribution to the growth of the College and raise the sense of belonging of their juniors in the Methodist College family.

The acronym **MCKLN**, standing for **M**ethodist **C**ollege **K**ow**l**oon, 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.



Achievements and Reflection on Major Concerns

Major Concern 1: Enhancing Teaching and Learning

Objectives:

1. To develop students' independence in learning (i.e. learning to learn) by strengthening their study and self-management skills and to nurture a self-directed learning attitude
2. To integrate thinking and language skills to enhance learning effectiveness
3. To enhance teaching effectiveness

Strategy 1: To teach useful learning strategies to students and to highlight them in the teaching of various subjects

Progress:

Two learning strategies, namely the use of **graphic organizers** and **thinking aloud**, were identified to be the foci.

- a) Teachers: To help teachers grasp these strategies better, a staff development workshop on graphic organizers was held on 26/8/2010, followed by further dissemination of reference materials and follow-up introductions in staff meetings. Afterwards, teachers all tried to integrate these strategies into their teaching. Lesson observations for both teacher appraisal and professional development purposes all included assessment on the effective use of these two strategies.
- b) Students: To directly teach students how to employ these two strategies in learning, workshops were organized for F.2 on 17/2/2011 and 28/2/2011, and for F.3 on 16/3/2011 and 24/3/2011. There were also board displays in both semesters to create a stronger impression on students.

Evaluation:

- a) Evaluation by subject teachers showed that these two learning strategies were indeed used very extensively in classroom teaching and assignment design. The use of graphic organizers was particularly a success. A large variety of graphic organizers, for example, cause and effect organizers, comparison matrix, Venn diagrams, classification maps, concept definition maps and timelines, were used by different subjects to suit their different subject matters. For thinking aloud, the strategy was less well grasped by both teachers and students. More would have to be done on this in the coming year.
- b) As for the workshops for students, 66% of F.2 students and 91% of F.3 students found them useful. It was suggested that workshops in which students were directly taught how to use these learning strategies should continue to be held, though there might have to be different content to cater to the needs of different classes.



Strategy 2: To encourage students to read more

Progress:

- a) Throughout the whole year, the School Library collaborated with various subjects to hold mini exhibitions introducing books of various disciplines to students. The subjects that had participated included Liberal Studies, Mathematics, History, Geography, Chinese History, Economics, Music, Integrated Science and Chemistry.
- b) A large-scale book display and sale was jointly organized with the English Department on 11/3/2011.
- c) A renowned writer (天航) was invited to give a talk to F.1-3 on 23/2/2011.
- d) Different subjects organized subject-based reading activities including book report writing, book sharing, bookmark design competition etc.
- e) More content-area reading materials and assignments were given to students by various subjects. Apart from those subjects that had been participating, D&T and Maths also joined in starting from this year.
- f) The policy of setting aside 20 mins in the timetable for morning reading and the Extensive Reading Award Scheme for junior forms were continued.

Evaluation:

- a) Students found the exhibitions with specific themes, e.g. Chinese History, interesting. The borrowing records for books of certain subjects, e.g. Maths and History, became higher compared with previous years. Thus, such types of mini exhibitions should continue to be held, especially for junior forms.
- b) Besides, it was glad to see that the variety of subject-based reading activities was also increased in this academic year.
- c) From students' questionnaires, it was found that they generally enjoyed the morning reading time. So, it should continue.
- d) As for the ERS Award Scheme, the number of students getting the Gold and Honour Awards was not satisfactory. This might be owing to teachers' lack of understanding of how to submit students' ERS marks. The School Librarian would clarify these with the teachers in the next school year.



Strategy 3: To heighten students' awareness of the importance of self-regulation through regular review on learning

Progress:

- a) The cycle of goal setting → strategies planning & time management → interim evaluation → goal & strategy modification → final evaluation was emphasized to students throughout the year. Led by class teachers, students set goals for themselves at the beginning of the school year, followed by self-reflection after the first examination. A Learning Evaluation Day was held on 8/7/2011, on which there were talks on learning strategies for senior forms and talks on time management for junior forms, followed by self-evaluation activities led by class teachers.
- b) A new format of teacher-parent conference was introduced in Parents' Day which was held in February. Students were given the chance to present their evaluation of their own learning progress to their parents in front of the class teachers.
- c) Senior forms students completed a learning evaluation questionnaire.

Evaluation:

Students' awareness of the importance of self reflection was indeed much enhanced. However, most students relied heavily on the guidelines provided by the teachers, and their reflections tended to be quite superficial and lack of imagination. It was thus agreed that we were to make continuous effort to gradually build up the habit and skills of self-evaluation from junior forms. The talks for students could be organized at an earlier time of the school year, while the review of learning progress by students should also be a built-in school policy to be done every year.

Strategy 4: To evaluate and consolidate the Language Across Curriculum framework in junior forms

Progress:

A review was carried out to assess the relevance of the set of LAC materials the school developed a few years ago. Students' language needs for effective learning using English as the medium of instruction were identified. A comprehensive plan had been drawn up to design teaching materials on vocabulary building, reading and writing strategies across the subjects English Language, History, Geography, Integrated Science and Mathematics for F.1-2. An LAC Team was formed. With the funding from the Refined English Enhancement Scheme available in the next two academic years, teachers would design, try out and refine a new set of LAC materials that would be more relevant to the needs of our current students.

Evaluation:

The work of the LAC Team started only towards the end of the academic year. With the support from a language expert from the Language Learning Support Section of the EDB, there had been pleasing progress.



Strategy 5: To encourage teachers to adopt a broader range of teaching strategies to maximize students' participation in learning

Progress:

- a) The strategy of Thinking Aloud was promoted to provoke high order thinking and critical thinking in students.
- b) A staff development session on Assessment for Learning (AfL) was held on 5/1/2011. Materials on AfL were handed out to teachers. Further professional development on this area had been planned.
- c) Peer learning and peer assessment were used in different subjects, e.g. peer assessment on writing and speaking in English Language and Chinese Language, peer assessment on students' presentations in Liberal Studies and Economics based on rubrics and guidelines from teachers.
- d) Teachers were encouraged to conduct lesson study or collaborative lesson planning based on the two strategies promoted: graphic organizers and thinking aloud. All teachers participated and 26 lesson study groups were formed. Teachers of each group planned the study lesson together, conducted peer lesson observation and evaluated the lesson together afterwards.
- e) More chances were provided for teachers to do professional sharing. 15 minutes was reserved in each staff meeting for individual teachers to share their gains from professional development programs. The English Department had started to build professional sharing into their regular meetings for teachers to share their successful teaching strategies.
- f) The Principal had played a more active role in enhancing teaching and learning by working with both individual teachers and subject leaders. Lesson observation by the Principal became more comprehensive by including both pre- and post-lesson conferences with individual teachers. The Principal also conducted subject reviews with the leaders of each subject to map out future directions for development in curriculum design, classroom strategies, assignment setting & marking, assessment and co-curricular activities.
- g) To provide more feedback to teachers, students were asked to complete questionnaires to relay their needs to the teachers. After each lesson observation, the Principal also issued a performance certificate to each class to assess their performance in three aspects: attentiveness, participation, quality of learning.

Evaluation:

It was found that teachers needed more help to master the Thinking Aloud strategy, and so this would be the focus of teacher development and peer sharing in the coming year. Teachers' awareness of Assessment for Learning had been raised, which provided a good starting point for further work on AfL. As for the other strategies, they were all found to be useful and contributive to teachers' professional development. They should be continued. In the coming year, more subjects would be encouraged to build peer sharing into their regular meetings, and different subjects would be invited to share their successful strategies in staff meetings in the next school year.

Results from Stakeholders' Survey:

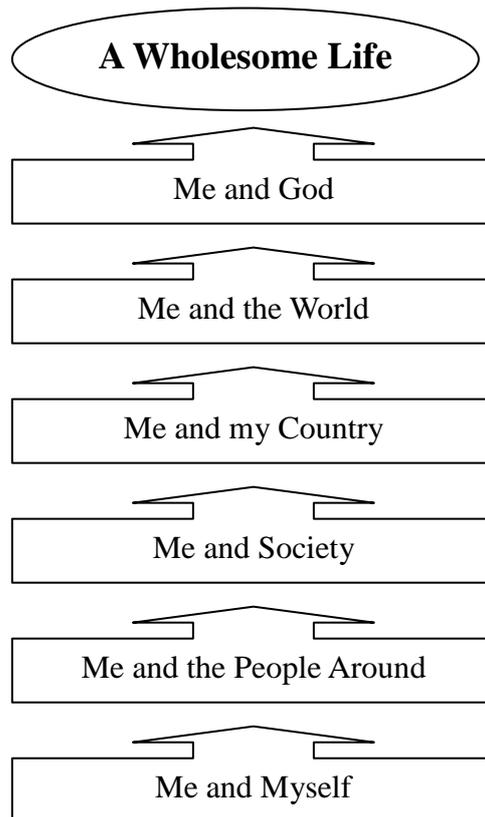
The survey on students showed higher ratings in students' perception towards both teaching and student learning. This was encouraging and we expect this upward trend to continue.

Major Concern 2: Consolidating 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 consolidate the whole-school approach developed in the previous year: To carry out life education through both the formal and the informal curriculums.

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



Part 1: Life Education Curriculum and Programmes

Strategy 1: Form based life education curriculum

Progress:

- a) The themes for each form were slightly modified from those of the previous year. They were now as follows:
- S1: Self-discovery
 - S2: National Education (我是中國民)
 - S3: Careers Education (Be a dreamer)
 - S4: Social Service & Civic Education (Be a servant leader)
 - S5: Environmental Education (Sustainable development)
 - S6: Harmonious Society
 - S7: Health Education and Stress Management
- The above themes were the focus for planning the life education curriculum of each form, delivered through class teachers' periods, form assemblies, outreaching activities, as well as for incorporation into the academic subjects. Special programmes included a 3-day Residential Camp for F.1 (15-17/1/2011), a juggling course for F.1, a Military Training Camp for F.2 (25-26/1/2011), outreaching social service for F.4, outreaching visits for F.5 and F.6.
- b) As in the previous year, in F. 1-3, period 9 of every Day 4 was designated for life education to be taught by the class teacher. This year, school-based materials were developed, mostly making use of online video resources used in conjunction with specially-designed worksheets and post-viewing activities.

Evaluation:

The themes were found to be relevant to students' growth needs and so should be kept for next year. A large number of activities were organized, and evaluation had been done on each. Based on the evaluation, the activities would be modified in the coming school year.

Strategy 2: Cross-level life education curriculum

Progress:

- a) Talks outside the form-based themes were held for different forms. The topics included sex education, drugs education and internet addiction.
- b) The student organization, Life Ambassadors, organized 2 Hunger Banquets with a large turnout: 120 F.1 students joined on 28/3/2011, while 135 F.2-6 students joined on 30/3/2011. In response to the 311 Japan Earthquake, they arranged for students to write cards to send their support and blessings to the earthquake victims. They also produced 3 MCTV programmes on themes about life education.
- c) Every Day 5, the reading material for morning reading was an article highlighting a positive message about life. Worksheets were designed to go with the article, enabling the class teachers to discuss the theme further with students.

Evaluation:

Students responded very positively to the activities organized by the Life Education Ambassadors. This student body should continue to perform its meaningful function. The life education reading on every Day 5 provided a valuable opportunity and a relevant topic for class teachers to share their positive life values with the class, but more briefing to the class teachers might be needed in order that they could make better use of this opportunity.

Part 2: Improving Students' Discipline and Attitudes

Strategy 1: Creating a supportive, encouraging but strict school environment

Progress:

Class teachers guided each class to set class goals and class rules at the beginning of the school year. Words of wisdom were posted all round the campus to encourage reflection and good behaviour. Constant reminders on school rules were given in each assembly. There was stricter enforcement of school rules. Classroom Cleaning Competitions were held throughout the whole year to encourage students to keep their classrooms clean.

Evaluation:

Class teachers became more aware of their role in leading the class to create and maintain positive discipline. In some classes, they had their own award schemes to encourage positive behaviour. The number of warnings and offences issued was down. The Classroom Cleaning Competitions were well received by the students. They cared more about classroom cleanliness and very positive feedback had been received from both teachers and janitors. The competitions should carry on in the next school year.

Strategy 2: Strengthening the leadership of school prefects and promoting their image as good role models for their peers

Progress:

A Leadership Training Programme that spanned from Oct 2010 to May 2011 was organized for all prefects. A Peer Prefect Programme was launched in F.1 to train up peer role models. 14 F.1 students were selected to be peer prefects. They were paired up with mentors chosen from the prefects in senior forms.

Evaluation:

The two programmes got very positive feedback from the participants. 93% of the participants of the prefect training workshops agreed that their problem solving and collaborative skills were enhanced, while all participants thought that their leadership capacity was raised.



Strategy 3: Strengthening guidance programmes for target students in F.1-3

Progress:

Additional funding was acquired from the Methodist Church, Hong Kong to organize guidance programmes, i.e. Growth Programme for Junior Secondary Students, for those students who were weaker in self esteem, interpersonal skills and resilience. It ran across the whole year and consisted of a series of workshops and adventure based activities provided by Yang Memorial Social Service Centre. This year, the scheme was extended to cover F.2, and a total of 18 F.1 and 16 F.2 students joined the programme. Besides, individual guidance programmes were also implemented for particular students.

Evaluation:

From the evaluation questionnaires, 60% of the F.1 students and 80% of the F.2 students thought that their self-image was raised after joining the programme. More than half agreed that their interpersonal skills had improved. Though the figures did not show any dramatic improvement, this type of programmes was still found to be very essential in helping these teenagers in their growth, and so should be continued. There should also be more teacher involvement instead of relying too heavily on the NGO.

Results from Stakeholders' Survey:

We continued to be rated highly by parents, students and teachers on "school climate". Parents, in particular, appreciated the support the school provided for student development.

Management and Organization

The School Management Committee (named Board of Management from the school's inception in 1958) was composed of 20 members with a combination compatible with the requirements for an Incorporated Management Committee, with 12 managers nominated by the Sponsoring Body and 8 school-based managers including the Principal, one teacher representative, one parent representative, two alumni representatives and three independent persons.

The biggest management issue for the school this year was the acquisition of a new annex, the East Wing, which was previously the SIP Building of Methodist School, and the re-organization of the campus afterwards. With funds injected from a fund-raising project of Methodist Church Hong Kong and major repairs by the EDB, the College was able to move nine classrooms to the new wing. This has freed up space for a new Art Room, a new Music Room, two teachers' rooms, a printing room and a canteen. Communal space was largely increased to facilitate interaction and student activities.

Staff Development and Achievement

- 1) There were 50 full time teachers, 8 part-time teachers and one teacher on secondment to EDB.
- 2) All of our teachers were degree holders, among whom, 43, including the principal, had one or more Master's Degree.
- 3) The following teachers completed the respective courses below:

| Name of Teacher | Master Degree |
|-----------------------|--|
| Mr Chan Hon Wai | MA in Liberal Studies (2011), by HKUST |
| Ms Ma Chui Yan | MA in Chinese Studies (2011), by HKIED |
| Ms Mo Hoi Ling Stella | Doctor of Education in Educational Leadership (2011), by U of Nottingham |

| Name of Teacher | Course Completed |
|------------------|--|
| Ms Ko Siu Man | Thematic Course on Education of Students with Specific Learning difficulties for Chinese Language Teachers, by HKPU |
| Ms Lee Ying Ying | Basic Course on Catering for Diverse Learning Needs, by HKIED |
| Ms Lee Wai Sze | Thematic Course on Education of Students with Specific Learning difficulties for English Language Teachers, by HKPU |
| Ms Ma Chui Yan | Thematic Course on Education of Students with Special Educational Needs: Hearing Impairment and Speech and Language Impairment, by HKIED |
| Mr Ng Yeung | Certificate in Skills of Supporting Child and Adolescent Growth, by CUSCS |
| Ms. Lai Hiu Yee | Certificate Course on Student Guidance and Discipline for Teachers of Secondary School 2010/11, by SCPE, HKIED |

- 4) Miss Yick Doi Pei Dorothy and Miss Liu Shuk Wan Daisy were elected by teachers and students to receive the Teacher Commendation Award from the Committee on Respect Our Teachers Campaign.

- 5) Mr. Leung Chi Kit was invited by HK Association for Mathematics Education to give a talk at the Association's AGM on 22/1/2011. He was also invited by EDB to share his expertise on using Mathematics software and Microsoft Word with other Mathematics teachers at the "Let's Shape up Assessment to Benefit Learning" Symposium on 24/6/2011.
- 6) A staff day camp titled "Building Harmony with Love" was held on 15/6/2011 at Pokfulam PHAB Camp. Using the facilities at the camp site, all teachers explored the issue of respecting diversity and accepting learner differences. Staff development seminars were also held on various topics. Besides, our teachers engaged in peer lesson observations and collaborated in developing teaching and learning materials.
- 7) Projects Joined:

| | Project Title | Organizer | Teacher / Subject / KLA |
|---|---|--|----------------------------|
| 1 | Scheme to Support Schools in Using Putonghua to Teach Chinese Language Subject | SCOLAR & EDB | Chinese Language |
| 2 | Collaboration Program & the Focus Group (Junior Secondary English Language) for the Development of Depository of Curriculum-based Learning and Teaching Resources | EDB | Mr. Chui Chi-hin Jed |
| 3 | Basic Law Education Project (Teaching and Learning: National Education) | Department of Educational Policy and Administration, HKIED | Liberal Studies Department |
| 4 | Professional Development Schools (PDS) Scheme - New Senior Secondary Liberal Studies: Design and Trial-run of Teaching Plans | Sha Tin Methodist College & EDB | Liberal Studies Department |

Our Learning and Teaching

As "Enhancing Learning and Teaching" was the major concern of the year, much of it was already covered previously in this report. Below are a few other aspects:

1) Language Policy:

English was used as the medium of instruction in all subjects except Chinese Language, Chinese History, Putonghua, Liberal Studies and Religious Education. The extensive use of English in both the lessons and the school activities was emphasized.

To enhance students' mastery of Putonghua, we have joined the "Scheme to Support Schools in Using Putonghua to Teach Chinese Language Subject" by the Standing Committee on Language Education and Research. With the funds from SCOLAR and the support from EDB, an additional teacher was employed and an expert teacher was seconded from the mainland to assist our Chinese teachers in curriculum development and exploration of appropriate teaching methodologies. Putonghua was used as the medium of instruction in 50% of the Chinese Language lessons in one class in F.1 and one class in F.2. Owing to the success of the scheme, it will be extended to F.3 in the 2011-12 year.

With the introduction of this scheme, there was also a marked increase in the number of activities conducted in Putonghua, bringing language enrichment to all students at the College.

2) Curriculum Development:

With more collaboration among teachers, more subjects have been developing their own school-based curriculums. In Chinese Language and Liberal Studies, self-developed teaching and learning materials were used extensively, whereas in Mathematics, a school-based Geometry module was developed to add higher order thinking to the S1 curriculum. In English Language, we collaborated with the EDB NET Section to teach the STELLAR Programme, which integrated language arts into English learning.

School Ethos and Student Support

As “Consolidating Life Education” was one of the major concerns of the year, much of it was already covered above. Below are the other aspects to be reported:

1) Extra-Curricular Activities:

The various student bodies were grouped into three categories. There were altogether 14 Student Organizations, 18 Clubs and Societies and 20 School Teams. Together they organized various types of activities for all students, and provided good training grounds for students to enhance their leadership and skills of collaborating with others. Besides, training classes were also organized, with the largest number of students participating in musical instruments classes, followed by sports courses and foreign languages classes.

The College continued the tradition of encouraging student autonomy in extra-curricular activities. Three new student bodies were set up upon the initiation by students. They were, namely, the Rubrik’s Cube Team, the Red Cross and the Putonghua Club.

Music development was given a stronger emphasis too. All students in S1 were required to learn one musical instrument. The School Orchestra was strengthened under the leadership of a new conductor, Mr. Ho Chi Chung, a renowned musician in the field.

Following the College’s direction of nurturing leaders of the new era, the ECA Committee started a 3-tier Leadership Training Programme for junior forms students. Leadership training workshops were organized for S1, S2 and S3 respectively, meeting the different stages of their needs. A Leadership Training Course was held for the heads of student bodies, while a trip to Taipei (named 「伴我啟航」領袖訓練計劃) was held for a selected number of student leaders. As a practicum after the trip, the young leaders coordinated a Mini-concert for Parents afterwards.

2) Mentoring Programme

This was the third year of the Mentoring Programme. A total of 48 mentors, all professionals from among our alumni and members of Kowloon Methodist Church, provided continuous careers advice and other forms of guidance to 68 students from S4 to S6. In summer 2011, two S5 students were hosted by our alumni in Canada and USA for a 19-day eye-opening trip on which they visited Toronto, Cincinnati, Boston and New York.

3) Global Exposure:

This year has been another fruitful year in our students' global exposure. Our students' footsteps reached different continents:

| Activity | Date | Participants | Location | Organizer |
|--|-------------------------------------|---------------------------------------|---|---------------------------------------|
| Trip to Guangzhou (Asian Games) 「2010 穗港澳少年閱讀計劃 --穗港澳閱讀交流營」 | 19/11 – 21/11 (3 days) | 6 students of F.2-3 | Guangzhou, China | 香港中華文化促進中心 |
| Military Training Camp* (Whampoa Military Academy) 國內軍事體驗訓練營(黃埔軍校) | 18/1 – 19/1 (2days) | 121 students of F.2 | Shenzhen, China | Methodist College |
| Leadership Training to Taiwan* 「伴我啟航」領袖訓練計劃 | 8/2 – 11/2 (4 days) | 20 students of F.3-4 | Taiwan, China | Methodist College |
| Trip to Beijing & Hebei 北京/河北城鄉考察之旅 | 21/4 – 25/4 (5 days) | 1 student of F.6 | Beijing & Hebei, China | 民政事務局及青年事務委員會 |
| Trip to Zhongshan & Wuhan * 「百年辛亥，民族自強——辛亥革命高鐵考察交流團」 | 7/7 – 13/7 (7 days) | 4 students of F.5 | Zhongshan & Wuhan, China | 民建聯 |
| Immersion Programme to UK | 17/6 – 3/7 27/6-8/7 (17 days) | 3 students of F.5 | Ashville School, Ockbrook School, UK | Methodist College |
| Immersion Programme to Singapore | 15/7 – 28/7 (14 days) | 4 students of F.1-3 | Anglo-Chinese International School, Singapore | Methodist College |
| Malaysia Exchange Programme (Focus on IT and Robotics) | 13/7 – 26/7 (14 days) | 3 students of F.4 & 3 students of F.3 | Methodist Boys' Secondary School Kuala Lumpur, Malaysia | Methodist College |
| UK (Cambridge English & Science Programme) | 30/7 – 13/8 (15 days) | 6 students of F.2-4 | Churchill College, Cambridge University | Cambridge English & Science Programme |
| Overseas Mentoring Programme | 13/7 -3/8 (22 days) | 2 Students of F.5 | USA & Canada | Methodist College |

* Trips escorted by our teachers

Apart from sending our students out to the world, we also brought the world into the College. Participating in the AFS Intercultural Exchange Programme and the EF International Exchange Programme, we received two international students from, respectively, the Netherlands and Sweden. They spent nearly the whole school year here, sharing lessons and participating extensively in the school life with our students. In November 2011, we also hosted the Principal, two teachers and four students from Methodist Boys' School Kuala Lumpur. The four Malaysian students spent two weeks at our school and stayed in the families of our students. These opportunities for cultural exchange broadened our students' vision and provided authentic situations for them to use English for real-life communication.

4) Religious Life:

With the support of Kowloon Methodist Church, there were religious assemblies throughout the year and the Student Christian Fellowship (SCF) meetings were held every Friday after school. This year, regular morning prayers and Bible sharing were added to the morning assemblies and whole-school broadcast. A residential training camp with gospel elements was held for S1 students on 15-17 January 2011, through which 49 students pledged their faith in God. With the help from pastoral workers from the Church, follow-up cell groups were held for them during lunch time from April to June. An Easter Retreat Camp attended by 40 students, 4 teachers and 2 Church co-workers was held on 27-29 April 2011, while a Teachers' Retreat Camp attended by 7 Christian teachers and 2 Church co-workers were held on 21-22 July. The title of this year's Evangelistic Week (1-12 April) was "Metamorphosis". Alumni and teachers were invited to share their faith with the students. A total of 29 students confirmed their faith through the events.

Student Performance

Academic Performance

Hong Kong Advanced Level Examination 2011:

- 85 students sat for the examination.
- Of all the 12 subjects (8 AL and 4 AS) attempted, the most distinguished subjects with high credit rates were as follows:

| Subject | MC Credit Rate | HK Credit Rate |
|----------------------|----------------|----------------|
| Use of English | 29.4% | 13% |
| Biology | 42.1% | 19.9% |
| Economics | 47.1% | 23.4% |
| Maths & Statistics | 35.3% | 17.8% |
| Chi. Lang. & Culture | 34.1% | 25.1% |

- The best individual result was obtained by Wan Tak Wing of 7G, who scored 2A (Biology, Chemistry), 2B (Physics, Chinese Language & Literature) and 1C (Use of English).
- Among the 11 subjects with Value-Added Data issued, there was positive value added in 9 subjects. The subject with the greatest value added was Economics, which registered a VA Score of 10 (the highest possible score) for a consecutive two years.

External Awards

Students participated actively in internal school functions and external competitions. Below is a list of the external awards obtained:

Sports

粵港柔道邀請賽(2010)

女子少年組 亞軍 - 4B 李宛璇

香港校際柔道公開賽(2010)

63 公斤 冠軍 - 4B 李宛璇

香港國際青少年柔道錦標賽(2010)

女子少年組 63 公斤 季軍 - 4B 李宛璇

香港青少年柔道隊際錦標賽(2010)

女子組 12-16 歲 冠軍 - 4B 李宛璇

香港學界柔道邀請賽(2011)

女子組公開組別 亞軍 - 4B 李宛璇

第五屆「譚伯羽盃」中學校際射箭錦標賽(2011)

女子高中組排位賽 冠軍- 4W 王譚文

Inter-School Gymnastics Competition

Boys Intermediate - 5B Lo Chun Wing

- Individual All-around Champion
- Floor Exercise Champion
- Parallel Bars Champion
- Vaulting 2nd runner-up
- Horizontal Bar 3rd runner-up

2011-2012 年度校際及館內跆拳道賽

全場總亞軍

男子色帶組品勢比賽 季軍 - 1G 李光強

男子品段組搏擊比賽 亞軍 - 1G 葉俊言

男子色帶組搏擊比賽 亞軍 - 5G 曾添晨

男子色帶組品勢比賽 季軍 - 5G 曾添晨

男子色帶組搏擊比賽 冠軍 - 5R 歐嘉華

男子黑帶組搏擊比賽 季軍 - 5W 嵇翔

男子黑帶組品勢比賽 季軍 - 5W 嵇翔

Inter-School Football Championships 2010-2011

Boys A grade 2nd runner-up - 7S Dennis Chow, 7S Sam Chung, 7S Jackie Cheung, 6G Choi Tsz Yin

Inter-School Athletic Meet 2010-2011

Boys A grade Long Jump and Triple Jump Champion - 7S Sam Chung

2010 年新會區中小學生羽毛球公開賽

初中組男子單打冠軍 - 3W 陳嘉輝

中銀香港第 54 屆體育節 2011 年全港彈網分齡比賽

男子雙人同步(18 歲或以上) 第二名 - 1G 文日羲

男子個人(13 至 14 歲) 第一名 - 1G 文日羲

第十二屆香港中學彈網錦標賽

男子丙組 冠軍- 1G 文日羲

2010 年度全港彈網公開錦標賽

男子雙人同步季軍 - 1G 文日羲

Inter-school Badminton Competition 2010-2011

2nd runner-up (Boys A grade): 3W Chan Ka Fai, 5G Ho Chun Him, 5G Lee Pak Yin, 5G Lee Yin Cho, 6S Lam Ho Fung, 6S Tse Yip Ming

3rd runner-up (Boys B grade): 3B Chan Ka Kit, 3B Tam Nok Hang, 3B Yuk Chi Ho, 3G Woo Tsun Ming, 3G Yau Chun Hong, 3R Wong Ho Ching Jason, 4W Lam Ying Yau

Inter-school Swimming Competition

4X50m Free Style Relay Champion (Girls A grade) : 5G Penny Lau, 5R Jaime Yu, 7G Karen Ng, 7S Charmaine Law

全港男子青少年跆拳道比賽 2010

男童色帶組亞軍 - 3B 張堯掀

Academic

62nd Hong Kong Speech Festival (English Speech)

Solo Verse (Boys)

1st-runner up - 2W Kung Yuk Lun Warren

Solo Verse (Girls)

1st-runner up - 1R Lai Man Sum

1st-runner up - 1R Wong Hiu Wai Eunice

1st-runner up - 2R Wong Eveline

1st-runner up - 2R Yuen Kin Yan

1st-runner up - 5W Yip Yan Yi

Solo Verse (Boys)

2nd-runner up - 6S Tse Yip Ming

Solo Prose Reading(Girls)

2nd-runner up - 4B Lau Yee Tak Natalie

Dramatic Duologue

2nd-runner up - 2W Tso Tsun Tramy and Yue Hui Yan

Another 32 students obtained Certificates of Merit.

第六十二屆香港學校朗誦節（中文朗誦）

詩詞獨誦（粵語）中學二年級女子組

亞軍－2R 湯富兒

詩詞獨誦（粵語）中學一年級女子組

季軍－1W 王珈霖

散文獨誦（粵語）中學五年級男子組

季軍－5W 王至均

二人朗誦（粵語）中學一、二年級

季軍－2W 蔣沛殷、余栩欣

詩詞集誦合誦（普通話）中學一、二年級

2R

2010 穗港澳少年閱讀計劃

冠軍及傑出閱讀大使－3R 關敏怡

亞軍及傑出閱讀大使－2R 黃家揚

優異獎及傑出閱讀大使－2R 關愷喬

傑出表現獎－2R 任釗毅，2R 蘇美琪，2R 蘇珊珊，2R 林嘉瑜，

2R 方倩雲，3R 李紫葭，3R 謝加恩，3R 梁子晴，3W 劉舒穎

第 22 屆中學生好書龍虎榜讀後感寫作比賽

初級組「校內作品推薦獎」 - 3W 陸美欣

我心目中的油麻地短文徵集比賽

優異獎 - 3W 楊子慧, 3R 陳美瑩

香港學校戲劇節 2010-2011

傑出劇本獎 - 5R 孫穎怡

傑出男演員獎 - 1W 區子頌

傑出女演員獎 - 5R 孫穎怡，5W 葉恩怡

另外，本校亦獲得傑出舞台效果獎及傑出合作獎

Citi Youth Investment Education Program 2011

Best Investment Quote – 6G Fu Fong Ming

EMI Drama Fest

Best Script Award

12th NESTA-SCMP Debating Competition Round 3 2011-2012

Junior Team Best Debater - 3W Sabrina Cheung

Senior Team Best Debater - 5W John Tang

11th NESTA-SCMP Debating Competition 2010-2011

Junior Team Best Junior Team - 2W Zhiliang Fang, 5B Janet Ma, 5W John Tang

Hong Kong Olympiad in Informatics 2011(HKOI)

Silver Medal (Junior Group) - 5B Mak Sze Long



Music

Schools Creative Music Showcase 2010/11

Silver Award in The Best Performance Prize

63rd Hong Kong Schools Music Festival

Graded Piano Solo (Grade 8) 1st runner-up - 3R Chung Ho Nam

Graded Piano Solo (Grade 6) 2nd runner-up - 3W Yeung Tsz Lam

Piano Solo - Chinese Composers (Senior) 2nd runner-up - 3W Yeung Hiu Ching

Another 16 students obtained Certificates of Merit.

Hong Kong Youth Music Interflows 2010

Merit Prize – Chinese Orchestra (19 students)

Others

Yau Tsim Mong District Outstanding Student Award (2010-11)

4B Li Uen Shuen

World Cube Association Hong Kong Open 2010

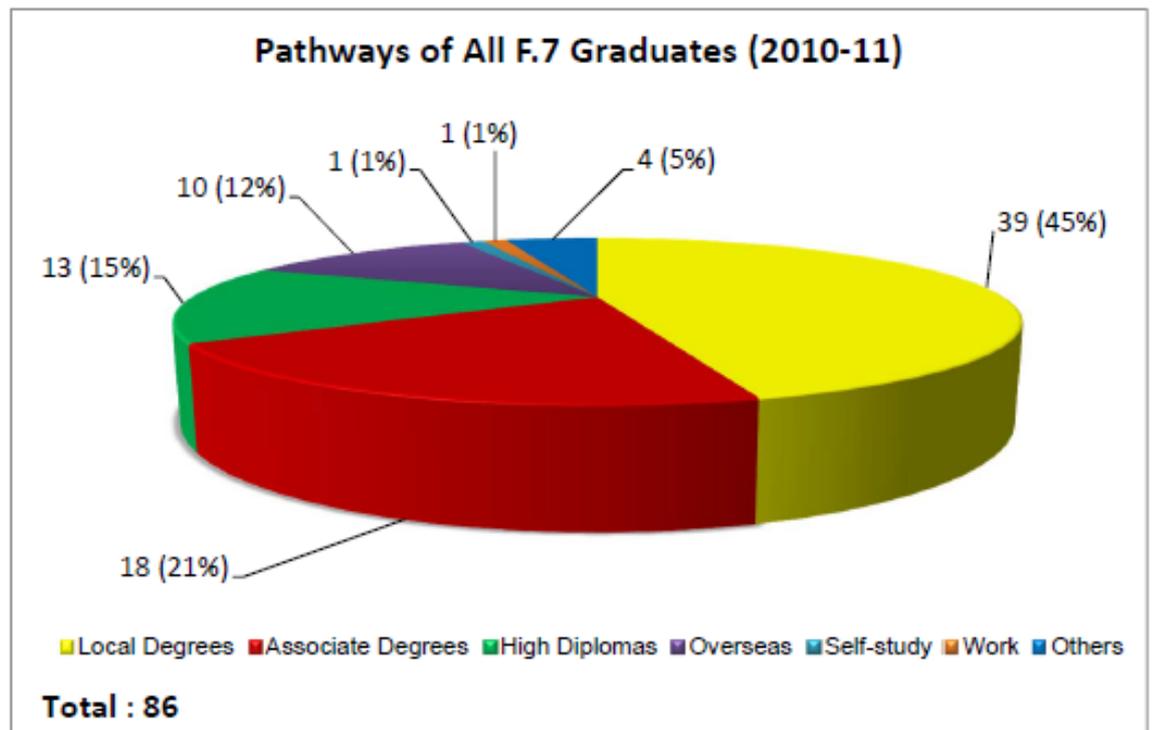
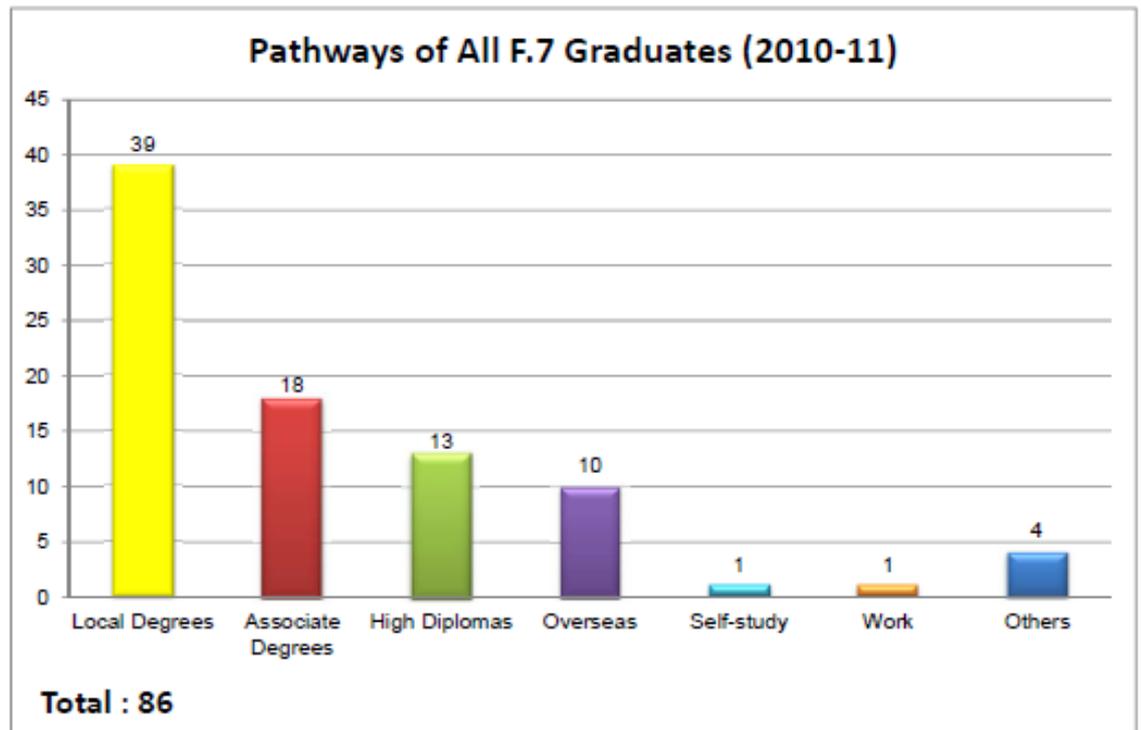
Rubik's Magic 1st Runner-up - 4B Erik Chan

香港童軍總會九龍地域傑出旅團獎勵計劃 2011

銀獎 - 九龍第五旅童軍團



Pursuits of Graduates



Annex – Report on the Use of Grants (2010-11)

Income & Expenditure Summary:

| Grant | Amount B/F (\$) | Received in 10/11 (\$) | Spent in 10/11 (\$) | Balance (\$) |
|---|-----------------|------------------------|---------------------|--------------|
| Capacity Enhancement Grant (CEG) | 5,677.41 | 471,771.00 | 477,609.17* | (160.76)* |
| Senior Secondary Curriculum Support Grant | 4,885.25 | 508,176.00 | 505,424.06 | 7,637.19 |

*Revised in March 2012 after account auditing

Uses, Progress & Evaluation:

According to the previous survey on teachers' needs and preferences, most teachers preferred to use the grants to employ additional staff to relieve teachers' workload and to provide space for them to collaborate in preparing and implementing NSS. Therefore, the grants were used to employ 2.5 additional teachers and three teaching assistants. The additional teachers and teaching assistant shared the workload of all teachers, and have allowed us more flexibility in deploying teachers to teach NSS subjects. In future, most of the grants would continue to be used to employ additional teaching staff.



School-based After-school Learning and Support Programmes 2010/11 s.y. School-based Grant - Programme Report

Name of School: _____ Methodist College

Project Coordinator: _____ Mr. Chong Chi Shing _____ Contact Telephone No.: _____ 23843543

A. The number of benefiting students under this programme is 79 (including A. 17 CSSA recipients,
B. 55 SFAS full-grant recipients and C. 7 under school's discretionary quota)

B. Information on Activities under the Programmes

| *Name/type of activity | Actual no. of participating target students | | | Average attendance rate | Period/Date activity held | Actual expenses (\$) | Method(s) of evaluation (e.g. test, questionnaires, etc) | Name of partner/ service provider (if applicable) | Remarks if any students' learning and affective outcome |
|---|---|----|---|-------------------------|---------------------------|----------------------|--|--|---|
| | A | B | C | | | | | | |
| After School Tutorial Class (F.1-3) | 10 | 26 | 0 | On Voluntary Basis | 1/12/2010 – 31/12/2011 | 1,000.00 | Teachers' observation | Chan Wing Kai / So Kwok Wai / Choi Ka Ho / Ip Fu Ho | |
| 「伴我啟航」領袖訓練計劃 | 1 | 0 | 0 | 100% | 23/11/2010 – 14/12/2010 | 400.00 | Teachers' observation | 泉海三院茶馬舍大角理綜合服務中心 | |
| 5W Maths. Tutorial Class - Tutor Fee | 1 | 2 | 0 | 100% | 8/12/2010 – 10/12/2010 | 500.00 | Exam. Statistics | Mr. Tang Ho Kin | |
| Life Education Activity - 「中一戶外訓練營 (繪綠畫遊園)」 | 3 | 10 | 1 | 100% | 15-17/1/2011 | 4,900.00 | Teachers' observation | Methodist Church | |
| 中一至五增潤班 (中/英/數) (3-4/2011) | 1 | 9 | 5 | 78.8% | 1/2/2011 – 30/4/2011 | 5,040.00 | Exam. Statistics | Pui Ching Edu. Centre / Miss Lung suet.Ming / Mr.Sit Yung Wan | |
| 考試預備班 - 中五 (化學科) (5-6/2011) | 0 | 1 | 1 | 100% | 12/5/2011 – 2/6/2011 | 150.00 | Exam. Statistics | Lai Fer Yin / Wan Tak Wing / Wong Mei K / Lee Tsz Wai / Yeung Hoi Pok / Chung Cheuk Wang | |
| 考試預備班 - 中一至三 (5-6/2011) | 1 | 7 | 0 | 69.5% | 16/5/2011 – 13/6/2011 | 2,400.00 | Exam. Statistics | F.7 Students | |
| Total no. of activities: 7 | | | | | | | | | |
| @No. of participation counts | 17 | 55 | 7 | | | | | | |
| **Total no. of participation counts | 79 | | | | | | | | |
| Total Expenses | | | | | | 14,390.00 | | | |