



# Methodist College

## School Report, 2016-2017

### 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 Diploma of Secondary Education. We are a Grant School with English as the medium of instruction for most subjects. There are four classes at each level from S1 to S6.

The College's motto is "***Credo 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, Caring and Knowledgeable Leaders of the New era.**

## Part 1: Achievements and Reflection on Major Concerns

### Major Concern 1: Increasing Students' Participation in Class (Stage 1)

**Objectives:**

- 1) To develop subject-based active learning strategies to increase students' participation in class**
- 2) To create a positive classroom environment to encourage students to participate in class**

**Strategies and Progress:**

On Objective 1: Developing subject-based active learning strategies:

- a) Strategies piloted / developed in different subjects included: group discussion and presentation, think-pair-share, peer teaching, collaborative learning, class games, questioning strategies, e-learning, assigning pre-lesson tasks and post-lesson reflection.
- b) For lesson study and lesson observation, the focus was on the use of active learning strategies. The following six items on the lesson observation form were highlighted which enabled teachers to clearly assess whether the lesson taught had met the requirement.
  - Well-sequenced activities
  - Require learner preparation
  - Opportunities for different learners to participate
  - Involving students' of different ability and motivation levels to answer the questions
  - Opportunities for students to demonstrate learning / raise questions
  - Students engage in learning activities
- c) To enhance the professional capacity of teachers to achieve this objective, two collaborative lesson preparation sessions attended by all teachers were arranged on 21/9/2016 and 22/2/2017, after which teachers submitted lesson plans to illustrate the fruits of their discussions. All subject departments held at least one sharing session in their meetings to share the good practices among them in raising students' participation in class.
- d) Since e-learning was found to be a useful strategy to increase students' involvement in class, a workshop on using e-learning for flipped classroom was organized on the Staff Development Day 30/6/2017.

On Objective 2: Creating a positive classroom environment to encourage students to participate in class:

- a) The Principal and teachers explained this major concern to students through different channels so that students knew what was expected of them.
- b) Nearly all classes responded positively and included the point about active participation in class in their "Class Rules" posted on the classroom notice boards.

- c) All subjects devised subject-based incentive schemes to motivate students in classroom participation. Most did so by awarding extra term marks. Other incentive schemes included praises, small gifts offered (e.g. stickers, candies) and level-up scheme.
- d) Teachers designed pre-lesson tasks and activities to prepare students more effectively for in-class activities.

**Evaluation:**

On Objective 1: Developing subject-based active learning strategies:

- a) The Lesson Observation Forms collected showed that 100% of the lessons observed were able to meet the requirement of achieving 3 out of the 6 highlighted items.
- b) From teachers' self-evaluation, the following 5 items were satisfactorily (either 'always' or 'often') embedded in their lessons: Well-sequenced activities(91%), Require learner preparation (70%), Opportunities for different learners to participate (89%), Involving students' of different ability and motivation levels to answer the questions (74%), Opportunities for students to demonstrate learning / raise questions (85%). More than 60% of teachers reported that more than 40% of their lesson time was used for student-centred learning activities.
- c) From different sources of evaluation and reports (minutes of subject meetings, teachers' survey, PSHE focus inspection report), different subjects had achieved a shared understanding of the school's major concern on increasing students' participation in class and they had used / developed various strategies to encourage students to participate in class actively.
- d) 100% of the teachers agreed that the use of the active learning strategies piloted / developed this year were effective in increasing students' participation in class. However some teachers raised the concern that the use of active learning strategies would 'consume' more teaching time and there might not be enough teaching time to finish the whole curriculum.
- e) More subjects piloted more e-learning strategies (e.g. Quizlet, Plicker, Nearpod) to activate students in class activities. To facilitate the development, more devices should be provided. Moreover, more sharing sessions of the successful experience in using the e-learning platforms to encourage active learning could be arranged because preparing lessons using e-learning platforms could be quite time-consuming especially to the beginners.

On Objective 2: Creating a positive classroom environment to encourage students to participate in class:

- f) Very positive results were seen from the Teachers' Survey. Most teachers either 'agree' or 'strongly agree' that students had shown improvement in their learning attitude regarding the following: Engaging in learning activities(98%), Cooperating with others in groups (91%),

Active in learning (e.g. answer / raise questions) (87%), Being reflective about their learning (70%), Completing the pre-lesson tasks before lessons (70%).

- g) The responses from students were also encouraging. They 'agree' or 'strongly agree' that they 'listen attentively to classmates' presentations' (88%), that active participation has helped them to 'learn better in class' (86%) and 'learn from peers' (85%). However, only 57% said they had 'good preparation before lesson'.
- h) Teachers found pre-lesson preparation useful in helping students build up confidence in learning, since it could facilitate students' understanding of the learning content and thus help cater for different needs of students. However, it was found that students especially those with low-motivation did not finish the pre-lesson tasks, and this affected the flow of the lesson and lowered their learning effectiveness. The same was also observed by the EDB inspectors during the Focus Inspection of PSHE subjects in May 2017. It was suggested that different formats of pre-lesson tasks could be explored and shared among different subjects so as to increase students' engagement.
- i) Concerning the subject-based incentive scheme, the majority of subject panels agreed that the incentive scheme was effective in encouraging students to participate in class. However, for low-achievers and senior form students who cared less about term marks, other ways had to be explored to raise their intrinsic motivation.
- j) Likewise, figures from the stakeholders' survey also showed that although there was slight improvement in students' view on their 'initiative to learn', there was also a slight drop in both 'confidence in learning' (except F.5 and F.6 which showed a slight increase) and 'attitude in completing assignments'. Therefore, more effort should still be made to raise students' attitude and confidence in learning.

## Major Concern 2: Be a Blessing to Others (Stage 1)

### Objectives:

- 1) To nurture empathy among all members of the school
- 2) To inculcate all members of the school with a love of serving
- 3) To raise students' sense of belonging to class and school

### Strategies and Progress:

#### 1. Through "Class Building"

- a) More class time was built in to enhance teacher-student relationship and raise students' sense of belonging to the class. Class Teachers' Periods, apart from being regularly run in junior forms, were also introduced to senior forms (twice in F.4-5, once in F.6), with specific themes and activities suggested to raise mutual appreciation and support within the class.

- b) A Class Tee Design Competition was held in Oct 2017. However, few of the designs were related to the theme.
- c) Since the Class-based Service Learning Project was introduced for the first time this year, much of the attention had been put on finding the right projects to do and solving the difficulties along the way. Class teachers and students could not afford producing the class videos at the same time.
- d) Materials for the Handbook on Class Building were collected in the course of the year. A draft Handbook was produced for further modifications in the coming school year.

## 2. Through Recognition

- a) Owing to technical restrictions of our present website, the original idea of adding a column / section on the school website to show students' participation in social service did not work.
- b) A Service Award Scheme was developed. A Service Record section added to the school handbook for recording the service record of students.
- c) Since there was difficulty in collecting the updated news about the class-based service learning projects, most of them did not get announced to the whole school eventually.
- d) The Service Star of the Month was launched in the second term. 2 students with the best service record were selected from each class to get the award and merit points were given to them.

## 3. Through Whole school activities

- a) A "Spring Cleaning Day" was held on the last day before the First Exam. All classes spent about half an hour to clean their home room thoroughly.
- b) Under the "Be a Serving Star" Campaign, each class organized a service learning project of their own. Below were some examples of the class-based service projects done in the year:
  - Writing cards to encourage F.6 students for DSE
  - Balloon service in Methodist School Open Day
  - Writing cards to encourage teachers
  - Writing blessing cards to schoolmates in Chinese New Year
  - Making Gospel bracelets for people in TST
  - Organizing Christmas party for Autistic children and their families
  - Visiting families in need in Sham Shui Po during Christmas
  - Free hug activity at school
  - Visiting elderly centres
  - Flag selling for NGOs
- c) Each form arranged Class Teachers and students to share their service learning experience in the morning line-up.

- d) On top of the original plan, a Voluntary Service Group was set up under the Life Education Committee. The Group organized a total of 5 activities and one overseas trip:
- Food Donation activity organized by Methodist Church (17-18/11/2016) – whole school
  - Serving the elderly at the Hong Kong Christian Shun To Church (23/12/2016) – 17 F. 3-5 students
  - Peace Box 2017 (20-27/3/2017) – whole school
  - Visit to the elderly living in Cheung Chau (25/3/2017) – 30 F. 3-5 students
  - Environmental Protection and Life Planning Trip to Korea (17-21/4/2017) – 29 F. 3-5 students
  - Visit to Ronald McDonald House (20/5/2017) – 19 F. 3-5 students

4. Through the work of various subjects, teams and committee

- a) The theme “Be a Blessing to Others” was echoed by different subjects. Below were some examples:

- English Language: chose reading and viewing materials based on this theme; organized essay writing competitions with this theme; F.4 students served primary school students by organizing an English Fun Fair at Methodist School; senior forms students served as English ambassadors and reading buddies to tutor junior forms students etc.
- Chinese Language: selected reading texts based on the theme
- Mathematics: senior forms helped in providing remedial tutoring to junior forms
- Science: having students to do their own clean-up after lab sessions
- Visual Arts: class tee logo design based on the theme
- Music: book reports on famous musicians and how they had become a blessing to the world
- D&T: students made a design to solve a daily problem met by disabled people

- b) The theme was also echoed in the work of other school units as much as possible. For example:

- Administration Committee: Each class was responsible for bringing their lunchtime garbage to a collection point, so as to save the janitors' time in cleaning up.

5. Through staff welfare and staff development

- a) The theme was emphasized to teachers through various soft means and staff development programmes, so as to encourage teachers to be a good example to students.
- b) Through joining the QEF Project “Films for Life Education” (賞『析』電影，探索人生) of the Methodist Church, Hong Kong, teachers were given various professional support to provide life education to students.

6. Through perfecting the system of student record

- a) Excel files were designed for class teachers to record the characteristics, strengths and aspirations of each individual student. This record would be passed on to the next class teacher of the student for better tracing and follow-up on each student's needs.

**Evaluation:**

- a) The Class Teachers Periods added to senior forms were well received by both class teachers and students. They should be continued. As for junior forms, the Class Teachers Periods should be revised around the MCKLN (modest, caring and knowledgeable leaders of the new era) theme and "Be a Blessing to Others".
- b) The Class Building strategies yielded a good result. Figures shown in the student survey were pleasing, with 90% of students saying they liked to be a member of the class, 84% liked to serve others in their class, 77% felt that teachers cared about them, 83% felt their classmates cared about them.
- c) Only 56% of students thought that the award of "Service Star of the Month" served as a recognition for them. More promotion of the award would be needed. Other ways of giving recognition to encourage students to do voluntary service have to be explored.
- d) The Whole School Activities were able to create an atmosphere of serving. 61% of students said they enjoyed the Spring Cleaning Day. As for the Class-Based Service Projects, 75% of students enjoyed the service learning of their class, 73% of students agreed that the service learning activities helped them understand more about others' needs, and 79% of students would like to participate in more service learning activities in future. It was suggested that the Class-Based Service Projects be coordinated by the Voluntary Service Group, which would provide more ideas of possible service projects to the class teachers.
- e) The Overseas Service Learning Trip was well-received by students, and it did serve to widen students' world view. For better coverage in future, it was suggested that the trips be organized in a 3-year cycle, to 3 different destinations, with pre and post-trip activities to involve the whole school in order to nurture students' passion of serving.
- f) It was pleasing to see that most subjects responded to the major concern by integrating the theme into their teaching materials, student assignments and co-curricular activities. This would certainly send a stronger message to students and imprint the theme on their minds.
- g) Through serving together with their students, teachers also grew in the spirit of serving others. The atmosphere of mutual appreciation and support was also enhanced among teachers. The Stakeholders Survey on teachers revealed positive increase in most aspects including staff morale and relationships.

## Part 2: Areas Outside Major Concerns

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

### Management and Organization

There was no restructuring or major changes in this year. In the academic arm, all subjects were grouped under six departments, namely, English, Chinese, Mathematics, Liberal Studies, Science, PSHE and Cultural. In the administrative arm, all work was divided under six committees and ten core teams.

Under the coordination of our school sponsoring body the Methodist Church, Hong Kong, eight sub-committees were set up under the Incorporated Management Committee of Methodist College, through which the school managers could better supervise and support the work of the school in various aspects.

### Staff Development and Achievement

- 1) There were 50 full time teachers (including the Principal) and 2 part-time teachers.
- 2) All of the teachers were degree holders, among whom 40, including the Principal, had one or more Master's Degree, accounting for 77% of the teaching staff.
- 3) The following teachers completed the respective courses below:

Name of Teacher	Course Completed
Ms Lau Lai Man	Master of Educational Psychology, by CUHK
Ms Sem Lok Yan, Mary	Master of Arts in Chinese Language Education, by CUHK
Mr. Lau Chi Chiu Ms Lee Wai Sze Ms Wong Man Fung	Establishing and Supporting a Learning Circle for Secondary Schools using English as the Medium of Instruction for the Key Learning Area of PSHE (Post-course presentations and sharing session), by PolyU
Ms Lau Ka Po Natalie	Advanced Course on Catering for Diverse Learning Needs (17 days), by EduHK
Mr Siu Ping Lun	Advanced Course on Catering for Diverse Learning Needs (17 days), by EduHK
Mr. Li Siu Kei	Certificate Course on Student Guidance and Discipline for Teachers of Secondary Schools (2016/2017), by CUHK

- 4) Professional network or service of our teachers

Name of Teacher	Network / Service
Ms Cheung Man Hing	Gifted Education Teachers Network on Humanities
Ms Lau Yin Ling	Gifted Education Teachers Network on Humanities
Ms Lee Wai Yee	EDB Secondary School Visual Arts Professional Learning Community
Mr Ng Yeung	Columnist for Ming Pao Education Page

Mr. Tang Chi Wai Desmond	Gifted Education Teachers Network on English Language
Mr. Wong Kam Fu	Columnist for Ming Pao "Liberal Studies" Page
Ms Yan Suk Yee, Stella	Gifted Education Teachers Network on English Language
Ms Yick Doi Pei	Gifted Education Teachers Network on Mathematics

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 2017.

5) Projects Organized / Joined:

Project Title	Organizer	Teacher / Subject /KLA
QEF Project titled " <b>Developing effective dialogic mathematics lessons in junior secondary classes</b> ": Our teachers formed 3 lesson planning groups and developed 12 sets of teaching materials with dialogic elements to arouse students' interest in the subject and to enhance their ability in analyzing and solving mathematics problems through collaboration. Our mathematics teachers also organized a seminar on 12 June 2017 to share their experience on developing dialogic lessons with ___ teachers from other secondary schools.	Methodist College	Mathematics Department
QEF Project on "Films for Life Education" (賞『析』電影·探索人生)	Methodist Church, HK	Whole school

## Learning and Teaching

- 1) As "Increasing Students' Participation in Class" was the major concern of the year, much of it was already covered previously in this report.
- 2) To broaden students' choices of NSS elective subjects so as to cater more for students' diverse abilities and needs, this year, in collaboration with Pui Ching Academy, we continued to offer the NSS Category C (Other Language) subject for students' selection. In F.4, a total of 14 students took Japanese and one student took French, while in F.5, a total of 8 students took Japanese. Students were also given the option to take Applied Learning subjects, which benefited a total of 10 F.5 and 3 F.6 students.

## **School Ethos and Student Support**

As "Be a Blessing to Others" was one of the major concerns of the year, much of it was already covered above. Below are the other more regular aspects:

### **1) Extra-Curricular Activities:**

There were altogether 50 student bodies formed for different purposes and in different interest areas. They were grouped into three categories: 16 Student Organizations, 14 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, 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 the Leadership training schemes. 121 students of S1-5 joined the Basic Leadership training scheme. This scheme comprised 3 training sessions and one overnight camp. 118 students completed the scheme and were awarded certificates, which would give them an edge when they competed for positions of responsibility later on. As a practicum before the trip, the young leaders coordinated a Mini Concert for parents and students (17/2/2017). 24 selected student leaders went on an exchange trip to Canada (Vancouver, Victoria and Banff) during the period 10-23/4/2017, with 8 sessions of pre-trip training, 2 sessions of pre-trip seminar, one post-trip BBQ reunion and evaluation camp as well as one MCTV programme made to share their gains from the trip.

### **2) 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, Mizuho Kase from Japan and Olesya Mokazhanova from Russia joined us as full time students for a year. In November, we hosted students from Methodist Boys Secondary School Kuala Lumpur for two weeks. In reaching out to the world, our students have also gone on several trips this year. 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 both teachers and students.

Below were the trips taken by students out of Hong Kong:

Activity	Date	Participants	Location	Organizer
Internet Governance Forum of UNESCO (Free trip offered to the Champion of IFocus Competition)	4/12 – 13/12 (10 days)	2 students of S5	IGF Village, Guadalajara, Mexico	Chinese YMCA
UK Exchange Programme*	25/1 – 4/2 (11 days)	30 students of S2-S5	Rydal Penrhos School, Wales	Methodist College, Vivo Education
East Asian Scrabble Championship	1/4 – 2/4 (2 days)	2 students of S2-3	Hiroshima, Japan	The Hong Kong Scrabble Players Association (HKSPA) and Japan Scrabble Players Association (JASPA)
Immersion Programme to Canada with Shawnigan Lake Secondary School*	6/4 – 20/4 (14 days)	4 students of S1-3	Shawnigan Lake School, B.C. Canada	Methodist College
Canada Leadership Training Programme*	10/4 – 23/4 (14 days)	24 students of S1-5	Vancouver, Victoria, Banff, Canada	Methodist College
Environmental Protection and Life Planning Trip to South Korea*	17/4 – 21/4 (5 days)	29 students of S3-5	Seoul, South Korea	Methodist College
Immersion Programme to UK	20/6 – 5/7 (16 days)	4 students of S4	Woodhouse Grove School, Bradford, UK	Methodist College
Taiwan Music and Cultural Exchange Programme*	30/6 – 4/7 (5 days)	36 students (choir and orchestra members)	Taipei, Taiwan	Methodist College

Summer Interflow 2017 for Students from Hong Kong and Shanghai*  九龍西學界滬港交流夏令營 2017	5/7 – 10/7 (6 days)	10 students of S4-5	Shanghai, China	九龍西各界協會
Chinese Culture Camp for Youths from Hong Kong and Macau*  港澳青少年中華文化體驗營	17/7 – 21/7 (5 days)	7 students of S1-3	Beijing, China	北京市政協港澳臺僑委員會主辦; 九龍地域校長聯會協辦

\* Trips escorted by our teachers

### 3) 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 10-15 teachers attending each time to have lunch, praise and worship, fellowship and prayer together.
- F1 Alpha course (Sept.-Dec. 2016) and F1 Alpha Camp (25-26/11/2016) were held. 5 students pledged their faith in God and 35-40 students were willing to further participate in follow-up cell groups.
- The Watoto Children's Choir was invited to give two concerts to our students and the public on 20/12/2016. Donations were collected to support the orphans in Uganda, Africa.
- The title of this year's Evangelistic Week (10-20/3/2017) was "用心愛的人". Two Christians from Kowloon Methodist Church were invited to have a gospel sharing with the students. A Gospel Music sharing assembly was held. Two gospel tea gatherings and a gospel movie show were also held after school.
- An Easter Gospel Camp attended by 38 students, 5 teachers and 2 Church co-workers was held on 19-21/4/2017. A total of 5 students confirmed their faith and 10 students were willing to further participate in follow-up cell groups.
- There were a total of 16 Christian cell groups held in different forms. Christian and non-Christian students were invited to join to study the Bible and share their Christian faith.

#### **4) 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.

This year, the College successfully applied for the Partnership Fund for the Disadvantaged under the Social Welfare Department. With donations from our alumni being matched by the fund, we continued to provide full and half subsidies to students from needy families, enabling them to join self-paying academic and non-academic activities and thereby enjoy equal opportunities for balanced growth and development.

#### **5) Gifted Education:**

The Talent Pool was in its fifth year, and continued to nurture those students who had special talents in the areas of English and Chinese languages, Mathematics, Science, Humanities and Visual Arts. A total of 158 students were recruited into the Talent Pool. Teachers taking charge of the Talent Pool students have attended a total of 81 hours of training from courses and programs organized by various institutes. As for students, apart from receiving professional coaching for external competitions, tailored made courses were held for S2-3 Talent Pool members. 19 joined a course on creative and critical thinking, while 26 joined a World Class Arena problem-solving course. Both courses were very well received. Close collaboration with the Hong Kong Academy for Gifted Education (HKAGE) was maintained, with 15 students granted preliminary membership to participate in programmes and courses organized by it. 10 top students were also selected and subsidized to join the summer programmes of various universities and institutes. These activities and opportunities were greatly welcomed by students and their parents. The progress was pleasing and we would continue to explore more opportunities to pull up the cream.

#### **6) Alumni Support:**

As in the previous years, our alumni participated eagerly in the Mentoring Programme (held throughout the year) and the Mock Interview (17/12/2016). This was the third year that a Coronation Ceremony was introduced in the Founders' Day Thanksgiving Service (5/11/2016) to honour those alumni who had graduated for 30, 40 50 and more than 50 years. A total of 86 attended. During the Leadership Training Trip to Canada in Apr 2017, our alumni played host to our visiting teachers and students. They had wonderful sharing moments in their gathering.

## 7) Career and Life Planning Education:

- The work started in the previous years was continued under the leadership of the Careers Team (with 9 teaching staff as members).
- The CLP Grant was converted to a GM post this year. The Careers Mistress was thus deployed to offer more CLP lessons to the senior forms, as well as provide more individual careers counselling sessions to students of all forms.
- CLP lessons for F. 4-6 were extended to one every two cycles. Since this course was entirely school-based and with no ready-made textbooks and teaching materials available for use, the increase in the number of lessons for F.4-5 did cause some difficulty. However, most students still found the lessons useful in helping them understand themselves and explore their future pathways. The CLP curriculum would be further revised and improved. In junior forms, CLP continued to take the form of special projects delivered mainly through the Class Teachers.
- Individual careers counselling was expanded to satisfy the needs of more students. A total of 40 cases were taken up in the year. Each case involved interview sessions with individual students and sometimes contacts with their parents as well. This was well-received by both parents and students.
- The Mentoring Programme had another successful year with 33 alumni as mentors and 73 students as mentees. An Opening Ceremony (24/9/2016), a Mock Interview (17/12/2016), a Workplace Visit to the Airport (11/4/2017) and a Closing Ceremony (8/7/2017) were held under it, apart from activities and meetings initiated by individual mentors.
- Apart from the above, various other activities including talks, workshops and careers visits were held throughout the year as usual.

## Student Performance

### Academic Performance

#### Hong Kong Diploma of Secondary Education Examination 2017

- 122 students sat for the examination.
- Students obtained a total of 34 distinctions (Level 5\* or above), 332 credits (Level 4 or above) and 699 passes (Level 2 or above). The pass rate was 96.5%. 89 students (73%) satisfied the admission requirement for university ( $\geq 3322$ ), while 111 students (91%) satisfied the requirement for local sub-degree programmes ( $\geq 22222$ ).
- As usual, in most subjects, our students performed well above the territory's average. The credit and pass rates of core subjects and some well-performing elective subjects were as follows:

Subject	4 – 5** (MC)	4 – 5** (HK)	2 – 5** (MC)	2 – 5** (HK)
English Language	46.7%	26.4%	100%	77%
Chinese Language	41%	26.8%	98.4%	85.3%
Mathematics	42.6%	39.5%	92.6%	80.8%
Liberal Studies	53.3%	35.7%	100%	88.7%
Economics	73.3%	46.5%	97.8%	85.6%
Chinese History	58.8%	36%	100%	89.6%
Chinese Literature	57.1%	33%	100%	88.8%
Ethics & Religious Studies	60%	29.8%	100%	85.8%

## External Awards

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

### Academic

#### **68<sup>th</sup> Hong Kong Speech Festival (English Speech)**

##### **Solo Verse Speaking**

Champion – 3R Lam Wing Kwan, 3R Tang Wing Ka Ariana, 4B Wong Sum Hang

1<sup>st</sup> Runner-up – 1B Fung Hei Yin

2<sup>nd</sup> Runner-up – 1B Wong Wing Sum, 1R Chan Ngai To, 5B Chan Wai Yee

##### **Dramatic Duologue**

1<sup>st</sup> Runner-up – 3R Lam Wing Kwan, 3R Tang Wing Ka Ariana

2<sup>nd</sup> Runner-up – 4B Chu Pik Hung, 4B Lin Sze Wing Jamie

**Another 42 students obtained Certificates of Merit.**

#### **EMI Drama Fest 2017 – Overall Teamwork Award**

#### **“Speak Up, Act Out” Improvised Drama Competition**

Superstar Award – 4B Cheung Ka Hei

#### **“Headstart Cup” Hong Kong Inter-Secondary School Scrabble Championship 2017**

Masters Category Champion – 3R Yu Hei Man, 3W Po Chun Wo, 4B Ma Tsz Chun Calvin, 5B Ngan Fu Ting

Individual Prize Category Champion – 3W Po Chun Wo

Individual Prize Category 1<sup>st</sup> Runner-up – 4B Ma Tsz Chun Calvin

Most Valuable Player - 3W Po Chun Wo

3W Po Chun Wo was also granted a place to enter the Hong Kong National Scrabble Championship 2017.

#### **HKSPA Association Cup 2017 organized by Hong Kong Scrabble Players Association**

Senior Category 1<sup>st</sup> Runner-up - 4B Ma Tsz Chun Calvin, 5B Ngan Fu Ting, 5G Li Pun Wang

Junior Category 1<sup>st</sup> Runner-up - 2R Lee Sheung Yan, 3R Wong Wing Yan Esther, 3W Po Chun Wo

#### **第六十八屆香港學校朗誦節中文朗誦比賽**

##### **二人朗誦(粵語)**

冠軍 – 4B 連思詠、4B 朱璧虹

冠軍 – 4B 譚沛珊、4G 林詩敖

##### **詩詞獨誦(普通話)**

冠軍 – 4B 譚沛珊

### **散文獨誦(普通話)**

季軍 – 2B 何穎之

季軍 – 4B 張子浩

共有 27 位同學獲優良獎狀

### **第十一屆超級語言朗誦比賽**

普通話詩歌青少年組冠軍 – 4G 林詩敖

### **2016 年中華傳統文化道教經籍典故朗誦比賽**

個人朗誦高中組優異獎 – 4G 林詩敖

### **第十九屆全港中小學普通話演講比賽 2017**

優異星獎 – 2B 何穎之、2R 劉玉嬌

### **香港學校戲劇節 2016/17**

傑出導演獎 – 4B 李詠彤

傑出劇本獎 – 4G 譚迪文

傑出演員獎 – 3R 林詠鋆、4G 譚迪文

本校亦獲得傑出合作獎、傑出舞台效果獎及傑出整體演出獎

### **2016-2017 全國青少年語言知識大賽**

#### **現場作文初賽**

二等獎 – 2R 吳慧淇、2W 張瑜

三等獎 – 2R 王莉莎、2W 趙倩盈、3R 王穎仁

#### **現場作文決賽**

二等獎 – 2W 張瑜

三等獎 – 2W 趙倩盈

#### **現場作文全國總決賽**

二等獎 – 2W 趙倩盈

三等獎 – 2W 張瑜

### **第三屆香港中學生文藝散文即席揮毫大賽 2017**

高中組優異獎 – 5B 施均怡

### **2015/16 學年小作家培訓計劃 (由「語文教育及研究常務委員會」及《明報》舉辦)**

閱讀報告獎：冠軍 – 4B 王善瑋

全年寫作大獎：優異獎 – 4B 王善瑋

工作坊及流動教室優異寫作獎 – 4G 譚迪文

**「第九屆大學文學獎」之「少年作家獎」徵文比賽**

傑出少年作家獎 – 5B 譚秀靜

**「城市·微觀」第五屆全港學界微型小說創作比賽**

「嘉許」獎 – 5B 李瑗芯、5B 施均怡、5B 譚秀靜、5R 黃奔雪、5R 容俊傑

**全港青年中文故事創作比賽 (2016-2017 年度)**

初中組冠軍：2R 王莉莎

高中組優異獎：4B 王善瑋、4G 徐潔瑩

**4<sup>th</sup> Vast Ocean Cup Mathematics Competition**

Gold Medal – 1R Chan King Chung, 2R Wong Ho Wo

Silver Medal – 2R Chan Ching Yeung, 2W Liu Pui Yin

Bronze Medal – 1B Lui On Yi, 1W Wan Chun Hei, 2R Lau Elaine, 2R Shiu Ho Yin

**Super 24 Mathematics Competition organized by STFA Seaward Woo College**

Bronze medal – 2W Leung Hong Wang

**Mathematics Rummikub Competition co-organized by Ngau Tau Kok Swatow Christian Church, Christian and Missionary Alliance Fu Shan Church, and New Life Church**

Silver medal – 2W Ng Kei On

Bronze medal – 2R Sum Wing Yiu, Shiu Ho Yin Sam

**Mathematics Photography Competition organized by Canotta Publishing Company**

Award of Merit – 1B Woo Ho Lai Daniel

**Secondary School Mathematics & Science Competition 2017**

High Distinction in Mathematics – 4G Chui Wai Hong Roger

**The Hong Kong Youth Science and Technology Innovation Competition 2017**

Award of Merit – 4B Leung Hon Tsung, 5B Chan Cheuk Wai, 5B Tsoi Hui Ling

**T Puzzle Competition organized by Heung To Middle School**

Silver Medal – 3R Leung Ngo, 3R Yeung Cheuk Hin

**IFocus organized by Chinese YMCA of Hong Kong (Jordan)**

Champion – 5B Chan Tsz Sheung, 5B Tsoi Hui Ling Candace

(As the champion, the team got full sponsorship to attend the Internet Governance Conference in Mexico, from 4 to 13 December, 2016, introducing their project from their exhibition booth.)

**Inter Secondary School Remote Controlled Car Challenge Cup 2017**

**Assembly Cup Competition Champion**

3R Chan Tsz Fung, 3R Cheng Kei Yin, 3R Yeung Cheuk Hin, 3W Yu Yuet, 4W Tsang King Ngok

**Sports**

**Inter-school Swimming Competition 2016-2017**

**Division 3 (Kowloon Area 1) 4X50m Medley Relay Girls B 4<sup>th</sup> place**

1R Wong Wing Sum Chloe, 3R Tang Wing Ka Ariana, 4R Cheung Yee Hang Gladys, 4R Lo Yan

**2016-17 Hong Kong Football Association – Jockey Club Futsal Cup**

**Under-15 School Division 4<sup>th</sup> Place**

1G Lau Cheuk Hei, 1G Liu Pak Kwan, 1W Chan Ho, 2B Chan Ching Nam, 2B Ho Wang Kit, 2B Lui Hiu Fung, 2G Cheung Kin Yuen, 2R Chow Yat Sen, 2R Kwok King Hin, 2W Chiu Sung Him, 2W Lee Hou Kai, 2W Shakya Anson, 3G Cheng Pak Nam, 3R Ma Kam Ho

**Inter-school Athletics Competition 2016-2017**

**Division 3 (Kowloon Area 4)**

Boys A Grade 400m & 800m 1<sup>st</sup> Runner-up – 5R Lo Ho Cheuk

Boys B Grade 400m 3<sup>rd</sup> Runner-up - 3R Wong Ching Hoi

Boys C Grade High Jump 3<sup>rd</sup> Runner-up – 2G Cheung Kin Yuen

Girls B Grade 100m & 200m 1<sup>st</sup> Runner-up – 4R Wong Wan Lam

**Squash Awards Won by 5G Kwong Tik Yin Cecilia**

- **North District Squash Competition 2016** –Junior 15-18 Division Champion
- **Hong Kong Island Squash Competition 2016** –Junior 15-18 Division Champion
- **Tecnifibre Squash Cup 2016** – Ladies' A Grade, 1<sup>st</sup> Runner-up
- **Kowloon District Squash Competition 2016** –Junior Girls D Division Champion
- **Tai Po District Squash Competition 2016** – Girls 16-18 Division Champion

**2016/17 Novice Competition of Squash Talent Foundation Programme**

Boys Under-15 Division 1<sup>st</sup> Runner-up – 2G Ho Kin Yeung Johnnie

Girls Under-15 Division Plate Runner-up – 2B Chow Po Yee

**School Sports Programme - Outreach Coaching Squash Team Competition 2016/2017**

**Senior Secondary Girls Division 2<sup>nd</sup> runner-up**

5R Law Hung Kwan, 5R Lai Wing Chi, 5G Kwong Tik Yin Cecilia

### **Inter-School Table Tennis Competition 2016-2017**

#### **Division 3 (Kowloon 2) Boys C Grade & Boys Overall 4<sup>th</sup> Place**

1R Cheung Lap Pui Isaac, 1W Lin HaoYang, 1W Mak Chun Yiu, 1W Wen Shing Yan, 2B Tong Ka Kit, 2W Chiu Sung Him, 2W Lee Pak Yin, 3B Wong King Sang, 3B Wong Wesley, 3G Cheung Chun Lung, 3W Leung Yan Lam, 3W Nagi Yuen Cheung, 3G Yeung Wun San, 5G Yeh Ka Fai, 6R Chow Tin Yat, 6W Tsang Hin Wang Anthony

### **2016 Hong Kong Dodgeball Championship International Invitation Tournament (Organized by Dodgeball Association of Hong Kong, China)**

#### **Boys 4<sup>th</sup> Place**

3B Wong Chi Ho(Captain), 3W Wong Yau Hon (Vice Captain), 1G Hui Ka Wai Caleb, 1G Lo Yan Lok, 1G Wong Chi Hang, 2B Liu Chin Ho, 2G Ho Kin Yeung Johnnie, 2G Woo Ka Tsung, 3B Hui Chi Hang, 3G Chik Man Hang, 3G Lam Ying Kiu, 3W Wong Yau Hon

### **Inter-school Dodgeball Competition 2016-2017 (Organized by Dodgeball Association of Hong Kong, China)**

#### **Secondary Schools (Hong Kong Island and Kowloon Districts) Division 2<sup>nd</sup> Runner-up**

1B Lo Tsz Ching Dorothy, 1G Lo Yan Ling Charis, 1G Tong Hoi Ying, 1W Yeung Yan Ki, 2B Chan Yik In, 2B Chow Po Yee, 2G Wong Sum Yu, 2G Yip Yi Ka, 3G Liu Pui Yin, 3G Tam Sze Yuen, 4R Chan Chi Wing Abbie, 4R Pang Yeuk Lam, 4R Wong Wan Lam

### **2016-2017 Hong Kong Inter-school Dodgeball Competition (Organized by HKCDF)**

#### **Hong Kong and Kowloon Districts**

##### **Boys Champion**

1G Lo Yan Lok, 1W Tse Tin Mong, 2B Liu Chun Ho, 2G Ho Kin Yeung Johnnie, 3B Hui Chi Hang, 3B Wong Chi Ho, 3G Chik Man Hang, 3G Lam Ying Kiu, 3G Yeung Wun San, 3W Wong Yau Hon

##### **Girls Champion**

2B Chan Yik In, 2B Chow Po Yee, 2G Wong Sum Yu, 2G Yip Yi Ka, 2W Liu Pui Yin, 3G Tam Sze Yuen, 4R Chan Chi Wing Abbie, 4R Pang Yeuk Lam, 6B Lo On Kiu

##### **Mixed 2<sup>nd</sup> runner-up**

2B Chan Yik In, 2B Chow Po Yee, 2G Yip Yi Ka, 3G Tam Sze Yuen, 4R Chan Chi Wing Abbie, 4R Pang Yeuk Lam, 6B Lo On Kiu, 2G Ho Kin Yeung Johnnie, 3B Hui Chi Hang, 3B Wong Chi Ho, 3G Chik Man Hang, 3G Lam Ying Kiu, 3G Yeung Wun San, 3W Wong Yau Hon

### **Judo Awards Won By 5G Chow Ka Yau**

- **Hong Kong Junior Judo Championships 2016** - Boys Group C (under 60kgs) Division 2<sup>nd</sup> Runner-up
- **Hong Kong Judo Champion Tournament 2016** - Under 60kg Weight Division 2<sup>nd</sup> runner-up
- **JUA Cadet and Junior Hong Kong 2017 (held by the Judo Association of HK)** – Boys under 60 kg category Bronze medal

- **JUA World Ranking Event Cadets & Juniors Macau 2017 (held by the China and Macau Judo Association)** – Boys under 60 kg category Bronze medal

### **Inter-school Fencing Competition 2016-2017**

Girls B Grade Sabre Division 2<sup>nd</sup> Place – 3R Tang Wing Ka Ariana

## **Music**

### **69<sup>th</sup> Hong Kong Schools Music Festival**

Alto Saxophone Solo 1<sup>st</sup> Runner-up – 1R Chan King Chung Bryce

Grade 6 Piano Solo 1<sup>st</sup> Runner-up – 3R Tam Hau Yee

Female Voice Duet 1<sup>st</sup> Runner-up – 2R Luk Cheuk Yan Jessie, 4B Chu Pik Hung

Cello Solo 2<sup>nd</sup> Runner-up – 1R Tam Hiu King

Cello Sonata 2<sup>nd</sup> Runner-up – 5R Hui Hoi Lam

Vocal Solo 2<sup>nd</sup> Runner-up – 2R Luk Cheuk Yan Jessie

Secondary School Girls Choir (Second Division – Intermediate – Age 16 or under) 2<sup>nd</sup> Runner-up

**Another 20 merit awards and 1 honours award were won in madrigal, vocal solo, duet, cello, viola, piano, flute, clarinet, French horn, euphonium and zhang categories.**

### **Hong Kong Joint Schools Music Competition 2017**

Senior Cello Solo Gold Award – 2W Lee Pak Yin

## **Visual Arts**

### **Environmental Christmas Tree Display for Novotel Hotel Nathan Road Kowloon**

5G Charlotte Law Yee Ching

### **2017 Joint Schools Exhibition (of Methodist College, Cheung Sha Wan Catholic Secondary School, Kwun Tong Government Secondary School and Yu Chun Keung Memorial College No. 2)**

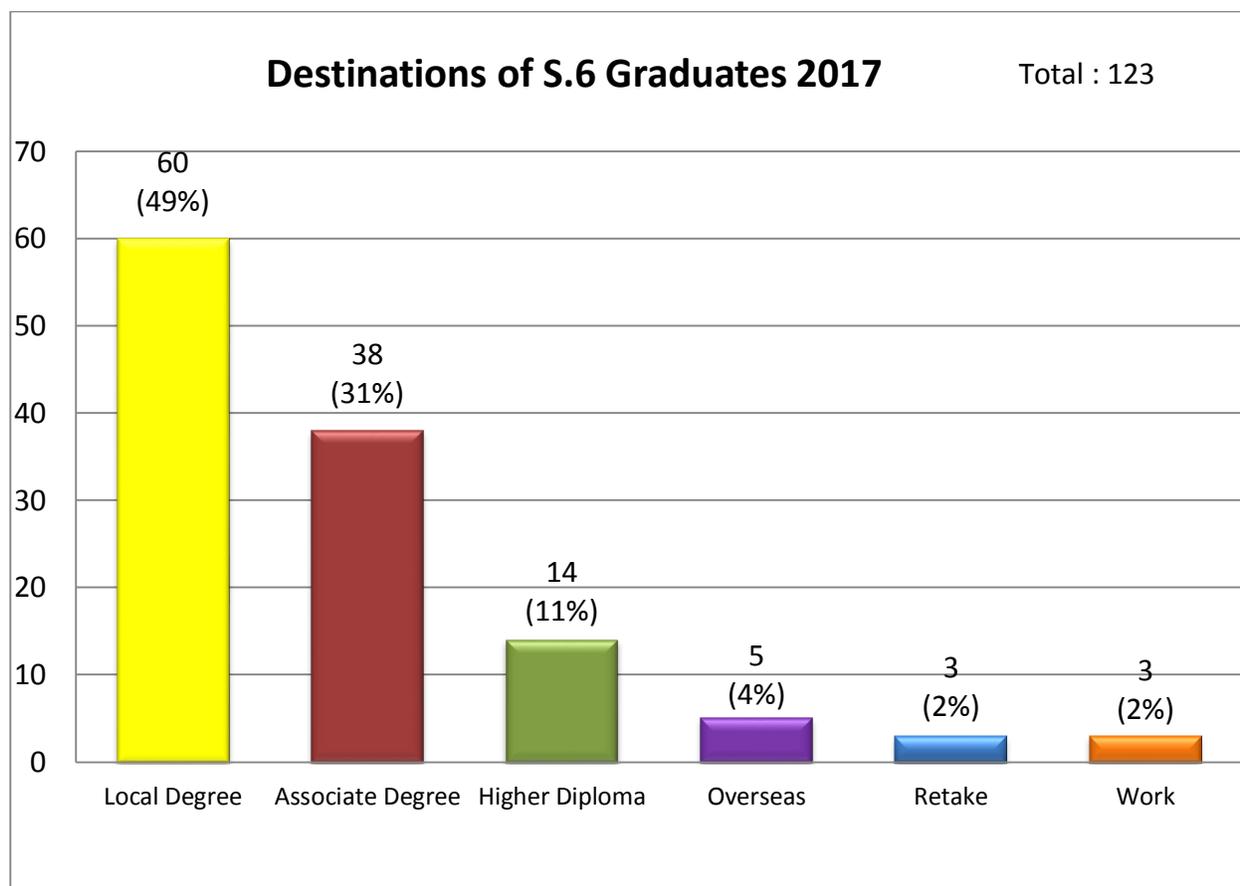
Most Excellent Award (全場藝術作品大獎) - 4G Suki Lam Suet Ying

Best Artwork Award (最佳作品獎) - 4G Lee Natalie Lok Tsz

### **全港青少年繪畫日**

優異獎 – 6G 蕭美琪

## Pursuits of Graduates



Total Number of Degree Offers in JUPAS Main Round: 64

Confirmed Entry into Local Degree Programmes									
HKU	CUHK	HKUST	PolyU	CityU	HKBU	LingU	EdU	Non-UGC Funded	Total
5	5	7	6	7	4	2	8	16	60
8.3%	8.3%	11.7%	10%	11.7%	7.7%	3.3%	13.3%	26.7%	100%

End of Report

### **Annex – Report on the Use of Grants (2016-17)**

<b>Grant</b>	<b>Amount B/F (\$)</b>	<b>Received in 16/17 (\$)</b>	<b>Spent in 16/17 (\$)</b>	<b>Funds Set Aside for LSP (\$)</b>	<b>Balance (\$)</b>
Capacity Enhancement Grant (CEG)	478,344.40	588,202.00	(434,579.87)	(2,727.41)	629,239.12
Senior Secondary Curriculum Support Grant (SSCSG)	114,170.23	680,256.00	(437,190.00)	-	357,236.23
Learning Support Grant	90,873.56	425,475.00	(453,923.30)	-	62,425.26

#### **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, teaching assistants and tutors to share all teachers' workload and to provide more subject choices to students at senior secondary levels.
- 2) In the 2016-17 academic year, one additional teacher and one Technical Support Staff were employed under the 2 grants (i.e. CEG & SSCSG). Other additional teachers and teaching assistants were employed under the Teacher Relief Grant (TRG).
- 3) The additional teaching and supporting staff employed contributed a lot to the provision of diversified learning experience as well as academic support to the students.

**School-based After-school Learning and Support Programmes 2016/17 s.y.**  
**School-based Grant - Programme Report**

Name of School: Methodist College  
 Staff-in-charge: Miss Nicole Tam Contact Tel. No.: 2384 3543

I) The number of students (count by heads) benefitted under the Grant is 115  
 (including A. 23 CSSA recipients; B. 92 SFAS full-grant recipients and C. 0 under school's discretionary quota)

II) Information on Activities subsidised/complemented by the Grant:

* Name / Type of activity	#Actual no. of participating eligible students			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Leadership Training	6	28	0	95%	24.10.16 - 4.7.17	92,640.00	Students' feedback		
Art/Culture Activities	10	37	0	100%	19.9.16 - 10.7.17	8,019.10	Teachers' observation Rate of participation		
Tutorial Service	5	22	0	90%	1.11.16 - 31.8.17	3,348.00	Completion & Summer Assignment Rate of participation		
Visits & Excursions	2	29	0	100%	13.12.16 - 15.2.17	4,570.00	Students' feedback		
Self-confidence Development	11	27	0	100%	25.11.16 - 11.2.17	8,420.00	Students' feedback		
Adventure Activities	6	8	0	100%	19.9.16 - 28.4.17	4,880.00	Teachers' observation		
Learning Skill Training	1	6	0	95%	17.7.17 - 27.7.17	2,520.00	Students' feedback		
Total no. of activities: <u>27</u>									
@No. of man-times	41	157	0			Total Expenses:	124,397.10		
**Total no. of man-times	198								

Note:

- \* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.
- # Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).
- @ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.
- \*\* Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

### III) Project Effectiveness

*In general, how would you rate the achievements of the activities conducted to the benefitted eligible students?*

<i>Please put a "✓" against the most appropriate box.</i>	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
a) Students' motivation for learning	✓					
b) Students' study skills	✓					
c) Students' academic achievement	✓					
d) Students' learning experience outside classroom		✓				
e) Your overall view on students' learning effectiveness	✓					
<b>Personal and Social Development</b>						
f) Students' self-esteem		✓				
g) Students' self-management skills		✓				
h) Students' social skills		✓				
i) Students' interpersonal skills	✓					
j) Students' cooperativeness with others	✓					
k) Students' attitudes toward schooling		✓				
l) Students' outlook on life		✓				
m) Your overall view on students' personal and social development		✓				
<b>Community Involvement</b>						
n) Students' participation in extracurricular and voluntary activities		✓				
o) Students' sense of belonging		✓				
p) Students' understanding on the community		✓				
q) Your overall view on students' community involvement		✓				

#### IV) Comments on the project conducted

##### *Problems/difficulties encountered when implementing the project*

*(You may tick more than one box)*

- unable to identify the eligible students (i.e., students receiving CSSA, SFAS full grant);
- difficult to select suitable non-eligible students to fill the discretionary quota;
- eligible students unwilling to join the programmes;
- the quality of service provided by partner/service provider not satisfactory;
- tutors inexperienced and student management skills unsatisfactory;
- the amount of administrative work leads to apparent increase on teachers' workload;
- complicated to fulfill the requirements for handling funds disbursed by EDB;
- the reporting requirements too complicated and time-consuming;
- Others (Please specify): \_\_\_\_\_

#### V) Do you have any feedback from students and their parents? Are they satisfied with the service provided? *(optional)*

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