METHODOIST COLLEGE
SCHOOL REPORT
2011-2012
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 S7. There are four classes at each level from S1 to S6 under the New Academic Structure and three classes in the last cohort of S7.

The College’s motto is “Crede Ut Intelleegas”, 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 Methodist College Kowloon, is used to create the following slogan, which summarizes our direction for students’ development in recent 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 (2nd Year of Implementation)

Objectives:
1. To develop students’ study skills
2. To strengthen the language skills in learning (LAC in junior forms)
3. To develop assessment for learning (AfL) in L&T

Objective 1: To develop students’ study skills

Strategies and Progress:

a) Following the successful introduction last year, the use of Graphic Organizers continued to be promoted as a learning strategy to help students visualize relationships and build mental images for effective cognition and memorization of subject content. Most teachers reported using them in class and agreed that graphic organizers contributed to the improvement of learning and teaching of their subjects.

b) As teachers were less familiar with the use of the Thinking Aloud strategy, it was made the major focus of lesson study this year. After the introductory seminar in August 2011, subject heads first tried out the strategy in the first term, with subject members following in the second term. Many observed one another’s lessons and shared their experience in the subject meetings.

c) At the school level, we continued to ask students to do Regular Review of their own Learning Progress. Under the guidance of class teachers, all students set their own learning goals at the beginning of the term, with self-reflection done before and after examinations. Since the stakeholders’ survey revealed that students did not complete their assignments seriously, they were asked to reflect on the proper attitude towards assignments on the Learning Evaluation Day (Date). S4-5 students also completed a questionnaire to reflect on their learning strategy and learning attitude for NSS subjects.

d) To cater for the specific needs of the higher achievers, an Effective Study Skills Workshop (3 sessions of 2 hours each) was held for 25 students selected from S5.

Evaluation:

a) The use of Graphic Organizers was well established in many subjects and was well received by most teachers.

b) As for Thinking Aloud, though most teachers recognized its use in clarifying concepts and teaching systematic thinking, they found it time consuming to implement it in class. Also, students tended to be more passive when answering higher order questions. However, since the current education trend and our previous ESR report both pointed to the benefits of using questioning to promote high order thinking, we still considered it necessary to continue to challenge our students to think. Hopefully students would eventually get used to this learning strategy with our persistent use of it.
c) After several years of practice on **Self-reflection**, students generally had higher awareness of its importance. In future, we shall work towards guiding them to have quality reflection.

d) For the **Effective Study Skills Workshop**, 91% of students found it useful, but those who had already set their goals in public examinations benefited more. Therefore, to nurture the higher achievers, it was found that more should be done to stretch their potentials at an earlier stage and challenge them to set higher goals for themselves starting from the junior forms.

<table>
<thead>
<tr>
<th>Objective 2: To strengthen the language skills in learning (Language Across Curriculum) in junior forms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strategies and Progress:</strong></td>
</tr>
<tr>
<td>a) This was the first year in our development of Language Across Curriculum (LAC), a 2-year project under the Refined English Enhancement Scheme (REES). An LAC Working Group was set up, with one English teacher as coordinator and one teacher from each of the four EMI content subjects, namely, Mathematics, Integrated Science, History and Geography, as members. With the funding from REES, these teachers were given a lighter working load so that they could work together to develop LAC materials for S1-2.</td>
</tr>
<tr>
<td>b) Under the support of a language expert from the Language Learning Support Section of the EDB, the team held various meetings throughout the year to discuss the content and teaching strategies, and collaboratively developed the teaching materials.</td>
</tr>
<tr>
<td>c) Vocabulary building materials were developed for the five subjects. A cross-curricular writing curriculum was drafted. The five subjects involved each produced 5 sets of reading and writing materials (3 sets for S1 and 2 sets for S2) which were implemented and evaluated. Skills of comprehending questions and writing answers in assignments, tests and exam papers were taught. Classroom language was refined to provide better language support to students and content subject teachers.</td>
</tr>
<tr>
<td><strong>Evaluation:</strong></td>
</tr>
<tr>
<td>a) There is a need to trim down the junior forms content subject curriculums in order to make room for the implementation of LAC.</td>
</tr>
<tr>
<td>b) It was found that the greatest difficulty of most students lay in tackling the large amount of content vocabulary. It was thus suggested that LAC development in the next year be focused on vocabulary building. Word formation, including roots, prefixes, suffixes and parts of speech, should be taught systematically.</td>
</tr>
<tr>
<td>c) Since the new curriculum for Geography would be started next year, a new set of LAC materials for Geography would have to be made accordingly.</td>
</tr>
<tr>
<td>d) This year, LAC content was not included in the summative assessment of the content subjects. For better alignment of teaching and assessment, it was suggested that a proportion of exam questions in content subjects be allocated to LAC content.</td>
</tr>
<tr>
<td>e) To better align LAC with the specific needs of each content subject, it was found necessary to include the head of the four subjects in the working team.</td>
</tr>
</tbody>
</table>
Objective 3: To develop Assessment for Learning (AfL) in Learning and Teaching

Strategies and Progress:

One of the academic foci of this year was to raise teachers’ awareness of AfL. A workshop conducted by a guest speaker from HKEAA was held for all teachers on 14/3/2012. Reference materials on AfL were handed out to teachers. To help teachers better grasp the essentials of AfL, it was boiled down to four key words: Expectations, Performance, Feedback and Evaluation. Based on these four key words, a template with concrete examples was made for every subject to discuss their subject AfL plan. Eventually, all subjects submitted their plans which aimed to incorporate those elements of AfL which would suit their own subject needs the most. They would start implementing these plans in the next academic year.

Evaluation:

a) In the survey conducted on teachers in February 2012, most teachers showed confidence in their understanding of AfL and were optimistic towards practicing it in their own subject.

b) It was suggested that sharing sessions on AfL be arranged next year for different subjects to share their achievements and experience on AfL.
Major Concern 2: Consolidating Life Education (2nd Year of Implementation)

Objectives:

1) To achieve the school’s mission: To develop whole-person education based on Christian principles, and to nurture wholesome life through the preaching of the Gospel.
2) To develop a whole-school approach: To carry out life education through both the formal and informal curriculums.
3) To consolidate the longitudinal plan for systematic progression from S1 to S7.
4) To strengthen careers education under NSS.
5) To provide stronger guidance and support to students with special emotional or educational needs.

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) Upon evaluation from last year, the themes for each form were slightly modified again. The themes implemented were as follows:

- S1: Self-discovery
- S2: National Education
- S3: Careers Education (Be a Dreamer)
- S4: Social Service & Civic Education (Be a Servant Leader)
- S5: Environmental Education (Sustainable development)
- S6-7: Health Education and Stress Management

Based on the above themes, various activities were organized for each form. The messages were delivered through class teachers’ periods, form assemblies (talks, drama), outreaching activities, as well as incorporated into the academic subjects. Special programmes included a Growth Celebration Ceremony (17/12/2011) for S1 to mark their entry into a new stage of learning, a 3-day Residential Camp for S1 (14-16/1/2012), a Military Training Camp for S2 (6-8/7/2012), outreaching social service for S4 and an outing for S5.

b) As in the previous years, a Class Teacher Period (65 minutes per 2 cycles) was arranged in S1-3 for class teachers to deliver life education messages to the class. A Class Teacher Period was added in S6 for class teachers to provide career guidance to meet the specific needs of the first cohort of NSS students.

### Evaluation:

Feedback collected from class teachers’ meetings revealed that the themes were relevant to students’ growth needs and so should largely be kept. However, there was insufficient time, especially in S4, S6 & S7, to carry out all the planned activities and so some had to be dropped. It was suggested that more experiential type of activities be organized in future instead of relying on one-way delivery.

## Strategy 2: Cross-level life education curriculum

### Progress:

a) There were talks by guest speakers and social workers on various topics including sex education, anti-drug, anti-gambling, internet bullying, internet safety, physical and mental health, “thankfulness” etc.

b) The Life Education Ambassadors Team, comprising 15 students from S3-5, was again active in promoting positive messages among all students. A Hunger Banquet attended by 33 S1-6 students was held on 2/5/2012 with the theme “Poverty and War”. The team also produced four MCTV programmes covering themes on revolution, love & friendship, counting one’s blessings and bullying.

c) The Big Brothers Big Sisters Scheme was again a big hit. 36 S4-5 students were recruited to be mentors to S1 students. They received 3-day intensive leadership training during the summer holiday, and then conducted 4 sessions of orientation activities from late August to September to help these new members adapt to the brand new life as a secondary student. Our big brothers and big sisters also...
conducted activities for Primary 6 pupils at the graduation camp of Methodist School on 27/4/2012.

d) The morning reading time on every Day 5 continued to be devoted to life education. Altogether 15 articles, mostly from current news stories, were provided for students to read and discuss. Starting from the second term, guidelines for discussion and main points to be delivered were provided to class teachers to facilitate their interaction with students on the chosen topics.

e) The “Sex Peer Counselors Programme” held jointly with Yang Memorial Social Service Centre had continued into its 5th year, with 8 students of S4-5 participating in a series of training and social service.

Evaluation:

Feedback on individual activities was collected through evaluation with teachers and questionnaires completed by students, and it was mainly positive. The various types of activities contributed to a caring and positive atmosphere in the school and met the needs of different students. They also produced a large group of student leaders who were devoted to serving others. They were all found to be worth continuing in the coming years.

Part 2: Improving Students’ Discipline and Attitudes

Strategy 1: Encouraging class-based activities and award programmes to raise students’ sense of belonging, solidarity & mutual support

Progress:

Sharing sessions were organized both at the beginning and at the end of the year for class teachers to share their class building plans with fellow colleagues. In all classes, class goals were set and class-based activities, for example, lunch parties, ball games and study groups, were organized. Award schemes were carried out in all S1 classes and some S2 and S3 classes. The MCKLN Award Scheme of S1 was particularly a big success, with the number of winners on the rise each month since its launch in October 2011. All S1 students achieved the targets at least once, and 11 students achieved the targets in all of the months covered in the scheme.

Evaluation:

The result was very obvious in junior forms. Improvement was seen in students’ self-discipline, initiative and interest in class affairs. The number of rule-breaking cases reported to the Guidance Committee was also reduced. However, it was inadvisable to simply reproduce the same award scheme every year, since they would become mechanical and lose their appeal easily. It was suggested that different kinds of award schemes be planned by class teachers to suit the needs of their particular classes.
**Strategy 2: Providing after-school homework supervision and tutorial support to students with needs**

**Progress:**
Those students who had particular difficulty with punctual submission of homework were required to stay after school every day for a special homework detention, during which a teaching assistant supervised their completion of the day’s homework and provided timely remedial support.

**Evaluation:**
42 students had been involved at different stages throughout the year. While some of them showed a lot of improvement in homework submission afterwards, those who persisted in their poor homework submission habit were identified for closer monitoring in the coming year. However, the tighter manpower situation next year might force this strategy to be scrapped.

**Strategy 3: Immediate follow-up on cases of lateness to school**

**Progress:**
There was a guidance teacher on duty every morning to receive the late comers, who were guided to reflect on their morning routine and propose strategies to avoid further lateness. Frequent late comers were given minor offence records and the collaboration of their parents was sought.

**Evaluation:**
This strategy proved to be effective, since we registered a decreasing trend in the number of late comers from September 2011 to April 2012, though the number rose slightly in May 2012. It was suggested that this strategy be continued so as to give students more incentive to make an effort to be punctual.

**Strategy 4: Personal tutor scheme**

**Progress:**
11 students with more emotional needs requiring closer guidance on personal growth and social relationships were identified for the scheme. They were matched to 12 teachers who volunteered to provide closer attention to them throughout the year. Supported by the professional advice from the Education Psychologist, these teachers took care of their assigned students through informal contacts after class. A sharing session for these personal tutors was held on 8/6/2012.

**Evaluation:**
The feedback from these teachers was generally positive. 9 students out of the 11 showed improvement in their behavior in class and control of emotions. This strategy was closely in line with the caring atmosphere we wished to nurture in the school. Thus, the scheme should be continued.
Strategies 5-7: Successful strategies continued from the previous year

**Progress:**

a) Following the success of last year, the Prefects Training Programme and the Peer Prefects Scheme were continued. With the support of an NGO, a series of training activities were organized for a total of 65 prefects. Under the Peer Prefects Scheme, 12 S1 students were selected to be mentored by 12 experienced S6 prefects.

b) The Classroom Cleaning Competition continued into its second year. Altogether 8 rounds of competition were carried out, with announcement of results made in school assemblies and certificates presented in front of the whole school.

c) With the funding from the Methodist Church, Hong Kong, Yang Memorial Social Service was commissioned to organize a comprehensive Youth Growth Programme for selected students who were weak in self-esteem, interpersonal skills and resilience. 17 S1 and 11 S2 students were nominated by teachers and the school social worker to join the year-long programme, which included a series of workshops, advantured-based activity and social service.

**Evaluation:**

a) The questionnaires completed by school prefects and peer prefects registered very positive responses to the training programme. They were more confident in performing their duties and team spirit was raised. It was found that raising the image of prefects would reinforce positive behavior among students in general too.

b) Students cared about the results of the Classroom Cleaning Competition. Apart from resulting in a visibly cleaner classroom environment in most classrooms, this competition also had the added benefit of raising class spirits, and thus should continue.

c) The Youth Growth Programme could meet the needs of the target students. The strong support from the social workers largely reduced the pressure on the teachers. It was thus a valuable programme to be continued. The only worry was that the funds from the Methodist Church, Hong Kong might not always be forthcoming.

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**Part 3: Careers Education**

**Strategy 1: Incorporating careers education into the life education programme of each form**

**Progress:**

a) Careers education was newly introduced to S1-2 in Class Teacher Periods, which aimed to raise their awareness of various job fields. S1 students were asked to interview 3 of their relatives about their jobs/careers and then reflect on the criteria for choosing a career. A job posters exhibition and a simple aptitude test were held for S2, followed by worksheets that guided them to match their own attributes to the relevant careers fields.
b) In S3-6, the booklets *Finding Colours of Life* and *Careers Mapping* published by the HK Association of Careers Masters & Guidance Masters were adopted for use in Class Teacher Periods. For S3, the Holland’s Aptitude Test was administered to help students understand their personality and suitable career field. Talks and guidance activities were also organized for S3 (on NSS subject selection), S4 (on applied learning), S5 (on multiple pathways & tertiary study opportunities) and S6-7 (on JUPAS and tertiary applications).

**Evaluation:**

a) Though some of the above activities for S3-7 were already routine work of the Careers Team every year, the formal introduction of careers education into each form including S1-2, as well as enlisting the help of class teachers in providing career guidance, has further strengthened the role of class teachers in the whole-person guidance provided to students. The support from S6 class teachers was particularly valuable in helping the first cohort of NSS students to find their pathway.

b) The tasks for S1 were satisfactorily achieved with the support of the class teachers, though the worksheets needed modification. For S2, the tasks were suitable, but the career fields featured in the posters borrowed from EDB were not quite suitable for the Hong Kong context. Better selection of resource materials is needed. The two booklets used for S3-6 were suitable and relevant and so should be continued.

c) In order to strengthen the careers knowledge of all teachers so that they could provide suitable guidance to students under the new requirements of NSS, an intensive workshop was held on Staff Development Day on 29/6/2011, with a speaker from the HKACMGM.

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**Strategy 2: Enriching cross-form careers education activities in various formats**

**Progress:**

a) A Careers Ambassadors Programme was organized with 8 students (3 from S4 and 5 from S5) selected and trained to be careers ambassadors to organize careers education functions and help with the dissemination of information to schoolmates.

b) Apart from the regular talks and seminars for students and parents of S3 (on NSS and subject selection) and S4-7 (on multiple pathways, ApL, JUPAS and DSE result release), the following career-related activities and workplace visits were organized:

<table>
<thead>
<tr>
<th>Date</th>
<th>Name of Activity</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>26/9/2011</td>
<td>Workplace visit to RTHK</td>
<td>11 students from S3-S6</td>
</tr>
<tr>
<td>5/11/2011</td>
<td>Junior Achievement Success Skills Workshop</td>
<td>20 students from S4</td>
</tr>
<tr>
<td>11/2/2011</td>
<td>CityU visit, workshop and campus tour: Hong Kong School of Creative Media</td>
<td>S3 students</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Participants</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>15/2/2012</td>
<td>Visit to Tai Lam Tunnel</td>
<td>26 students from S4</td>
</tr>
<tr>
<td>23/2/2012</td>
<td>Visit to Air Traffic Control Complex</td>
<td>10 students from S4 and S5</td>
</tr>
<tr>
<td>29/2/2012</td>
<td>Visit to the Lamma Power Station and Lamma Works</td>
<td>20 students from S4</td>
</tr>
<tr>
<td>13/3/2012</td>
<td>Visit to Hong Kong Broadband Network Limited</td>
<td>20 students from S4</td>
</tr>
<tr>
<td>23/4 – 4/5/2012</td>
<td>Careers Exhibition: Further studies in Asian countries</td>
<td>S1-S7 students</td>
</tr>
<tr>
<td>11 May 2012</td>
<td>Visit to Yao Chei Man Senior Secondary School</td>
<td>5 students from S4</td>
</tr>
<tr>
<td>4 Jul 2012</td>
<td>Workplace Visit to Ocean Park</td>
<td>S3 students</td>
</tr>
</tbody>
</table>

c) The Mentoring Programme continued into its fourth year, with 36 alumni and professionals from Kowloon Methodist Church joining as mentors to 106 S4-6 students. The mentors and mentees met a minimum of 3 times a year and maintained close contact through phone, email and other electronic means.

d) With the help of a total of 20 mentors and other alumni acting as interviewers, a Mock Interview was held for 44 S6-7 students on 10/12/2012 to prepare them for actual interviews for university admission.

Evaluation:

a) The Careers Ambassadors Programme (CAP) was found to be a good means to promote careers education. It achieved the dual purpose of providing manpower to help careers teachers organize careers guidance activities as well as training student leaders which was in line with the school’s direction of nurturing leaders of the new era. However, the programme ran into difficulty in the second term since the careers ambassadors were too busy with their studies and other commitments in school. Also, 2 of the 3 careers ambassadors from the junior forms, who were supposed to lead in the next year, left at the end of the school year to study overseas. This has created serious sustainability problem. It was thus suggested that instead of nurturing a central team of careers ambassadors, 2 representatives should be picked from each form so as to disseminate careers information more effectively and to foster a closer link between the Careers Team and students. It was hoped that in this way, the coordination would improve and students’ needs at different stages would be better met.

b) The career-related activities and workplace visits were welcomed by students since they largely widened students’ exposure. However, since there were often age restrictions imposed by the companies and institutions concerned, such outreaching visits might not benefit junior forms. It was suggested that people of different professions be brought in to give talks to junior students too.

c) The Mentoring Programme, overall speaking, continued to be a success. Although a few mentor-mentees groups failed to work well owing to personality clashes or the mentors or mentees being too busy to meet, most groups gave very positive feedback. Some mentors brought their mentees on visits to universities and workplaces, and even provided job attachment experience to them. It was also pleasing to see that the mentor pool was expanding, with different alumni taking turns to be mentors when other experienced mentors opted to take a break for a year
or so. A sustainable model has already been developed.

d) The Mock Interview was highly acclaimed by all the students who had participated. They learned a lot from the feedback given by the mock interviewers, which polished their interview skills and raised their confidence in attending university interviews. It was worth continuing. Besides, since this kind of experiential learning activity brings deeper reflection and greater impact than pure talks and seminars, it was suggested that an NGO be invited to provide a “Mock Exam Result Release” activity to help S5 students think more about their possible HKDSE results and the corresponding pathways available for them.

Results from Surveys on Stakeholders:

In the Stakeholders’ Survey, both parents and students ranked the school highly on “School Climate”. Results from APASO (Assessment Program for Affective and Social Outcomes) also showed that our students, both junior forms and senior forms alike, had greater sense of achievement, experience and general satisfaction than the territory’s norm.
Other developments within the school year worth mentioning were as follows:

### Management and Organization

The School Management Committee (i.e. Board of Management) 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.

With the addition of the East Wing, which was previously the SIP Building of Methodist School, there was a reorganization of as well as the addition of some rooms and new facilities on campus. Since the East Wing was not accessible without crossing the road, in order to shorten the learning time wasted on floating to different classrooms and special rooms, a new timetable of 65 minutes per lesson and 5 lessons a day was introduced. Though the longer time span was less desirable for junior forms, upon our evaluation at the end of the school year, it was still found to be the most suitable timetable for the time being.

### Staff Development and Achievement

1) There were 53 full time teachers and 5 part-time teachers.

2) All of our teachers were degree holders, among whom 39, including the principal, had one or more Master’s Degree.

3) The following teachers completed the respective courses below:

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Course Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Poon Ying Ming</td>
<td>Doctor of Education in Math Education (2012), by HKU</td>
</tr>
<tr>
<td>Mr Tang Chi Wai Desmond</td>
<td>MA in Applied Linguistics (2012), by HKU</td>
</tr>
<tr>
<td>Ms Ng Sau Lai</td>
<td>Basic Course on Catering for Diverse Learning Needs, by HKIEd</td>
</tr>
<tr>
<td>Mr. Leung Kwok Keung</td>
<td>5-Week Professional Development Programme for Secondary School Teachers (Mathematics Teaching), by HKIEd</td>
</tr>
</tbody>
</table>

4) Mr. Li Siu Kei and Miss Law Wan Sze Cecilia were elected by teachers and students to receive the Teacher Commendation Award from the Committee on Respect Our Teachers Campaign.

5) With subsidies from Ms Betsy Lee Award of the Methodist Church, Hong Kong, Mr. Leung Chi Kit participated in the International Congress on Mathematical Education held in Seoul, South Korea on 7-15 July 2012 and did a poster presentation. Mr. Leung also served as an adviser of the Study Group on History of Mathematics of EDB, and was the guest speaker in the Seminar on History of Mathematics held by EDB on 11/6/2012 for Mathematics teachers.
6) Projects Joined:

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Organizer</th>
<th>Teacher / Subject / KLA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  Scheme to Support Schools in Using Putonghua to Teach Chinese Language Subject</td>
<td>SCOLAR &amp; EDB</td>
<td>Chinese Language</td>
</tr>
<tr>
<td>2  Language Across Curriculum</td>
<td>Language Learning Support Section, EDB</td>
<td>One teacher from each of the following subjects: English, Maths, Science, History, Geography</td>
</tr>
</tbody>
</table>

**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:

English continued to be 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.

This was the second year we had 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 to share the workload of the team members so that they could collaborate 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 per form in S1-2 and one class in S3. The scheme nurtured a significant group of confident Putonghua speakers among our students, resulting in more student activities conducted in Putonghua at the College.

**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 15 Student Organizations, 18 Clubs and Societies and 21 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. The year saw one new student body, Radio Methodist Service, initiated by students. They held regular lunchtime broadcasts.
With the success from last year, 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 the different stages of their needs. In Tier Two, 60 students of S1-5 joined the leadership training course (named 「領域起動」領袖訓練計劃) comprising 4 training sessions and one overnight camp. 59 students completed the programme 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. In Tier Three, 20 selected student leaders went on an exchange trip to Singapore during the period 11-14/4/2012, with 7 sessions of pre-trip training, one session of post-trip sharing and one presentation made to share their gains from the programme. As a practicum after the trip, the young leaders coordinated a Mini-concert for Parents afterwards.

2) Global Exposure:

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Participants</th>
<th>Location</th>
<th>Organizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big East 21st Century Youth Exchange Programme (JENESYS) 21世紀東亞青少年交流計劃</td>
<td>13/12 – 21/12 (9 days)</td>
<td>1 student of S5</td>
<td>Japan</td>
<td>EDB</td>
</tr>
<tr>
<td>Trip to Foshan* 同根同心：佛山新會</td>
<td>16/12 – 18/12 (3 days)</td>
<td>40 students of S2-3</td>
<td>Foshan, China</td>
<td>Methodist College</td>
</tr>
<tr>
<td>Leadership Training to Singapore* 「領域起動」星加坡領袖訓練計劃</td>
<td>11/4 – 14/4 (4 days)</td>
<td>20 student of S1-4</td>
<td>Singapore</td>
<td>Methodist College</td>
</tr>
<tr>
<td>Immersion Programme to UK</td>
<td>21/6 – 6/7 (16 days)</td>
<td>1 student of S4 &amp; 2 students of S5</td>
<td>Woodhouse Grove School, UK</td>
<td>Methodist College</td>
</tr>
<tr>
<td>Military Training Camp* (Whampoa Military Academy) 國內軍事體驗訓練營（黄埔軍校）</td>
<td>6/7 – 8/7 (3 days)</td>
<td>109 students of S2</td>
<td>Huizhou, China</td>
<td>Methodist College</td>
</tr>
<tr>
<td>National Education Course 香港領袖生獎勵計劃</td>
<td>8/7 – 14/7 (7 days)</td>
<td>2 students of S5</td>
<td>Beijing, China</td>
<td>EDB</td>
</tr>
<tr>
<td>Immersion Programme to Singapore</td>
<td>15/7 – 29/7 (15 days)</td>
<td>2 students of S3 &amp; 1 students of S2</td>
<td>Anglo-Chinese International School, Singapore</td>
<td>Methodist College</td>
</tr>
</tbody>
</table>
Malaysia Exchange Programme (Focus on IT and Robotics) 4/7 – 17/7 (14 days) 3 students of S3 & 2 students of S2 Methodist Boys’ Secondary School Kuala Lumpur, Malaysia Methodist College

UK Cambridge English & Science Programme 29/7 – 11/8 (14 days) 3 students of S1-4 Churchill College, Cambridge University, UK Cambridge English & Science Programme

Summer Badminton Training Camp* 13/8 – 16/8 (4 days) 17 students of S1-6 Guangzhou, China Methodist College

* Trips escorted by our teachers

2) This was our second year participating in the AFS Intercultural Exchange Programme. We received two exchange students, Pierandrea Falchi from Italy and Irina Iwantschak from Germany. They spent a happy and memorable school year at the College, sharing lessons and participating extensively in the school life with our students. In November 2011, we also hosted 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.

3) Religious Life:

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

- Starting from September 2011, a Morning Prayer Meeting was held in the Quiet Room every Wednesday at 7:30 – 8:00 am, in which teachers, students and pastoral workers from Kowloon Methodist Church met to pray for the school.
- Two gospel movie shows were held on 28/10/2011 and 11/11/2011. 172 students were invited to attend, with 44 of them pledging their faith in God and 34 expressing interest in knowing more about Christianity.
- A Gospel Camp was held for S1 students on 14-16/1/2012. 5 students pledged their faith in God and 20 students were willing to further participate in follow-up cell groups.
- The title of this year’s Evangelistic Week (13-22/3/2012) was “The kingdom of heaven is near”. A gospel singer and a pastor were invited to share their faith with the students. A Christian book fair was held during lunch time and after school. A total of 5 students confirmed their faith and 78 students were willing to have further interest to know about Christianity.
- An Easter Gospel Camp attended by 51 students, 6 teachers and 2 Church co-workers was held on 3-5/4/2012.
4) Special Educational Needs (SEN) Policies:

A whole-school approach was employed to cater for special educational needs, under the coordination of the Guidance Committee. On the student level, depending on the specific needs of each individual, different amounts of attention were given by class teachers, assistant class teachers, guidance teachers, the school social worker, the education psychologist and the personal tutors. Cases conferences were held throughout the year to discuss strategies to tackle various cases. On the class level, class teachers helped each class to set goals and to build a harmonious class atmosphere through class functions and award schemes. On the school level, sharing and workshops were provided by the educational psychologist for teachers, while talks and competitions were organized to engender an inclusive and harmonious school environment. To cater for the needs of SEN students, professionals were engaged to provide a range of activities including courses, therapies, groups, camps and outreaching activities to hone their relevant skills and foster their emotional health. For the one student with Tier 3 needs, homework tutoring was provided.

With the effort by all teachers, the Guidance Committee, the School Social Worker and the Educational Psychologist, we were glad to see a harmonious school culture being formed. Occasional clashes of personalities were made use of as precious chances to guide students to understand more about themselves and to accept differences. Since both SEN and non-SEN students were invited to join some of the activities together, rapport was gradually built among them. Looking ahead, we would continue the whole-school approach with close coordination of various personnel. More activities would be provided to widen SEN students’ exposure, while seminars would be arranged for parent education. With increased funding from EDB, we shall look to employing an additional part-time social worker to support the emotional and developmental needs of certain SEN students.
Student Performance

Academic Performance

Hong Kong Advanced Level Examination 2012:

- 87 students sat for the examination.
- Students obtained a total of 12 distinctions (A), 139 credits (A-C) and 371 passes (A-E).
- There was a 100% pass rate in 4 subjects: Chinese Language and Culture (AS), Geography (AL), History (AL) and Applied Mathematics (AL).
- In most subjects, our credit rates and pass rates are well above the territory’s average. The most distinguished subjects were as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>MC Credit Rate</th>
<th>HK Credit Rate</th>
<th>MC Pass Rate</th>
<th>HK Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of English</td>
<td>33.3%</td>
<td>13.1%</td>
<td>96.6%</td>
<td>69%</td>
</tr>
<tr>
<td>Economics</td>
<td>61.1%</td>
<td>25.9%</td>
<td>97.2%</td>
<td>76.8%</td>
</tr>
<tr>
<td>Geography</td>
<td>52.9%</td>
<td>24.6%</td>
<td>100%</td>
<td>75.4%</td>
</tr>
<tr>
<td>Chi. Lang. &amp; Culture</td>
<td>52.9%</td>
<td>24.7%</td>
<td>100%</td>
<td>94.3%</td>
</tr>
</tbody>
</table>

- Among the 11 subjects with Value-Added Data issued, there was positive value added in 7 of them. Those with particularly high value added included Use of English (AS), Economics (AL), Geography (AL), Biology (AL) and Chinese Language and Culture (AS).

Hong Kong Diploma of Secondary Education Examination 2012:

- 144 students sat for the examination.
- Students obtained a total of 41 distinctions (Level 5* or above), 378 credits (Level 4 or above) and 819 passes (Level 2 or above).
- 70% of students satisfied the admission requirement for university ($\geq 33222$), while 85% satisfied the requirement for local sub-degree programmes ($\geq 22222$).
- In most subjects, our credit and pass rates were well above the territory’s average. There was a 100% pass rate in Chemistry, Biology, Visual Arts, Mathematics Extended Modules 1 & 2.
- The most distinguished subjects with high credit and pass rates were as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>MC Credit Rate</th>
<th>HK Credit Rate</th>
<th>MC Pass Rate</th>
<th>HK Pass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td>50.3%</td>
<td>23.3%</td>
<td>99.3%</td>
<td>78.6%</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>44.4%</td>
<td>26.3%</td>
<td>93.8%</td>
<td>78.5%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>66.7%</td>
<td>46.1%</td>
<td>100%</td>
<td>86.8%</td>
</tr>
<tr>
<td>Biology</td>
<td>54.2%</td>
<td>40.7%</td>
<td>100%</td>
<td>88.8%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>44.4%</td>
<td>33.8%</td>
<td>90.8%</td>
<td>79%</td>
</tr>
</tbody>
</table>
External Awards

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

**Sports**

**學界彈網比賽**
男子丙組個人全場冠軍 – 2B 文日羲

2011 年“華鼎杯”粵港澳擊劍公開賽
兒童甲組佩劍團體亞軍 – 1G 鄧皓彰

**Inter-school Fencing Competition 2011/2012**
Boys C Grade Sabre 2nd Runner-up - 1G Tang Ho Cheung

**Hong Kong Under-14 Snooker Championships 2011**
2nd Runner-up - 2W Nguyen Han Sang

**全港公開新秀武術錦標賽 2012**
男子中學組初級槍術亞軍 – 2R 李光強

**校際跆拳道比賽 2012**
男子色帶組搏擊比賽冠軍 – 4B Pierandrea Falchi
女子色帶組搏擊比賽亞軍 – 1R 陳曉君
男子黑帶品段組搏擊比賽季軍 – 2R 李光強
男子色帶組品勢比賽冠軍 – 4B Pierandrea Falchi

**Inter-School Badminton Championships 2011-2012**
Boys Overall 2nd runner-up – Methodist College Badminton Team
Boys Grade A Champion – 2R Luk Cheuk Fai, 4B Chan Ka Fai, 4R Yuk Chi Ho, 4R Tam Nok Hang, 6G Ho Chun Him, 6G Lee Pak Yin, 6G Lee Yin Cho

**Inter-school Swimming Competition 2011-2012**
Girls A Grade 4 x 50M free style relay 1st runner-up – 6G Lau Ching Ning, 6R Yu Yik Man, 5B Man Hoi Kiu, 5R Tai Long Yuet, 5W Chan Yi Kei
Girls A Grade 50M Breast Stroke 2nd runner-up – 6G Lau Ching Ning
Girls C Grade 50M Breast Stroke 3rd runner-up – 2R Chan Yik Wai
Academic

63th Hong Kong Speech Festival (English Speech)

Solo Prose Reading (Girls)
2nd-runner up - 1R Wong Ching Wai
2nd-runner up - 1W Kwan Hoi Wai

Solo Verse Speaking (Girls)
2nd-runner up - 3R Tong Fu Yi
2nd-runner up - 2G Wong Hiu Wai
2nd-runner up – 2B Tang Yuen Ying
2nd-runner up – 2R Lai Man Sum

Dramatic Duologue (Girls)
2nd-runner up – 2W Wong Hoi Yan and Wong Yuk Wai

Public Speaking Solo
2nd-runner up – 5B Chan Ka Yee

Public Speaking (Team)
2nd-runner up – 5G Cheung Hoi Yan, 5W Chan Yi Kei, 5W Wong Oi Man

Another 39 students obtained Certificates of Merit.

第六十三屆香港學校朗誦節（中文朗誦）

二人朗誦（粵語）
季軍 – 3W 蔣沛殷、3W 余栩欣
季軍－2R 蔡麗華、2R 李曉瑩

共有 23 位同學獲優良獎狀

The Hong Kong Federation of Youth Groups Standard Chartered Hong Kong English Public Speaking Contest 2012
Senior Division Preliminary Round Top Ten - 5B Carrie Chan

第十四屆全港中小學普通話演講比賽
良好獎： 2R 賴愛心、1R 許詠淇
優異獎： 3W 余栩欣

油蔴地區域辦事處講稿撰寫及演講比賽 2012
初中中文組優異獎 - 3B 鄭少琪
第23届中学生好書龍虎榜讀後感寫作比賽
讀後感寫作比賽初級組優良奬及推薦奬 - 葉綺琴(3B)
讀後感寫作比賽高級組推薦奬 - 陸美欣(4W)

2012 English Drama Fest
Outstanding Performer – 3R Tong Fu Yi
Outstanding Creativity – Methodist College English Drama Team

Hong Kong Schools Drama Festival
Outstanding Actor – 4B Pierandrea Falchi
Outstanding Actress – 2R Lai Man Sum, 2G Wong Hiu Wai, 3R Tong Fu Yi, 3R Yuen Kin Yan
Outstanding Cooperation – Methodist College English Drama Team

香港學校戲劇節(廣東話)
傑出女演員奬 – 3W 余栩欣, 3W 溫嘉琦
另外, 本校還獲得傑出合作奬

13th NESTA-SCMP Debating Competition
Junior Team Best Speaker – 3W Zhiliang Fang
Senior Team Best Speaker – 4W Tina Lam

2012「亞太區域事務」全港中學生校際辯論比賽（準決賽）
最佳辯論員 – 4W 郭晉瑋

Young Writers Creative Writing Awards (organized by the Chinese University of Hong Kong)

Junior Poetry
Champion – 1W Tse Yau Wai
1st runner-up – 2R Choi Lai Wa
2nd runner-up – 1W Tse Yau Wai
2nd runner-up – 3R So Sze Ho

Senior Story
Champion – 4W Lam Sin Yan
1st runner-up – 5G Ng Lok Yan
2nd runner-up – 5B Ng Yat Fan

Digital Storytelling Competition (organized by the Chinese University of Hong Kong)
First in Junior Category – 3R Yuen Kin Yan
29th Hong Kong Mathematics Olympiad
Finalist (One of the top 40 teams) – 5B Erik Chan, 5B Kwan Tsz Him, 5B Lui Kwan Hon, 5B Mok Kin Long, 5B Tse Yau Ngai, 4B Chui Ka Long
Third Class Honour – 5B Mok Kin Long, 5B Tse Yau Ngai

Hong Kong Olympiad in Informatics (HKOI) 2012
Junior Group Bronze Medal – 5B Erik Chan
Senior Group Silver Medal – 6B Mak Sze Long

HKIAAT Accounting and Business Management Case Competition 2011-2012 (Secondary School Group)
Outstanding Performance Award – 5W Sham Pak Yin (Team Leader), 5B Ng Yat Fan, 5G Chan Yiu, 5W Tse Yau Cheung

Music

64th Hong Kong Schools Music Festival
聲樂獨唱 – 中文 (男童聲 – 14 歲或以下) 冠軍 – 1G 劉君瀚
箏獨奏 (中級組) 季軍 – 3W 曹蓁
Vocal Solo – Foreign Language (Boys Treble Voice - Age 14 or under) Third – 1G Lau Kwan Hon
Graded Piano Solo (Grade 6) Second – 1R Chow Chi Ching
Graded Piano Solo (Grade 5) Third – 1R Yeh Hong Ni

4th Hong Kong Students Open Music Competition 2011
Cello (Diploma) Third – 1G Ng Yuen Ting

Visual Arts

港鐵觀塘延綫圍板設計比賽
冠軍 – 2R 陳樂晴
亞軍 – 2W 陳美欣
季軍 – 1R 何芯兒
優異獎 – 3R 蘇詩皓、2B 歐陽禮珩、2W 黃嘉敏、2R 李美儀
The Wharf Hong Kong Secondary School Art Competition
Champion – 3R Chan Lee Ting

中學生視覺藝術創作展 (2011/12)
12-14 歲組：「平面創作」大奬
3W 蔣沛欣

Others

2011-2012 年度油尖旺學生獎勵計劃
優異奬 – 1G 吳苑霆、2W 陳美欣、3R 湯富兒
提名嘉許奬 – 2R 賴雯心、3R 張志昭

St. Michael's Invitational Scrabble Championship 2012
Fifth Place – 2W Herbert Ma

Inter-school Scrabble Championship 2012
Secondary Standard Category 7th Place – 4W Moses Ho (Team Captain), 5B John Lui,
2W Ryan Yongmanvong, 2W Herbert Ma

STFA Leung Kau Kui College 7th Inter-school Invitational Scrabble Championship 2012
3rd Place - Senior Team 1: Karen Li (alumnus), 5B John Lui, 4W Moses Ho
8th Place - Senior Team 2: 5B Arnold Kwan, 5B Carrie Chan, 3W Jay Kong, 1W Vinci Lam
6th Place – Junior Team: 1R Kiki Hui, 1R Connie Yeh, 1W Jasmine Fok, 2W Horace Wai,
2W Herbert Ma, 3W Zhiliang Fang

「同根同心」－ 內地交流計劃 (2011) 專題研習比賽
中學簡報組優異奬 – 2R 李曉瑩, 2R 蔡麗華
優秀學員奬 – 2R 蔡麗華, 3R 張博皓

Gifted Angels – Service Learning Competition 2011
Bronze Award – 4B Chan Ting Yan
Pursuits of Graduates

Destinations of F.7 Graduates 2011-12

Total: 87

Updated on 25 Oct 2012

Destinations of F.7 Graduates 2011-12

Total: 87

Updated on 25 Oct 2012

<table>
<thead>
<tr>
<th>Grant</th>
<th>Amount B/F ($)</th>
<th>Received in 11/12 ($)</th>
<th>Spent in 11/12 ($)</th>
<th>Balance ($)</th>
<th>Use. Progress &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity Enhancement Grant (CEG)</td>
<td>0.00</td>
<td>498,185.00</td>
<td>388,375.00</td>
<td>109,810.00</td>
<td>See “Note” below</td>
</tr>
<tr>
<td>Senior Secondary Curriculum Support Grant</td>
<td>7,637.19</td>
<td>809,244.00</td>
<td>543,816.00</td>
<td>273,065.19</td>
<td></td>
</tr>
<tr>
<td>Learning Support Grant</td>
<td>2325.00</td>
<td>300,000.00</td>
<td>149,405.20</td>
<td>152,919.80</td>
<td>See “SEN Policies” of this report</td>
</tr>
</tbody>
</table>

Note:

1) Following previous consensus among teachers and parents, these two 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 2011-12 academic year, 2 full-time teachers and 3 full-time teaching assistants were employed under these 2 grants.

3) With additional funding from EDB’s Refined English Enhancement Scheme (REES), Support Measures for NSS Liberal Studies Curriculum and SCOLAR and EDB’s “Scheme to Support Schools in Using Putonghua to Teach Chinese Language Subject”, the College employed 3 more full-time teachers and 1 more full-time teaching assistant for the year.

4) Since the College was to expect a reduction in staff establishment after the double cohort year, larger surpluses were kept in these two grants to provide manpower relief in the 2012-13 academic year.
**School-based After-school Learning and Support Programmes 2011/12 s.y.**  
**School-based Grant - Programme Report**  
Methodist College

**Name of School:**

**Project Coordinator:** Mr. Chong Chi Shing  
**Contact Telephone No.:** 2384 5543

A. The number of benefiting students under this programme is 160 (including A. 24 CSSA recipients, B. 126 SFAS full-grant recipients and C. 10 under school's discretionary quota)

B. Information on Activities under the Programmes

<table>
<thead>
<tr>
<th>Name/type of activity</th>
<th>Actual no. of participating target students*</th>
<th>Average attendance</th>
<th>Period/Date of activity held</th>
<th>Actual expenses ($)</th>
<th>Method(s) of evaluation (e.g., test, questionnaire, etc)</th>
<th>Name of partner/service provider (if applicable)</th>
<th>Remarks if any (e.g., students’ learning and affective outcomes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010/2011 暑期升中二至四選修班 (中文堂) / 7-8/2011</td>
<td>4 3 1</td>
<td>80%</td>
<td>8/2011</td>
<td>2,800</td>
<td>Completion &amp; Summer Assignment</td>
<td>Methodist College</td>
<td></td>
</tr>
<tr>
<td>2011/2012 中一活動</td>
<td>1 7 0</td>
<td>100%</td>
<td>16-18/2011</td>
<td>2,640</td>
<td>Teachers' observation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011/2012 ECA Courses</td>
<td>5 37 0</td>
<td>100%</td>
<td>9/2011</td>
<td>46,440</td>
<td>Teachers' observation</td>
<td>EDG-香港教育工作者會</td>
<td></td>
</tr>
<tr>
<td>2011/2012 “領袖開”領袖訓練工作坊</td>
<td>2 20 0</td>
<td>100%</td>
<td>14-16/1/2012</td>
<td>8,750</td>
<td>Teachers' observation</td>
<td>Methodist College</td>
<td></td>
</tr>
<tr>
<td>2011/2012 傳統文化教育活動</td>
<td>2 14 0</td>
<td>100%</td>
<td>24/10-11/1/2012</td>
<td>10,880</td>
<td>Teachers' observation</td>
<td>Methodist College</td>
<td></td>
</tr>
<tr>
<td>2011-2012 傳統文化教育活動</td>
<td>2 6 0</td>
<td>71.4%</td>
<td>16/7-17/8/2012</td>
<td>6,650</td>
<td>Completion &amp; Summer Assignment</td>
<td>Methodist College</td>
<td></td>
</tr>
<tr>
<td>E1-E2 傳統文化教育活動</td>
<td>2 13 9</td>
<td>66.9%</td>
<td>3-5/12/2012</td>
<td>14,960</td>
<td>Student Questionnaire</td>
<td>Methodist College</td>
<td></td>
</tr>
<tr>
<td>考試周補習班</td>
<td>3 12 0</td>
<td>77.8%</td>
<td>5/2012</td>
<td>3,300</td>
<td>Student Questionnaire</td>
<td>E7 Students</td>
<td></td>
</tr>
<tr>
<td>補習班</td>
<td>3 14 0</td>
<td>100%</td>
<td>7/2012</td>
<td>12,750</td>
<td>Teachers' observation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Total no. of activities | 8 |
| No. of participation counts | 24 126 10 |

**Total expenses:** 109,170

---

*No. of participating target students is calculated as follows: tutorial service, learning skill training, language training, arts, sport, culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

**Total no. of participation counts is the aggregate no. of benevolent students participating in each activity.

**Total expenses:** the aggregate of (A + B + C - D)

*Target students: students in receipt of CSSA/CL, SFAS full grant, or disadvantaged students identified by the school under the 3% discretionary quota.