



Methodist College

School Report, 2020-2021

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

Methodist College has more than half a century of history nurturing generations of promising young minds in the Christian spirit. Today, many of our outstanding graduates have taken up prominent positions and are making their contribution in various fields, providing a strong alumni base from which rich resources can be tapped. Advancing into the digital era, the College has been fast in developing e-learning as a tool to enhance interactive learning and cater for the diverse needs of our student body. This has contributed greatly in tiding the College over the storms of COVID-19.

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 this decade:

We are here to nurture:

Modest, Caring and Knowledgeable Leaders of the New era.

The School Year under the COVID-19 Pandemic

- 1) The school year started online in Sept 2020. Lessons were run face-to-face starting from late Sept, but became online again in late Nov owing to a confirmed Covid-19 case of a parent. Face-to-face lessons were resumed in Feb after the Lunar New Year Holiday.
- 2) Amid the rising number of cases in the Yau Tsim Mong vicinity and lots of uncertainties, the First Exam was conducted online in Jan. Since fairness was hard to ensure, the main objective of this exam was defined to be 'assessment for learning', with its weighting in the year's total marks largely reduced. It was run rather smoothly and well supported by teachers, students and parents.
- 3) Lessons were run mainly in the am session (8:05-13:00), with the pm session used for remedial classes (S1-3) and supplementary lessons (S4-6). In the period 22 Feb – 12 Mar, when only one-third of the students were allowed to return, school was run in both the am and the pm sessions in order to allow more students to return for face-to-face lessons after the prolonged period of online learning and assessment.
- 4) Starting from mid-Mar, different levels of students were arranged to take turns to return to school for half-day face-to-face lessons, while other levels stayed home to take the lessons online. The whole school resumed face-to-face only on 24 May, when only the last teaching week of the school year remained. It was pleasing that the Final Exam could be held successfully.
- 5) Prolonged periods of online lessons were found to be undesirable. Though our teachers are comparatively strong in e-learning (with our BYODD Scheme being run in S1-4), they still found it a big challenge to maintain students' interaction and learning motivation when teaching was mainly done in the online setting. The diversity in learning outcome was enlarged, with the able and motivated learners progressing rapidly while those weaker becoming harder to reach. Therefore, in the second term, Homework Classes were organized in the pm session to engage and provide support to those students who had a low homework turn-in rate.
- 6) Apart from academic learning, we found it important to provide balanced development to students to ensure their healthy mental and emotional well-being. Though most school activities had to be cancelled, effort had been made to conduct extra-curricular activities online as much as possible. As the pandemic further stabilized, more face-to-face activities were held in the second term under strict hygiene and social distancing measures.
- 7) In order to maximize our face-to-face contact with students and cater for their balanced and healthy development, two weeks of multifarious post-exam activities, covering sports, STEM, Chinese culture, English drama, talks and workshops on various topics, were organized for S1-3, while S4-5 were engaged in supplementary lessons in preparation for the DSE. Since it was expected that all students would remain in Hong Kong over the summer holiday, a variety of summer courses and activities were provided for students to join, so as to help them make fruitful use of the long holiday.
- 8) Since the COVID-19 is still evolving, a more flexible timetable is necessary. At the same time, it has to cater for the initiatives of "Optimizing of Core Subjects" put forward by EDB. A new biweekly timetable was devised for the next year so that external supports (e.g. coach, tutor) can be arranged more readily.

Part 1: Achievements and Reflection on Major Concerns

Major Concern 1: To Raise the Quality of Students' Work (Stage 2)

Objectives:

1. To increase students' academic self-efficacy by allowing every student to work at their own level
2. To build a more engaging classroom by allowing every student to participate in learning activities
3. To increase students' enthusiasm for learning and confidence in learning

Strategies & Progress:

Subject / Class-Level

Strategies:

1. To design high quality students' work
2. To pilot the subject-based differentiated instruction strategies involving adjusting the content, process and product etc, for example,
 - (a) scaffolding
 - (b) flexible grouping and pacing
 - (c) tiered assignments
3. To provide more support to students (e.g. providing guidelines & examples, building in class time for peer support and collaborative learning etc.)
4. To review and refine the subject-based homework policy and assessment policy

Progress:

- a. Different subjects reported that they have continued to design students' work based on differentiated instruction strategies:
 - Using different levels of difficulty of reading texts
 - Providing learning materials in auditory means too, and allowing students to work in their own pace.
 - Using tiered activities and tiered assignments
 - Giving students options of expression so as to accommodate different learning styles
 - Including both compulsory parts and optional (challenging) parts in the design of the assignments
- b. Different subjects reported using the following support measures to assist students to master learning
 - Providing hints, guidelines, rubrics and good samples to students
 - Using scaffolding so that students can gradually tackle more complex materials
 - Building in class time for peer support
 - Giving feedback at different stages of completion of the assignments
 - Using collaborative learning

c. Results from surveys:

- Over 85% of students agreed that they could get support in completing their homework (students' survey).
- Over 60% of students agreed that the teachers often gave them encouragement in lessons (stakeholders' survey).
- About 90% of students agreed that they could understand the mistakes in their submitted work from their teachers' feedback and guidance (students' survey).
- When asked whether they were engaged in the learning activities during the lessons, 90% said they were engaged during face-to-face lessons, while over 75% said they were engaged even during online lessons.
- Over 70% of students agreed that they had confidence in doing their homework.
- About 75% of students agreed that they had shown improvement in their homework.
- Nearly 90% of students agreed that completing the homework could improve their understanding of the subject matters.
- In the Stakeholders' Survey, parents gave high ratings on "My child completes assignments seriously."

d. On reviewing and refining the subject-based homework policy and assessment policy:

- Different subjects reported adopting the following means:
 - Giving bonus marks to students for attempting the challenging questions
 - Including bonus questions in the quizzes and tests
 - Varying the criteria for both weaker and more capable students to obtain bonus marks.
- Only 'major assignments' were counted in the calculation of Homework Submission Rate to be included in the Student Report. It was pleasing to see that 42.6% of students achieved Excellent (i.e. submitting more than 95%) and 22.2% achieved Good (i.e. submitting 85-95%).

School Level

Strategies:

5. To coordinate project learning across different subjects in S1-3
6. To provide training to students on certain generic skills, e.g. presentation skills, IT skills, etc.

Progress:

- a. Owing to the disruption caused by COVID-19, cross-curricular project learning could not be carried out. The projects remained subject-based only.
- b. Project skills were taught in the formal curriculum of Life and Society.
- c. Over 80% of the junior form students agreed that they could apply the project skills learnt in completing their projects.
- d. Over 80% of the junior form students also agreed that their generic skills (e.g. presentation skills, IT skills) had improved during this academic year.

Professional Development

Strategies:

7. The practice of differentiated instructions will be the focus of lesson observation and subject-based sharing.
8. Students' work design will be the focus of lesson observation and students' work inspection.

Progress:

- a. All subjects conducted sharing of students' work design on differentiated instruction strategies in the 2nd and the 3rd subject meetings. In most subjects, all panel members had been able to do the sharing, which covered the students' work of both junior and senior forms.
- b. A cross-subject sharing on creative design of students' work was held on the Staff Development Day 1/6/2021.
- c. Over 95% of teachers agreed that they were able to achieve the following 2 items in their lessons: *Opportunities for different learners to participate, Students engage in learning activities*

Evaluation:

1. Despite the pandemic, most teachers have developed subject-based materials based on differentiated instruction strategies to allow every student to participate. Over 60% of teachers had more than 20% of their students' work designed based on differentiated instruction strategies, while one-third of them even exceeded 30%. Teachers have also taken the opportunity brought by the pandemic to use blended learning, which allowed more flexibility to both teachers and students. Students could control the pace of learning and were offered different varieties of learning experiences.
2. After two years of developing the learning materials based on differentiated instruction strategies, more teachers were able to adopt different ways for students to demonstrate their understanding, which could cater for different learning needs and abilities. It does not only help more students experience success in their dominant learning style but it can also allow students the chance to find new ways to learn.
3. Teachers have built in different support measures for students, resulting in a high percentage of students agreeing that they learn in a supportive environment. More importantly, about 90% of students agreed that they can understand the mistakes in their submitted work from their teachers' feedback and guidance. These support measures have helped students improve understanding and consolidate their learning. Most teachers also agreed that students have improved in their work performance.
4. Besides focusing on improving students' work performance, students could be asked to set objectives before the assignment and evaluate their own performance when their marked work is returned. This would help them own their learning and further improve their confidence to learn.

Major Concern 2: To Build a Positive School Culture (Stage 2)

Objectives:

- 1) To nurture a positive culture among teachers
- 2) To raise students' self-image and confidence
- 3) To promote positive parenting

Strategies and Progress:

For teachers

1. To alleviate teachers' stress in coping with the vast changes brought by COVID-19, a staff development session focusing on stress management with relaxation activities was held on 28/9/2020. From the questionnaire, more than 70% of teachers were happy with the event, saying that it had met their needs.
2. The E-learning Development Team continued to adopt an encouraging and supportive approach when bringing about changes and introducing new demands. Workshops were conducted every now and then, and a number of video clips were made to equip fellow teachers with the necessary knowledge and skills for e-learning. Intensive and individual support was also provided when conducting the First Exam online in January. With their encouraging but 'no-pressure' approach, a total of 28 teachers took the initiative to take courses online and satisfied the requirements to claim the title of 'Apple Teacher'. The progress was pleasing.
3. A staff development session was conducted by the Principal on 1/6/2021, in which all teachers shared their own most successful design of students' work. After that, the most impressive designs were selected and shared to all. Positive energy was felt by all in an atmosphere of peer appreciation and collective celebration of successes.
4. A further staff development workshop was conducted by the Publicity Team on 31/8/2021, in which teachers learned how to take good photos of students and school activities. Teachers enjoyed the fun and the team work.

For students

1. Through teachers' design of quality and differentiated assignments, as well as adopting various means to reward students for their lesson participation and good learning attitude, students' individual needs were better catered for, their learning attitudes improved and their sense of achievement enhanced. Below are some examples of strategies used by some subjects:
 - a. Science: Bonus marks would be given in different ways including giving like cards to students, double counting the number of activities joined in the *Fun Fun Science Activity Form* if students gave a sharing, recognizing students who did well in the quiz or examination and showing good students' work to other classes.
 - b. Math: Reward systems were run on a class basis, while on the department level a total of 99 students with good learning attitude were selected and awarded a free visit to Disneyland at the end of the school year.
 - c. Eng: During zoom lessons, instead of giving a real gift, students were rewarded with a privilege to ask the teacher a question, pick a song to play at the end of the class, or turn off the camera for a while. In addition, English teachers made use of the Google Site to showcase students' excellent work as a platform to reward them for their effort.
2. Various types of activities were conducted, both online and face-to-face, taking all the chances available, to promote positive thinking and a positive culture:

- a. Altogether four Class Teachers' Periods were conducted, addressing the following topics: Tackling social life and stress problems under COVID-19, Sleep & mental health etc.
 - b. A Film Appreciation Day was held on 30/3/2021. The film *Penguin* was shared to help both teachers and students treasure what they have and remain positive in facing the odds.
 - c. A Christmas Celebration Activity was held on Zoom on 22/12/2020, in which all classes performed fun tasks through team work online. All teachers and students had a great time.
 - d. 7 activities were held under the QEF Project Joyful@ School Programme. A total of 140 students were benefited.
 - e. A brand new programme called "30 Day Challenge" 「從身」出發—復活 30 日挑戰 was held in April. Students were given one task a day for 30 days. The tasks involved positive actions regarding students' own well-being, their relationship with family and friends, and their learning & interests. There was sharing in class led by the class teachers, as well as a reward scheme for those who performed well. The programme was well received by students. A total of 294 students won the awards, with the grand award (a free visit to Disneyland) won by 69 students.
 - f. A Voluntary Service Training Program was held for all S1-2 students in the period Oct 2020 to Jan 2021. Service briefing and training workshops were held. Students were trained to design a simple visit to the elderly centres. They prepared packages of gifts which were then sent to the centres through the NGO. An in-depth debriefing was held immediately after the service. Students had chances to share their experience in doing the service, e.g. difficulties in preparation and communication problems during the service. It was reported that students had got valuable experience in serving others and had understood the importance of team work.
3. As for the effort to involve students in setting school policies, surveys were used to gather students' feedback and opinions, especially regarding the online exam. Though the Students' Union and the Student Council could not play a strong role this year owing to the limitations brought by the pandemic, the SU did manage to conduct a survey at the end of the school year and reflected students' views to the school.

For parents

- 1) Under the Healthy School Programme funded by Narcotics Division, one Parent Talk (Theme: Positive Parenting) was held on 19/9/2020 by zoom and three Parent Workshops were held in Oct, with 150 parents attending the talk and 12 parents further participating in the follow-up workshops.
- 2) The reduction in face-to-face parent functions owing to the pandemic has opened new channels for parent education. The Guidance Committee made a video giving advice to parents of new S1 students, which 96.7% of S1 parents found useful. A Google Site collecting various resources on positive parenting was made for parents, and three sets of Bingo Cards with parenting tips were designed and distributed to parents on Parents' Day 27/2/2021.

Evaluation:

1. The success in the development of a positive culture among teachers is best reflected by the strong sense of belonging they have shown to the school. In a territory-wide climate of serious teacher turnover at the end of this academic year, the College experienced a dramatic zero turnover. With the exception of only one teacher who has left for emigration in Jan 2021, the full teaching team opted to stay on board. Ratings of nearly all items have

gone up in the Stakeholders' Survey for Teachers, especially in items related to teachers' morale as well as their support of the school's direction of development.

2. As shown from the Stakeholders' Survey, there was positive feedback on 'School Climate' from teachers, parents and students. The core values of 'modest' and 'caring' were well established and permeated into every aspect of the school. In the year-end survey on parents, many parents wrote their compliments to the school, commending various aspects including our good administration, the dedication of the teachers in both teaching and pastoral care, as well as the overall atmosphere of love and care that envelopes the whole school.
3. From the Stakeholders' Survey and teachers' observation, there was room for improvement in the following aspects, which should be tackled in the next academic year:
 - a) To raise students' self-confidence
 - b) To enhance the relationship among students of different formsTo this end, more cross-form activities would be held, especially through expanding the Big Brothers Big Sisters Scheme, and enhancing the functions of the various student bodies.

Part 2: Areas Outside Major Concerns

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

Management and Organization

The management and organizational structure was the same with the previous few years, with three vice principals heading the three branches of Academic Development, Student Development and Administration & External Affairs. Under them, there were six subject departments, six committees and ten core teams that covered all aspects of the school's work.

Towards the end of the school year, a new organization structure was mapped out, with the following aims:

1. To further strengthen the leadership and coordination roles of the three vice-principals
2. To enhance the communication across different committees and teams
3. To create room for meeting the newly-arising needs
4. To nurture new blood for the middle and senior management

The new structure, which would be adopted in September 2021, would involve a regrouping of all aspects of the school's work into three divisions, each to be headed by one vice-principal.

Same as previous years, the Incorporated Management Committee of Methodist College consisted of 20 managers and 3 alternate managers. Nine sub-committees were formed 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 53 full time teachers (including the Principal) and 2 part-time teachers.
- 2) All of the teachers were degree holders, among whom 39, including the Principal, had one or more Master's Degree, accounting for 71% of the teaching staff.
- 3) The following teachers completed the respective courses below:

	Name of Teacher	Course Completed
1	Ms. Ma Chui Yan	<ul style="list-style-type: none"> Professional Development Programme for Special Educational Needs Coordinators, organized by The Education University of Hong Kong. Professional Development Programme for Mental Health: In-depth Course on Mental Health Promotion at Schools and Supporting Students with Mental Health Needs, organized by Education Bureau.
2	Mr. Li Siu Kei	<ul style="list-style-type: none"> Core Programme under Enhanced Training for Promotion - "Professional Vision and Growth of School Leaders", "Reflection and Practice of Professional Leadership" & "Professional

		Conduct, Values and Education Policies", organized by Education Bureau
3	Mr. Ng Yeung	<ul style="list-style-type: none"> Core Programme under Enhanced Training for Promotion - "Professional Vision and Growth of School Leaders", organized by Education Bureau
4	Mr. Tang Chi Wai Desmond	<ul style="list-style-type: none"> Core Programme under Enhanced Training for Promotion - "Professional Vision and Growth of School Leaders" & "Reflection and Practice of Professional Leadership", organized by Education Bureau
5	Ms. Wong Wing Sze	<ul style="list-style-type: none"> Basic Course on Catering for Diverse Learning Needs, organized by Education Bureau
6	Mr. Li Siu Kei Ms. Ho Wing Fei	<ul style="list-style-type: none"> School Representatives at the Apple Learning Academy

4) Professional award, network or service of our teachers

	Name of Teacher	Award / Network / Service
1	Ms. Au Yeung Lai Hang Ms. Ma Chui Yan Mr. Li Siu Kei	<ul style="list-style-type: none"> Gold Awardee in the Chinese Language Education stream of the International Outstanding e-Learning Awards (國際傑出電子教學獎 2020/21) for the entry "Personalized writing feedback system (個人化寫作回饋系統)" from the Department of Electrical and Electronic Engineering, The University of Hong Kong
2	Mr. Wong Wai Yip	<ul style="list-style-type: none"> 1st Runner-up Awardee in the Jockey Club "Flipped Learning" Pilot Project - Flipped Learning Case Contest (Mathematics Group) organized by The Chinese University of Hong Kong and Hong Kong Baptist University
3	Mr. Chiu Ka Wai Mr. Luk Cheuk Fai Ms. Yick Doi Pei	<ul style="list-style-type: none"> Silver Awardee for the QEF Project 'Developing Active Learning Pedagogies and Mobile Applications in Secondary School Mathematics Education' in the Mathematics Education stream of the International Outstanding e-Learning Awards (2020/21) by the Department of Electrical and Electronic Engineering, The University of Hong Kong.
4	Mr. Au Yeung Lik Mr. Chiu Ka Wai Miss. Ho Wing Fei Mr. Li Siu Kei Ms. Liu Shuk Wan Daisy Mr. Wong Kam Fu Mr. Wong Wai Yip	<ul style="list-style-type: none"> Presenters at a joint-schools staff development workshop "The use of 'LoiLoNote' in Teaching and Learning" in Shun Tak Fraternal Association Leung Kau Kui College (16/10/2020)
5	Mr. Li Siu Kei Mr. Wong Kam Fu Mr. Wong Wai Yip	<ul style="list-style-type: none"> Presenters of e-learning strategies in a joint-schools staff development workshop to teachers of Sam Shui Natives Association Huen King Wing School (16/4/2021)

6	Mr. Li Siu Kei	<ul style="list-style-type: none"> Presenter at 20 sharing sessions on various topics of e-learning organized by EDB, teachers' associations, and other schools
7	Mr. Ng Yeung	<ul style="list-style-type: none"> Columnist for Ming Pao Education Page (《明報·語文同樂·星笈中文》)
8	Ms. Li Lun Mei Susanna	<ul style="list-style-type: none"> Columnist for <i>Education Biweekly of Hong Kong Economic Journal</i> (香港經濟日報·教育雙周刊(校園商業)·《校園商業專題》)
9	Ms. Li Lun Mei Susanna Mr. Ngai Man Hon Mr. Yeung Sik Ming	<ul style="list-style-type: none"> Mentors of student teachers from CUHK
10	Mr. Chiu Ka Wai Ms. Law Wan Sze Cecilia Ms. Lee Wai Yee Mr. Wong Wai Yip	<ul style="list-style-type: none"> Mentors of student teachers from EduHK
11	Ms. Ho Shuk Han	<ul style="list-style-type: none"> Reviewer of Business, Accounting and Financial Studies textbooks (2022 Edition) for Pearson Education Asia Limited (Pearson Hong Kong)
12	Mr. Au Yeung Lik Ms. Au Yeung Lai Hang Ms. Chan Kwan Ying Mr. Chang Hok Man Ms. Cheung Man Hing Karen Mr. Chiu Ka Wai Ms. Ho Wing Fei Ms. Ko Siu Man Mr. Lam Chi Wai Mr. Lam Pak Nin Ms. Lau Lai Man Ms. Lau Ka Po Natalie Ms. Lee Wai Sum Ms. Lee Wai Sze Ms. Li Hoi Sai Mr. Li Siu Kei Ms. Liu Shuk Wan Daisy Mr. Luk Cheuk Fai Ms. Man Hiu Wa Ms. Ng Sum Yi Sammi Mr. Tang Chi Wai Desmond Mr. Wong Kam Fu Ms. Wong Wai Ping Alison Mr. Wong Wai Yip Ms. Wong Wing Sze Ms. Yan Suk Yee Stella Ms. Yang Yee Shuen Mr. Yeung Sik Ming	<ul style="list-style-type: none"> Qualified Apple Teachers, a professional learning program to enrich educators' knowledge and enhance their e-learning capability.

Besides, a number of teachers served as markers and assistant examiners for various subjects in the Hong Kong Diploma of Secondary Education Examination 2021.

5) Projects Organized / Joined:

	Project Title	Organizer	Teacher / Subject / KLA
1	Healthy School Programme	Methodist College in partnership with Tung Wah Group of Hospitals Cross Centre	Life Education Committee
2	QEF Project – Joyful @ School Programme	Methodist College in partnership with Yang Memorial Social Service	Guidance Committee
3	「觸境生情」(虛擬實境語文教學計劃) VR Project	The Hong Kong Jockey Club	Chinese Department
4	'Flipped Learning' Pilot Project	Hong Kong Baptist University & The Chinese University of Hong Kong	Mathematics Department
5	Developing Active Learning Pedagogies and Mobile Applications in Secondary School Mathematics Education	Department of Applied Mathematics, Hong Kong Polytechnic University	Mathematics Department
6	Beat Drugs Fund Supported Programme "Participate in Sports, Stay Away from Drugs"	Beat Drugs Fund	Dodgeball Team

Learning and Teaching

1) Language Policy:

- a) English is the medium of instruction for all subjects except Chinese Language (S1-6), Chinese History (S1-6), Liberal Studies (S1-6), Religious Education (S1-6), Putonghua (S1-3), Chinese Literature (S4-6) and Ethics & Religious Studies (S4-6).
- b) All school functions were basically conducted in English, while teachers and students were encouraged to use English in informal communications but not compulsory.

2) Bring Your Own Designated Device (BYODD) Scheme

- a) The scheme was extended to all S1-4 classes in this academic year. Built on the success of the last two years, the majority of S1-4 students joined the scheme and had their own iPads for the lessons.
- b) All S1-4 classrooms were equipped with additional hardware (e.g. Apple TV, double screens and projectors, touchscreen monitor for teacher, etc.) to facilitate e-learning and interactive lessons in class.
- c) Owing to the impact of COVID-19 and the concerted effort of devoted teachers, the pace of e-learning development in the College was further enhanced. Most teachers were willing to adopt e-learning among different levels of the school. 28 of them were recognized Apple Teacher as well.
- d) The wide use of e-learning had not only made the lessons more interactive, but also introduced greater variety, e.g. multi-media, to the formats of students' assignments.
- e) After the three years' effort of the BYODD Scheme, the eLearning culture was rooted in the school. The Scheme would be extended to S5 in the next academic year.

3) Science, Technology, Engineering and Mathematics (STEM) Education:

- a) STEM Education was planned to follow a tiered approach with the joint effort of the following subjects: Science, ICT, DT and Math.
 - Tier 1: Include STEM in the subject curriculum so as to reach all students.
 - Tier 2: Organize STEM activities outside the school timetable so as to raise the interest and abilities of those students who are inclined towards STEM
 - Tier 3: Select and coach students gifted in STEM to join external competitions.
- b) For Tier 1, junior form students learned coding through Mirco:bit, Python and APP Inventor in the CL curriculum.

For Tier 2, a number of internal activities/competitions were organized. Here are some of the examples.

 - STEM-aviation and Flight Simulation for all F.1 students
 - Rocket Car Competition for all F.2 students
 - Science Explorer for all F.3 students
 - Simple science project at home (F.1: Crystallization; F.2 Looking for natural indicator)
 - AI workshops for all F.1-3 students
 - 3D Printing Workshops for science and math teachers

For Tier 3, a number of students participated in different external competitions. Here are some of the examples and the awards we got:

 - International Coding Elite Challenge 2021 (Silver Award)

- Python Application Challenge 2021 (Distinction Award)
 - International Youth Tech Olympic 2021 (Merit Award)
 - Hong Kong Biology Literacy Award 2020/2021 (Merit Award, Third Class Honours)
 - CUHK Health Exhibition Presentation Competition 2020
 - Rocket Car Competition
 - GeoSpatialTech Challenge
 - STEM+E2021
 - Innovative Chemistry STEM Programme: Chemistry in Fighting Diseases
- c) Different sensors were installed in the F.1 classrooms. Owing to the impact of COVID-19, the project "Smart Classrooms" involving data collection and analysis could not be carried out as planned.
- d) With the support of the QEF, the DT Room was upgraded to a DT Workshop & STEM Room during the summer holiday. A teaching assistant for STEM was also employed in July. It would definitely facilitate the development of STEM education in Methodist College.

4) Special Arrangements under COVID-19:

- a) Please refer to the special section "The School Year under the COVID-19 Pandemic" for the arrangements made regarding the timetable, the First Examination (which went online) and the changes in marks weighting for the year.
- b) Since the COVID-19 situation is still evolving, a more flexible timetable is necessary. At the same time, it has to cater for the initiatives of "Optimizing of Core Subjects" put forward by EDB. A new biweekly timetable was devised for the next year so that external support (e.g. coach, tutor) can be arranged more readily.

Student Development

Apart from the specific plans and activities conducted under the major concerns, which were reported above, below are other aspects which were carried out on a more regular basis:

1) Extra-Curricular Activities:

There were altogether 52 **student bodies** formed for different purposes and in different interest areas. They were grouped into three categories: 22 Student Organizations, 10 Clubs and Societies and 20 School Teams. Together they organized various types of activities for all students, and provided good training grounds for students to enhance their leadership and skills of collaborating with others. Besides, training classes were also organized, with the largest number of students participating in musical instruments classes, followed by sports courses and art classes. Owing to Covid-19, most activities of clubs and societies were moved to zoom as online activities.

The College continued the tradition of encouraging student autonomy in extra-curricular activities. In the forefront, there was the **Students' Union** formed by the winning cabinet, Voyage, as well as the Student Council formed by representatives from all classes. They were valuable bridges between the College and the students. Despite the school suspension for COVID-19 which led to the cancellation of some planned activities. They still organized a Singing Contest within the Variety Show. The Students' Union also did a few surveys to help collect students' opinions and reflected them to the school. Besides, the activity of joint school PenPal was successfully organized with other schools.

It was a pity that **Sports Days** were cancelled owing to Covid-19. The tradition of having every student involved as either competitors or cheering team members needed to be suspended.

The Basic Leadership Training Programme, which was scheduled in November as an overnight camp, was postponed to the summer holiday. 40 students of S1-5 joined the programme, which comprised 3 day camp activities: war game, rope course and canoeing. The overseas training tour was cancelled owing to COVID-19.

Owing to the pandemic, lots of school activities have been cancelled or moved online in this school year. This is undesirable for students' whole-person development. Summer activities were organized in order to enable our students to engage themselves in meaningful learning activities over the summer holiday.

Since there was school suspension from time to time in the year, the "**One Sport One Art Programme**" for S1-3 could not be completed.

2) Global Exposure:

Due to the COVID-19 pandemic, we were unable to bring in exchange students from overseas. Moreover, most of our exchange programmes had to be cancelled. However, we still managed to offer students two cultural exchange opportunities online:

1. A variety show featuring drama, speech and music performances was held jointly with Zhuzhou No. 2 High School, our sister school in Hunan. Students of the two schools pre-recorded the performances, which were broadcast with introduction by emcees from both schools in both English and Putonghua. The programme was broadcast and watched by the students of both schools on 7/5/2021.
2. Two sessions of joint English and Chinese lessons were held with Methodist Girls' School of Singapore online on 28/6/2021 and 29/6/2021, during which students from both schools did presentations and group discussions on the theme "Local Cuisines".

These exchange activities not only sharpened their language skills, but also enabled them to see the world in a different light. Such exchange activities were valued by both teachers and students.

3) Religious Life:

Besides the religious assemblies, the Student Christian Fellowship (SCF) meetings, spiritual sharing in staff meeting, morning prayer meetings and some special events were held in the year.

- Two Teacher Christian Fellowship meetings were held, with 5-10 teachers attending to have lunch, praise and worship, fellowship and prayer together.
- S1 & S2 Alpha course was integrated into Religious Education (RE) lessons. Activities like class fellowship, gospel video and faith witness sharing were carried out. Small groups sharing was held in afternoon by Zoom.
- Two prayer meetings and Five SCF activities were held, with 8-10 students, 3 teachers and 2 Church co-workers participating.
- The theme of the Evangelistic Week is "Pray for our school, treasure our class, love our companions". A Gospel sharing assembly was held. A video of alumni's faith witness sharing and a video clip of teachers' hymn sharing were broadcast through YouTube. Gospel activities like drawing with Pastel Nagomi Art (和諧粉彩) and writing Bible cards were done in RE lessons.
- There were a total of 5 Christian cell groups held in different forms. Most of the meetings were held in the afternoon by Zoom. Both Christian and non-Christian students were invited to join to study the Bible and share their daily life.
- Owing to the pandemic, the Parent Fellowship has met only once in the year.

4) Career and Life Planning Education (CLP):

Career and Life Planning Education (CLP): The Careers Mistress prepared school-based tailor-made materials on topics including life planning (e.g. goal setting and personal image), soft skills (e.g. interview and presentation) and multiple pathways (e.g. JUPAS, E-App and other applications). Due to the limited number of face-to-face teaching periods, no regular CLP lesson was scheduled. The careers education was delivered by video clips and Zoom meetings.

Individual careers counselling was mainly handled by the Careers Mistress and assisted by careers teachers when necessary. Luckily, more face-to-face meetings were allowed later on in the school year, with S6 students being granted higher priority. Individual interviews could be conducted for them. About 50 JUPAS consultation interviews were held in groups or on individual basis. There were about 20 calls with parents and 80 meetings with students, covering consultation on JUPAS / E-APP application, ApL study, further studies etc. It was pleasing to see that more junior form students were becoming aware of their need for a study path and seeking careers advice. Careers counselling on DSE result announcement was held both Face-to-face and by Zoom. About 20 alumni offered help with the whole team of 11 careers teachers.

The MCareers Program continued this year and was open to all S4-6 students who wished to learn more about the working world and to start contemplating their careers goal. There were altogether 4 alumni sharing sessions in the fields of Medical, Law, Business & Administration and Engineering. There was also a session concerning Interview skills. However, due to school suspension, all were conducted through Zoom.

Careers Events: A total of about 25 other activities including talks, workshops and career visits were successfully conducted. Except for the workshops, all were conducted by online mode.

Two special events were held. One special event organized was **S6 JUPAS Consultation Day** for S6 students on 1/12/2020. Students were grouped with class teachers, subject teachers or careers teachers to discuss their JUPAS choices. It was a great success, with 99% of students suggesting that we organize it again in future. Another special event organized was a **Trade Fair** joined by S6 students in Nov 2020. They performed well in both their study and in their 'business', having earned a 'big profit' with their prior experience of joining the same event when they were in S4.

5) Gifted Education:

The Talent Pool was in its eighth year and continued to nurture those students who had special talents in areas of English and Chinese languages, Mathematics, Science, Humanities and Visual Arts. A total of 177 students were recruited into the Pool.

With the outbreak of COVID-19 since January 2020, the courses on creative and critical thinking as well as the World Class Arena problem-solving were adversely affected. Despite this, teachers-in-charge did not stop honing our students' talents. Both courses were organized online through Zoom. On top of that, gifted programs offered by outside institutions continued. One student enrolled in the HKUST Dual Program 2020 and eight students were subsidized by the school to join the summer institutes offered by different universities.

Apart from that, we continued to work closely with the Hong Kong Academy for Gifted Education (HKAGE) to stretch talents in our school. 8 out of 13 applicants in areas of Chinese, English, Mathematics & Science successfully passed the online screening programmes and finally 4 were successfully enrolled in the organization.

All in all, despite the constraints we faced, the progress this year was maintained and our effort to stretch talents was not hampered.

6) Special Educational Needs (SEN) Policies:

This year, the Student Support Team has arranged more online activities to support SEN students and their parents. During the school suspension period, extra support such as online teaching support, counseling and consultation sessions were given to parents and students in order to help them to better adapt to the situation.

The team has mapped out Individual Education Plans (IEP) for tier 3 SEN students; arranged case conferences, consultation sessions for teachers and parents, special lesson observation, special curriculum arrangement and special exam arrangement to cater for learning diversity. A school-based speech therapist (shared with Lam Tin Methodist Primary School) was employed to support our SEN students. The target set for staff training has been met according to the EDB requirements.

With the Learning Support Grant (LSG) provided by the EDB, part-time social worker, homework tutor, occupational therapist and art therapist services were contracted to provide intensive guidance to those with the greatest adjustment needs. Some programs related to mental health were also arranged.

Furthermore, various group activities and individual counseling were organized for SEN students and their parents, including the Jockey Club Autism Support Network, career planning, parent group, executive function training, Chinese and English Reading Group, physical fitness training, and animal-assisted therapy.

7) Alumni Support:

Altogether, 92 departing students were recruited as the Methodist College Alumni Association (MCAA) members this year. Meanwhile, collection of alumni's updated data was in progress to build a more comprehensive alumni database.

Regarding activities and reunion functions, many of them could not be carried out in the year under the pandemic. One of the major school events affected was the Founders' Day, which usually welcomed alumni to come back to their alma mater and have reunion. In response to the disease prevention measures announced by the Government, this year the school had instead adopted a virtual Thanksgiving Service, which was broadcasted on YouTube on 7/11/2020 so as to include alumni, even the overseas ones, to celebrate the school's Founders Day. A total of 37 alumni (graduates of 30, 40 & 50 years) had sent in their individual pictures for the Coronation ceremony, while many other memorable photos were also collected for display during the event. The alumni dinner was however cancelled by the Methodist College Alumni Association (MCAA), considering that social distancing measures were in place at that time.

Other than that, quite a large number of alumni were also involved in serving younger members of the College family in various ways, including online sharing and mock interviews, face-to-face and online tutoring etc. Besides, a few alumni visited the school occasionally and some even came back for wedding photos.

Student Performance

Academic Performance

Hong Kong Diploma of Secondary Education Examination 2021

- 99 students sat for the examination. As in previous years, our students achieved pleasing results in most of the subjects, with credit and passing percentages well above the territory averages.

	MC %	Territory Ave. %
Students obtaining 3322 (satisfying the admission requirement for local degree programs)	76 (76.8%)	36.3%
Students obtaining 22222 (satisfying the admission requirement for local sub-degree programs)	99 (100%)	71.2%
Subjects Obtaining Level 5 or above	100 (16.9%)	12.9%
Subjects Obtaining Level 4 or above	298 (50.3%)	35.8%
Subjects Obtaining Level 3 or above	496 (83.6%)	61.4%
Subjects Obtaining Level 2 or above	587 (99.0%)	85.4%

Results of the core subjects and the well-performing elective subjects:

Category A Subjects	4 – 5** (MC)	4 – 5** (HK)	3 – 5** (MC)	3 – 5** (HK)	2 – 5** (MC)	2 – 5** (HK)
English Language	46.5%	25.7%	89.9%	52.5%	100%	80%
Chinese Language	51.5%	31.6%	84.8%	58.2%	100%	87.8%
Mathematics	54.5%	39.4%	75.8%	58.4%	98%	81.3%
Liberal Studies	44.4%	35.7%	77.8%	66.4%	100%	88.6%
Economics	65.1%	46.5%	95.3%	67.7%	100%	85.8%
Chinese Literature	62.5%	35.5%	87.5%	66.0%	100%	89.3%
Chinese History	55.6%	38.4%	88.9%	67.8%	100%	89.7%
Chemistry	61.9%	51%	85.7%	75.8%	100%	87.8%
Biology	53.1%	45.8%	78.1%	71.8%	100%	90.1%
Physics	48%	49.8%	92%	72.3%	100%	90.1%
Geography	33.3%	39%	88.9%	65.4%	100%	88.3%
History	30%	47.6%	100%	76.3%	100%	94.1%
Ethics & Religious Studies	37.5%	31.1%	100%	66.9%	100%	90.1%
Visual Arts	33.3%	23.3%	100%	50.1%	100%	84.5%

Category B Subjects	Distinction II (L4)	Distinction I (L3)	Attained (L2)
Applied Learning	2	6	8

Category C Subjects	A	B	C
Japanese	2	2	2
French	1		

External Awards

Despite the cancellation of many external events and competitions, our students still managed to clinch good results in those they participated. Below are some of the major external awards obtained:

Academic

72nd Hong Kong Schools Speech Festival (English Speech)

Solo Verse Speaking

Champion – 1R Wong Chun Hay, 4G Ng Cheuk Yan

2nd place – 1G Hui Kwan Lok Elliot, 4B Lam Hoi Ning

3rd place – 1B Lai Yin Ting, 1W Ho Yuet Hei Suki, 5G Lau Yui Ching

Dramatic Duologue

3rd place – 5B Chow Wai Lin Courtney, 5G Lau Yui Ching

Another 25 students obtained Certificates of Merit.

Easter Scrabble Challenge 2021

Champion – 3R Tsoi Yin Ian

1st runner-up – 4G Wong Tsz Yu Julian

ASTAR Scrabble Challenge International 2021

6th place – 4G Law Long Yin Thomson

16th place – 4G Wong Tsz Yu Julian

Hong Kong Scrabble Championship 2021

1st runner-up – 4G Law Long Yin Thomson

Best U-18 player – 4G Law Long Yin Thomson

Best U-16 player – 4G Wong Tsz Yu Julian

中國語文菁英計劃 2020/21

菁英銀獎 – 2R 黎心怡、2R 潘卓嵐

菁英銅獎 – 2R 譚文峰

第 72 屆香港學校朗誦節

亞軍(二人朗誦_粵語) – 3R 李綽琳、3W 孫苑瞳

季軍(二人朗誦_粵語) – 4G 陳伊韻、4R 馮晰昕

季軍(詩詞獨誦_粵語) – 1B 黎彥廷

另有 9 位同學奪得良好獎狀及優良獎狀

2020-2021 香港學校戲劇節比賽(廣東話)

傑出劇本獎 – 1W 王婷瑤、2W 梁芷維、3R 劉曉澄、3R 李綽琳、3R 余囿儀、3W 何悅恆、

3W 孫苑瞳、4B 邢愷媚、4B 夏蔚程、5B 原承旭
傑出導演獎 – 3R 余囿儀、5B 原承旭
傑出演員獎 – 2G 謝竣翕、3R 劉曉澄、3R 李綽琳、3W 何悅恆、4B 歐劉洋
另本校獲頒：評判推介演出獎、傑出影音效果獎及傑出合作獎

第一屆香港伍倫貢文學獎徵文比賽

高中散文組冠軍 – 5W 李牧燕

第十一屆大學文學獎 (2020-2021)

少年作家獎 – 3R 陸澤欣

2020-21 年度「篇篇流螢」網上閱讀計劃

「初中組卓越表現獎」（全港第二名）銀獎 – 2G 鍾卓穎

Thailand International Mathematical Olympiad Heat 2021

Gold Medal – 6R Lau Trenton, 6R Ng Yu Hong

Silver Medal – 2W Chan Miu Ying, 4B Lau Trelan, 5B Yam Pui Ka

Bronze Medal – 2R Cheung Yung Chit, 2R Ho Chun Kin, 3W Wong Yuen Ching,
4B Tsui Pak Kiu, 4B Yang Yat Hei Given, 5B Cheng Ching Yan Grace,
5B Lam Nga Man

Thailand International Mathematical Olympiad Semi-Final 2021

Gold Medal – 4B Lau Trelan

Silver Medal – 6R Lau Trenton, 6R Ng Yu Hong, 5B Lam Nga Man, 5B Yam Pui Ka

Bronze Medal – 2W Chan Miu Ying, 4B Yang Yat Hei Given

Thailand International Mathematical Olympiad Final 2021

Gold Medal – 4B Lau Trelan

Another 3 students got the Merit Award.

PAP International Mathematics Invitation Competition (環亞太杯)

Bronze Medal – 1R Leong Wai Chun, 1R Wong Chun Hay

WMTC International – World Mathematics Team Championship

Merit Award – 2W Tsang Long Ching Cyrus

Greater Bay Area Mathematical Olympiad Preliminary Round 2021 (Hong Kong Region)

Gold Medal – 1B Yu Hoi Ming, 4B Lau Trelan, 6R Lau Trenton, 6R Ng Yu Hong

Silver Medal – 2R Chan Ka Kit Alex, 2R Fong Miu Hung, 2R Lai Sum Yi,

2W Tsang Long Ching Cyrus, 4B Yang Yat Hei Given

Bronze Medal – 1B Cheung Ka Yin, 1R Kendrew Fu, 2R Lai Hiu To Athena,
2R Cheung Yung Chit, 2R Hung Siu Ting, 2W Chan Wai Kit

Greater Bay Area Mathematical Olympiad Semi-Final 2021

Silver Medal – 4B Lau Trelan

Bronze Medal – 2R Chan Ka Kit Alex, 4B Yang Yat Hei Given

Another 5 students got the Merit Award.

Greater Bay Area Mathematical Olympiad Final 2021

1st Prize Award – 4B Lau Trelan
3rd Prize Award – 4B Yang Yat Heu Given
One other student got the Merit Award.

Hong Kong International Mathematical Olympiad Heat Round 2021 (Hong Kong Region)

Silver Medal – 4B Yang Yat Heu Given, 5B Cheng Ching Yan Grace, 5B Lam Nga Man,
5B Yam Pui Ka,
Bronze Medal – 2R Chan Ka Kit Alex

World Mathematics Invitational 2020

Silver Medal – 1G Chung Siu Chun
Bronze Medal – 2R Chan Ka Kit Alex, 2W Chan Wai Kit, 2W Tsang Long Ching Cyrus

2020-2021 年度香港中學文憑試歷史科(卷一,二)聯校模擬考試
最佳表現獎(第十四名) - 6B 王莉莎

The Shue Yan University & Youth Business Plan Competition 2020

Finalists – 6B Au Yeung Kok Chi, 6B Chiu Sin Ying, 6B Huang Ying Fung, 6B NG Tsz Him Isaac

The Hong Kong Institute of Certified Public Accountants (HKICPA): Accounting and Business Management Case Competition 2020

Certificate of Appreciation – 6B Huang Ying Fung, 6B Chiu Sin Ying, 6B Ng Wai Ki,
6B Ng Ho Yin

The Po Leung Kuk “Build Your Career - Youth Enterprise Pioneering Project 2020” Certificate of Appreciation

Group A – 6B Au Yeung Kok Chi, 6B Cheung Tin Wai, 6B Chiu Sin Ying, 6B Ng Tsz Him Isaac
6B Shakya Anson, 6G Ho Wang Kit
Group B – 6B Choi Chor Wing, 6B Lau Yuk Kiu, 6B Huang Ying Fung, 6B Ng Ho Yin,
6B SHIU Ho Yin Sam, 6R HO Kin Yeung Johnnie

The Hong Kong Institute of Certified Public Accountants (HKICPA) and the Hong Kong Association of Business Education Limited (HKABE) Mock Examination 2020-21: Accounting Module

10 students got the Certificate of Merit, and 5 students got the Certificate of Pass.

The Chemists Online Self-study Award Scheme (COSAS) 2021

(organised by the Hong Kong Virtual University (HKVU) and the Education Bureau)

Diamond Award – 5B Cheng Ching Yan Grace, 5B Cheng Man Man,
5B Chow Wai Lin Courtney, 5B Fung Lok Yi Angie, 5G Lok Lo Ying Haylie, 5B Yam
Pui Ka, 5G Janechokpinyo Tanya, 5G Lau Lap Yin,
5G Tang Sheung Yin Keith, 5G Tang Wai Wun, 5G Wu Sui Him Christopher

Sports

Wong Tai Sin Youth Dodgeball Tournament 2021

Boys and Girls Junior Division

1st Runner-up – 1B Lam Ho, 1B Lau Cheuk Man, 1G Lee Wai Yi, 1G Man Yu Ching,
1G Lai Hok Kan, 1G Lai Wing Ho, 1R Tai Wing Ki, 1W Chan Tin Yan,
1W Liu Yong En, 1W Mok Hei Yau

Boys and Girls Senior Division

1st Runner-up – 2B Sin Cheuk Wing, 2B Shao Yongchen, 2G Lee Wan Hei, 2G Li Tsz Ching,
2G Cheung Yui Hin, 2W Chan Yin Lam, 2W Lai Tsz Hei, 2W Lee Sean,

3G Tsang Cheuk Hei, 4B Lee Wai Yee Hannah, 4B Lam Chun Yin,
4G Tang Tsz Yan

Hado: eDodgeball Tournament 2020-21

Champion (Girls) Junior Form - 2B Chau Siu Ling, 2B Luk Nga Ting Nicole, 2G Lee Wan Hei,
2G Luong Yan Tong, 2W Chan Yin Lam, 2W Leung Yin Lam

Visual Arts

The Wharf Hong Kong Secondary School Art Exhibition 2020-2021

Outstanding Performance – 5B Chung Lok In

Community Youth Club (CYC) Folder Cover Design Contest 2020-2021

3rd place – 5B Chung Lok In

Merit Award – 5G Ng Ho Ching Clearance

YMCA OF Hong Kong Fai Chun Design Competition 2021

Open Group 2nd Runner Up – 5B Chung Lok In

LCM (LifeCare Surgical Mask) Face Mask Design Competition 2020

Merit Award – 2W Lee Yik Suen

《向老師致敬學生比賽 2020》Whatsapp 貼圖設計比賽

優異獎 – 5B 鍾洛妍

STEM

Code Combat Global Code Quest 2020

First Class Award (Global Division) – 4B Hui Hoi Ming

1st Runner up (Hong Kong Secondary School Division) – 4B Hui Hoi Ming

Python Application 機械人挑戰賽 2020

一等獎 – 4B 許海銘、4B 劉卓楠

International Youth Tech Olympic 2021

Game Coding - Secondary

Champion – 4B Hui Hoi Ming

Merit – 1R Wong Chun Hay, 2W Huen Karsten

International Coding Elite Challenge 2021

Silver Award - 1R Wong Hay Chun Hayson, 4B Hui Hoi Ming

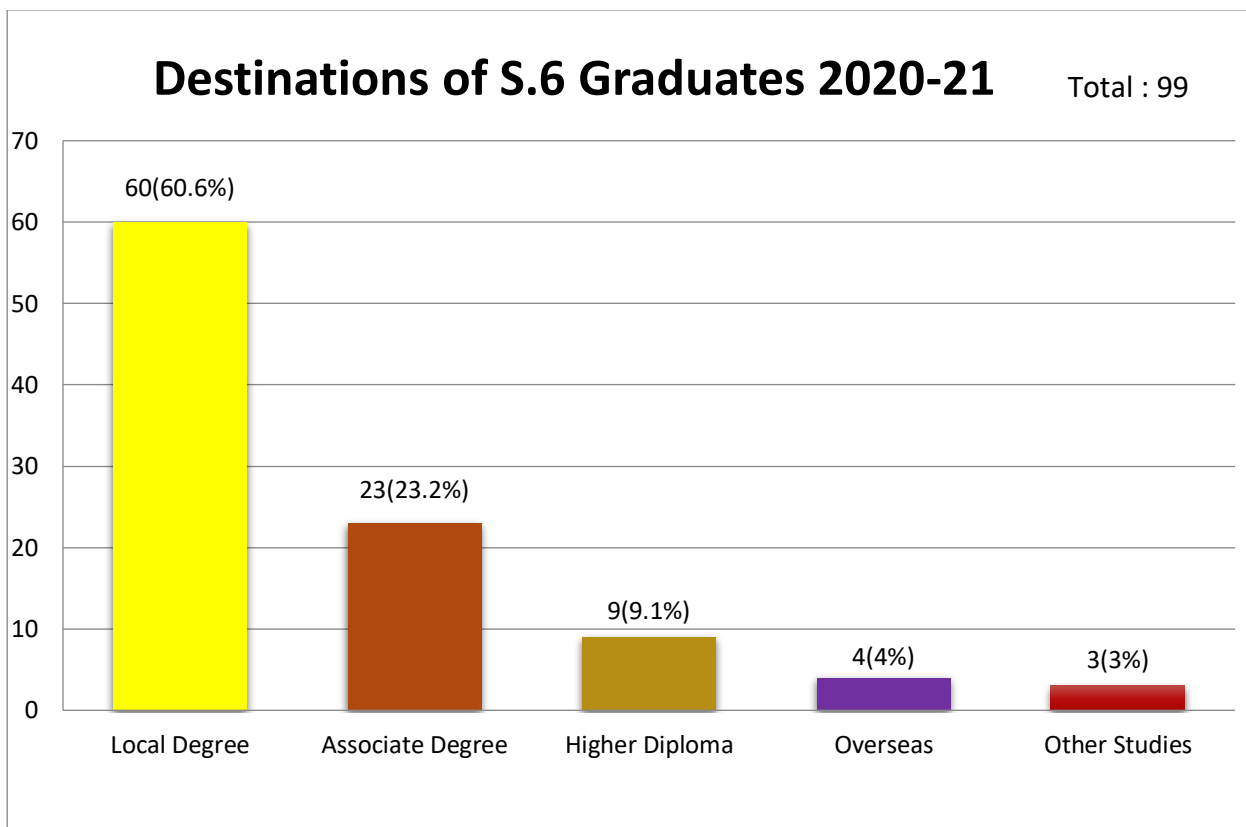
Others

Yau Tsim Mong District Outstanding Student Award

3R Chau Zun

5G Tsai Chun Fung James

Pursuits of Graduates



JUPAS Results:

	Degree	Sub-degree	Total
Offers given to our students	66	10	76
Offers accepted by our students	55	3	58

Actual Admission into Local Degree Programmes										
HKU	CUHK	HKUST	PolyU	CityU	HKBU	LingU	EdU	SSSDP	Others	Total
10	11	5	4	5	10	3	1	6	5	60
16.7%	18.3%	8.3%	6.7%	8.3%	16.7%	5.0%	1.7%	10%	8.3%	100%

End of Report

Annexes

Annex – Report on the Use of Grants (2020-21)

Grant	Amount B/F (\$)	Received in 20/21 (\$)	Spent in 20/21 (\$)	Funds Set Aside for LSP (\$)	Balance (\$)
Capacity Enhancement Grant (CEG)	461,126.29	638,461.00	(625,500.00)	(600.00)	473,487.29
Learning Support Grant	136,997.66	468,255.00	(559,542.10)	-	45,710.56

Use, Progress and Evaluation:

- 4) Following ongoing consensus among teachers and parents, the CEG and Teacher Relief Grant (TRG) 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.
- 5) In the 2020-21 academic year, CEG was used to employ one teaching assistant to provide multi-media training to students and audio-visual support to teachers, as well as one technical support staff to help implement e-learning. Other additional teachers and teaching assistants were employed under the Teacher Relief Grant (TRG).
- 6) The additional teaching and supporting staff employed contributed a lot to the provision of diversified learning experience as well as academic and non-academic support to the students.

School-based After-school Learning and Support Programmes 2020/21 s.y.

School-based Grant - Programme Report

Name of School: Methodist College

Staff-in-charge: Miss Nicole Tam Contact Telephone No.: 2384 3543

A. The number of students (count by heads) benefitted under the Grant is 45 (including A. 2 CSSA recipients, B. 34 SFAS full-grant recipients and C. 9 under school's discretionary quota).

B. Information on Activities to be 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						
Tutorial Service	2	9	4	100%	Sept 20 – Apr 21	2,530.00	Teachers' observation		
Leadership Training	0	0	1	100%	July 21 – Aug 21	440.00	Teachers' observation		
Learning Skill Training	12	30	3	98%	Sept 20 – Aug 21	84,190.00	Students' feedback		
Languages Training	0	0	3	100%	July 21 – Aug 21	450.00	Teachers' observation		
Total no. of activities:									
@No. of man-times	14	39	11		Total Expenses	87,610.00			
**Total no. of man-times	64								

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.

@ 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)

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).

C. Project Effectiveness

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

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
Learning Effectiveness						
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	✓					
Personal and Social Development						
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		✓				
Community Involvement						
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		✓				

D. 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 (Please specify: _____);
- ☐ 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): _____

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

Methodist College
Report on DLG-funded Other Programmes (Gifted Education)
2020-2021

Domain	Programme	Objective(s)	Targets & Selection	Duration	Deliverables	Evaluation	Expenditure
All	Subsidizing students in external fee-paying competitions and courses	To enlarge the exposure of elite students in various aspects	Recommended by relevant teachers on an individual case-by-case basis	Whole Year	A total of 8 students of F.4 and F.5 were subsidized to join elite programmes offered by universities.	Students responded very positively after joining these programmes. This should be continued as long as the funding amount allows	\$30,860.00
English Language	Scrabble Team	To increase elite students' vocabulary and word awareness	Students selected by the Teacher i/c based on recommendation by teachers and students	Whole Year	Training sessions plus interschool & international competitions	Students performed well and won Easter Scrabble Challenge.	\$11,400.00
English Language	English Debate Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	Students selected by English teachers	Whole Year	Debate training sessions	Students had valuable opportunities to practise critical thinking, presentation and debating skills.	\$12,675.00
Chinese Language	Creative Writing Course	To enhance elite students' creativity, cooperation and power of expression	Students selected by Chinese teachers	Whole Year	Training sessions	Good response from students	11,200.00

Methodist College
Report on the Use of the Student Activities Support Grant
2020-2021 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$70,200.00
B	Expenditure in the Current School Year:	\$70,200.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	6	\$17,760.00
Full-grant under the School Textbook Assistance Scheme	19	\$43,340.00
Meeting the school-based financially needy criteria	10	\$9,100.00 (capped at 25% of the total allocation for the school year)
Total	35	\$70,200.00

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					<u>I</u> ntellectual Development (closely linked with curriculum)	<u>M</u> oral and Civic Education	<u>P</u> hysical and Aesthetic Development	Community <u>S</u> ervice	<u>C</u> areer-related Experiences
1. <u>Local</u> activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLA's / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	English Debate Course	English Language	2	\$400.00	✓				
2	Mocktail Making Course	English Language	11	\$3,300.00			✓		
3	English Drama Course	English Language	7	\$4,550.00	✓				
4	Basic Leadership Program	Leadership Training	8	\$7,040.00		✓			
5	ECA Training Course	Arts (Others)	24	\$52,510.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person times of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
6	English Enrichment Program	English Language	4	\$2,400.00	✓				
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1				\$70,200.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3				\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3				\$0.00					
Total			56	\$70,200.00					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for LWL (Name & Post):	Miss Nicole Tam (Accounts Officer)
---------------------------------------	---------------------------------------

Methodist College
Report on the Use of the Life-wide Learning Grant
2020-21 School Year

Category 1: To organise / participate in life-wide learning activities

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Date	Target Students		Brief Description of the Monitoring / Evaluation Mechanism	Actual Expenses (\$)	Nature of Expenses*	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				Intellectual Development (closely linked with curriculum)	Moral and Civic Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes												
1	Race for the Line Rocket Car	Science	8.7.21	S2	130	Student Performance	\$8,275.00	E1	√				
2	Visual Arts Course	Arts (Visual Arts)	Mar to July	S2 - S3	260	Questionnaire	\$40,807.00	E5	√		√		
3	Chinese Culture Activities • Workshop • Talk • Experience Activities	Chinese Language	1.2.21 to 31.5.21	S1 - S5	620	Questionnaire	\$37,240.00	E1	√		√		
4	School Picnic	Moral, Civic and National Education	5.11.20	S1 - S6	720	Teacher Observation	\$66,600.00	E1		√			
5	Enhancing students creativity and critical thinking skills	Gifted Education	Jan to July	S1 - S3	390	Questionnaire	\$63,140.00	E1	√				
6	AI for Fun Workshop	Cross-Disciplinary (STEM)	6.7.21 to 8.7.21	S1 - S3	390	Questionnaire	\$49,680.00	E1	√				
7	Ocean Park Physics in Motion	Cross-Disciplinary (STEM)	3.7.21	S4 - S5	51	Questionnaire	\$9,500.00	E1	√				
8	Aviation Trial Training Program	Cross-Disciplinary (STEM)	29.6.21 - 13.7.21	S1	132	Questionnaire	\$21,600.00	E1					√
9	English Drama Workshop	English Language	29.6.21 - 7.7.21	S1 - S2	260	Teacher Observation	\$79,500.00	E1			√		
10	Active Revision Skill by Edvenue	Cross-Disciplinary (STEM)	6.7.21	S3	130	Questionnaire	\$20,000.00	E1	√				
11	Science Explorer by Edvenue	Cross-Disciplinary (STEM)	29.6.21	S3	130	Questionnaire	\$20,000.00	E1	√				
12	HADO AR Dodgeball	Physical Education	13.7.21	S2	130	Questionnaire	\$19,920.00	E5			√		
13	School Team Training Course	Physical Education	Sept to Aug	S1 - S6	750	Teacher Observation	\$292,300.00	E5			√		
14	Big Brother and Big Sister Scheme	Citizenship and Social Development	Sept to Aug	S1 - S6	750	Teacher Observation	\$3,300.00	E1		√			
15	Robomaster & DJI Tello Workshop	Cross-Disciplinary (STEM)	July	S1 - S3	390	Teacher Observation	\$45,650.00	E1	√				
16	Python Robotics Workshop	Cross-Disciplinary (STEM)	July	S1 - S3	390	Teacher Observation	\$82,200.00	E1	√				
17	App Inventor 2 Coding Course	Cross-Disciplinary (STEM)	May	S1 - S3	390	Teacher Observation	\$9,000.00	E1	√				
18	Problem Solving Course	Gifted Education	Jan to Mar	S4 - S5	260	Teacher Observation	\$20,100.00	E1	√				
19	Crossroads on Struggle for Survival	English Language	Apr to May	S5	130	Questionnaire	\$17,980.00	E1		√			
20	Disney's World of Physics	Cross-Disciplinary (STEM)	Aug	S4 - S5	260	Questionnaire	\$47,807.00	E1	√				
21	Religious Sharing	Moral, Civic and National Education	9.7.21	S1 - S5	620	Teacher Observation	\$2,000.00	E5		√		√	
22	Moral and Civic Activities	Moral, Civic and National Education	May to July	S1 - S5	620	Teacher Observation	\$23,800.00	E1		√		√	
23	School Choir Workshop Series	Arts (Music)	May to July	S1 - S5	620	Teacher Observation	\$6,000.00	E1	√				
(Please insert rows above if the space provided is insufficient.)													
Sub-total of Item 1.1							\$986,399.00						
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons												
1													
2													
3													
(Please insert rows above if the space provided is insufficient.)													
Sub-total of Item 1.2							\$0.00						
Expenses for Category 1							\$986,399.00						

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Domain (Please select or fill in the domain as appropriate)	Purpose	Actual Expenses (\$)
1	Flight Simulation Computer Station with Controller	Cross-Disciplinary (STEM)	Flight Sumulation Course	\$48,722.00
2	Table Tennis Machine	Physical Education	Table Tennis Training	\$5,664.00
3	Archery	Physical Education	Archery Training	\$29,702.00
4	DJI Air 2S	Cross-Disciplinary (STEM)	Aviation Trial Training	\$11,689.00
5	Rope	Physical Education	Rope Training	\$1,960.00
6	Flight Simulation Software	Cross-Disciplinary (STEM)	Flight Sumulation Course	\$696.00
(Please insert rows above if the space provided is insufficient.)				
Expenses for Category 2				\$98,433.00
Expenses for Categories 1 & 2				\$1,084,832.00

* : Input using the following codes; more than one code can be used for each item.

Code for Expenses

- E1Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)
- E2Transportation fees
- E3Fees for non-local exchange activities / competitions (students)
- E4Fees for non-local exchange activities / competitions (escorting teachers)
- E5Fees for hiring expert / professionals / coaches

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	720
Number of student beneficiaries:	720
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post):	Miss Nicole Tam (Accounts Officer)
---------------------------------------	---------------------------------------

- E6Fees for students attending courses, activities or training organised by external organisations recognised by the school
- E7Purchase of equipment, instruments, tools, devices, consumables
- E8Purchase of learning resources (e.g. educational softwares, resource packs)
- E9Others (please specify)

姊妹學校交流報告書

2020 / 2021 學年

學校名稱：	循道中學		
學校類別：	*小學 / *中學 / *特殊學校 (*請刪去不適用者)	負責老師：	廖淑韻副校長

本學年已與以下內地姊妹學校進行交流活動：	
1.	網上綜合表演 (兩地表演內容包括: 司儀、朗誦、英文話劇、姊妹兩學校合作中文話劇、花式跳繩、音樂項目、古典舞、武術、中華禮儀、.....)
2.	
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☐	描述	編號	☐	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input checked="" type="checkbox"/>	會議/視像會議	B3	<input type="checkbox"/>	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	<input type="checkbox"/>	與姊妹學校進行簽約儀式/商討交流計劃	B4	<input type="checkbox"/>	擴闊學校網絡
A5	<input type="checkbox"/>	其他(請註明)：	B5	<input type="checkbox"/>	擴闊視野
			B6	<input type="checkbox"/>	建立友誼/聯繫
			B7	<input checked="" type="checkbox"/>	訂定交流細節/ 活動詳情
			B8	<input type="checkbox"/>	其他(請註明)：

管理層面 達至預期目標程度	C1 <input checked="" type="checkbox"/> 完全達到	C2 <input type="checkbox"/> 大致達到	C3 <input type="checkbox"/> 一般達到	C4 <input type="checkbox"/> 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

乙. 教師層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
D1	<input type="checkbox"/>	探訪/考察	E1	<input type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
D3	<input type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input type="checkbox"/>	擴闊視野
D7	<input checked="" type="checkbox"/>	其他(請註明)：姊妹兩學校合作中文話劇會議/視像會議	E7	<input type="checkbox"/>	建立友誼/聯繫
			E8	<input checked="" type="checkbox"/>	其他(請註明)：訂定兩校合作的表演項目細節/詳情

教師層面 達至預期目標程度	F1 <input checked="" type="checkbox"/> 完全達到	F2 <input type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
G1	<input type="checkbox"/>	探訪/考察	H1	<input type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
G3	<input type="checkbox"/>	生活體驗	H3	<input checked="" type="checkbox"/>	擴闊視野
G4	<input type="checkbox"/>	專題研習	H4	<input checked="" type="checkbox"/>	建立友誼
G5	<input type="checkbox"/>	遠程教室/視像交流/電子學習交流	H5	<input checked="" type="checkbox"/>	促進文化交流
G6	<input checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明)：	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明)：

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
------------------	---	----------------------------------	----------------------------------	----------------------------------

丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			預期目標		
編號	<input checked="" type="checkbox"/>	描述	編號	<input checked="" type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------

監察/評估方法如下:		
編號	<input checked="" type="checkbox"/>	監察/評估方法
M1	<input type="checkbox"/>	討論
M2	<input checked="" type="checkbox"/>	分享
M3	<input type="checkbox"/>	問卷調查
M4	<input type="checkbox"/>	面談/訪問
M5	<input checked="" type="checkbox"/>	視像會議
M6	<input checked="" type="checkbox"/>	觀察
M7	<input type="checkbox"/>	報告
M8	<input type="checkbox"/>	其他(請註明):

全年財政報告:			
編號	<input checked="" type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input checked="" type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的 20%)	HK\$27,720.00
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$128,315.00
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的 2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的 1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input checked="" type="checkbox"/>	學年總開支	HK\$156,035.00
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i> 今年，在抗擊 Covid-19 的特殊時期，兩校無法開展實地姊妹學校學校交流活動
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 為進一步增進港株兩地姊妹學校友誼，兩校開展兩地姊妹學校線上校園文化聯誼活動
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i> 2020 年 12 月兩校老師開始訂定線上校園文化細節 2021 年 5 月 7 日線上文化聯誼活動
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	<input checked="" type="checkbox"/>	其他(請註明)： 線上文化聯誼活動結束後，兩校開展了系列線上交流活動，進一步加深兩校學生之間的交流，兩校友誼在交流互動中得到進一步的昇華

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	426 人次
P2	<input type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	_____人次
P3	<input type="checkbox"/>	本校學生參與交流的總人次	_____總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	34 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	10 總人次

備註：

Report on the Use of the Promotion of Reading Grant

2020-21 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of the objective:

The Reading Grant made it possible for our school to purchase rich resources to promote reading and to nurture students' reading habit. We acquired a wealth of attractive reading materials for the library's collection which made students' trips to the library enjoyable and meaningful. Students enjoyed seeing a wide selection of books and magazines from all around the world from which they can get knowledge, literacy and entertainment. We were also able to purchase a high quality e-books package with extensive reading resources covering various subjects and topics. This enabled teachers of different subjects to incorporate the reading materials into their teaching. Though not all reading activities are costly, the reading grant expands the opportunity for the school to engage in activities that need to be funded or where prizes could be awarded to students.

2. Evaluation of strategies:

A good portion of newly added books purchased with the reading grant was chosen through students', teachers' and student librarians' recommendations. This proved effective as it ensured a varied and age appropriate selection catering to the tastes and different interests of today's students and helped boost students' interest in borrowing books from the school library. Reading activities such as The Battle of the Books, Reading Trivia and Book Sharing were also effective in promoting a reading culture in our school as they helped raise awareness of the importance of a reading habit and exposed students to a wide variety of reading materials on a deeper level. Most importantly, these activities promoted reading as a fun pastime and spread the reading atmosphere in school.

Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	Purchase of Books	\$ 41426.6
	Printed books	
2.	Web-based Reading Schemes	\$ 23400
	HKEdcity e-Read Scheme (free this year) Benchmark Universe Talking Books	
3	Reading Activities	\$ 2426
	Total:	\$ 67252.6
	Unspent Balance:	\$ 14546.93