



Methodist College

School Report, 2021-2022

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.

Part 1: Achievements and Reflection on Major Concerns

Major Concern 1: To Raise the Quality of Students' Work (Stage 3)

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
4. To nurture our students into quality citizens with a sense of social responsibility and national identity, an affection for Hong Kong as well as an international perspective.

Strategies & Progress:

Subject / Class-Level

Strategies:

1. To design high quality students' work
2. To refine and develop 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 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:
 - Designing learning contents to appeal to a range of learning styles by providing videos, illustrations and reading materials at varying readability levels.
 - Exposing students to different learning processes by applying different learning strategies, like group interactions, Jigsaw reading, collaborative writing and using VR to stimulate students' motivation in writing.
 - Differentiating learning products through providing choices, e.g. giving tiered assignments; giving students a choice in how they demonstrate understanding, from writing or doing an oral presentation to creating a video clip.

b. Different subjects reported using the following support measures to assist students to master learning:

- Embracing the scaffolding strategies to support student learning, e.g. using graphic organizers as a scaffolding tool, applying flipped instructions so that students can learn at their own pace.
- Incorporating eLearning platforms for online collaboration such as LoiloNote, Jamboard, Padlet and Badaboom.
- Building in class time for peer support.
- Providing hints, detailed guidelines, marking rubrics, detailed feedback and good samples to students.

c. Results from surveys:

- 87% of students agreed that they could get support in completing their homework (students' survey).
- In the Stakeholders' Survey, students gave high ratings on "The teachers often give us encouragement in lessons."
- 92.8% 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, 88.1% said they were engaged during face-to-face lessons, while over 74.3% said they were engaged even during online lessons.
- Over 76.4% of students agreed that they had confidence in doing their homework.
- About 83.9% of students agreed that they had shown improvement in their homework.
- 94% 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:
 - Focusing more on formative assessment. The weighting of self-directed learning tasks was increased.
 - Allowing students to get bonus marks in difficult questions so that more-capable students were encouraged to try out some challenging questions.
 - Creating more tiered learning activities and assignments.
- 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 39.4% of students achieved Excellent (i.e. submitting more than 95%) and 23.4% achieved Good (i.e. submitting 85-95%).

School Level – Cross-Curricular Project Learning

Strategies:

5. A cross-subject team is set up to coordinate project learning, comprising teachers of most of the junior forms subjects.
6. All S2 and S3 students will form groups to work on their self-chosen projects based on the theme 'Smart City'. Students will receive continuous feedback from their teacher mentors, and they will present their final products in their preferred styles.
7. Project skills and information literacy will be taught in the lessons of the participating subjects as well as workshops outside the timetable.
8. IT skills and presentation skills will be taught by CL and language teachers.

Progress:

- a. Cross-curricular project learning was carried out in S2 and S3. The themes were Smart School – MC2030 and Smart City respectively.
- b. Project skills were taught in the form period and the lessons of Life and Society in S2 and S3.
- c. A total of 25 and 23 project groups were formed in S2 and S3 respectively. They worked on their projects throughout the year. A total of 41 teachers became advisors to the groups.
- d. A Project Learning Fair was held on 8/8/2022, in which all groups presented their projects to all teachers and S1 & S4 students, who played the role of investors selecting their most interested products for investment.
- e. Survey results:
 - Over 85% of the students agreed that they had put their best effort into completing their project.
 - Over 85% of the students agreed that they had improved their information literacy skills during this academic year and over 90% of the students agreed that they could collect various types of necessary information through different channels.
 - Over 80% of the students agreed that they had improved their generic skills (including critical thinking skills, collaboration skills and communication skills) during this academic year.
- f. Some groups made good progress and have entered the final rounds of some external competitions, from which 1st runners-up, 2nd runners-up and merits were awarded. (See 'External Awards' for the details.)

Professional Development of Teachers**Strategies:**

9. The practice of differentiated instructions will be the focus of lesson observation, subject-based sharing and cross-subject sharing.
10. 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. Over 95% of teachers agreed that they were able to achieve the following 2 items in their lessons: "Opportunities for different learners to participate" and "Students engage in learning activities".

Evaluation:

1. The class-based and subject-based strategies yielded good progress. The outcome was very positive as evident from the results of various surveys on teachers, students and parents. With the continuous need to cater for learner diversity, teachers will surely go on to adopt these strategies in planning their lessons and student assignments.
2. The trial on cross-curricular project learning has been very successful. Not only did students get recognition by obtaining some interschool awards, but also the Project Learning Fair

held at the end of the year was an enjoyable academic activity that was enjoyed by all. By involving teachers of various subjects as advisors for the groups, teachers had a chance to work together with the students as a team to explore new knowledge, which had enabled them to develop students' other skills and attitudes along the way. It is hoped that this culture of learning together can further develop in the coming year. However, since doing project learning in such a large scale involves lots of commitment of time and resources, it was suggested that cross-curricular projects be run in only in S2 in the coming year, so as to leave space for students of S3 and above to join other competitions that match their own interests and abilities.

3. From several rounds of teacher consultation conducted towards the end of this 3-year planning cycle, some consensus emerged: It was generally felt that there is an increasing need to do more to cater for students' individual aspirations, by embracing school-based diversity management strategies, making better use of data, providing more self-access learning platforms and valuing multiple intelligences. These would be grouped into one major concern in the next planning cycle.

Major Concern 2: To Build a Positive School Culture (Stage 3)

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. Despite the disruption brought by the Special Holiday, we have been able to introduce a few seminars, workshops and sharing sessions for teachers towards the end of the school year. They included "To teach is to touch a life forever" (a sharing session held on 4/6/2022), a workshop on crisis management and teacher support run by our Education Psychologist (25/7/2022), and a seminar introducing Positive Education (22/8/2022). The events received positive responses from teachers.
2. A new organization structure was introduced, with all functions of the school grouped into three divisions, each headed by a vice-principal, who then led his/her team of middle managers to actively evaluate all functions under their care. With more collaboration and greater ownership of their areas of work, each division became bolder to propose new policies to effect change, two of the examples being the introduction of the Vertical House System and the arrangement of regular meetings for clubs and societies in the next academic year.

For students

1. Through Major Concern 1:
 - a. Different subjects have reported using various means to raise students' self-image and confidence, for example:
 - b. English: Different positive reward systems were used by different classes, including Class Dojo, small gifts, bonus marks, participation marks, sharing good work on Google site etc.
 - c. Science: Teachers used different methods to support students' learning and raise their confidence in learning, e.g. using 'Like' cards, tiered assignments, scaffolding, providing more guidelines and examples, providing channels of communication between teachers and students outside class time etc.
 - d. Math: Maximizing the opportunities for students to join external competitions to raise their sense of achievement, organizing the Form Test Challenger Scheme which treated the best performers to a free trip to a theme park etc.
 - e. Life and Society: Frequent gifts and praises, sharing good work among students etc.
 - f. Home Economics: Providing peer learning, stickers, participation marks and sharing of good assignments.
2. Through student activities:
 - a. Student clubs and societies have organized more regular functions for their members. Though the pandemic has reduced the face-to-face activities in school, quite a large number of such activities were organized online. Records from the Extra-curricular Activities Committee showed a total of 50 activities reported by 10 clubs and societies. Such functions have raised students' sense of belonging and responsibility.
 - b. The Big Brothers Big Sisters Scheme (BBBS) was expanded into a whole-year programme. Two training programmes were held for the big brothers and big sisters at Noah's Ark on

<p>5/8/2021 and 21/7/2022. Throughout the year, there have been continuous activities organized to help the S1 students adapt to the new school life and make new friends.</p> <ul style="list-style-type: none"> c. A new Vertical House System was developed with the input from students. Towards the end of the school year, the names of the four houses (Rapha, Jireh, Nissi and Shalom, all names of Jehovah in the Bible) have emerged from voting by students. The advisers, captains and executive committees for each house were also formed, with the framework of inter-house activities mapped out, ready for full-fledged implementation in the next school year. The whole school is looking forward to a stronger bond across different form levels, through which the senior forms will play a stronger role in leading the junior forms in their growth. For a start, plans were already underway for each house to take care of the newly-admitted S1 students in the S1 Induction Programme. d. A Leadership Training Programme was held for 43 student leaders on 18, 24 & 26/8/2022. They all found the programme very useful in preparing them for their important roles in the next school year. <p>3. Through Class Teachers Periods:</p> <ul style="list-style-type: none"> a. Regular class teacher periods and form assemblies were held with the relevant themes. b. A specially-designed programme called 疫來信守 was held in March and April during the Special Holiday. It challenged students to make use of the holiday time to cultivate good habits and achieve at least two goals. The programme was well received by students. A total of 122 students won the award by completing the challenges they had set for themselves. Among them, 33 students won the grand award. Special commendation was given to them in the end-of-term ceremony, in which their names were read by pop singer Mr. Jason Chan Pak Yu. <p>4. Through education camps / workshops:</p> <ul style="list-style-type: none"> a. Despite the pandemic, we have been able to squeeze the opportunities to hold three camps for students: S1 camp (held on 18-19/7/2022, with 90 students joining the overnight camp and 26 joining the day camp); S2 camp (held on 19-20/7/2022, with 80 students joining the overnight camp and 27 joining the day camp); and the S5 day camp held on 22/7/2022. b. Students responded very positively to these camps. In the student surveys, most of them agreed that these camps had raise their team spirit, enhanced their power of communication, improved their peer relationships, raised their self-confidence, uplifted their moods and sharpened their minds. <p>5. Through the S1 Induction Programme:</p> <ul style="list-style-type: none"> a. Owing to the shortened summer vacation, the S1 Induction Programme was shortened to a one-day event (30/8/2022). b. However, since it was conducted with the active participation of the leaders of the vertical houses, which have planned induction functions to be held in September and October too, we are optimistic that the new S1 cohort will be well taken care of. <p><u>For parents</u></p> <ul style="list-style-type: none"> 1. Besides the various activities held by the Parent-Teacher Association, one additional parent talk on 'Positive Family' was held on 18/9/2021, with 32 parents attending. 2. Owing to the disruption caused by the Special Holiday, only three meetings were held for the Parent Fellowship: 15/10/2021, 17/12/2021 and 24/6/2022. 	<p>Evaluation:</p> <ul style="list-style-type: none"> 1. As shown from the Stakeholders' Survey, the feedback on 'School Climate' from teachers, parents and students continued to be very positive. The core values of 'modest' and
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'caring' were well established and permeated into every aspect of the school. Teachers felt well-respected and were happy with the leadership and directions of the school. In the year-end survey on parents, many parents sent in compliments on various aspects to the school, the most distinguished being our clear and fast reaction towards the changes caused by the pandemic, the dedication and care shown by our teaching and non-teaching staff, as well as the overall atmosphere of love and care that envelopes the whole school.

2. From the Stakeholders' Survey, APASO and teachers' observation, there was still room for improvement in raising students' confidence in learning. More effort also has to be made to cultivate students' reading habit.
3. From the teacher consultation conducted towards the end of this 3-year planning cycle, there was the general feeling that human contact was much reduced by the prolonged implementation of social distancing measures and cancellation of student activities arising from the COVID-19 pandemic. It was thus agreed that the first major concern in the next planning cycle would seek to build connections and learning communities among various personnel in or related to the school, basing on the key elements of positive education.

Part 2: Areas Outside Major Concerns

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

Management and Organization

The new organization structure, with all regular functions of the school grouped under three divisions, each headed by one vice principal and supported by a few senior grade teachers, was implemented successfully. The leadership and coordination roles of the three vice-principals were thus strengthened. They have led the heads and rising stars of different committees and teams to map out new policies that catered to the changing needs of the school and our students. In view of the inevitable turnover of teachers in the recent years, this was the right direction to develop future leaders and middle managers who would not only sustain the current functions of the school, but also respond dynamically to new demands.

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. Lee Wai Sum	<ul style="list-style-type: none"> Advanced Course on Catering for Diverse Learning Needs, provided by The Education University of Hong Kong
2	Ms. Wong Wai Ping Alison	<ul style="list-style-type: none"> Certificate in Professional Development Programme for Teachers of English – Cohort 2: Effective use of e-resources in the English classroom, provided by The Education University of Hong Kong
3	Mr. Au Yeung Lik	<ul style="list-style-type: none"> In-service Course for Teachers Using English as the Medium of Instruction in Secondary Schools, provided by CUHK
4	Ms. Cheung Man Hing Karen, Ms. Lam Ka Yi	<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" and "Professional Conduct, Values and Education Policies" , organized by the Education Bureau
5	Ms. Ho, Wing Fei, Ms. Yick Doi Pei	<ul style="list-style-type: none"> Core Programme under Enhanced Training for Promotion - "Professional Vision and Growth of School Leaders" , and "Professional Conduct, Values and Education Policies" , organized by the Education Bureau

6	Ms. Ko Siu Man	<ul style="list-style-type: none"> Basic Course on Career Guidance and Life Planning for Secondary School Teachers (20 hours), 2021/22 School Year [Online teaching arrangement], organized by the Education Bureau
7	Mr. Lam Chi Wai Ms. Lee Wai Yee Mr. Li Siu Kei Ms. Wong Wai Ping Alison	<ul style="list-style-type: none"> Basic Course on Catering for Diverse Learning Needs (online learning mode), organized by the Education Bureau

4) Professional award, network or service of our teachers

	Name of Teacher	Award / Network / Service
1	Mr. Li Siu Kei	<ul style="list-style-type: none"> Merit Awardee in the competition 「『守法』及『同理心』教案設計比賽」, organized by the Moral, Civic and National Education Section of the Curriculum Development Institute, the Education Bureau
2	Mr. Wong Wai Yip	<ul style="list-style-type: none"> Team of Good Performance in the Mathematics Project Competition for Secondary Schools (2021/22) Organized by the Education Bureau for the project 「迴文數的出現規律與日常生活的關係」
3	Mr. Li Siu Kei Mr. Tang Chi Wai Desmond Mr. Wong Kam Fu Mr. Wong Wai Yip Ms. Yick Doi Pei	<ul style="list-style-type: none"> Presenters in the staff development workshop 'BYOD Open Lessons for Methodist School' (29/6/2022)
4	Mr. Li Siu Kei	<ul style="list-style-type: none"> Presenter at 16 sharing sessions on various topics of e-learning organized by EDB, teachers' associations, schools and other organizations, such as the Apple Distinguished Educators Sharing series in the Learning and Teaching Expo 2021 (10/12/2021)
5	Mr. Au Yeung Lik Ms. Ho Wing Fei Mr. Li Siu Kei Ms. Ma Chui Yan Mr. Wong Kam Fu Mr. Wong Wai Yip	<ul style="list-style-type: none"> Presenters at a joint-schools staff development workshop 「靈活運用 LoiLoNote School 以加強電子教學效能工作坊」 in Chi Lin Buddhist Secondary School (30/9/2021)
6	Ms. Li Lun Mei Susanna	<ul style="list-style-type: none"> Columnist for the <i>Education Biweekly Journal</i> (《經商學院》 published by 校園經濟及通識出版有限公司)
7	Ms. Lee Wai Yee	<ul style="list-style-type: none"> Voluntary Guide in the M+ Art Museum
8	Ms. Poon Kin Yan	<ul style="list-style-type: none"> Mentor of student teacher from HKU
9	Mr. Wong Wai Chung	<ul style="list-style-type: none"> Mentor of student teacher from MUHK
10	Ms. Kan Chung Yan Ms. Lee Wai Yee	<ul style="list-style-type: none"> Mentor of student teachers from EdUHK
11	Ms. Ho Shuk Han	<ul style="list-style-type: none"> Reviewer of "Longman SS Business, Accounting and Financial Studies (3rd Edition) " published by Pearson Education Asia Limited (Pearson Hong Kong)

12	<p>10 more teachers were qualified as Apple Teachers, a professional learning program to enrich educators' knowledge and enhance their e-learning capability: (In the recent two years, a total of 38 teachers were already qualified as Apple Teachers.)</p> <ul style="list-style-type: none"> - Ms. Ho Shuk Han - Ms. Kan Chung Yan - Ms. Lam Ka Yi - Ms. Li Lun Mei Susanna - Ms. Lee Wai Yee - Mr. Leung Kwok Keung - Ms. Ma Chui Yan - Ms. Tsui Yeuk Ping Jasmin - Mr. Wong Wai Chung - Ms. Yick Doi Pei
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Besides, a number of teachers served as markers and assistant examiners for various subjects in the Hong Kong Diploma of Secondary Education Examination 2022.

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	「觸境生情」(虛擬實境語文教學計劃) VR Project	The Hong Kong Jockey Club	Chinese Department
3	'Flipped Learning' Pilot Project	Hong Kong Baptist University & The Chinese University of Hong Kong	Mathematics Department
4	Developing Active Learning Pedagogies and Mobile Applications in Secondary School Mathematics Education	Department of Applied Mathematics, Hong Kong Polytechnic University	Mathematics Department
5	Beat Drugs Fund Supported Programme "Participate in Sports, Stay Away from Drugs"	Beat Drugs Fund	Dodgeball Team
6	School-based Junior Secondary STEM Education Project (QEF Funded)	Methodist College	STEM Education Committee

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), Life & Society (S1-3), Citizenship & Social Development (S4), Liberal Studies (S5-6), Religious Education (S1-6), Putonghua (S1-3), Chinese Literature (S4-6) and Ethics & Religious Studies (S5-6).
- b) All official school documents are in English. All school functions are basically conducted in English, so as to provide a language-rich environment to enhance immersion into the English medium.

2) Language-Across-Curriculum (LAC):

- a) Two English Language teachers were deployed as the key members of the LAC team. Heads of major S1 EMI subjects, i.e. History, Geography, Mathematics and Science were also involved in the team to design LAC and provide language support for S1 students.
- b) Vocabulary revision packages were prepared for each of the above subjects. The eLearning tool, Quizlet, was used to facilitate the vocabulary building among the students.
- c) LAC worksheets were prepared by the above subjects to enhance the awareness of the subject-related language patterns among students.
- d) Reading articles were assigned to S1 & S2 students in an effort to broaden their subject knowledge of various subjects.

3) New Subject Combinations for Senior Secondary:

- a) In tandem with the EDB policy of optimizing the four core subjects and providing more subject choices to cater for the diversified individual needs of senior secondary students, the subject combinations for S4 were revised so that all S4 students were allowed to select three elective subjects.
- b) Students were provided with options to take Applied Learning and/or Other Languages on Saturday.
- c) Two periods per week were earmarked for Diversified Learning. All S4 students were provided with options to pursue their self-chosen area of development, e.g. to take lessons on the two Mathematics extended modules (M1 and M2), to get individual or group tutorials for their chosen subjects, or to simply self-study or leave school early.

4) New Timetable:

- a) Owing to the new subject combinations for senior secondary, a new timetable in biweekly cycles was adopted, which allowed us to allocate more suitable lesson weighting to various subjects.
- b) The new timetable consisted of 8 lessons per day. The duration of each lesson was 35 minutes for half-day face-to-face teaching, which allowed the flexibility of extending it to 45 minutes for whole-day teaching.
- c) To compensate for the insufficient learning time for the senior levels in half-day learning, a supplementary lesson timetable was prepared to cater for the possible switch between face-to-face and online learning among S4-S6 in the afternoon.

5) E-learning and Bring Your Own Device (BYOD) Scheme:

- a) The scheme was extended to all S1-5 classes in this academic year. Built on the success of the last three years, the majority of S1-5 students joined the scheme and had their own device for the lessons.
- b) To alleviate the financial burden of students from low-income families, our school has joined the "Quality Education Fund e-Learning Funding Programme—Provision of Mobile Computer Devices and Internet Services Support" of EDB, which enables us to purchase mobile computer devices for loan to needy students.
- c) All S1-6 classrooms were equipped with additional hardware (e.g. Apple TV, double screens and projectors, visualizer, touchscreen monitor for teacher, etc.) to facilitate e-learning and interactive lessons in class. Web cams were also equipped to facilitate the possibility of blended mode learning under the "new normal".
- d) 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. A total of 38 members in the teaching staff had achieved the recognition as Apple Teacher as well.
- e) 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.
- f) With our effort in running the BYOD Scheme in the past four years, the eLearning culture was rooted in the school. The Scheme would be extended to S6 in the next academic year.

6) 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, a school-based curriculum was developed for junior forms, with various topics in different subjects: DT (coding & Robotics, Digital Drawing, 3D modelling, 3D Printing), CL (Coding on MicroBit, A.I., Python Coding), Maths (Geometry for 3D model, Rate and Ratio for Scientific Investigation and Robotics) and S1 Science (Problem-Based Learning for nurturing Design Thinking).

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

- Code-combat workshop and competition for all F2 students.
- Simple science project at home (F.1: Crystallization; F.2 Looking for natural indicator)
- A.I. Workshops for science and math teachers
- S3 "Make a Better Life" STEM project competition

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

- Shaping Our Future City (Best Presenter)
- International Biology Olympiad – Hong Kong Contest 2122 (Silver Award)
- International Coding Elite Challenge 2022 (Outstanding coder)
- Global Mathematics and Coding Competitions (Gold, Silver, Bronze and Merit Award)
- Student Ambassador for Privacy Protection Programme – Partnering Schools Recognition Scheme 2021 cum Mobile Game Apps Design (Silver Award)

- Hong Kong Science Fair (3 teams got the Merit Award)
 - RoboMaster Youth Tournament 2021 (Second runner-up in group)
 - Chemists online Self-study Award Scheme (Diamond, Platinum and Silver Award)
 - Hong Kong Biology Literacy Award 2122 (Second Class Honours and Merit Award)
 - International Youth Tech Olympics 2022 (First runner-up)
 - 2022 International Chemistry Quiz
- c) Five tree sensors (Tree Management System developed by Prof Charles Wong and his team from the Hong Kong Polytechnic University) were installed at our campus. The online dashboard can be used for monitoring the tree condition and educational purposes.

7) 'Special Arrangements under COVID-19'.

- a) Owing to the improvement of the pandemic in HK, face-to-face half-day school was allowed in the first term. As for whole-day face-to-face teaching, since S5 and S6 could meet the vaccination rates required, they were allowed to have whole-day face-to-face learning from 4th Oct and 13th Dec., 2021 respectively.
- b) Homework Support Class was arranged for some S1 students from 25th Oct to 17th Dec., 2021.
- c) Due to the limitation of the half-day timetable, S1-3 uniform tests were arranged during lesson time and were spaced out from mid-October to December.
- d) Luckily, the S6 first mock exam and S1-5 first exam could be carried out successfully in a normal exam setting.
- e) Due to the rise in number of COVID-19 cases in the territory at the beginning of 2022, face-to-face learning was turned online for S1-5, and the S6 Mock exam was slightly affected. In order to cater for the needs of different students, S6 students were allowed to have either exam at school or at home. The mock exam served as a learning tool instead of a reporting tool.
- f) According to the requirement of EDB, a special holiday was inserted after the S6 mock exam from 12th Mar to 13th April and immediately followed by the Easter holiday. In order to compensate for the time loss, online learning was continued for the senior levels. Four consecutive days of uniform tests were arranged right after the Easter Holiday so as to encourage the lower forms students to revise what they had learned in the second term.
- g) Half-day face-to-face learning was resumed after the holiday. Homework Support Classes for some S1 and S2 students were arranged from 30th May to 24th Jun., 2022 before the late start of the final exam in this year.
- h) In order to maximize our face-to-face contact with students and cater for their balanced and healthy development, different post-exam activities like Sports Fun Days, ECA day, Project Learning Fair, Variety Show etc. were organized for students before the short summer break, which started late on 12 Aug 2022.

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 51 **student bodies** formed for different purposes and in different interest areas. They were grouped into three categories: 21 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, some 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, **Opalescent**, as well as the Student Council formed by representatives from all classes. They were valuable bridges between the College and the students. They have organized a number of activities and services, including a Talent Quest within the Variety Show (10/10/2022), flower selling, an overnight school camp and a movie night. The Students' Union also ran a Mock Paper Exchange with different schools and distributed the papers to the students involved. Besides, MC460, a sports event that included different booths with zoom online games was successfully organized.

It was a pity that the Sports Days were, again, cancelled owing to Covid-19. The tradition of having every student involved as either competitors or cheering team members needed to be suspended. As a substitution, two days of **Sports Fun Days** were held in July. Three activities included indoor shooting, eDodgeball and kinball were organized for all S1 to S5 students.

Two **Basic Leadership Training Programmes** were scheduled. The first one was a 3-day overnight camp in November. The second one was a programme of three separate days held in the summer holiday. 32 students of S1-5 joined the training. 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) Values Education and National Security Education:

As a Christian school established with whole-person wholesome development in our backbone, the College attaches great importance to values education, which is implemented through both the formal and the informal curriculum.

Within the formal curriculum, it was conducted through regular class teachers' periods and assemblies, as well as infiltrated into various subjects. A Curriculum Inventory form was created in this year, which enabled the teachers to clearly report the chapter, topics or assignments through which they had incorporated the elements of values education, of which national security education was part of it.

In the informal curriculum, it was mainly carried out through the student activities. The College's core values were embodied in the school acronym MCKLN (i.e. We are here to nurture modest, caring and knowledgeable leaders of the new era). They were emphasized as the goals for the development of all staff, students, and even parents. As for the specific plans and progress on national security education, please refer to the separate report made.

3) 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 three cultural exchange opportunities online:

1. On 14/4/2022, 13 students took part in a virtual overseas tour to Dublin, Ireland. During the 90-minute tour, the local guide took students to some of the most famous landmarks of the capital, including Trinity College, Temple Bar, The Ha'penny Bridge and the General Post Office.
2. One session was held with Methodist Girls' School (MGS) of Singapore online on 21/4/2022. We were invited to take part in their International Friendship Day, where MGS and our school, together with the Twinning and Partner Schools of MGS from India and Taiwan, produced our respective video montage to document how the students of each school uplift one another and their community during this pandemic.
3. A project learning activity was organized hand-in-hand with Zhuzhou No. 2 High School, our sister school in Hunan. Students in both schools worked on projects around the theme "Smart City" in the 2021-2022 school year. Owing to the disruption of the school calendar brought by the Special Holiday, the project presentation, which was planned as an online activity for both schools, had to be moved to October 2022.

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.

4) Religious Life:

The following were the major religious activities in this year:

- **Prayers:** Morning prayer meetings were held regularly on Wednesdays, with 8-20 students attending to constantly pray for our teachers, students and the school. A 40-day prayer chain was formed before HKDSE to support our F.6 students through prayers.
- **S1 Alpha Course:** It was integrated into the Religious Education (RE) lessons. Small groups sharing, with 22 S1 students joining, was held in the afternoon biweekly. Activities like class fellowship, gospel videos and faith witness sharing were carried out. An S1 Alpha Day Camp was held during the Evangelistic Week.
- **Student Christian Fellowship (SCF):** It was held regularly, with 15-30 students, 2 teachers and 2 Church co-workers participating to nurture Student Christian leaders to grow as disciples to proclaim Jesus and bless our students.
- **Evangelistic Week:** The theme of this year was "Renew", which aimed to encourage students to find hope in Jesus and to make positive changes in life. Various activities such as morning prayer meetings, Alpha day camp, workshops, games and gospel markets were held. A Gospel sharing assembly was held with touching witnesses and sharing from our students. 42 students were newly converted to the faith, while 34 students pledged to renew their faith in God, and 103 Christian students pledged their willingness to witness God in their lives. A "Renew Camp" was held, with 43 students, 7 teachers and 3 church co-workers participating in the post-examination period to nurture the spiritual growth of students after the Evangelistic Week.
- **Student Worship Team:** This was newly-established in this year. Students led worship in school assemblies, fellowships and special events at school to foster a positive Christian school culture.
- **Teacher Christian Fellowship (TCF):** Two meetings were held, with 5-10 teachers attending to have lunch, praise and worship, fellowship and prayer together. There was religious sharing in every staff meeting too.
- **Parent Fellowship:** Owing to the pandemic, only two meetings were held in this school year.

5) Career and Life Planning Education (CLP):

The CLP Curriculum: The Careers Mistress and careers teachers 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 for all forms was scheduled. The careers education was delivered by video clips and Zoom meetings.

In the new timetable, formal CLP lessons (1 period per cycle) were introduced to S4. The Careers Mistress made use of school-based tailor made materials as well as other resources (e.g. from EDB or Hok Yau Club) to assist students to understand themselves and guide them on the right tracks to achieve their dreams.

Individual Counselling on Further Studies: This was mainly handled by the Careers Mistress and assisted by careers teachers when necessary. The Careers Mistress reserved lessons to schedule regular appointments with students throughout the whole year. These students reflected that the individual careers counselling provided them great support and guidance. Besides, the reserved lessons facilitated the arrangement of individual careers counselling with both students and parents. It was pleasing to see that more junior form students and parents were becoming aware of the need for a study path and seeking careers support. Altogether, more than 50 individual sessions were held. Careers counselling after publication of the DSE results was held both Face-to-face and by Zoom. About 40 alumni offered help together with the whole team of 11 careers teachers.

The MCareers Program: It continued this year and was open to all S3-6 students who wished to learn more about the working world and to start contemplating their careers goal. This year, our theme was to "Pursue your dream". There were altogether 2 alumni sharing sessions in the fields of Photography and Social Media and one parent sharing session in the field of Engineering. In order to provide more job exposure to students, MCareers organized activities with the Key Learning Areas (KLAs) and other partnering organizations in the community. In KLAs, one alumnus was interviewed to match with the S2 Chinese curriculum to talk about Urban Design in Hong Kong. One alumnus was interviewed to share about the threats and opportunities facing the Supply Chain business in Hong Kong due to Economic Globalization. The Arch Education was invited to organize one English interview workshop for our S5 students in collaboration with our S5 English Curriculum to offer practical techniques on interviewing from the angle of the real business world. 10 students joined a one-year program called "Career in a Nutshell", organized by the Towngas. In this program, two students were selected to have one-day job shadowing in the headquarters of the Towngas. Also, two students were selected to join a one-year program which was called "ACO Careers Program 2022" from the Arch Education. Some in-school activities were organized such as Mock Life for S4 and Mock Interview for S4-6 students.

Careers Events: A total of about 65 activities including talks, workshops and career visits were successfully conducted. About 75% was academic-based while about 25% was job-based.

A special interview was scheduled by the *PARENT CORNER* of *Sing Tao Daily*. The history and the development of our school-based Careers and Life Planning curriculum was highly praised.

6) Gifted Education:

The Talent Pool was in its ninth 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.

School-based gifted programmes were organized for them. Because of the COVID-19 pandemic, the following two workshops were conducted via Zoom: World Class Arena Problem-solving Course by Trumptech (which was attended by 15 students) and Workshop on Six Steps in Thinking (which was attended by 19 students). On top of that, gifted programs offered by outside institutions continued. 4B Cheng Wing Chi was selected into the Junior Research Mentoring Programme of the Hong Kong Polytechnic University to participate in the research project 'Cardiovascular Fitness and Associated Health Issues in Adolescents under New 'Normal' of Living Style', which was held from April to August 2022. Five students obtained subsidies from the school and were selected 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 the talents in our school. 13 students participated in the online screening programme, 11 passed the screening, and 10 were nominated to the HKAGE. Eventually, 3 students successfully enrolled in the courses on Chinese and English.

7) Special Educational Needs (SEN) Policies:

This year, the Student Support Team has arranged different types of activities to help create an inclusive learning environment in the school and better support SEN students and their parents. During the school suspension period, extra support such as online activities, workshops, tutorial support, counseling and consultation sessions were given to parents and students in order to help them to better adapt to the situation.

The Team participated in the Education Bureau's 'Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorders (ASD)' to cater for ASD students' special educational needs. The target set for staff training has been met according to the EDB requirements.

Individual Education Plans (IEP) were mapped out for tier 3 SEN students. Case conferences, consultation sessions for teachers and parents, special lesson observation, special curriculum arrangement and special exam arrangement were made to cater for learning diversity.

With the Learning Support Grant (LSG) provided by the EDB, a part-time social worker, homework tutors, and speech, occupational 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 career planning, parent groups and workshops, executive function training, Chinese and English reading and writing group, volunteer training, and animal-assisted therapy.

8) Alumni Support:

The Alumni Affairs Team (AAT) has continued to work closely with the Methodist College Alumni Association (MCAA), and has mainly assisted in coordinating two major events and handling the membership registration this year.

Regarding activities and reunion functions, while many school events which alumni would usually get involved were still affected by the pandemic, upon the relaxation of the social-distancing measures, we were finally able to hold the Founders' Day Ceremony face-to-face this year. The alumni of Class 1971, 1981 and 1991 were invited to attend the Coronation Ceremony, which 45 alumni eventually joined, with 22 showing up in person and 23, who were residing overseas, submitting their photos which were then compiled into PowerPoint slides and played at the event. Though the pandemic has created obstacles to a grand reunion, technology has enabled the overseas alumni to celebrate the Founders' Day with us together.

Another highlight of the year was the launch of the mentorship programme, MCircle. Kicking off with an online meeting on 8/4/2022, the programme successfully paired up over 80 alumni of different generations and fields. With the veteran ones being mentors, they were assigned 1-2 younger alumni as their mentees, with whom they shared their life and work experience in small group gatherings arranged on their own. Overall, the programme had received overwhelming positive responses from the participants.

Other than the above, in the hope of reaching out to more alumni, an Instagram account was created by the MCAA, so as to update the school events and alumni's recent stories. Efforts of fostering the connection with Methodist School were also made, that upon the invitation from the MSAA, MCAA members had attended their meeting to exchange the latest development of both schools.

As for the admission of new members, 87 departing students were recruited as the Methodist College Alumni Association (MCAA) members. As a gesture to welcome them, a tote bag designed for Blue House (淳社) was prepared and given out as a graduation and welcome gift. In the meantime, collection of alumni's updated data was in progress to build a more comprehensive alumni database.

Student Performance

Academic Performance

Hong Kong Diploma of Secondary Education Examination 2022

- 94 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)	74 (78.7%)	36.9%
Students obtaining 22222 (satisfying the admission requirement for local sub-degree programs)	93 (98.9%)	70.1%
Subjects Obtaining Level 5 or above	80 (14.1%)	13.0%
Subjects Obtaining Level 4 or above	263 (46.3%)	35.6%
Subjects Obtaining Level 3 or above	487 (85.7%)	60.9%
Subjects Obtaining Level 2 or above	563 (99.1%)	85.0%

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	45.7%	26.3%	95.7%	52%	100%	78.5%
Chinese Language	42.6%	31%	83%	58.5%	100%	87.1%
Mathematics	44.7%	39%	75.5%	58%	98.9%	81.5%
Liberal Studies	31.9%	35.6%	86.2%	66.6%	100%	89%
Physics	77.8%	49.3%	94.4%	71.4%	100%	89.8%
Chemistry	56%	52.2%	88%	75.7%	92%	87.7%
Info. & Com. Tech.	66.7%	28.7%	66.7%	53%	100%	80.6%
Bus., Acc. & Fin. Studies	52.6%	43.8%	78.9%	68.1%	100%	91.4%
Economics	70.3%	45.3%	97.3%	66.4%	100%	85.5%
Geography	50%	37.3%	91.7%	62.6%	100%	87.7%
History	50%	46.1%	94.4%	74.6%	100%	93.4%
Chinese History	60%	37.5%	80%	65%	100%	89%
Chinese Literature	37.5%	36%	75%	65.2%	100%	88.5%
Ethics & Religious Studies	33.3%	29.8%	100%	64.6%	100%	88.4%
Visual Arts	57.1%	22.9%	85.7%	49.9%	100%	83.4%

Category B Subjects	Distinction II (L4)	Distinction I (L3)	Attained (L2)
Applied Learning	3	3	2

Category C Subjects	A	B	C	D	E
Japanese	4	2	0	0	0
French	0	0	1	1	0

External Awards

Despite the cancellation of many external events and competitions, our students still managed to clinch good results in those they participated. They are listed below in honour of their remarkable achievements:

Languages

73rd Hong Kong Schools Speech Festival (English Speech)

Solo Verse Speaking

Champion – 1G Tsoi Yuet Edith, 2W Lai Yin Ting

3rd place – 1R Yu Chun Hong Sean, 1W Ho Tin Ching Katharine, 1W Lee Tsz Yui, 4W Tsoi Yin Ian

Dramatic Duologue

3rd place – 3W Lai Hiu To Athena, 3W Poon Cheuk Laam

Solo Prose

3rd place – 1W Ho Tin Ching Katharine

Another 13 students obtained Certificates of Merit.

Hong Kong School Drama Festival 2021/22

Outstanding Director Award – 1R Chan Chi Lam, 2B Chan Ho Man, 3W Lai Hiu To Athena

Outstanding Script Award – 1R Lau Chung Hang, 2B Chan Ho Man, 2B Tsui Belle Man Ting,
2G Leung Yat Yat, 2W Kwong Yat Long, 3W Lai Hiu To Athena

Outstanding Performer Award – 1G Au-Yang Kin Hang, 2B Chan Ho Man, 2B Tsui Belle Man Ting,
2G Ip Tsz Ching Priscilla, 2W Kwong Yat Long, 3W Lai Hiu To Athena

From Player to Page 2022 (Writing Competition)

Junior Category B Winner – 2R Ng Cheuk Yin Colin

Easter Online Scrabble Challenge 2022

Novice Team Champion – 1G Leung Chun Hei Joseph, 2W Ting Man Yui, 3R Chan Ka Kit Alex,
3W Lai Sum Yi, 3W Poon Cheuk Laam, 3W Chung Man Hiu Baldwin,
3W Lou Hoi Hang, 5R Fung Ka Kuen

Open Team Champion – 4W Tsoi Yin Ian, 5G Lam Pui Wai, 5G Law Long Yin Thomson,
5G So Ernest Yat Long, 5G Wong Tsz Yu Julian

HKSPA Association Cup Inter-School Scrabble Tournament 2022

Senior Team Champion – 4W Tsoi Yin Ian, 5G Lam Pui Wai, 5G Law Long Yin Thomson,
5G So Ernest Yat Long

ASTAR Scrabble Challenge International 2022

U-18 Category

Individual 3rd Runner-up – 5G Law Long Yin Thomson

Individual 10th place – 4W Tsoi Yin Ian

Hong Kong Scrabble Championship 2022

Individual 2nd Runner-up – 5G Law Long Yin Thomson

Best under-16 Player – 4W Tsoi Yin Ian

High Word – 5G Law Long Yin Thomson

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冠軍(散文獨誦) – 1W 何天晴

冠軍(歌詞朗誦) – 1W 何天晴

冠軍(詩詞獨誦) – 3R 曾朗程

另有 13 位同學奪得良好獎狀及優良獎狀

香港學校戲劇節 2021-2022

傑出演員獎 – 4B 李綽琳、4G 何悅恆、4G 劉曉澄

傑出合作獎 – 循道中學

2021-22 年度「篇篇流螢」網上閱讀計劃

初中組：

「個人卓越表現獎」金獎（全港第一名）– 3R 鍾卓穎

「個人卓越表現獎」銀獎（全港第二名）– 3B 朱何生

高中組：

「個人卓越表現獎」金獎（全港第一名）– 4B 陳楚穎

「個人卓越表現獎」銀獎（全港第二名）– 4G 麥嘉宏

「個人卓越表現獎」銀獎（全港第二名）– 5W 吳卓謙

「團體卓越表現獎」中二及中三組、學校積極參與獎 – 循道中學

「識寫識食」全港中小學生中文多媒體創作計劃：「中文繪本創作比賽 2021/22」

中學組冠軍 – 4G 陳曉桐、4G 李卓橋、4G 鄭泳嘉、4G 施貝琪、4B 葉穎謙

教育局「中華經典名句網上自學平台」

「十八區最踴躍參與學校獎」(油尖旺區) – 循道中學

「逆境㊦夢飛行」全港中小學演講比賽

中學組亞軍 – 5R 馮晰昕

中國語文菁英計劃(2021/22) 全港中國語文菁英競賽

中學組菁英銅獎 – 2W 張杏媚

香港中文大學學生會語文教育學會教師節「全港中學生徵文比賽」

初中組優異獎 – 2R 楊芍婷、黎穎昊

2021-2022 全國青少年語文知識大賽「菁英盃」現場作文決賽（香港賽區）

高中組別特等獎 – 4B 王媛媛

初中組別一等獎 – 2W 余凱茗

第三屆粵港澳大灣區生命教育徵文比賽

初中組一等獎 – 3W 黎心怡

初中組優異獎 – 3W 施泳彤

初中組優異獎 – 3W 陳偉杰

「我信我理財」全港中學生徵文比賽(中文)

初中組優異獎 – 2W 黎彥廷、2W 李慧怡

第一屆香港中小學中英文硬筆書法比賽

初級組優異獎 – 3R 陳嘉傑

「華文盃」全港書法大賽 2022

硬筆書法高級組銅獎 – 4G 黃婉晴

Mathematics & Science

中華盃國際數學精英邀請賽（香港區）

Heat & Final: 1st Prize Award – 2R Wong Chun Hay

Elite Selection of Mathematical Olympiad for Team Hong Kong 2021-2022

Bronze – 3W Lai Hiu To Athena

WMI 世界數學邀請賽 2022(初賽)

Bronze – 1W Chan Yuet Long, 5B He Junwei Henry

「華夏盃®」全國數學奧林匹克邀請賽 2022

3rd Prize Award – 1G Lin Tin Lo, 1W Zhang Chi Ho, 2W Yu Hoi Ming, 3R Tsang Long Ching Cyrus

Asia International Mathematical Olympiad Open Contest

Bronze – 1W Zhang Chi Ho

Silver – 4G Fong Sheung Yuet

Mathematics Project Competition for Secondary School (2021/22)

Certificate of Merit – 2W Chow Shun Hei Hilson, 2W Fu Ka Chuen Kendrew

Hong Kong Biology Literacy Award (2021/2022)

Second Class Honours – 6B Chow Wai Lin Courtney

Merit – 6B Ma Cheuk Hei, 6G Lau Lap Yin

International Biology Olympiad – Hong Kong Contest 2021

Silver Award - 5G Wong Ho Long Bibiane

The Chemists Online Self-study Award Scheme (COSAS) 2021-2022

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

Diamond Award: 5B CHAN Lok Wang, 5B CHEUNG Chun Hei, 5B LAU Trelan, 5B YANG Yat Hei Given,
5B CHEUNG King Chung, 5B CHIN Yan Tung, 5B CHIU Tin Yan, 5B OU Liuyang,
5B LEE Ka Kit, 5G FENG Si Man, 5G HO Chi Tung Tonia, 5G SO Ernest Yat Long

Platinum Award: 5G CHEUNG Hoi Wun

International Chemistry Quiz 2022

High Distinction: 5B Chan Ting Lap, 6B Lee Ka Kit

Distinction: 5G Fong Sheung Yuet, 5G Lai Kwun Fung, 6B Cheung King Chung

STEM

Hong Kong Science Fair

Three teams got the Junior Secondary Division Merit Award:

1. Ozone Bag Disinfector: 2R Wong Chun Hay
2. Father of Glasses: 3R Huen Karsten, 3R Tsang Long Ching Cyrus, 3W Wong Chak To
3. Smart Shower: 3R Fong Miu Hung, 3W Leung Wing Yi, 3W Leung Yin Lam, 3W Sze Wing Tung

World New Economy Council Smart School Proposal Competition

Overall First Runner Up: Smart Cooking Stove

– 3R Chung Hoi Kit Jacky, 3R Lam Jun Yin, 3R Cheung Yung Chit, 3R He Yinnuo, 3B Chui On Ho

2022 Open GIS Competition (organized by the Development Bureau, HKSAR Government)

The Top Participation School – Methodist College

2nd Runner up – 3R Lau Ka Wing, 3R Fu Tsz Kiu, 3R Ng Wing Sze, 3R Yuen Wing Yiu

Merit Award – 3W Lai Sum Yi, 3W Leung Wing Yi, 3W Leung Yin Lam, 3W Li Uen Man

Global Mathematics Coding Competition – Preliminary Round 2022

Gold – 2R Wong Chun Hay

Silver – 2B Lin Gengrong, 3R Huen Karsten, 3W Li Yuen Yip

Bronze – 2R Lai Hok Kan, 2R Lau Yiu Shing

Merit – 3R Tam Shing Chak, 3R Tsang Long Ching Cyrus, 3W Chan Yin Lam, 3W Lou Hoi Hang,
3W Wong Chak To

International Coding Elite Challenge 2022

Outstanding coder - 2R Wong Chun Hay

Certificate of Participation - 3W Lou Hoi Hang, 3W Li Yuen Yip, 3W Chan Yin Lam,
3R Tam Shing Chak

Student Ambassador for Privacy Protection Programme -Partnering Schools Recognition Scheme 2021 cum Mobile Game Apps Design Competition for Secondary School Students

Silver Award - 4R Chung Cheuk Kiu

Microsoft AI-900 Certificate Course

Microsoft Certified - 4B Chu Kai Him, 4B Sit Sing Ho, 4G Huang Haixiang, 4G Hung King Chun,
4R Liu Shing Chun, 4R Huang Tung Fai, 4R Liu Shing Chun, 4R Wong Wing Hei,
4R Yun Lok Man, 4W Li Huen

「香港綠色環保科技創作比賽 2021-2022」中學組優異獎

2R 黎穎昊、2R 陳思洛、2R 劉逸謙、2R 吳卓諺

Other Academic Awards

The Hong Kong Institute of Certified Public Accountants (HKICPA) and the Hong Kong Association for Business Education Limited (HKABE) Mock Examination 2021-22: Accounting Module

Distinction – 6G Fung Yin Sum, 6G Kan Yan Tung, 6W Lau Hoi Yan Shelby

Certificate of Merit – 6B Leung Yuen Chong, 6B Lam Oscar, 6R Leung Wai Kiu, 6R Leung Ka Ching, 6R Ong Chun Hin

Joint Scholarships for BAFS 2021/22 offered by the Hong Kong Institute of Certified Public Accountants ("HKICPA") and the Hong Kong Association for Business Education Limited ("HKABE")

Scholarship – 5G Law Long Yin Thomson

"Money Management Challenge – Wealth by Virtue Animation Script" Competition

Commendable Awards – 4B Ho Mei Yin, 4G Sit Kwan Yi

Jockey Club "Flipped Learning" Pilot Project – "Let's Self-learn" Promotional Video-making Contest

Champion – 3W Lai Sum Yi

Music

74th Hong Kong Schools Music Festival

Graded Piano Solo - Grade Six, 3rd Place & Gold Award – 2W 簡歷行

Graded Piano Solo - Grade Three, Silver Award – 1G 陸愷晴

Graded Piano Solo - Grade Five, Silver Award – 1R 謝志達

Graded Piano Solo - Grade Seven, Silver Award – 3W 施泳彤

Oboe Solo - Secondary School – Junior, Silver Award – 1G 鄧穎伽

箏獨奏 - 高級組, Silver Award – 2B 廖皓晴

二胡獨奏 - 深造組, Silver Award – 4B 李恩琪

揚琴獨奏 - 高級組, Bronze Award – 1G 陳滄桐

箏獨奏 - 初級組, Bronze Award – 4G 鄭泳嘉

World Choir Games 2021

Virtual Category - Children's and Youth Choir

Diploma of Excellent – Methodist College Choir

Hong Kong Inter-School Choral Festival cum Masterclass

Silver Award – Methodist College Choir

School Creative Works 2022

Outstanding Creative Ideas Prize

– 1W Ho Tin Ching Katharine, 1W Moy Nok Ching, 2B Lau Sin Yiu, 2R Choy Yan Yuet, 2R Ng Cheuk Yin Colin, 3B Lee Pak Hei, 3B Yip Cheuk Hang, 3G Poon Cheuk Yin, 3R Chan Ka Kit Alex, 3R Tan Wenfeng, 3W Kan Man Wai, 3W Lai Hiu To Athena, 4B Lee Yan Ki, 4B Lu Chak Yan, 4G Ho Yuet Hang Sandy, 4G Seah Yau Yee, 4G Chu Fuk Choi, 4G Kwok Pak Tung, 4G Lam Man Hei, 4W Ding Ka Lok, 5B Hui Hoi Ming, 5B Yang Yat Hei Given, 5G Wu Lai Yin, 5W Au Yee Man

Sports

HADO 全港電閃新手賽

女子公開組冠軍

– 3B Chau Siu Ling, 3B Luk Nga Ting Nicole, 3B Luong Yan Tong, 3G Lee Wan Hei, 3W Leung Yin Lam

All Hong Kong Schools e-Dodgeball Tournament

Girls Champion

– 3B Chau Siu Ling, 3B Luk Ng Ting Nicole, 3B Luong Yan Tong, 3G Lee Wan Hei, 3W Chan Yin Lam

2022 數碼港全港電閃選拔賽 META3

Girls Champion – 3B Luk Ng Ting Nicole, 3B Luong Yan Tong, 3G Lee Wan Hei

Hong Kong Inter-school Dodgeball Championship 2021

Junior Mixed Cup

1st Runner-up MVP – 1B Fong Ching Simon, 1B Wong Ho Yin, 1B Wu Shun Yiu Matthew,
1R Kong Tsz Man, 1W Moy Nok Ching, 1W Cheung Si Hang, 2B Tai Wing Ki,
2G Chan Tin Yan, 2R Liu Yong En, 3W Cheung Yui Hin, 3W Lee Sean

Junior Boys Cup

3rd Runner-up – 2B Lau Cheuk Man, 2B Lim Zhin Long Jonathan, 2G Ho Timothy, 2R Lai Hok Kan,
2R Lai Wing Ho, 2R Shum Seen Yeung Lucas, 2R Yip Pok Wang, 2W Lam Ho,
3R Lai Tsz Hei, 3R Pang Gordon, 3R Shao Yongchen, 3R Tam Shing Chak

Girls Plate

Champion – 2R Mok Hei Yau, 2W Lee Wai Yi, 3G Li Tsz Ching, 3W Chan Yin Lam,
3W Sin Cheuk Wing, 5B Lee Wai Yee Hannah, 5B Li Shun Yan, 5G Feng Si Man,
5G Tang Tsz Yan, 5W Moy Nok Sze, 5W Tse Yi Ching

Senior Boys Plate

3rd Runner-up – 1B Tsoi King Hei, 1R Suen Tsz Kin, 1W Fung Chit, 3B Lee Pak Ho Caleb,
3R Lee Ching Yin, 3W Ng Sean Shing Chit, 4R Chan Pak Tong, 4R Ip Wing Pak,
4R Tsang Cheuk Hei, 4R Wong Chi Hang, 5B Wong Chi Hang

Senior Mixed Cup

2nd Runner-up – 3B Luong Yan Tong, 4R Chan Pak Tong, 4R Ip Wing Pak, 4R Tsang Cheuk Hei,
4R Wong Chi Hang, 5B Wong Chi Hang, 5G Tang Tsz Yan, 5W Chow Christy,
5W Lo Sze Wai, 5W Moy Nok Sze

Tennis Awards Won by 1R Cheung Ka Hei Nadia

- *Wong Tai Sin District Age Group Tennis Competition 2021*
– Women's Youth Singles Event (Aged 12 or below), Champion
- *Sai Kung District Age Group Tennis Competition 2021*
– Women's Youth Singles Event (Aged 12 or below), 2nd runner-up
- *Sham Shui Po District Age Group Tennis Competition 2021*
– Mixed Doubles B Grade (18 or below), 2nd runner-up
- *Yuen Long District Age Group Tennis Competition 2021*
– Women's Youth Singles Event (Aged 12 or below), 2nd runner-up

Inter-school Table Tennis Competition

Boys Senior 1st Runner-up – 5B Tam Lap Kiu, 5R Sin Shing Hei, 5W Wong Man Yiu

Inter-School Swimming Competition 2021-2022

Division Three (Kowloon 2) Boys C Grade 100m Free Style

2nd Runner up – 1W Fung Man Cheuk Kobe

A.S. Watson Group Hong Kong Student Sports Awards

5R Wu Ka Yin

Outreach Coach Volleyball Competition

Girls 3rd Runner-up – 1R Kwan Hiu Wai Hillary, 2B Wu Tsz Yan, 2R Sun Hiu Yuen, 2R Wan Man Chi,
2W Li Yuen Yuen Rianna, 4B Lee Yan Ki, 4G Chan Ho Mei, 4G Lau Wing Tung,
4G Wong Pui Yu, 4W Ho Lok Sze

58th Schools Dance Festival Video Mode Competition

Western Solo 優等獎 – 1W Ho Tin Ching

Visual Arts

The Wharf Hong Kong Secondary School Art Competition 2021-2022

Merit – 6W Chan Stella

Exhibition of Student Visual Arts work 2021/22

Merit – 6G Ng Ho Ching Clearance

The 13th Arts Ambassadors-in-School Scheme

Arts Ambassadors – 6B Chung Lok Yin, 6G Ng Ho Ching Clearance

戶外電箱設計比賽

優異獎 – 6B 鍾洛妍

「紀·錄」香港系列比賽

高中組一等獎 – 6B 鍾洛妍

時裝形象設計應用學習獎學金(2020/21 學年)

6B 鍾洛妍

油尖旺區公益少年團的文件夾設計比賽

公開組：冠軍 – 3B 陳詠琦; 亞軍 – 4G 陳曉桐; 季軍 – 3B 廖詩蕊

慶祝香港回歸祖國 25 周年活動-「藝術創作系列比賽」

公開組：優異獎 – 4B 梁璧燦; 4G 陳曉桐; 3R 梁芷維

Others

2021-22 Kowloon District Outstanding Student Award

Junior Secondary – 3W Lai Sum Yi

2021-22 Yau Tsim Mong District Outstanding Student Award

Junior Secondary – 3W Lai Sum Yi

Senior Secondary – 5B Yang Yat Hei Given

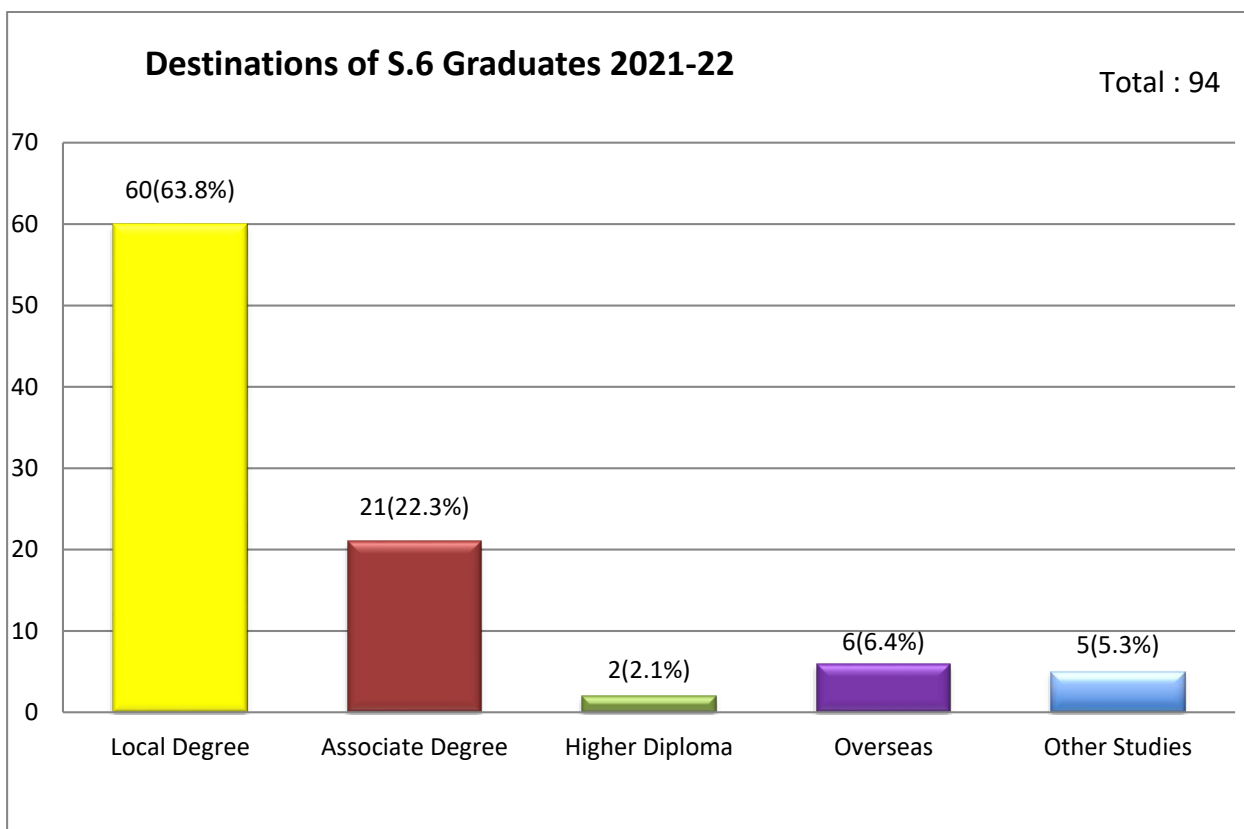
「賞心·樂事」身心靈健康計劃設計比賽

中學組優異獎 – 2G 黃祖惠

「公民責任共承擔 團結同行建未來」短片創作比賽 2022

中學組優異獎 – 5R 袁天珩、5R 關叡謙、5R 黃煒森、5R 馮晰昕

Pursuits of Graduates



JUPAS Results:

	Degree	Sub-degree	Total
Offers given to our students	67	0	67
Offers accepted by our students	53	0	53

Actual Admission into Local Degree Programmes										
HKU	CUHK	HKUST	PolyU	CityU	HKBU	LingU	EdU	SSSDP	Others	Total
2	9	9	5	9	5	2	2	8	9	60
3.3%	15.0%	15.0%	8.3%	15.0%	8.3%	3.3%	3.3%	13.3%	15.0%	100%

End of Report

Annexes

Annex – Report on the Use of Grants (2021-22)

Grant	Amount B/F (\$)	Received in 21/22 (\$)	Spent in 21/22 (\$)	Funds Set Aside for LSP (\$)	Balance (\$)
Capacity Enhancement Grant (CEG)	473,487.29	642,934.00	(627,210.00)	3,780.00	492,991.29
Learning Support Grant	45,710.56	547,596.00	(507,108.40)	-	86,198.16

Use, Progress and Evaluation:

- 1) 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 as well as tutorial support to students at senior secondary levels.
- 2) In the 2021-22 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).
- 3) 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 2021/22 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 59 (including A 3 CSSA recipients, B. 45 SFAS full-grant recipients and C. 11 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	1	7	1	100%	Nov 21 – Aug 22	1,250.00	Completion of Summer Assignment Rate of participation		
Art & Culture	3	15	9	98%	Sept 21 – Aug 22	52,755.00	Teachers' observation Rate of participation		
Visits & Excursions	0	2	0	100%	Nov 21 – Aug 22	100.00	Students' feedback		
Leadership Training	2	7	1	100%	Nov 21 – Aug 22	5,954.00	Students' feedback		
Sports	1	16	1	95%	Sept 21 – Aug 22	13,390.00	Students' feedback		
Languages Training	3	7	2	98%	Sept 21 – Aug 22	5,191.00	Students' feedback		
Total no. of activities:									
@No. of man-times	10	54	14		Total Expenses	78,640.00			
**Total no. of man-times	78								

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		✓				

Methodist College
Report on DLG-funded Other Programmes (Gifted Education)
2021-2022

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	\$10,700.00
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 prizes in HK Scrabble Championship 2022 & HKSPA Association Cup Inter-School Tournament 2022	\$20,900.00
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.	\$6,800.00
Chinese Language	Chinese Drama Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	Students selected by Chinese teachers	Whole Year	Training sessions	Participation in interschool competitions and performance to whole school.	13,275.00
Chinese Language	Chinese Debate Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	Students selected by Chinese teachers	Whole Year	Training sessions	Participation in interschool competitions and good response from students	11,350.00

(Template)
Report on the Use of the Life-wide Learning Grant
2021-22 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 ü the appropriate box(es); more than one option can be selected)				
				Level	Number of Participants				Intellectual Development (closely linked with curriculum)	Values 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	CodeCombat STEM Day	Cross-Disciplinary (STEM)	Oct	F.2	121	Reflection from students	\$49,800.00	E6	√				
2	Learn English by Newspaper Program	English Language	Oct to Nov	F.1 - 3	12	1. Attendance more than 80% 2. Write articles for school magazine	\$32,500.00	E6	√				
3	Watercolor workshop	Arts (Visual Arts)	Nov	F.1 - 5	10	Reflection from students	\$5,000.00	E6			√		
4	School Picnic	Citizenship and Social Development	Nov	F.1 - 6	616	Reflection from students	\$61,600.00	E1				√	
5	Adventure Training	Leadership Training	June	F.3 - 5	40	Reflection from students	\$17,600.00	E6			√		
6	Experience as a Journalist Course	English Language	Nov to Dec	F.1 - 5	12	1. Attendance more than 80% 2. Write articles for school magazine	\$28,000.00	E6	√				
7	Virtual Overseas Tour	Citizenship and Social Development	Apr	F.1 - 5	20	Reflection from students	\$4,400.00	E6			√		
8	Dodgeball Class (Asian Style)	Physical Education	Dec to Aug	F.1 - 5	40	Attendance more than 80%	\$880.00	E5			√		
9	Una AI Maker * Microsoft AI-900 Training Course	Cross-Disciplinary (STEM)	Apr	F.4	12	Reflection from students	\$40,656.00	E6	√				
10	IOT Workshop	Cross-Disciplinary (STEM)	May	S.2 - 3	10	Reflection from students	\$3,660.00	E6	√				
11	English Drama Workshop	English Language	Sept to Jun	S.1 - 5	15	Reflection from students	\$49,980.00	E5	√				
12	English Enhancement Program	English Language	Dec	S.1 - 3	40	Reflection from students	\$11,050.00	E1	√				
13	Galamusica Workshop	Arts (Music)	Oct	S.1 - 3	10	Completion of activity	\$6,000.00	E5			√		
14	ECA Fair	Physical Education	Aug	S.1 - 5	600	Reflection from students	\$22,563.33	E1					
15	Form Test Challenger Scheme	Mathematics	Aug	S.1 - 5	200	Completion of activity	\$42,360.00	E1	√				
16	Balloon Arts Workshop	English Language	June	S.1 - 5	20	Reflection from students	\$590.00	E6			√		
17	F.3 Career Program - Foundation for career success and hospitality in practice	Moral, Civic and National Education	July	S.3	112	Reflection from students	\$45,000.00	E1					√
18	Powerbrick Workshop	Cross-Disciplinary (STEM)	Nov	S.1 - 5	20	Reflection from students	\$45,600.00	E8	√				
19	Beginner Tap Dance Class	English Language	June	S.1 - 3	40	Reflection from students	\$1,400.00	E1			√		
20	Form Player to Page English Video Game Writing Competition	English Language	April	S.1 - 3	10	Reflection from students	\$449.00	E1	√				
21	HKSPA Association Cup	English Language	May	S.1 - 5	10	Reflection from students	\$450.00	E1	√				
22	Be a Word Master	English Language	June	S.1 - 3	44	Reflection from students	\$700.00	E1	√				
23	English Debate Workshop	English Language	Jan to Feb	S.2 - 3	3	Attendance more than 80%	\$2,800.00	E1	√				
24	Mock Release of HKDSE	Moral, Civic and National Education	July	S. 5	110	Reflection from students	\$18,800.00	E6					√
25	Chinese Debate Workshop	Chinese Language	May to Jun	S.2 - 3	29	Attendance more than 80%	\$2,450.00	E1	√				
26	MyFutureChoices Programme	Moral, Civic and National Education	July	S.1 - 5	110	Reflection from students	\$5,200.00	E6					√
27	Hair Clasp Design Workshop	Chinese Language	June	S.1 - 5	54	Reflection from students	\$9,000.00	E1			√		
28	Sports Fun Day	Physical Education	July	S.1 - 5	576	Reflection from students	\$134,880.00	E1			√		
29	RAC Renew Camp	Citizenship and Social Development	July	S.1 - 5	43	Reflection from students	\$17,853.40	E1		√		√	
30	Rope Skipping Training Fee	Physical Education	Jun to Aug	S.1 - 2	9	Attendance more than 80%	\$1,500.00	E1			√		
31	F.5 Life Education Camp	Leadership Training	July	S.5	110	Reflection from students	\$42,238.00	E1			√		
32	F.2 Life Education Camp	Leadership Training	July	S.2	120	Reflection from students	\$90,000.00	E1			√		
33	F.2 Team Building Training	Leadership Training	July	S.2	120	Reflection from students	\$12,800.00	E1			√		
34	2022 Summer Camp for Future Ready Leaders	Leadership Training	July	S.1 - 5	10	Reflection from students	\$425.00	E1			√		
35	Leather Workshop	Arts (Visual Arts)	Jun to Aug	S.1 - 5	50	Reflection from students	\$5,000.00	E1			√		
36	Fashion Design Workshop Fee	Arts (Visual Arts)	Jan to July	S.4 - 5	10	Reflection from students	\$9,495.00	E1			√		
37	Summer Basic Leadership Training Fee	Leadership Training	July to Aug	S.1 - 5	32	Reflection from students	\$32,000.00	E1			√		
38	Hong Kong Schools Music Festival Instructor Fee	Arts (Music)	Dec to Mar	S.1 - 4	8	Reflection from students	\$8,400.00	E1			√		
39	F.1 Life Education Camp	Leadership Training	July	S.1	130	Reflection from students	\$15,540.00	E1			√		
40	Big Brother and Big Sister Scheme	Leadership Training	Sept to April	S.1 - 5	80	Reflection from students	\$14,500.00	E1			√		
41	Tea Appreciation Workshop	Chinese Language	July to Aug	S.1 - 5	17	Attendance more than 80%	\$6,800.00	E1			√		
42	Flag-guards Training Fee	National Security	Aug	S.1 - 5	10	Reflection from students	\$8,960.00	E1				√	
43	Advanced Leadership Training	Leadership Training	Aug	S.1 - 5	50	Reflection from students	\$22,100.00	E6		√	√		
44	School Team Training Fee - Music	Arts (Music)	Sept to Aug	S.1 - 6	100	Attendance more than 80%	\$109,500.00	E5			√		
45	School Team Training Fee - Sports	Physical Education	Sept to Aug	S.1 - 6	100	Attendance more than 80%	\$45,134.00	E5			√		
46	茶藝課程	Moral, Civic and National Education	Oct to Dec	F.1 - 5	17	Reflection from students	\$10,200.00	E6			√		

47	家居環保手作坊	Arts (Visual Arts)	Apr to May	F.1 - 5	25	Reflection from students	\$5,000.00	E6			√		
48	蝠鼠吊金錢當舖工作坊	Arts (Visual Arts)	June	S.1 - 5	25	Reflection from students	\$4,500.00	E6			√		
49	中一至中五成長活動	Moral, Civic and National Education	Mar to Apr	S.1 - 5	32	Reflection from students	\$21,000.00	E6				√	
50	2021-22 年全國青少年語大知識大賽	Chinese Language	May to Jul	S.2 - 4	2	Reflection from students	\$1,300.00	E1	√				
51	<森林的法則>學習活動	Science	Jan	S.4 - 6	26	Reflection from students	\$6,200.00	E1	√				
52	宋代點茶工作坊	Arts (Others)	June	S.1 - 3	42	Reflection from students	\$2,000.00	E6			√		
53	中二級義工活動	Moral, Civic and National Education	May to Jun	S.2	120	Reflection from students	\$11,000.00	E6				√	
54	疫來信守活動	Citizenship and Social Development	May to Jun	S.1 - 5	600	Reflection from students	\$3,214.00	E1				√	
55	我的秘密花園 2022	Citizenship and Social Development	Nov to Jun	S.1 - 5	16	Reflection from students	\$4,000.00	E1				√	
56	2021-2022蒲公英聯校文學比賽	Chinese Language	Nov to July	S.1 - 5	10	Reflection from students	\$4,920.00	E1	√				
(Please insert rows above if the space provided is insufficient.)													
Sub-total of Item 1.1							\$1,158,947.73						
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													
4													
5													
(Please insert rows above if the space provided is insufficient.)													
Sub-total of Item 1.2							\$0.00						
Expenses for Category 1							\$1,158,947.73						

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	High-level desktop computer (for editing 5K 360/AR video)	Cross-Disciplinary (STEM)	To create AR video for student activities	\$21,139.00
2	Adobe creative suite (software for photo/video editing)	Cross-Disciplinary (STEM)	To enhance the quality of photo and videos	\$22,120.00
3	High-level digital camera and lens	Cross-Disciplinary (STEM)	To enhance the quality of photos for student activities	\$39,990.00
(Please insert rows above if the space provided is insufficient.)				
Expenses for Category 2				\$83,249.00
Expenses for Categories 1 & 2				\$1,242,196.73

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

Code for Expenses

E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)

E2 Transportation fees

E3 Fees for non-local exchange activities / competitions (students)

E4 Fees for non-local exchange activities / competitions (escorting teachers)

E5 Fees for hiring expert / professionals / coaches

E6

E7

E8

E9

Category 3: Estimated Number of Student Beneficiaries

Total number of students in the school:	687
Number of student beneficiaries:	687
Percentage of students benefitting from the Grant (%):	100%

Contact Person for LWL (Name & Post):	Miss Nicole Tam (Accounts Officer)
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Fees for students attending courses, activities or training organised by external organisations recognised by the sche

Purchase of equipment, instruments, tools, devices, consumables

Purchase of learning resources (e.g. educational softwares, resource packs)

Others (please specify)

I. Financial Overview

II. Number of Student Beneficiaries and Subsidised Amount

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. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / 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	Basic Leadership Program	Leadership Training	11	\$5,596.00		✓			
2	ECA Training Course	Arts (Music)	26	\$44,130.00			✓		
3	School Team Training	Physical Education	28	\$11,450.00			✓		
4	Mocktail Making Class	English Language	3	\$1,050.00	✓				
5									
6									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1				\$62,226.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									

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									
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	HK Flag-guards	Moral, Civic and National Education	6	\$6,674.00		✓			
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3				\$6,674.00					
Total			74	\$68,900.00					

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)
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姊妹學校交流報告書

2021 / 22 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：	李兆基老師

本學年已與以下內地姊妹學校進行交流活動：

1.	湖南省株洲市第二中學
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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 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 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 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
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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 checked="" type="checkbox"/>	增進對內地的認識和了解
D2	<input type="checkbox"/>	觀課/評課	E2	<input checked="" 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 checked="" type="checkbox"/>	建立學習社群/推行教研
D4	<input checked="" type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input checked="" type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明)：	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明)：

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input checked="" type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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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 checked="" type="checkbox"/>	增進對內地的認識和了解
G2	<input type="checkbox"/>	課堂體驗	H2	<input checked="" 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 checked="" type="checkbox"/>	專題研習	H4	<input 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 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 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 type="checkbox"/> 完全達到	I2 <input checked="" type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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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	☑	描述	編號	☑	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
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監察/評估方法如下:		
編號	☑	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 type="checkbox"/>	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	☑	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\$29,988.00
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$111,997.22
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$4,716.00
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 type="checkbox"/>	學年總開支	HK\$146,701.22
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 type="checkbox"/>	有關交流活動的層面 <i>[如適用，請註明]</i> 兩校學生以「智慧城市」為題，開展專題研習活動。
O2	<input type="checkbox"/>	有關交流活動的形式/內容 <i>[如適用，請註明]</i> 本校使用「元宇宙」平台 Spatial 作為與內地的交流平台，即使線上交流，也可讓內地與香港學生有同一天空，親歷其境的感覺。
O3	<input type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i> 兩校學生已於本學年各自完成專題研習，並將於 2022/23 學年進行錄影播放和線上交流。
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 type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	___/___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 checked="" type="checkbox"/>	本校學生參與交流的總人次	__232__ 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	__11__ 總人次
P5	<input type="checkbox"/>	本校學校管理人員參與交流的總人次	___/___總人次

<p>備註： 因應局方於 21/22 3 至 4 月的「全港學校特別假期」安排。兩校商討後，就準備及交流日子作出更改，並協定於 2022 年 10 月下旬舉行交流活動。</p>
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Report on the Use of the Promotion of Reading Grant

2021-22 School Year

Part 1: Evaluation

The Reading Grant played an important part in the promotion of reading in that we were able to add to our school library a nice selection of good reads that suited the different tastes and interests of our students. The new purchases included best-selling fiction books and non-fiction books covering a variety of subjects which widen students' scope of reading and general knowledge. This large and attractive collection is paramount as the books helped arouse students' interest in reading and catered to the spectrum of abilities among students. Students enjoyed seeing the new, rich and up-to-date books and magazines from all around the world every time they visited the library during the reading lesson and at recess or after school.

In addition, money was allocated to buy additional junior and senior form SBA books for students to facilitate their Chinese and English curriculum requirements. The Grant also enabled us to purchase a high quality e-books package with extensive reading resources that are inspiring and international. During the city-wide school suspension period and the special summer holiday in March, the e-books package was much utilized as a regular and reliable source of good reads. Finally, the Grant has expanded the opportunity for the school to engage in reading-related activities that needed to be funded as well as to reward students for their good effort in reading.

To maximize the benefits of a good collection of books, new purchases were made with the recommendations from students, teachers, student librarians and the teacher librarian. This proved effective as it ensured a diverse and age appropriate selection of new books for our students and helped boost borrowing from the school library. Reading activities such as The Battle of the Books, Reading Trivia, Book Sharing and Book Hunting were also effective in nurturing a reading culture in our school as they helped raise awareness of the importance of a reading habit. Most importantly, these activities promoted reading as a fun pastime and spread the reading atmosphere in school. A summer reading scheme was devised for F.1-3 students for the special long holiday in March and April, to provide encouragement and direction on reading during this time.

Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	<u>Purchase of Books</u>	
	Printed books	30903.85
	EBooks	32680.00
2.	Reading Activities	3150.00
	Total:	66733.85
	Unspent Balance:	10,664.08

循道中學

「公民與社會發展科津貼」

2021/22學年運用報告

作為其中一項支援措施，教育局向每所公營中學（包括開設公民科的特殊學校）及提供本地高中課程的直接資助計劃中學（直資中學）發放30萬元的一筆過津貼，以支援學校在2021/22學年起推行公民科課程。

評估結果

「公民與社會發展科津貼」有效支援學校採購公民科的學與教資源，學校在2021/22學年採購了三間不同書商的電子教學資源，有關書商提供了多元化的學與教資源，包括主題教材、溫習筆記、參考資料及短片、課堂活動工作紙、網上能力評估活動、樣本試卷等。100%科任老師認同有效提升教師備課的效率，同時亦可有效支援學生學習。

運用報告

	範疇	金額 (\$)
1.	發展或採購相關的學與教資源	\$6,089
	總共：	\$6,089
	餘額：	\$293,911