

# Methodist College - Annual School Plan (2025-26)

## School Vision and Mission

### Our School Motto – Crede ut Intellegas

Our Latin school motto means 'Believe in order to know'. Methodist College is where knowledge is pursued based on the Christian faith.

### The Education Mission of the Methodist Church, Hong Kong

To develop whole-person education based on Christian principles  
To nurture wholesome life through the preaching of the gospel

### Our Direction - MCKLN

We are here to nurture **M**odest, **C**aring and **K**nowledgeable **L**eaders of the **N**ew Era

**Methodist College - Annual School Plan (2025-26)**  
**Major Concern 1: Grow with Self-determination (Stage 1)**

**Feedback and the follow-up actions from the previous school year:**

- Foster self-awareness and self-reflection among students to identify their strengths and areas for growth, supporting the development of academic, personal, and social goals to enhance overall wellbeing.
- Continue to promote character strengths and incorporate other tools such as MBTI and VARK surveys to support holistic student development, providing insights into learning styles and life aspirations.
- Implement programmes and activities that teach explicit skills for overcoming challenges, fostering resilience, and encouraging personal growth to create a more fulfilling school experience.
- Enhance emotional support programmes by increasing access to counseling services and maintaining commitment to the 4Rs Mental Health Charter and JC LevelMind@School Project.
- Encourage and expand participation in physical activities to support the overall health and wellness of all students.
- Nurture positive school communities and relationships to strengthen students' social-emotional health.

Target	Implementation Strategy	Success Criterion	Method of Evaluation	Time Scale	Responsible Person	Resource Required
1. To empower students to take ownership of their learning and personal growth through self-awareness and self-reflection	<ul style="list-style-type: none"> <li>• To adjust subject curriculum, assignments and assessments to meet the three basic needs - autonomy, competence and relatedness</li> </ul>	<ul style="list-style-type: none"> <li>• Students agree that they are able to set their own learning goals</li> <li>• Students agree that they apply different learning strategies to achieve their goals</li> <li>• Students agree that they regularly reflect on their learning progress and try their best to overcome learning difficulties</li> <li>• Teachers agree that students reflect on and improve their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Stakeholders' Survey</li> <li>• APASO III</li> <li>• Stakeholders' Survey</li> <li>• APASO III</li> <li>• Stakeholders' Survey</li> <li>• APASO III</li> <li>• Stakeholders' Survey</li> </ul>	Whole year	• ACAD	
	<ul style="list-style-type: none"> <li>• To apply strategies in the teaching and learning process that cultivate student autonomy, supporting them in defining self-directed and achievable learning goals, and actively engaging in self-reflection</li> </ul>			Whole year	• ACAD	
	<ul style="list-style-type: none"> <li>• To revise the school handbook to serve as a comprehensive planner that includes schedules, sections for goal-setting and reflection</li> </ul>			Whole year	• SDEV • ADEX	

	<ul style="list-style-type: none"> <li>To implement a student growth journal where students can record their goals, track their progress, and capture their reflections</li> </ul>	<ul style="list-style-type: none"> <li>Students concur that the student handbook and growth journal are helpful for their personal growth and self-management</li> </ul>	<ul style="list-style-type: none"> <li>Students' Survey</li> <li>Interview</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>CLPC</li> <li>LEC</li> <li>GC</li> </ul>	
	<ul style="list-style-type: none"> <li>To integrate structured goal-setting activities, reflection practices and the concept of growth mindset in form meetings and class teacher periods</li> </ul>	<ul style="list-style-type: none"> <li>Students agree that they understand and apply a growth mindset and have more time to engage in self-reflection</li> </ul>	<ul style="list-style-type: none"> <li>Students' Survey</li> <li>Interview</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>LEC</li> <li>CLPC</li> </ul>	
	<ul style="list-style-type: none"> <li>To further promote and provide students with practical tools (e.g. character strengths, MBTI, A.C.E. Personality Typology ACCEPT and VARK Survey) that enable them to reflect, develop effective learning strategies and enhance their social and emotional well-being</li> </ul>	<ul style="list-style-type: none"> <li>Students agree that the tools introduced can deepen their self-awareness and personal understanding</li> </ul>	<ul style="list-style-type: none"> <li>Students' Survey</li> <li>Interview</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>CLPC</li> <li>LEC</li> <li>GC</li> </ul>	
	<ul style="list-style-type: none"> <li>To enable students to independently plan and pursue OLE that align with their personal goals and aspirations</li> </ul>			Whole year	<ul style="list-style-type: none"> <li>ECAC</li> </ul>	
	<ul style="list-style-type: none"> <li>To support teachers in expanding their expertise in effectively guiding students in cultivating self-awareness, promoting self-reflection, and taking ownership of their learning through staff development programmes</li> </ul>	<ul style="list-style-type: none"> <li>Teachers concur that students understand and effectively apply the tools in their goal setting and reflection.</li> <li>Teachers agree that the professional development programmes enhance their capability to guide students in fostering autonomy, self-awareness, and reflection practices.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Survey</li> <li>Stakeholders' Survey</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Major Concern 1 Task Force</li> </ul>	
	<ul style="list-style-type: none"> <li>To enrich parents' understanding of growth mindset and self-exploration through different training programmes and talks</li> </ul>	<ul style="list-style-type: none"> <li>Parents agree the school helps them acquire knowledge and methods of educating their children</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Survey</li> <li>Stakeholders' Survey</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>PTA</li> </ul>	

2.To strengthen positive communities that foster resilience and overall wellbeing	<ul style="list-style-type: none"> <li>To continue participating in the 4Rs Mental Health Charter and utilising resources from JC LevelMind@school Project in order to enhance an overall school culture emphasizing health and wellness</li> </ul>	<ul style="list-style-type: none"> <li>Students concur that the school supports them in navigating challenges related to growing up.</li> <li>Teachers agree that the school helps students lead a healthy life.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders' Survey</li> <li>Stakeholders' Survey</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>LEC</li> </ul>	JC LevelMind@school Project, 4Rs Mental Health Charter
	<ul style="list-style-type: none"> <li>To cultivate a positive and supportive school atmosphere by creating accessible zones for student relaxation and peer interaction (e.g. LevelMind Hub)</li> </ul>	<ul style="list-style-type: none"> <li>Students agree that they embrace a holistic, healthy approach to living.</li> </ul>	<ul style="list-style-type: none"> <li>APASO III</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>Major Concern 1 Task Force</li> <li>ADEX</li> </ul>	JC LevelMind@school Project
	<ul style="list-style-type: none"> <li>To enhance emotional support programmes and equip students with skills to understand and manage emotions, build healthy relationships, and cope with challenges</li> </ul>	<ul style="list-style-type: none"> <li>Students agree that they have positive relationships with schoolmates and teachers.</li> </ul>	<ul style="list-style-type: none"> <li>Stakeholders' Survey</li> <li>APASO III</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>LEC</li> <li>GC</li> </ul>	
	<ul style="list-style-type: none"> <li>To optimize school administrative measures and timetable structures, fostering a more balanced development for students</li> </ul>	<ul style="list-style-type: none"> <li>Students report experiencing positive emotion more often and negative emotions less frequently.</li> </ul>	<ul style="list-style-type: none"> <li>APASO III</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>ADEX</li> <li>ACAD</li> </ul>	
	<ul style="list-style-type: none"> <li>To increase the number of inter-class activities aimed at boosting relationships and promoting the importance of healthy lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Students receiving mentorship agree they feel supported and benefited from the schemes.</li> </ul>	<ul style="list-style-type: none"> <li>Interview</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>LEC</li> <li>PE Department</li> </ul>	
	<ul style="list-style-type: none"> <li>To continue encouraging peer mentorship through the Big Brothers and Big Sisters scheme and peer counsellors</li> </ul>	<ul style="list-style-type: none"> <li>Teachers agree that peer mentorship schemes contribute positively to the school communities</li> <li>Different stakeholders agree that the joint programme,</li> </ul>	<ul style="list-style-type: none"> <li>Teachers' Observation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>ECAC</li> <li>GC</li> </ul>	

	<ul style="list-style-type: none"> <li>To further enhance collaboration with the Alumni Association of Methodist College (MCAA) and Kowloon Methodist Church in order to strengthen support for students</li> </ul>	<p>organized together with the Alumni Association and the church, helps support students in their whole-person growth</p>	<ul style="list-style-type: none"> <li>Surveys and Interview</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>MCAA, Kowloon Methodist Church</li> </ul>	
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**Methodist College - Annual School Plan (2025-26)**  
**Major Concern 2: Thrive in the Digital Age (Stage 1)**

**Feedback and follow-up actions from the previous school year:**

- Focus on developing blended learning, laying a solid foundation for enhancing students' self-directed learning abilities.
- Emphasize promoting Project Learning, with F.2 integrating STEAM to enable students to explore problem-solving through "immersion" and "practical application" of technology.
- Through APASO, we understand the need to enhance students' interest in reading.

<b>Target</b>	<b>Implementation Strategy</b>	<b>Success Criteria</b>	<b>Method of Evaluation</b>	<b>Time Scale</b>	<b>Responsible person</b>	<b>Resource Required</b>
1. To develop “New Literacy”, equipping students with core competencies to thrive in the digital world	<ul style="list-style-type: none"> <li>• To establish the Reading and Information Literacy Society as a platform to promote information literacy, connect it with subjects, and cultivate critical thinking, responsible information use, and a love for reading</li> <li>• To integrate the “S.I.F.T.” framework (Stop, Investigate, Find, Trace) into the curriculum, enhancing students’ ability to evaluate and navigate digital content</li> <li>• To develop a unified approach to technology use, including AI tools, by aligning with the EDB’s 2024 framework and ensuring responsible and proficient application across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Students agree that by the end of the year, they can effectively apply the “S.I.F.T.” steps (Stop, Investigate, Find, Trace) to evaluate digital content in subject-based assignments, as shown in their classwork and projects.</li> <li>• Teachers are generally satisfied with students' ability and attitude in effectively and ethically using information technology tools within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• APASO III</li> <li>• Stakeholder survey</li> <li>• School-based questionnaire</li> <li>• Teacher observation</li> <li>• Professional sharing</li> <li>• Interview record</li> <li>• Student reflection</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• ACAD</li> <li>• SDEV</li> <li>• ADEX</li> <li>• Subject Teachers</li> <li>• CT</li> </ul>	<ul style="list-style-type: none"> <li>• IT support</li> </ul>
2. To integrate AI tools, such as chatbots, as personal learning assistants to enhance	<ul style="list-style-type: none"> <li>• To facilitate self-regulation and reflection by guiding students to identify learning challenges through activities like learning journals, goal setting, and progress reviews, helping them set actionable goals for improvement</li> </ul>	<ul style="list-style-type: none"> <li>• Students agree that they can identify learning difficulties and articulate strategies to overcome them through reflective journals, goal setting, and teacher feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• APASO III</li> <li>• Stakeholder survey</li> <li>• School-based questionnaire</li> <li>• Teacher observation</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• ACAD</li> <li>• SDEV</li> <li>• ADEX</li> <li>• Subject Teachers</li> <li>• CT</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni support</li> <li>• MCTV</li> <li>• Library</li> </ul>

individual learning experiences	<ul style="list-style-type: none"> <li>• To introduce the "Co-star Framework" for integrating AI in learning, enabling students to create personalized prompts and develop an "AI chatbot" as a tailored learning assistant to support their academic growth</li> </ul>	<ul style="list-style-type: none"> <li>• Students agree that they can design and develop functional "AI chatbots" tailored to their learning needs, as demonstrated in projects or presentations.</li> <li>• Teachers have generally made efforts to integrate artificial intelligence organically into learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observation</li> <li>• Students' work inspection</li> <li>• Professional sharing</li> <li>• Interview record</li> <li>• Student reflection</li> </ul>			
3. To promote Design Thinking, enabling students to empathize and observe real-world problems for innovative solutions	<ul style="list-style-type: none"> <li>• To continue promoting Design Thinking through project-based learning, particularly in the F.2 Project Learning lessons.</li> <li>• To collaborate with teachers to embed AI-related projects across subjects, fostering interdisciplinary learning</li> <li>• To reinforce engagement and understanding through workshops, guest lectures, and project-based assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Students agree that they can apply the Design Thinking framework by identifying real-world problems, developing problem statements, and presenting functional prototypes or solutions.</li> <li>• Students agree that their creativity, practicality, and understanding of empathy, ideation, and iteration are evident in their presentations or reflections.</li> <li>• Teachers are able to incorporate elements of design thinking into learning activities.</li> </ul>	<ul style="list-style-type: none"> <li>• APASO III</li> <li>• Stakeholder survey</li> <li>• School-based questionnaire</li> <li>• Teacher observation</li> <li>• Lesson observation</li> <li>• Students' work inspection</li> <li>• Professional sharing</li> <li>• Interview record</li> <li>• Student reflection</li> </ul>	Whole year	<ul style="list-style-type: none"> <li>• ACAD</li> <li>• SDEV</li> <li>• ADEX</li> <li>• Subject Teachers</li> <li>• CT</li> </ul>	<ul style="list-style-type: none"> <li>• IT support</li> <li>• Websams data</li> <li>• MCTV</li> </ul>

<p>4. To foster "Dual Reading Literacy" by equipping students with digital and traditional reading skills through the 21st-century school library and daily learning activities</p>	<ul style="list-style-type: none"> <li>• To integrate digital and traditional reading activities into lessons using school library resources, guiding students to compare formats and foster critical thinking.</li> <li>• To foster a vibrant reading culture, the program integrates digital platforms, print collections, and activities like reading challenges, workshops, and book clubs. Reading is naturally embedded in school events, from exchange trips to contests and projects, encouraging goal-setting, progress tracking, and achievements. This seamless approach ensures reading becomes an enriching, integral part of every student's learning journey.</li> <li>• To digitize the School Library to enhance student engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Students agree that they can effectively utilize digital and traditional reading formats by completing comparative analysis tasks and understanding the strengths and limitations of each medium.</li> <li>• Students agree that their engagement with both formats is evident through increased participation, improved comprehension, and positive feedback on their reading experiences.</li> <li>• Teachers are able to promote dual reading literacy by collaborating with the school library, addressing subject needs, and making good use of online resources.</li> </ul>	<ul style="list-style-type: none"> <li>• APASO III</li> <li>• Stakeholder survey</li> <li>• School-based questionnaire</li> <li>• Teacher observation</li> <li>• Professional sharing</li> <li>• Interview record</li> <li>• Student reflection</li> </ul>	<p>Whole year</p>	<ul style="list-style-type: none"> <li>• ACAD</li> <li>• Subject Teachers</li> <li>• CT</li> </ul>	<p>Library</p>
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**END OF PLAN**

# **ANNEXES**

**School-based After-school Learning and Support Programmes 2025/26 s.y.**  
**School-based Grant - Programme Plan**

Name of School: Methodist College

Project Coordinator: Miss Nicole Tam Contact Telephone No.: 2384 3543

A. The estimated number of benefitting students (count by heads) under this Programme is 70 (including A. 15 CSSA recipients, B. 45 SFAS full-grant recipients and C. 10 under school's discretionary quota.

**B. Information on Activities to be subsidised/complemented by the grant.**

*Name / Type of activity	Objectives of the activity	Success criteria (e.g. learning effectiveness)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Period/Date activity to be held	Estimated no. of participating eligible students <sup>#</sup>			Estimated expenditure (\$)	Name of partner/service provider (if applicable)
					A	B	C		
Art & Culture	Develop potentials	Student of lower family means can participate eagerly in self-paying school activity	Teachers' observation Rate of participation	Oct 25 – Aug 26	5	10	5	50,000.00	
Visits & Excursions	Enrich learning experience	Evaluate the extent to which new knowledge or insights were gained	Students' feedback	Nov 25 – July 26	5	20	0	10,000.00	
Leadership Training	Train Leadership Skills	Encourage participants to assess their own growth and learning	Students' feedback	Nov 25 – Apr 26	2	5	5	20,000.00	
Languages Training	Develop potentials	Feedback from teachers or language coaches on progress and areas for improvement	Students' feedback	Sept 25 – Aug 26	3	10	0	4,000.00	
<b>Total no. of activities: <u>20</u></b>					<sup>@</sup> No. of participation counts	15	45	10	
					<sup>**</sup> Total no. of participation counts	70			

Note:

\* Name/type 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.

@ Participation counts: refers to the aggregate no. of benefitted students participating in each activity listed above.

\*\*Total no. of participation count: the aggregate of (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).

Plan on the Use of Capacity Enhancement Grant in the 2025/26 School Year

Name of School : Methodist College

Our School has read and understood the ground rules and procedures in the utilization of the Capacity Enhancement Grant (CEG). The following plan on the use of the CEG is drawn up after full consultation with teachers:

Item	Details	Time Frame	Budget	Evaluation Criteria (Indicator)	Responsible Party
To relieve teachers' workload so that teachers can concentrate on curriculum development	<ul style="list-style-type: none"> <li>To release teachers' workload allowing them more space to explore the use of IT in teaching</li> <li>To employ tutor(s) to share teachers' workload in catering for students' diverse needs</li> </ul>	Whole Year	360,000.00	<ul style="list-style-type: none"> <li>Performance appraisal on the teaching assistant(s)</li> <li>Feedback of teachers concerned</li> </ul>	Vice-principal(s)
To enlarge the exposure of elite students in various aspects	<ul style="list-style-type: none"> <li>To subsidize students in joining enrichment programmes organized by HKAGE and universities</li> </ul>	Whole Year	50,000.00	<ul style="list-style-type: none"> <li>Students respond very positively after joining these programmes.</li> </ul>	Mr. Wong Chun Lam

Methodist College  
 Proposal for DLG-funded Other Programme (Gifted Education)  
 2025-2026

<b>Domain</b>	<b>Programme</b>	<b>Objective(s)</b>	<b>Targets &amp; Selection</b>	<b>Duration/ Start Date</b>	<b>Deliverables</b>	<b>Teaher i/c</b>	<b>Budget</b>
English Language	English Debate Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	10 students, selected by English teachers	Whole Year	Training sessions	Mr. Wong Wai Chung	10,000.00
	Scrabble Team	To increase elite students' vocabulary and word awareness	5 students, selected by the Teacher i/c based on recommendation by teachers and students	Whole Year	Training sessions	Miss Ma Chung Hin	30,000.00
Chinese Language	Chinese Drama Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	10 students, selected by Chinese teachers	Whole Year	Training sessions	Ms Tsoi Yan Yi	10,000.00
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	Courses taken & competitions joined	All subject GE coordinators	20,000.00

**Methodist College**

Schools are required to upload this Plan on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

Our school will use this Grant in compliance with relevant requirements as stipulated in circulars, guidelines and other documents issued by the EDB. Our school understands that in case of inappropriate use of the Grant, our school should make good relevant expenses by deploying other suitable resources.

^ List of **Category of the Activity** and **Evaluation Method** for reference (Schools can select one or more suitable option(s) from the pull-down list): 【School may click on the "-" on the left to hide this part】

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<b>Category of the Activity:</b>	A1 Values Education	A2 Intellectual Development	A3 Community Service	A4 Physical and Aesthetic Development	A5 Career-related Experiences	A6 Patriotic Education
	A7 Digital Education, Artificial Intelligence and STEAM Education		A8 Student Mental Health	A9 Others (Please specify in column L)		
<b>Evaluation Method:</b>	B1 Questionnaire	B2 School Meeting and Discussion	B3 Professional Sharing in School	B4 Interview	B5 Observation	B6 Written report and record
						B7 Others (Please specify in column N)

**Category 1: Details of Activities**

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
1.1	<b>Local Activities</b> (including online exchanges)												
1	3D Character Model Course	Sept - July	Equip students with the artistic and technical skills needed to create high-quality, production-ready 3D characters	20	0	0	0	\$15,000.00		A4 Physical and Aesthetic Development A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation B1 Questionnaire	
2	Basic Leadership Training	Nov - Dec	Develop individuals' skills to effectively guide, motivate, and inspire others, enhancing their ability to achieve organizational goals and foster positive team dynamics	100	5	0	0	\$45,000.00		A2 Intellectual Development		B4 Interview	
3	Big Brothers and Big Sisters Program	Sept - Jun	Develop individuals' skills to effectively guide, motivate, and inspire others, enhancing their ability to achieve organizational goals and foster positive team dynamics	80	0	0	0	\$45,000.00		A1 Values Education		B5 Observation	
4	Vertical House Program	Sept - Jul	Develop individuals' skills to effectively guide, motivate, and inspire others, enhancing their ability to achieve organizational goals and foster positive team dynamics	720	0	0	0	\$16,000.00		A1 Values Education		B5 Observation	
5	Flag-guard Training Program	Sept - Jan	Develop proficiency in flag handling and movement for either artistic performance and choreography	20	0	0	0	\$9,000.00		A6 Patriotic Education A2 Intellectual Development		B5 Observation	
6	Evangelistic Activities	Mar	Share religious beliefs and convert individuals to a particular faith	720	0	0	0	\$9,000.00		A1 Values Education		B5 Observation	
7	SCF Activities	Mar	Focusing on building community, personal growth	720	0	0	0	\$7,000.00		A1 Values Education		B5 Observation	
8	SCF Camp	Mar	Focusing on building community, personal growth	30	5	0	0	\$17,000.00		A1 Values Education		B5 Observation	
9	Chinese Drama Workshop	Sept - May	Provide both a practical and theoretical foundation in Chinese theatrical arts	20	0	0	0	\$25,000.00		A1 Values Education		B2 School Meeting and Discussion	
10	Chinese Cultural Workshop	Oct - May	Offer insights into various aspects of Chinese traditions, arts, history, and customs, fostering understanding, appreciation, and engagement	20	0	0	0	\$15,000.00		A1 Values Education A6 Patriotic Education		B5 Observation	
11	Chinese Creative Writing Workshop	Oct - Dec	Provide a structured and supportive environment where aspiring and developing writers can hone their craft	20	0	0	0	\$16,000.00		A1 Values Education		B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
12	Ocean Park Adventure Program	July	Foster personal growth, develop practical skills, and build confidence through challenging outdoor activities and experiences	50	0	0	0	\$13,000.00		A1 Values Education		B2 School Meeting and Discussion	
13	CS Activities	Oct - June	Educate students on citizenship, societal issues, and national development,	717	0	0	0	\$27,000.00		A6 Patriotic Education		B5 Observation	
14	Chinese Painting Course	Sept - Jan	Teaching the technical skills of brushwork and ink control for traditional subjects	20	0	0	0	\$5,000.00		A4 Physical and Aesthetic Development		B5 Observation	
15	Procreate Course	Sept - Jan	Teaching students how to effectively use the Procreate digital art application to create a wide range of digital illustrations and artworks	20	0	0	0	\$5,000.00		A4 Physical and Aesthetic Development A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation	
16	Choir	Sept - July	Develop vocal skills, musical understanding, and ensemble performance abilities in a supportive group setting	50	0	0	0	\$60,000.00		A4 Physical and Aesthetic Development		B5 Observation	
17	Orchestra	Sept - July	Develop instrumental proficiency, musical literacy, and the ability to perform cohesively as part of an ensemble	20	0	0	0	\$60,000.00		A4 Physical and Aesthetic Development		B5 Observation	
18	Gala-Musica Workshop	Sept - July	Enhance musical skills, foster collaborative performance, and prepare participants for a celebratory musical event or concert	10	0	0	0	\$10,000.00		A4 Physical and Aesthetic Development		B5 Observation	
19	Sports Team Training	Sept - Aug	Develop individual athletic skills, foster teamwork and strategic play, and improve physical conditioning to enhance the team's overall performance and success in competition	150	0	0	0	\$110,000.00		A4 Physical and Aesthetic Development		B5 Observation	
20	F.2 Training Camp	Jan	Develop build team cohesion	126	10	0	0	\$63,000.00		A1 Values Education		B5 Observation	
21	F.5 Overnight Camp	Jan	Develop build team cohesion	117	10	0	0	\$5,000.00		A1 Values Education		B5 Observation	
22	English Debate Workshop	Sept to July	Enhancing participants' critical thinking, public speaking, and argumentation skills through structured debates and discussions	15	0	0	0	\$63,000.00		A1 Values Education		B5 Observation	
23	Scrabble Course	Sept to July	Improve vocabulary, spelling, and strategic thinking while enjoying the game of Scrabble	10	0	0	0	\$34,650.00		A1 Values Education		B5 Observation	
24	English Drama Workshop	Oct to July	Develop participants' acting skills, creativity, and confidence through performance and collaboration in theatrical productions	30	0	0	0	\$50,000.00		A1 Values Education		B5 Observation	
25	English Activities	Oct to July	Enhancing language skills, promote communication, and foster engagement through interactive and enjoyable learning experiences	717	0	0	0	\$14,000.00		A1 Values Education		B1 Questionnaire B5 Observation	

No.	Name and Description of the Activity	Proposed Date	Objective(s) of the Activity	Target & Estimated Number of Participants (Fill in the estimated number of participants of each type; please indicate "0" if a particular type is not involved)				Estimated Expenses (\$)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity <sup>^</sup>		Evaluation Method <sup>^</sup>	
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is chosen, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is chosen, please provide details in this column)
26	Xi An Senior High School Visit	Oct to Jan	Deepening Friendship through Teacher-Student Communication	300	15	3	0	\$20,000.00		A1 Values Education A4 Physical and Aesthetic Development A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education		B3 Professional Sharing in School B5 Observation B6 Written report and record	
27	No. 54 High School of Shanghai Exchange	Feb to July	Discussing the details of the communication and holding a pre-meeting to get to know each other	24	2	2	0	\$20,000.00		A1 Values Education A6 Patriotic Education		B5 Observation	
(Please insert rows above if the space provided is insufficient.)													
<b>Total estimated expenses of item 1.1</b>								<b>\$778,650.00</b>					
<b>1.2</b>	<b>Non-local Activities</b>												
1	CLP GBA Trip	Nov	Explore potential career paths, gain insights into specific industries or roles, and facilitate networking opportunities for professional development and future planning	128	10	0	0	\$10,000.00		A5 Career-related Experiences		B6 Written report and record	
2	Overseas Leadership Training Program	Jan - Mar	Develop individuals' skills to effectively guide, motivate, and inspire others, enhancing their ability to achieve organizational goals and foster positive team dynamics	24	4	0	0	\$115,000.00		A1 Values Education		B6 Written report and record	
3	CS Trip	May	Educate students on citizenship, societal issues, and national development	117	10	0	0	\$3,500.00		A6 Patriotic Education		B6 Written report and record	
4	Voluntary Service Trip	Jun	Personal growth through service, and promote cultural exchange and understanding among participants and beneficiaries	30	2	0	0	\$50,000.00		A3 Community Service		B6 Written report and record	
5	Shanghai Sister School Exchange Tour	Feb to July	Understanding the history and culture of Shanghai, as well as the education system in Mainland China	24	2	2	0	\$120,000.00		A1 Values Education A6 Patriotic Education		B2 School Meeting and Discussion B5 Observation	
6	Overseas Scrabble Competition	Jan	Improve vocabulary, spelling, and strategic thinking while enjoying the game of Scrabble	5	0	0	0	\$35,000.00		A1 Values Education		B5 Observation	
7	Oversea Exchange Trip	Apr	Provide athletes with the opportunity to play in diverse environments and gain valuable international experience	0	2	0	0	\$12,000.00		A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record	
(Please insert rows above if the space provided is insufficient.)													
<b>Total estimated expenses of item 1.2</b>								<b>\$345,500.00</b>					
<b>Total estimated expenses (sum of items 1.1 and 1.2)</b>								<b>\$1,124,150.00</b>					

Name of Teacher Responsible for Life-wide Learning:	Miss Tam Hoi Ling	Position:	Accounts Officer
Name of Teacher Responsible for the Sister School Scheme:	Miss Ko Siu Man	Position:	National Education Officer

2025/26學年 全方位學習及姊妹學校津貼 運用計劃  
(學校名稱) 循道中學

2025年5月版

為提高透明度及根據一貫安排，學校須把經校董會 / 法團校董會 / 學校管理委員會審批的「全方位學習及姊妹學校津貼」運用計劃上載至學校網頁。本校會遵照教育局所發出通告、指引及其他文件的有關規定運用此津貼；並明白如有不恰當使用津貼的情況，學校須以其他合適資源填補有關開支。

第1項：活動詳情

編號	活動名稱及簡介	擬舉行日期	活動目標	對象及預計參與人數 (按每類對象填寫， 如沒有該類人員參與，請填上「0」)				預算開支 (\$)	內地姊妹學校名稱 (如涉及姊妹學校 交流活動)	活動類別 <sup>^</sup>		評估方法 <sup>^</sup>	
				學生 (請註明 年級及人數)	教師	管理層	其他 (請註明 對象及人數)			(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「A9 其他」， 請於此欄註明詳情)	(於下拉清單選擇適用 選項，可選多於一項)	(如選擇「B7 其他」， 請於此欄註明詳情)
1.1	本地活動 (包括視像交流)												
1	西安高級中學來港回訪	2025/26上學期	師生交流、加深友誼	300	15	3		\$20,000.00	西安高級中學	A1 價值觀教育 A4 體藝發展 A6 愛國主義教育 A7 數字數育、人工智能、STEAM教育		B3 校內專業分享 B5 觀察 B6 書面報告及記錄	
2	上海市第五十四中學交流團	2025/26下學期	商議交流細節及交流前見面會，互相認識	24	2	2		\$20,000.00	上海市第五十四中學	A1 價值觀教育 A6 愛國主義教育		B5 觀察	
3													
4													
5													
(如空間不足，請於上方插入新行。)								第1.1項預算總開支		\$40,000.00			
1.2	境外活動												
1	上海歷史文化考察及姊妹學校交流活動	2026年下學期	認識上海歷史及文化、內地教育制度、社會發展及與姊妹學校同學建立友誼	24	2	2		\$120,000.00	上海市第五十四中學	A1 價值觀教育 A6 愛國主義教育		B2 校內會議及討論 B5 觀察 B6 書面報告及記錄	
2													
3													
4													
5													
(如空間不足，請於上方插入新行。)								第1.2項預算總開支		\$120,000.00			
預算總開支 (第1.1項及第1.2項之總和)								\$160,000.00					

全方位學習負責教師姓名：		職位：	
姊妹學校計劃負責教師姓名：	高少文	職位：	國民教育統籌主任

## **Plan on the Use of the Promotion of Reading Grant**

**2025/26 School Year**

**The major objectives of promoting reading:** *(Related to Major Concern 1. Grow with Self-determination 2. Thrive in the Digital)*

**1. To develop “New Literacy”, equipping students with core competencies to thrive in the digital world**

- To establish the Reading and Information Literacy Society as a platform to promote information literacy, connect it with subjects, and cultivate critical thinking, responsible information use, and a love for reading

**2. To foster "Dual Reading Literacy" by equipping students with digital and traditional reading skills through the 21st-century school library and daily learning activities**

- To integrate digital and traditional reading activities into lessons using school library resources, guiding students to compare formats and foster critical thinking.
- To foster a vibrant reading culture, the program integrates digital platforms, print collections, and activities like reading challenges, workshops, and book clubs. Reading is naturally embedded in school events, from exchange trips to contests and projects, encouraging goal-setting, progress tracking, and achievements. This seamless approach ensures reading becomes an enriching, integral part of every student's learning journey.
- To digitize the School Library to enhance student engagement.

**Plan on the Use of the Promotion of Reading Grant**

**2025/26 School Year**

	Items	Estimated Expenses (\$)
1.	Purchase of Books <input checked="" type="checkbox"/> Printed books and magazines subscription <input checked="" type="checkbox"/> e-books and e-reading platform	\$51,600 (Chinese, English & Cross-Subjects)
2.	Reading Schemes & Activities <input checked="" type="checkbox"/> Launching reading award schemes with reward items <input checked="" type="checkbox"/> Hiring writers, professional storytellers, etc. to conduct talks <input checked="" type="checkbox"/> Hire of service from external service providers to organize learning activities related to the promotion of reading <input checked="" type="checkbox"/> Organizing school-based reading activities with promotion and event materials	\$6,176 (Other Subjects)
3.	<input type="checkbox"/> Others: _____	\$0
<b>Total:</b>		<b>\$66,176</b>

**Methodist College**  
**Plan for Special Grants 2025-2026**

<b>Name of Grant</b>	One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools
<b>EDB Circular No.</b>	EDBCM073/2024
<b>Total Amount of Grant (\$)</b>	150000
<b>Period of Use</b>	From 26 March 2024 to 31 August 2027
<b>Teacher-in-charge</b>	Chan Hon Wai

Our school plans to spend the grant as follows:

	<b>Area (as in the circular)</b>	<b>Details of subsidised items or activities (if any)</b>	<b>Budget Expenses (\$)</b>
i.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities or study visits held in the Mainland or overseas	Dodgeball Team Overseas Sports Exchange Experience Visiting sports organisations or schools in different places outside Hong Kong for short-term and systematic sports experience programmes	\$40000
ii.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/competitions	PE-/sports-related learning activities outside the classroom  Arranging various sports interest classes (such as Chinese folk dance), specific sports training, physical fitness training	\$22100
iii.			
iv.			
		Total Expenditure (a)	62100
		Balance Brought Forward (b)	62100
		Expected Balance (b – a)	0

循道中學  
2025-2026 津貼運用計劃

津貼名稱	一筆過家長教育津貼（中學）
教育局通函號碼	教育局通函第 48/2024 號
津貼總額(\$)	\$200,000
津貼進行時間	由 1/9/2024 至 31/8/2027
負責老師	潘健茵老師

本校預算運用津貼作以下用途:

	範疇 (依教育局通函)	資助項目或活動詳情 (如有)	預算開支 (\$)
i.	認識青少年發展	1. 從 VARK 學習風格發掘潛能 對象：中一至六家長 日期：2025 年 11 月 14 日（星期五） 時間：晚上 7:00 至 8:00 地點：本校  2. 「24 品格強項」強項為本教養應用法 對象：中一至六家長 日期：2026 年 3 月 20 日（星期五） 時間：晚上 7:00 至 8:30 地點：本校	\$4,500          \$7,000



循道中學  
2025-2026 津貼運用計劃

津貼名稱	推廣中華文化體驗活動一筆過津貼
教育局通函號碼	第 65/2024 號
津貼總額(\$)	30 萬
津貼進行時間	由 2024 年 3 月至 2027 年 8 月 31 日
負責老師	李凱茜老師

本校預算運用津貼作以下用途:

	範疇 (依教育局通函)	資助項目或活動詳情 (如有)	預算開支 (\$)
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	<ul style="list-style-type: none"> <li>● 舉辦學習或體驗或表演活動的開支，例如舉辦中華文化周、茶藝、藍染、盆景、頭飾、皮影戲、拓染扇等活動/工作坊的用具及導師費用</li> <li>● 舉辦以中華文化為主題的講座／讀書會／閱讀活動的開支</li> <li>● 購買推動跨科及與推廣中華文化相關活動所需的物資，例如活動日用品、道具、獎品等</li> </ul>	50000
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	<ul style="list-style-type: none"> <li>● 舉辦或資助本地或內地的聯校活動或比賽的開支，例如朗誦比賽、等活動的支出（如購買獎品、交通等費用）</li> <li>● 舉辦寫作培訓班，培育學生寫作有關中華文化主題的文章，參加徵文比賽</li> </ul>	5000
iii.	舉辦或資助學生參加本地文化考察或參觀活動	<ul style="list-style-type: none"> <li>● 文學散步/中華文化遊蹤/文化專題展覽、體驗活動中所需的開支，例如外購服務中的導賞、交通等費用</li> </ul>	5000
iv.	資助學生及隨團教師前往內地，參加有關中華文化的交流活動	<ul style="list-style-type: none"> <li>● 學生及隨團教師往內地交流團（上海），如報名、交通、住宿等費用</li> </ul>	50000
		總預算開支 (a)	110000
		上學年餘款 (b)	265709.87
		預算餘款 (b - a)	155709.87

**Methodist College**  
**Plan for Special Grants 2025-2026**

<b>Name of Grant</b>	Pilot Scheme on Other Languages for Junior Secondary Students (Funded by QEF)
<b>EDB Circular No.</b>	EDB(CD/C&S)/F&A/65/2/1(1)
<b>Total Amount of Grant (\$)</b>	One-off funding of \$250,000
<b>Period of Use</b>	2025/26 school year
<b>Teacher-in-charge</b>	Mr. WONG Wai Yip (WWY)

Our school plans to spend the grant as follows:

	<b>Area (as in the circular)</b>	<b>Details of subsidised items or activities (if any)</b>	<b>Budget Expenses (\$)</b>
i.	Hiring suitable external services to provide face-to-face or online Other Languages courses for Junior Secondary students	Provision of Korean, French, Spanish, and Japanese courses for students	125,000
ii.			
iii.			
iv.			
		Total Expenditure (a)	125,000
		Balance Brought Forward (b)	250,000
		Expected Balance (b – a)	125,000