



Methodist College

School Report, 2013-2014

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 S1 up to S6. There are four classes at each level from S1 to S6 under the New Academic Structure.

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**owloon, is used to create the following slogan, which summarizes our direction for students' development in recent years:

We are here to nurture:

Modest, **C**aring and **K**nowledgeable **L**eaders of the **N**ew era.

Achievements and Reflection on Major Concerns

Major Concern 1: Developing Good Quality Lessons (Stage 1)

Objective 1:

To develop well-structured lessons with clear learning objectives, smooth sequences, activities and consolidation (including pre-lesson, while-lesson and post-lesson tasks)

Strategies and Progress:

- a) While keeping the strategies developed under Assessment for Learning (AfL) in the previous year, a new Lesson Observation Form was designed to heighten teachers' awareness of the following major features of a well-structured lesson:
- State the lesson objective at the beginning
 - Require students to do pre-lesson preparation // Elicit their prior knowledge
 - Present in a variety of ways instead of using teacher talk only
 - Use while-lesson tasks to engage students in actively thinking, working & speaking
 - Give instant & appropriate feedback to students
 - Summarize key learning points at the end
 - Provide post-lesson consolidation tasks
 - Complete the lesson properly before the bell
- b) A short bell was added 5 minutes prior to the end of the lesson to remind teachers to sum up the lesson properly.
- c) To develop teachers' capacity, on the Staff Development Day of 14/3/2014, each subject department visited one other school of their choice to interflow with the teachers there. Two collaborative lesson planning sessions were centrally organized in August 2013 and January 2014. Some subjects had regular sharing sessions in their subject meetings. Peer lesson observations with the focus on well-structured lessons, apart from the usual lesson study, were encouraged.

Evaluation:

- a) As evident from reports on lesson observations, even though not all teachers were able to incorporate most of the eight features in their lessons in the first term, all were able to do so in the second term. This showed heightened awareness. In the year-end teacher questionnaire, 94% of teachers thought that their lessons were either "always" or "often" well-structured, while 98% said they were either "fully" or "mostly" confident in conducting a well-structured lesson.
- b) It was also evident from the lesson observations that more learning activities, such as debate, group work and student presentations, were arranged in various subjects to increase students' participation in class.
- c) The 5-minute bell was welcomed by teachers. This would be carried on in the next school year.

- d) The External School Review (ESR) Team visited the school near the end of the school year. They agreed that the samples of assignments they scrutinized all demonstrated features of AfL and well-structured lessons, showing that more teachers were able to master these features in developing the learning materials.
- e) Most teachers found the staff development activities and peer sharing useful. Over 90% actually conducted peer lesson observations on top of the usual lesson study. The collaborative lesson planning sessions were very much welcome by the teachers, and so arrangements would continue to be made for them when planning the school calendar in future.
- f) Upon receiving comments from the ESR Team and subsequent evaluation by all teaching staff, it was suggested that "Well-structured Lesson" should remain the focus of the next school year, so as to consolidate the progress achieved so far. More emphasis would be put on the formulation of specific and measurable learning objectives. For the original focus of the second year – "Improving questioning techniques", it would also be kicked off with emphasis to be put on two aspects of questioning only, i.e. increasing the wait time, and varying the questioning methods to involve different students in answering the questions.
- g) In order to bring better results, apart from building the capacity of the teachers, it was also found necessary to prepare the students for the changes that would occur in the classroom so that they could play their part. Effort would be made on this in the coming year.

Major Concern 2: Building a Positive School Culture (Stage 1)

Objective 1:

To raise students' sense of belonging

Strategies and Progress:

- a) Class teachers implemented the "Everyone for the Class" scheme, where every member of the class was given a specific role to serve the class.
- b) Students were encouraged to design their own "class tees". All senior classes and some junior classes had successfully made their own class tees. They were allowed to wear it at the school picnic and on special occasions.
- c) The school website was better used to report students' school life and participation in various activities, no matter whether they had won prizes or not.
- d) The original plan of setting a day for teacher-student gathering or lunch together failed to materialize, since there were too many school activities and commitments on both sides.

Evaluation:

Most of the strategies were carried out quite successfully. Most students were able to carry out the duties assigned to them by the class in a responsible manner. They loved their class tees and would likely be doing the same in the subsequent years by their own initiative. Stronger sense of belonging was observed though no particular survey had been conducted on this.

Objective 2:**To promote positive value / emotion in school****Strategies and Progress:**

- a) Class teachers implemented the "Good People Good Deeds" scheme in class where teachers and students wrote inspirational messages, blessings and notes of appreciation to each other. The messages were posted on a specially designed section of the class notice board. "Blessings cards" were prepared for teachers to be given out to students.
- b) On the Life-Wide Learning Day 28/3/2014, experiential activities enhancing collaboration and team work among students were carried out on a class basis. Led by class teachers, all students actively participated.
- c) The MCTV was used as a channel to promote positive culture. A total of four MCTV programmes were produced by the Life Education Committee on positive messages. In each other MCTV programme, a short and meaningful story was embedded.
- d) The morning reading time of every Day 5 was used for life education. A total of 20 articles, mostly taken from current news, were used to for class teachers to discuss positive values with students.
- e) A Hunger Banquet was held on 18/10/2013. All S1 students and some S5 students participated in it, through which they understood poverty in the world and the importance of living with gratitude.
- f) "Thanksgiving" was the topic of students' sharing during the morning line-up of S1 and S3.
- g) The "Gratitude Ambassadors" scheme was also held by the School Social Worker, which about 20 students joined. Under the help of the School Social Worker, they organized appreciation activities including song dedication and card-making for students to send their gratitude to fellow students and teachers.
- h) Positive culture was also promoted among staff. A workshop on mental health and mutual appreciation was held on 27/8/2013. Collaborative lesson planning sessions were held to enhance mutual support.

Evaluation:

- a) The activities were generally well received. Both staff and students were well aware of the positive culture as reflected through the activities organized, the corresponding promotion of and report on these activities and the board displays. Many of these strategies could be continued in the next school year.
- b) The proposed activities "Positive Energy Derivative Works Competition" and "Positive Energy Concert" failed to materialize since all staff and students were too engaged in preparation for the 55th anniversary show. It was suggested that interclass singing contests be held in the next year instead, since this was found to be a good way to enhance class spirit.

Objective 3:**To embed positive value into subject curriculum and the work of committees and teams****Strategies and Progress:**

a) Subjects, committees and teams were encouraged to include the promotion of positive culture in their annual programme plan. Though this was not made compulsory, it was pleasing to find that most of the subjects and units had done so. This was evident from the annual plans of the following subjects: Chinese Language, English Language, Mathematics, Integrated Science, Chemistry, Physics, BAFS, History, Chinese History, Religious Education, Putonghua, Visual Arts and Home Economics. Most of the other committees and teams also echoed this theme in their planning as much as possible. The plans and strategies used in these other subjects and units were mainly of the following types:

- Promoting collaboration and team work among students
- Showing appreciation and giving recognition for good performance
- Using themes about positive culture for writing competitions, assignments, class presentations, projects etc.
- Providing more chances of student sharing
- Increasing opportunities for students to represent the school in external competitions
- Embedding positive values in the subject curriculum.

Evaluation:

a) Overall speaking, other subjects and school units responded very enthusiastically to this major concern. Their participation, in one way or another, was surely valuable, though it was hard to quantify the benefits. This would probably continue into the next year.

Major Concern 3: Celebrating 55th Anniversary

Objectives:

- 1) To increase the bonding within the Methodist College family
- 2) To give praise to God for the College's history and achievements
- 3) To build a stronger alumni network
- 4) To showcase students' talents and enhance their team work
- 5) To create a joyful atmosphere and enhance sense of belonging of teachers, students and parents
- 6) To raise funds for campus and facilities improvement

Strategies and Progress:

- a) A 55th Anniversary Journal named "Glistening 55" (璀璨瑤瑤) was published. It was made up of interview articles with 55 outstanding alumni of the College. The editorial board comprised 6 teacher advisors, 4 alumni editors and 28 current students as reporters. The publication was a good collection of the College's history and achievements through the school lives and present standing of the 55 alumni.
- b) On Founders' Day 2/11/2013, apart from the usual ball games and game stalls in the morning, there was a thanksgiving service in the afternoon, while the alumni dinner was also moved to Federal Palace Restaurant with 39 tables filled by alumni, past and current teachers.
- c) "Milestone 55 – Concert and Musical" was held on 5/7/2014 at Tsuen Wan Town Hall. It involved nearly two hundred students in various roles, including performers, backstage and video support. Students' music talents were celebrated. The English musical "Dream Up High" won huge acclaim from all fronts.
- d) The school magazine, Wesley, published its 55th anniversary special edition. A range of other souvenirs were also made.
- e) A fundraising activity named "Extending Our Boundary" was held. Students also organized a Fun Fundraising Day on 19/12/2013. A total of \$247,868.50 was raised. The fund was used to renovate the entrance to East Wing to celebrate the addition of this new building to our school campus.

Evaluation:

- a) The celebration activities brought all stakeholders together and were considered a big success. The sense of belonging of all parties was largely raised.
- b) In Milestone 55, students' good performance and the talents they demonstrated were praised by many. This type of large-scale performances were found to be beneficial to students. However, since a lot of time and resources were committed to it, care must be taken not to do this too often.

Other developments within the school year worth mentioning are as follows:

Management and Organization

The Incorporated Management Committee (IMC) was established on 31st August 2013. The school year was then run under the new IMC, which consisted of a total of 20 managers, including twelve sponsoring body managers, one ex-officio manager (i.e. the School Principal), one teacher manager, one parent manager, three alumni managers and two independent managers. The transition was smooth.

Staff Development and Achievement

- 1) There were 49 full time teachers and 4 part-time teachers.
- 2) All of the teachers were degree holders, among whom 36, including the Principal, had one or more Master's Degree, accounting for 68% of the teaching staff.
- 3) The following teachers completed the respective courses below:

Name of Teacher	Course Completed
Ms Lee Wai Sum Angela	Effective Strategies for Managing Students' Challenging Behaviour (21 days)
Mr. Leung Kwok Keung	Raising Secondary School Teachers' Competence in Academic English for Teaching Non-language Subjects in the English Medium (3 days)
Ms Ma Chui Yan	Thematic Course on Supporting Students with SEN – Sensory, Communication and Physical Needs (Focusing on the needs of students with PD & VI) (15 days)
Ms Mak Ki Ki	Basic Course on Catering for Diverse Learning Needs (5 days)
Mr. Ngai Man Hon	Basic Course on Catering for Diverse Learning Needs (5 days)

- 4) Professional network or service of our teachers

Name of Teacher	Network / Service
Ms Lau Yin Ling	Gifted Education Teachers Network on Humanities
Ms Lau Yin Ling	Speaker at HKEAA Seminar for Economics Teachers: Assessing Student Learning: Briefing on public assessment of HKDSE Economics – Illustration of 2013 Exam Papers on 25/10/2013
Mr. Leung Chi Kit	EDB Study Group on History of Mathematics
Mr. Leung Chi Kit	Speaker in EDB Seminar on History of Mathematics on 2/5/2014 and 22/5/2014
Mr Ng Yeung	Columnist for Ming Pao "Ming Teens" Page
Ms Yan Suk Yee, Stella	Gifted Education Teachers Network on English Language

Besides, a number of teachers served as markers, oral examiners and assistant examiners for various subjects in the Hong Kong Diploma of Secondary Education Examination 2014.

5) Projects Joined:

Project Title	Organizer	Teacher / Subject /KLA
Language Across Curriculum	Language Learning Support Section, EDB	A team comprising 2 English teachers plus the subject head and one teacher from each of the following subjects: Mathematics, History, Geography, Integrated Science
Project on Promoting Assessment for Learning in Junior Secondary Science through Identifying Students' Learning Difficulties and Refining Classroom Learning & Teaching Practices	Faculty of Education, HKU	Integrated Science (S1 & S2)

Learning and Teaching

As “Developing Good Quality Lessons” was the major concern of the year, much of it was already covered previously in this report.

In this academic year, a new network programme on the New Senior Secondary elective subject Ethics and Religious Studies was jointly offered with six other secondary schools sponsored by the Methodist Church, Hong Kong, with Methodist College being the host school. Lessons were held mainly on Saturdays.

School Ethos and Student Support

As “Building a Positive School Culture” was one of the major concerns of the year, much of it was already covered above. Below are the other aspects worth reporting:

1) Students' Involvement in School Policy Making:

The Students' Union revised its constitution and changed the composition of the Student Council, making the latter a fully elected student body with representation from each class. Through the Student Council, students' opinions were better collected and reflected. Issues were debated more thoroughly to arrive at consensus, thereby students built a democratic community, where they learned the process of negotiation and compromise for the common good. In this first year of operation, the revised Student Council participated in the selection of the new tuck shop operator and launched a review of the PE track suit. It is hoped that the Student Council will grow in experience and become the formal channel for students' participation in school policy making.

2) Extra-Curricular Activities:

There were altogether 53 student bodies formed for different purposes and in different interest areas. They were grouped into three categories: 18 Student Organizations, 16 Clubs and Societies and 19 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, foreign languages classes and art classes.

The College continued the tradition of encouraging student autonomy in extra-curricular activities. With the success from the previous years, the ECA Committee continued with their 3-tier Leadership Training Programme for junior forms students. In Tier One, leadership training workshops were organized for S1, S2 and S3 respectively, meeting their needs at different stages of their development. In Tier Two, 69 students of S1-5 joined the Basic Leadership training scheme (named 「古往今來」新領袖體驗計劃). The scheme comprised 3 training sessions and one overnight camp. 65 students completed the scheme and were awarded certificates and titles of "MC Accredited Leaders", which would give them an edge when they competed for positions of responsibility later on. To better equip the future student committee members of different clubs and societies, a training program was introduced before the summer holiday. In Tier Three, 20 selected student leaders went on an exchange trip to Shanghai during the period 17-21/12/2013, with 8 sessions of pre-trip training, 2 sessions of pre-trip seminar, one session of post-trip sharing and one MCTV programme made to share their gains from the trip. As a practicum after the trip, the young leaders coordinated a Fantasy Concert for fellow students (9/4/2013) afterwards

3) Global Exposure:

To widen our students' global perspective, we continued to bring in exchange students from different parts of the world. Under the AFS Intercultural Exchange Programme, Sally Junior Devantier from Denmark and Vincent Muerau from Germany joined us as full time students for 9 months from September to May. In November, we hosted students from Methodist Boys Secondary School Kuala Lumpur for two weeks. These opportunities not only sharpened our students' language skills, but also enabled them to see the world in a different light. Such exchange activities were valued by all teachers and students.

In reaching out to the world, our students have gone on the following trips in this year:

Activity	Date	Participants	Location	Organizer
Leadership Training to Shanghai* 《古往今來》上海 新領袖 訓練計劃	19/12 – 23/12 (9 days)	20 students of S1-5	Shanghai, China	Methodist College

Mainland Exchange Programme for Student Leaders 領袖生內地交流計劃 2014	20/4 – 24/4 (5 days)	2 students of S5	Beijing, China	EDB
Trip to Wuhan and Yichang* 「同行萬里」高中學生內地交流計劃	20/4 – 24/4 (5 days)	10 students of S4-5	Wuhan, Yichang, China	EDB
Immersion Programme to UK	20/6 –2/7 (13 days)	1 student of S4 & 1 student of S5	Woodhouse Grove School, Bradford, UK	Methodist College
Trip to Nanjing 高校科學營 2014 — 優秀高中生獎勵計劃	14/7 –20 /7 (7 days)	10 students of S4	Nanjing, China	中國科學技術協會及國家教育部
Malaysia Exchange Programme (Focus on IT and Robotics)	15/7 –28/7 (14 days)	5 students of S2	Methodist Boys' Secondary School Kuala Lumpur, Malaysia	Methodist College
Immersion Programme to Singapore	12/7 – 28/7 (17 days)	2 students of S2 & 2 students of S1	Anglo-Chinese International School, Singapore	Methodist College
UK Cambridge English & Science Programme	27/7 – 10/8 (15 days)	1 student of S2	Churchill College, Cambridge University, UK	Cambridge English & Science Programme

4) Religious Life:

Besides the religious assemblies, the Student Christian Fellowship (SCF) meetings and regular morning prayers and Bible sharing time, morning prayer meetings and some special events were held in the year.

- Three Teacher Christian Fellowship meetings were held, with 20-30 teachers attending each time to have lunch, sharing and prayer together.
- F1 Alpha course (Sept.-Dec. 2013) and F1 Alpha Camp (13-14/12/2013) were held. 50 students pledged their faith in God and 20 students were willing to further participate in follow-up cell groups.

- A Gospel sharing meeting was held for S6 students on 17/1/2014. Alumnus Dr. Chan Wai Chung was invited as the speaker. This meeting aimed to fan up the spirit of the S6 students and to support them in facing examination stress from the HKDSE.
- The title of this year's Evangelistic Week (5-13/3/2014) was "The Lake of Grace". A Christian singer and a pastor were invited to share their faith with the students. A gospel movie show and a gospel mini-concert were held after school. A total of 8 students confirmed their faith and 6 students showed further interest in the Christian faith.
- An Easter Gospel Camp attended by 54 students, 8 teachers and 2 Church co-workers was held on 21-23/4/2014. A total of 3 students confirmed their faith and 10 students showed further interest in the Christian faith.
- Christian cell groups in different forms were held for Christian and non-Christian students for them to know and understand more about the Christian faith.

5) Special Educational Needs (SEN) Policies:

As in the last few years, the whole-school approach was employed to cater for the diverse special needs of students. Coordinated by the Guidance Committee and assisted by the School Social Worker, Education Psychologist and all teachers, various group activities were organized for SEN students. Individual learning plans were mapped out for some. A part-time social worker and a part-time homework tutor were employed to provide intensive guidance to those with the greatest adjustment needs.

In view of the increasing disparity in socio-economic status of students, the College was grateful to the Community Care Fund Extra-Curricular Care Pilot Scheme which injected \$420,000 to support students of lower family means to participate in self-funded extra-curricular academic and non-academic activities. This, together with funds from Jockey Club Life-wide Learning and the EDB's School-based After School Learning and Support Programme, enabled us to provide full subsidies to all students under Comprehensive Social Service Assistance (CSSA) and Full Fee Remission status, as well as half subsidies to those with Half Fee Remission status. This has largely contributed to an all-inclusive campus environment where all students, regardless of family means, could join self-paying school activities without prejudice. It is hoped that these funds would continue.

6) Alumni Support:

As in the previous years, our alumni participated eagerly in the Mentoring Programme (held throughout the year) and the Mock Interview (7/12/2013). During the Leadership Training Trip to Shanghai, our alumnus Mr. Albert Wong, whose business is based in Shanghai, generously sacrificed his time to chaperon our teachers and students, bringing to them eye-opening opportunities that would not have been possible without the active involvement of an insider. Besides, in the series of activities in celebration of the 55th anniversary, our alumni were also heavily involved. They were key sources of the donations we received in this year too.

Student Performance

Academic Performance

Hong Kong Diploma of Secondary Education Examination 2014

- 137 students sat for the examination.
- Students obtained a total of 41 distinctions (Level 5* or above), 382 credits (Level 4 or above) and 764 passes (Level 2 or above). The distinction and credit rates were only very slightly down from the previous year.
- 82.5% of students satisfied the admission requirement for university (≥ 3322). This was markedly higher than the first two cohorts, which were 69.4% and 62.5% respectively, showing a tremendous increase in the number of students able to cross the threshold. This explained why there was also a sharp increase in the number of students accepted into local degree programmes this year. The percentage satisfying the requirement for local sub-degree programmes (≥ 22222) was 86.9%, similar to the previous two years.
- As usual, in most subjects, our credit and pass rates were well above the territory's average. Well-performing subjects with high credit and pass rates were as follows:

Subject	MC Credit Rate (4+)	HK Credit Rate (4+)	MC Pass Rate (2+)	HK Pass Rate (2+)
English Language	49.6%	25.3%	100%	78.4%
Chinese Language	46%	24.6%	97.1%	79.9%
Mathematics	51.8%	37.2%	92.7%	80.1%
Information & Communication Technology	50%	23.8%	100%	77.8%
Biology	71.4%	43.2%	100%	88.6%
History	72.7%	46%	100%	92.1%
Visual Arts	36.4%	23%	100%	82.9%
Economics	63.6%	43.7%	100%	84.3%
Chemistry	63.2%	50.2%	100%	87.3%

External Awards

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

Sports

2013-2014 Inter-School Badminton Competition

Boys Overall 2nd runner-up

Boys A Grade Champion (4B Luk Cheuk Fai, 5B Luk Kwun Tat, 5W Chan Kwok Ho, 5W Ho Wang Chun, 6B Chan Ka Kit, 6G Yau Chun Hong, 6R Yuk Chi Ho)

Girls B Grade 3rd runner up (2B Hui Yan Tung, 2W Liu Chit Ka, 3B Kok Yuen Ying, 3G Chow Lok Yau, 3R Lo On Kiu, 3W Wu Yee Ting, 4B Lam Wing Tung)

2013-2014 Inter School Athletics Competition

Boys C 4 x 100m Champion (2G Chan Ka Shing, 2G Law Ho Cheuk, 2G Chow Ka Yau, 2B Wong Ching Hei)

Boys C 400m Champion – 2B Wong Ching Hei

Boys C 100m 2nd runner up – 2G Chan Ka Shing

Boys C 200m 1st runner up – 2G Chan Ka Shing

Girls A High Jump 1st runner up - 6R Leung Ching Nam

Samsung 57th Festival of Sports 2014 Tenpin Bowling Championship

5W Katie Cheng

- Youth Girls Singles event Champion
- Youth Girls Maters event 1st runner-up
- Youth Doubles (Boys/ Girls/ Mixed) 1st runner-up

District Age Group Competitions:

2B Cecilia Kwong

- Softball Champion, Tsuen Wan District Age Group Athletic Meet 2012/13
- Junior and Youth (FE) Age 11-14 2nd Runner-up, Kowloon Region Aged Group Squash Competition 2013
- Female Junior (FC) 3rd runner-up, Tuen Mun District Squash Competition 2013
- Female Junior Champion, Island District Squash Competition 2013
- 2nd runner-up, Sai Kung District Squash Competition 2013

2012/13 Young Athletes Fencing Training Scheme- Competition

Ladies Foil 2nd runner-up - 2B Cecilia Kwong

Hong Kong Junior Judo Championships 2013

60KG 2nd Runner-up – 4R Chow Kong Kin

50KG 2nd Runner-up – 2G Chow Ka Yau

The 41st Open Dance Contest 2013

Chinese Dance Public (Solo) Bronze Award – 6G Yeung Tsz Wai

Hong Kong Pool Open Championships 2013

4B Nguyen Han San

- 1st Runner-Up (Youth) in 10 Ball Event 1
- 2nd Runner-Up (Youth) in 9 Ball Event 2
- 2nd Runner-Up (Youth) in 10 Ball Event 3

2014 全港校際閃避球錦標賽

中學女子組碟賽冠軍

(5R 梁美琪、5G 鄭少琪、5B 梁琦玉、5B 黃苡、5G 李珍妮、5G 呂文蔚、5R 鍾麗盈、5R 李穎琛、5R 丘樂嵐、4B 歐陽禮珩、4B 林穎彤、4G 崔倩彤、3R 盧安喬、3R 黃詠兒、1B 黃尹琳、1W 崔慧妍)

第二屆永隆盃中學校際射箭棉標賽 2013

初中組冠軍 – 3G 吳苑靈

公開組第五名 – 5W 金頌雯

2013 年度全港彈網公開錦標賽

男子公開組冠軍 – 4W 文日羲

2013-14 年度港島及九龍地區中學校際游泳比賽

男子丙組團體全場第三名

男子丙組五十米自由泳金牌及男子丙組五十米蛙泳銀牌 – 1R 曾憲一

男子丙組一百米蛙泳第四名 – 2R 張晉林

男子丙組 4 x 50 米自由泳接力銀牌 – 1R 曾憲一、2B 黃榮紳、2R 張晉林、2W 梁永祺

女子甲組 4 x 50 米自由泳接力第四名 – 1B 盧欣、3G 陳綽思、5G 梁曉沂、5W 金頌雯

女子乙組 4 x 50 米混合泳接力第四名 – 3B 鄭仲好、3R 盧安喬、3R 郭子晴、4B 林穎彤

青少年男子鱗量級色帶搏擊比賽

冠軍 – 4B 李光強

亞軍 – 4R 黃樂文

青少年男子蠅量級色帶搏擊比賽

冠軍 – 5B 招偉焜 亞軍 – 4B 陳冠昌

青少年男子羽量級色帶搏擊比賽

亞軍 – 5R 何承恩 季軍 – 5W 蔡旻諾

青少年女子鱈量級色帶搏擊比賽

冠軍 – 3R 鄧泳希 亞軍 – 3R 陳曉君

青少年男子黑帶品勢比賽

亞軍 – 4B 李光強

青少年男子色帶品勢比賽

冠軍 – 4B 陳冠昌 亞軍 – 5B 招偉焜 季軍 – 4R 黃樂文

青少年女子品段品勢比賽

季軍 – 3R 鄧泳希 季軍 – 3R 陳曉君

亞洲城市品勢金盃賽 2014 暨全港小學品勢錦標賽 2014

優異 – 3R 陳曉君

Academic

65th Hong Kong Speech Festival (English Speech)

Solo Verse Speaking (Girls)

1st-runner up – 6B Lau Yee Tak, 5B Tong Fu Yi

2nd-runner up – 5B Eveline Wong

Solo Prose Reading (Girls)

1st-runner up – 5B Eveline Wong, 4W Wong Hiu Wai

Dramatic Duologue (Girls)

1st-runner up – 5W Chu Wing Yan and Leung Yuk Ki, 4G Leung Jo Yee and Lau Ka Sin

2nd-runner up – 4G Wong Yuk Wai and Wong Hoi Yan, 1R Li Yan Wa and Li Wing Tung

Another 37 students obtained Certificates of Merit.

第六十五屆香港學校朗誦節（中文朗誦）

散文獨誦(普通話)

冠軍(榮譽獎狀) – 3G 劉君瀚 季軍 – 2R 譚秀靜

詩詞獨誦(普通話)

冠軍 – 1R 駱丹芳軒

詩詞獨誦(粵語)

亞軍 – 5B 湯富兒 亞軍 – 1R 朱璧虹 季軍 – 4G 王珈霖

二人朗誦(粵語)

亞軍 – 5B 曹秦、5B 黃苡

共有 25 位同學獲優良獎狀

第十六屆全港中小學普通話演講比賽

全港總亞軍、九龍區金獎 – 1R 駱丹芳軒

優異星獎 – 1R 駱丹芳軒、1B 林詩敖、3R 許詠淇

保障私隱學生大使計劃 2014 暨中學生關注私隱專題報道比賽 (由香港個人資料私隱專員公署舉辦)

優異獎 – 4G 黃鈺惠、4G 蔡麗華、4G 李曉瑩、4G 區宇恆

孔聖堂中學六十周年校慶全港中小學徵文比賽

高中散文組優異獎 – 6B 譚裕和

香港學校戲劇節

傑出演員獎 – 5W 羅灝鋒, 1W 吳嘉駿 另外, 本校還獲得傑出合作獎

Hong Kong Secondary Schools Debating Competition

Regional (Kowloon) Champion – 4B Lai Man Sum, 4B Eileen Favretto, 4G Vivian Lee

Music

66th Hong Kong Schools Music Festival

揚琴獨奏(初級組): 冠軍 – 1W 彭志堃

粵曲獨唱 - 子喉獨唱(中學初級組): 亞軍 – 1R 李欣樺

Cello Solo (Senior): Champion – 3G Ng Yuen Ting

Graded Piano Solo (Grade Seven): 2nd runner-up – 1W Pang Chi Kwan

Graded Piano Solo (Grade Five): 2nd runner-up – 3G Li Mei Sum

Yau Tsim Mong Talent Showcase 2013-14 organized by Yau Tsim Mong District Association of School Principals

1st runner-up - 4B Cedric Tong, 3G Gordon Lau and 3G Julia Ng

Others

Yau Tsim Mong District Outstanding Students Award

5B Tong Fu Yi

「珍惜水資源」水務設施繪畫比賽 (由水務署舉辦)

中學組冠軍及最佳創意獎 – 5W 方芷梁

Creativity of Visual Arts Work (2013-14) organised by the Arts Education Section of the Education Bureau

Gold Prize – 6R Ip Ngai Yi, Silver Prize – 5W Fang Zhi Liang

「存」家福攝影比賽 (由油尖旺區公民教育運動統籌委員會主辦、油尖旺民政事務處合辦)

學生組季軍 - 2W 潘浩怡

「EdV 獎勵計劃」 (由香港教育城舉辦)

中學組「優異獎」及「最受歡迎短片」 - 5B 謝昭進 黃明希 司徒焯楠 關灝麟

第四屆智趣無限—智力玩具嘉年華暨全港中小學「T字之謎」大賽 (中學組)

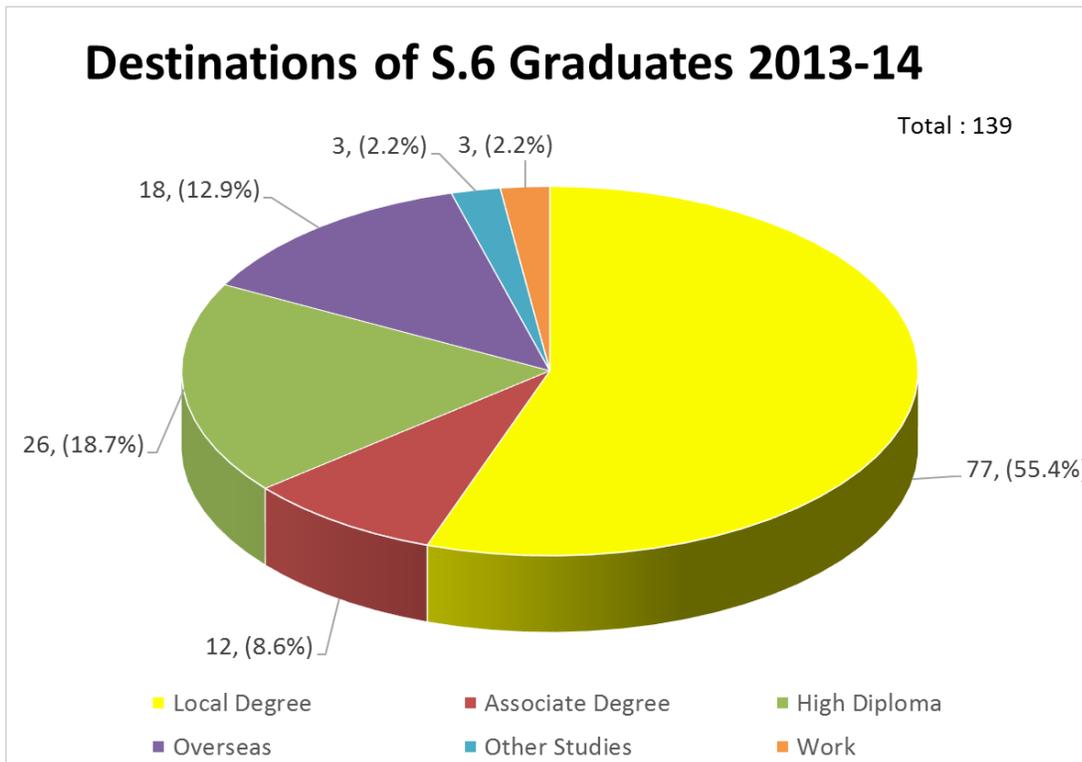
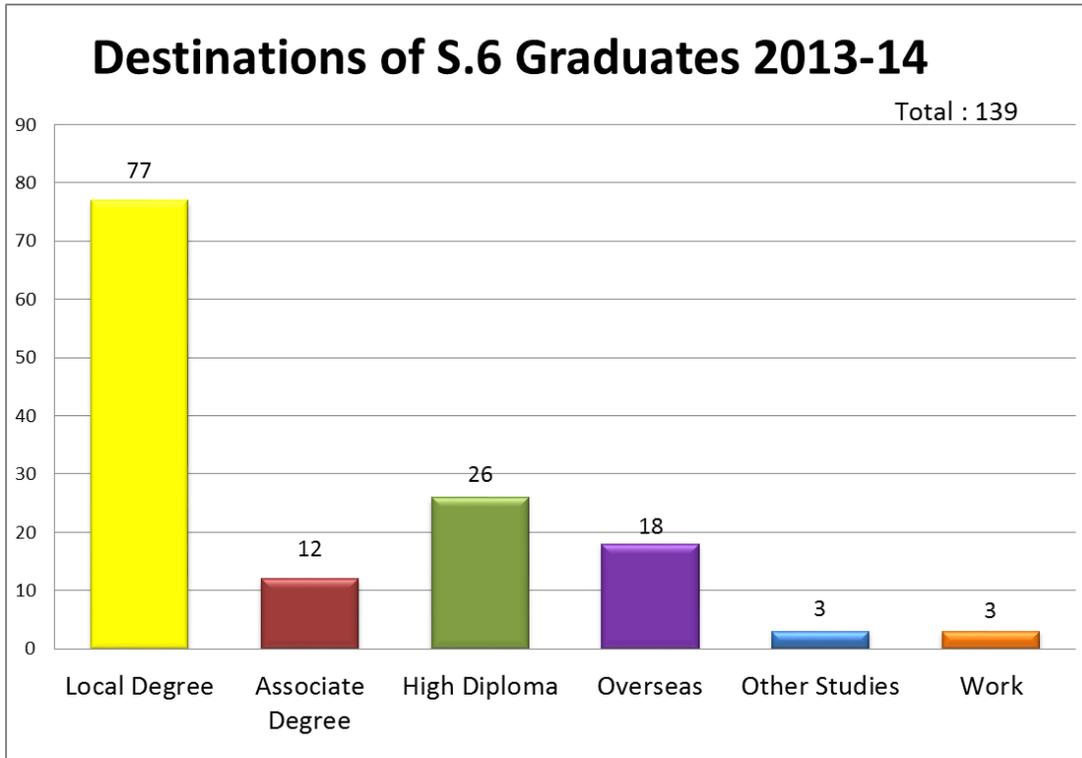
一等獎 – 1G 蘇衍安

CCC Mong Man Wai College 5th Inter-school Scrabble Tournament 2014

1st runner-up (4G Herbert Ma, 4G Ryan Yongmanvong, 4B Horace Wai, 3W Vinci Lam, 6B Eunice Chow)

'Scrabble King' (The Individual Champion) - 4G Herbert Ma

Pursuits of Graduates



External School Review

The College's second round of External School Review (ESR) was conducted in May 2014. The ESR Team praised the College for its "perceptible improvements" over the past eight years since the previous review in 2006. The following were identified as the strengths of the College:

1. Our capability of using English as the medium of instruction and our effort in creating an English-rich environment
2. Our dedicated teachers and good school-based teaching resources (e.g. Language Across Curriculum materials)
3. Good and harmonious teacher-student relationships
4. Diversity, team spirit & achievements in student activities
5. Provision of global & intercultural perspectives
6. Tapping of alumni & church resources
7. Good management and school self-evaluation

The major suggestion from the ESR Report is that the College should work more towards catering for individual students' learning needs. This is agreed to be the way forward given the increasing diversity of our students.

End of Report

Annex – Report on the Use of Grants (2013-14)

Grant	Amount B/F (\$)	Received in 13/14 (\$)	Spent in 13/14 (\$)	Funds Set Aside for LSP (\$)	Balance (\$)
Capacity Enhancement Grant (CEG)	283,740.07	537,792.00	764,075.33	9,311.07	48,145.67
Senior Secondary Curriculum Support Grant (SSCSG)	110,509.19	593,208.00	658,289.80	-	45,427.39
Learning Support Grant	102,514.60	336,080.00	342,832.60	-	95,762.00

Use, Progress and Evaluation:

- 1) Following ongoing consensus among teachers and parents, the CEG and SSCSG grants continued to be used in employing additional teachers and teaching assistants to share all teachers' workload and to solve the problems of subject mismatch under NSS.
- 2) In the 2013-14 academic year, 4.1 teachers and 2 teaching assistants were employed under these 2 grants plus other non-recurrent grants such as the grant for IMC establishment.

School-based After-school Learning and Support Programmes 2013/14 s.y.
School-based Grant - Programme Report

Name of School: Methodist College

Project Coordinator: Mr Chong Chi Shing Contact Telephone No.: 2384 3543

A. The number of benefitting students under this programme is 25 (including A. 6 CSSA recipients,
B. 19 SFAS full-grant recipients and C. 0 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 (e.g. students' learning and affective outcome)
	A	B	C						
Homework Tutoring	0	4	0	80%	11/2013-3/2014	900.00	Completion & Summer Assignment Rate of participation	Methodist College	
Art & Culture	0	4	0	90%	9/2013-6/2014	1,600.00	Teachers' observation Rate of participation	Methodist College	
Sports	0	2	0	90%	9/2012-6/2013	800.00	Teachers' observation Rate of participation	Methodist College	
Visits & Excursions	6	31	0	100%	10/2013-5/2014	3,276.00	Students' feedback	Methodist College	
Confidence Building	0	2	0	100%	9/2012-6/2012	240.00	Students' feedback	Methodist College	
Leadership Training	0	1	0	100%	2/2014	50.00	Students' feedback	Methodist College	
Languages Training	0	3	0	100%	7-8/2014	10,392.00	Students' feedback	Local University	
Total no. of activities:	14								
@No. of participation counts	6	47	0						
**Total no. of participation counts	53				Total Expenses	17,258.00			