



Methodist College

School Report, 2022-2023

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 and most classes. 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 six decades 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. We are committed to developing talents to meet the needs of Hong Kong and our motherland.

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:

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: Let's Connect and Grow Together (Stage 1)

Objectives

1. To cultivate a positive and growth oriented culture
2. To build vibrant communities and nurture positive relationships
3. To stretch students' leadership potential

Achievements

- With regards to fostering a **mutually supportive classroom environment** for teaching and learning, the Stakeholders' Survey found that 73.2% of teachers agreed that they often arranged various learning activities, such as group discussions, to enhance connections among students. Also, in the end-of-term surveys, 72.9% and 75.8% of teachers and students respectively reported that a positive and supportive learning atmosphere was created.
- Regarding the introduction of the concepts of **PERMA and character strengths** to students, 7 Class Teacher Periods on average were dedicated to covering character strengths and PERMA in junior forms, with a distinct focus in each form (F.1 - Positive emotions, F.2 - Relationships, F.3 - Meaning). These concepts were also covered in 9 and 5 Form Periods in F.4 and F.5 respectively. Additionally, 7 whole school assemblies were held to incorporate the concepts of PERMA.
- 76% of teachers agreed that the staff development programmes and materials helped them understand the principles of PERMA and positive education. 70.22% agreed that these programmes and materials also equipped them with the skills and methods to integrate the ideas of PERMA into their education practices.
- Throughout the year, each **Vertical House** organized at least 6 meetings, activities and competitions, some of which were exclusive to their house members, while three were inter-house events. According to the Students' Survey, 69.37% of students concurred that the establishment of vertical houses helped them bond with schoolmates in different forms.
- To create time and space for students to take part in different **student bodies**, 19 Fridays were reserved for student organizations, clubs and societies to organize regular meetings during the academic year. With reference to the records of student profiles on e-class, 63.61% of students participated in student bodies that met regularly and 76.6% of students agreed that their schoolmates actively participated in extracurricular activities when asked in the Stakeholders' Survey.
- 48 F.4-5 key leaders serving in the four Vertical Houses, Students' Union, Big Brother and Big Sisters Scheme and Student Christian Fellowship took part in a leadership training programme in August 2022. 90.7% of the participants reflected that this programme had helped equip them for taking on the student **leadership** roles.
- In the Stakeholders' Survey, 77% of students agreed that the school was intent on fostering their leadership. Also, to nurture the growth of leadership skills, 91.1% of teachers agreed that they evaluated and debriefed with students when providing guidance as the teacher advisors of different student bodies.

- Almost all students in the school instead of only the key student leaders participated in the **Values in Action (VIA) Survey** at the beginning of the school year during the Class Teacher Periods. The results were utilized in some class building activities, debriefing sessions with the student leaders and a whole-school award scheme designed to encourage positive character traits.
- 79.2% of students concurred that the school actively fosters good deeds and virtues in the Stakeholders' Survey.
- 74.6% of students and 77.78% of teachers agreed that the decorations, including the new quotes lining the corridors, banners to encourage F.6 DSE students and banners for Evangelistic Week around the school campus, had successfully helped build a **positive ambience** in school.
- When asked about students' views on **school climate** in APASO III, 74.45% of students reflected that they felt like they belonged at school and 81% of students agreed that they got along well with schoolmates in the Stakeholders' Survey.
- Regarding the **collaboration of different parties**, the Parent-Teacher Association (PTA) and Methodist College Alumni Association (MCAA) jointly established the 'MC Dreamstarter' program, which provided financial assistance to talented students who demonstrated a positive attitude and strived for excellence in different fields.
- In December 2022, the Kowloon Methodist Church and PTA organized a handicraft workshop where parents learnt to make Christmas wreaths, spreading the Christian message of the season. Additionally, parent fellowship meetings were held once every two months with the active participation of the principal and the church. The PTAs of Methodist College and Methodist School organized the Sports Fun Day in June to promote sports and physical activities among students.
- The MCAA sent representatives to attend two meetings of the alumni association of Methodist School to enhance collaboration and improve communication between the two schools.

Reflection

- Most teachers agreed that they incorporated strategies to help build connections among learners. This was partly due to the staff development as suggested in Major Concern 2, which introduced diverse strategies to cater to individuals, promote a mutually supportive classroom environment and encourage collaboration among students.
- Vibrant communities were built, as evidenced by the wide variety of activities organized by different student bodies. It was encouraging that, according to teachers' observations, most students were highly engaged in these activities, and the positive atmosphere was particularly strong on some big school events such as Sports Days. This may be partly due to the post-pandemic situation, and students were eager to engage in activities to reestablish relationships with peers. However, despite their active participation and the eagerness of student leaders to help bond schoolmates, time clashes were often discovered, which may hinder students' participation.
- Although more than 70% of students and teachers agreed that the decorations in the school campus helped build a positive ambience, some comments suggested having more obvious changes in the school environment to remind students of the messages of PERMA and create a religious atmosphere.
- One surprising observation is that while over 70% of students agree that the learning atmosphere and their relationships with others in school were positive, the APASO Survey revealed that not a small percentage of them experienced feelings of depression, anxiety, and worry quite often. This shows that a certain percentage of students might be struggling with stress, and this deserves the school's attention, which may, in turn, affect their well-being.

Feedback and Follow-up

- When promoting the concepts of PERMA, it is suggested that the school could further emphasize positive emotions such as gratitude, peace, hope, and love in lessons and school events to help reverse the harmful effects of negative emotions and foster resilience in students.
- While student activities have thrived, it is recommended that better coordination is needed to avoid clashes that may hinder students from actively participating.
- Some students did not submit their VIA Survey results to the school after completing the survey this year. To collect this missing data, build a more complete inventory and monitor students' growth, it is suggested that the survey should be conducted again in each class before October. Class Teachers' Periods should be reserved for this session to help students understand and apply their strengths both inside and outside the classroom [generic skills].
- The staff development programme may focus on providing practical skills to teachers on how to lead effective evaluations with different student bodies to stretch students' leadership potential. More exploration can also be done on how to make good use of the VIA inventory.
- As part of the 65th Anniversary Celebration, a working team on Campus Decoration consisting of teachers from the Arts Department, Religious Affairs Committee, and Major Concern 1 Taskforce has been set up to further work on building a positive ambience in school on a larger scale.

Major Concern 2: Let Every Student Learn and Shine (Stage 1)

Objectives

1. To adopt school-based diversity management to cater for individual learning aspirations.
2. To develop in students a growth mindset for working toward their goals.
3. To enhance multiple intelligences and recognize success in different forms.

Achievements

- Regarding the **use of data** to conduct overall and individual student analysis, owing to some technical problems, more extensive use of data made available by the Jockey Club "Diversity at Schools" project was slow in coming. However, more data on individual students' performances have been made available in eClass for easy access by teachers. All Department Heads stated that they have made use of school assessment data and school tools such as eClass iPortfolio and HKDSE School Statistical Reports Analysis to evaluate student performance and adjust teaching strategies.
- All Department Heads stated that their departments have established **online self-access platforms** to lay the foundation for cultivating students' ability to make good use of "learning time" and promote self-directed learning. A website named "MC LearnHub" was created as a platform for all subjects to share good work from students.
- Regarding the use of **adaptive learning strategies**, according to the "Evaluation of Major Concerns (Teachers)" questionnaire, 92.5% of teachers indicated that they would use adaptive teaching strategies in the classroom based on student diversity. The most commonly used strategies are: heterogeneous grouping, layered questioning, and extension activities, with layered questioning being the most frequently used by colleagues. These strategies not only **cater to different learning styles**, but also promote the development of **multiple intelligences** among students.
- Regarding **Project Learning**, F.2 students were divided into 33 groups, and after consultation, 100% of them chose to learn independently without the assistance of teachers arranged by the school. They made use of information technology and worked together with their group members to complete the case analysis assigned in the Project Learning Lesson. In the end, 97% of the groups successfully submitted their research projects and participated in the 22/23 Project Learning Fair, where they showcased a diverse range of products such as virtual reality, coding, animation, handicrafts, etc. This not only demonstrated the students' multiple intelligences but also reflected their ownership of personal learning.
- According to the feedback from students in the Stakeholders Survey 22/23, 71% of Junior Form students indicated that they applied learning strategies, such as doing pre-lesson preparation and using online resources, while 70% of Senior Form students did the same. In other words, students as a whole are trying to take responsibility for their own learning, preparing for lessons through self-access. On the other hand, according to the "Evaluation of Major Concerns (Students)" questionnaire, 69% of students indicated that they have attempted to use the self-learning platforms designed or provided for various subjects on the eMCKLN Google sites to assist their personal learning.
- Regarding individual learning, according to student responses in APASO III, 62% of junior form students indicated that they engaged in self-planning in their learning, and 76% believed that their learning goals were clear. As for senior form students, only 54.8% of them engaged in self-planning for their learning, but 73% indicated that their learning goals were clear. In other words, senior form students require more learning strategies provided by the school to achieve their personal learning goals.

- To assist teachers in making good use of information technology and adaptive learning strategies, different departments in the school have held relevant professional sharing sessions for teachers this year. According to the "Evaluation of Major Concerns (Teachers)" questionnaire, 76% of respondents agreed that collaborative lesson planning, lesson observations, and subject-based sharing this year have enhanced teaching and learning efficacy.

Reflection

- Regarding self-access, some subjects such as English, Chinese, Mathematics and Chemistry have developed self-learning platforms to help students establish a habit of constant self-learning. Based on a blended teaching design by the teacher, students can watch instructional videos or access other information before engaging in high-level discussions or group activities in the classroom. However, some subjects have found it difficult to promote self-learning among students. In the 22-23 academic year, our school's Mathematics and Chinese departments participated in the Hong Kong Jockey Club's "**Blended Learning**" project, and in the 23-24 academic year, our English and Science departments will send colleagues to participate, hoping to promote subject-specific self-directed learning through school-based "blended learning" designs that combine online resources with classroom activities, allowing students to make good use of their learning time while also enhancing classroom interactions.
- Regarding the development of students' multiple intelligences, following up on previous concerns, subject groups have focused on designing challenging and beneficial homework to enhance its effectiveness. This year's focus continues to deepen in homework design by creating diversified homework, practicing diversified assessments of student learning, and going beyond scores to evaluate students' learning advantages from different dimensions. However, in the process of promoting this, it is necessary to have some data reference on students' learning styles. To promote the development of students' multiple intelligences more effectively, five academic subjects and the Student Development Committee have participated in the "Gifted Education School Network Program" organized by the EDB this year. In summarizing the experience, they found the "**VARK** Learning Styles Questionnaire" a tool worth trying. Therefore, starting from the 23-24 academic year, the "VARK" questionnaire will be distributed to all students in the school, and data will be provided to subject groups and class teachers to make corresponding adjustments according to the needs of the class when conducting heterogeneous grouping or designing diversified coursework.
- This year emphasizes student self-learning, which not only promotes students' "**Generic Skills**" but also requires students to establish knowledge through self-directed learning in order to prepare for class. Although learning materials are often provided by teachers, students also need to collect information on their own. Therefore, while promoting self-directed learning, it is also necessary to cultivate "**Information Literacy**" among students, enabling them to use information technology responsibly and ethically.
- In addition, we should also examine the Student Learning Profile (SLP) database to understand students' participation in physical and aesthetic activities. Through collaboration between various subjects and ECA, we can promote beneficial physical and aesthetic activities to students in a timely manner, allowing students to choose to participate based on their personal interests and establish a "**Healthy Lifestyle**".
- One of the indicators of KPM is to emphasize the deployment of resources. Starting from this academic year, alumni were invited to establish an "MCube" video database to deepen the two focuses of "MRE": Strengthening Values Education and Fostering an Entrepreneurial Spirit. The alumni interview videos in "MCube" serve as a blueprint to

establish a framework for alumni interviews. The next step is to strengthen promotion within the school and plan how to integrate them with school activities and curriculum, enabling students to reflect on their **"Life Planning"** in their learning experiences.

- Starting from the academic year 2021-22, our school has accumulated two years of experience in curating Project Learning at an advanced level, and has established a culture through the school-wide Project Learning Fair. Based on the premise of developing students' multiple intelligences, we have summarized the experience of the past two years and will integrate the 7 elements of Project Learning throughout F.1-5 in a spiral manner from subject-specific to interdisciplinary, and then to transdisciplinary in the academic year 2023-24. Starting from junior form, we encourage students to make good use of their "learning hours" and use Project Learning to help them build **"Breadth of knowledge"** (such as P.S.H.E. cross-curricular collaboration in F.2 and STEAM in F.3), as well as develop **"Generic Skills"** and **"Language Proficiency"**. In senior form, we focus on the application of knowledge, such as service learning in F.4 and Project Learning in F.5 that combines CS and mainland visits, enabling students to practice what they have learned and cultivate their **"National and Global Identity"**.

Feedback and Follow-up

- Self-learning platforms have been developed for some subjects to promote self-access, but some subjects have found it difficult to rely on students to do self-learning. Blended learning designs will be further explored to enhance interactions and overcome these difficulties.
- Continuous effort should be made to design diversified homework and assessments to enhance students' multiple intelligences.
- The VARK questionnaire should be used on all students to find their different learning styles.
- Information literacy has to be cultivated when students are expected to do more self-learning online.
- Students, especially the senior forms, need more guidance on setting life goals which will benefit them in both academic learning and extracurricular pursuits.
- Cross-curricular project learning should be expanded to cover more levels and subjects.
- The first year's focus has been more on "Learn". More has to be done on "Shine" in the coming year.

Part 2: Areas Outside Major Concerns

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

Staff Development and Achievement

- 1) There were 53 full time teachers (including the Principal) and 3 part-time teachers.
- 2) All of the teachers were degree holders, among whom 36, including the Principal, had one or more Master's Degree, accounting for 68% of the teaching staff.
- 3) The following teachers completed the respective courses below:

	Name of Teacher	Course Completed
1	Mr. LAM Chi Wai Ms. WONG Wing Sze	<ul style="list-style-type: none"> Advanced Course on Catering for Diverse Learning Needs provided by The Education University of Hong Kong
2	Ms. LAM Ka Yi Ms. LAU Yin Ling Ms. TSANG Yuet Man Ms. TSEA Fung Yee	<ul style="list-style-type: none"> Basic Course on Catering for Diverse Learning Needs (online learning mode) , organized by the Education Bureau
3	Ms. HO Wing Fei	<ul style="list-style-type: none"> Core Programme under Enhanced Training for Promotion - "Reflection and Practice of Professional Leadership" organized by the Education Bureau
4	Ms. MA, Chui Yan	<ul style="list-style-type: none"> Core Programme under Enhanced Training for Promotion - "Professional Conduct, Values and Education Policies", and "Reflection and Practice of Professional Leadership" organized by the Education Bureau Online Advanced Seminar for Special Educational Needs Co-ordinators (SENCOs) in Primary and Secondary Schools
5	Ms. KWOK Wing Yi Ms. POON Kin Yan	<ul style="list-style-type: none"> Core Programme under Enhanced Training for Promotion - "Reflection and Practice of Professional Leadership", "Professional Conduct, Values and Education Policies", and "Professional Vision and Growth of School Leaders" organized by the Education Bureau
6	Ms. WONG Yee Tung, Harries	<ul style="list-style-type: none"> Core Programme under Enhanced Training for Promotion - "Professional Vision and Growth of School Leaders", organized by the Education Bureau

- 4) Professional award, network or service of our teachers

	Name of Teacher	Award / Network / Service
1	Ms. CHAN Cheuk Ying Mr. WONG Wai Yip	<ul style="list-style-type: none"> Merit Award in the Instructional Video & Resource Contest 22/23 organized by the HK Jockey Club 'Blended Learning' Project.
2	Mr. NG Yeung	<ul style="list-style-type: none"> Creative Programme Award 「樂繫校園 創新大獎」 for designing the guidance programme 「疫」來「信」「守」。 This 'High-Five Student Engagement Award Scheme' (樂繫校園獎勵計劃) is organized by the

		Baptist Oi Kwan Social Service, and co-organized by the EDB and EdUHK.
3	Mr. LI Siu Kei	<ul style="list-style-type: none"> Peer Coach of the 'Jockey Club "Blended Learning" Project' organized by the Centre for Learning Enhancement and Research of CUHK Presenter at 14 sharing sessions on various topics of e-learning organized by EDB, teachers' associations, schools and other organizations, such as being a Presenter in the "Gifted Education School Network" Experience Sharing Session 2022/23 (Secondary) (05/07/2023).
4	The eLearning Development Team	<ul style="list-style-type: none"> The team has collaborated with CUHK's "Jockey Club Blended Learning Project" to share our school's eLearning experience and achievements with primary and secondary school teachers in Hong Kong, as a way to give back to the education community. Over 70 teachers attended the event on 12/03/2023, where our school's eLearning Development Team focused on the theme of "self-directed learning" and shared how to use information technology to promote students' self-learning ability and classroom interaction.
5	Ms. HO Wing Fei Mr. LI Siu Kei Mr. TANG Chi Wai Mr. WONG Wai Yip Mr. YEUNG Sik Ming	<ul style="list-style-type: none"> Sharing our school's experience in promoting BYOD, eLearning, and the use of the learning management system, LoLoNote to Baptist Lui Ming Choi Secondary School on 06/06/2023.
6	Ms. HO Wing Fei Mr. LI Siu Kei Mr. TANG Chi Wai Mr. WONG Wai Yip Ms. WONG Yee Tung Harries Mr. YEUNG Sik Ming Mr. FUNG Man Wai	<ul style="list-style-type: none"> Sharing and Demonstration on the eLearning platform LoLoNote in St. Catharine's School for Girls on 23/08/2023.
7	The ICT & STEM Team	<ul style="list-style-type: none"> Holding a STEM education workshop for 40 teachers, at the invitation of the Hong Kong Catholic Diocesan Schools Council (Secondary Section) Science Education Committee (HKCDSCSEC).
8	Mr. WONG Kwok Wai	<ul style="list-style-type: none"> The Hong Kong Association for Computer Education representative Judge for the FIRST LEGO League Challenge 2022-23 (Innovation Research, Primary and Secondary School sector)

		<ul style="list-style-type: none"> Main Speaker for the HKCDSCSEC STEM education visit in Methodist College
9	Ms. LEE Wai Yee	<ul style="list-style-type: none"> Voluntary Guide in the M+ Art Museum Mentor of student teacher from EdUHK
10	Ms. SEM Mary Lok Yan	<ul style="list-style-type: none"> Mentor of student teacher from BUHK
11	Ms. HO Shuk Han	<ul style="list-style-type: none"> Reviewer of "NSS Business, Accounting and Financial Studies (3rd Edition)" published by Pearson Education Asia Limited (Pearson Hong Kong)
12	<ul style="list-style-type: none"> - Ms. CHAN Cheuk Ying - Ms. KWOK Wing Yi - Ms. LAI Lok Yi - Mr. LAU Chi Chiu - Mr. NG Yeung - Mr. NG Man Him - Ms. POON Kin Yan - Ms. SEM Mary Lok Yan - Ms. TSANG Yuet Man - Mr. WONG Kwok Wai - Ms. WONG Tsz Ching 	<ul style="list-style-type: none"> 11 more teachers were qualified as Apple Teachers, a professional learning program to enrich educators' knowledge and enhance their e-learning capability.

Besides, a number of teachers served as markers and assistant examiners for various subjects in the Hong Kong Diploma of Secondary Education Examination 2023.

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	Jockey Club Blended Learning Project	CUHK and BUHK, funded by The Hong Kong Jockey Club Charities Trust.	eLearning Team
3	Jockey Club "Diversity at Schools" Project	HKU, PolyU, and EdUHK, funded by The Hong Kong Jockey Club Charities Trust.	eLearning Team
4	One Ed Platform 《演算法及人工智能技術促進數學教與學》 Algorithm and artificial intelligence technologies to facilitate the	One Ed Limited collaborating with CUHK Mathematics Department (QEF Funded)	Mathematics Department

	teaching and learning of mathematics		
5	Developing Active Learning Pedagogies and Mobile Applications in Secondary School Mathematics Education	Department of Applied Mathematics, PolyU	Mathematics Department
6	School-based online mathematics assessment platform (QEF Funded)	Methodist College	Mathematics Department
7	Beat Drugs Fund Supported Programme "Participate in Sports, Stay Away from Drugs"	Beat Drugs Fund	Dodgeball Team
8	《賽馬會 AR 藝術教育計劃》 Jockey Club Augmented Reality in Arts Education Project	Organized by Osage Art Foundation. Funded by The Hong Kong Jockey Club Charities Trust.	STEM Education + Visual Art Committee
9	School-based Junior Secondary STEM Education Project (QEF Funded)	Methodist College	STEM Education Committee
10	CUHK Jockey Club AI for the Future Project	Co-organized by: Faculty of Engineering, Faculty of Education, CUHK Funded by: The Hong Kong Jockey Club Charities Trust	STEM Education Committee
11	My Pledge to Act (2021) Methodist College 「我的行動承諾 – 感恩珍惜. 積極樂觀」循道中學 (QEF Funded)	Methodist College Co-organized with: Yang Memorial Methodist Social Service Yau Tsim Mong Integrated Centre for Youth Development	The Guidance Committee
12	Enhanced My Pledge to Act - Methodist College 「我的行動承諾」加強版 - 循道中學(QEF Funded)	Methodist College	Academic Division and the National Security Education Team

Learning and Teaching

1) Language Policy:

- a) Basically, 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 (S4-5), Liberal Studies (S6), Religious Education (S1-6), Putonghua (S1-3), Chinese Literature (S4-6) and Ethics & Religious Studies (S4-6).
- b) In S1, 3 of the classes follow the main stream in the aforesaid language policy while the remaining class (the bilingual class) adopts CMI in Math, History, Geography, Computer Literacy and the non-academic subjects. Extra English language support and 25% of extended learning activities in English were provided in this class, aiming at the full transition to EMI in S3.
- c) All official school documents are basically 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 so as to provide language supports for S1-3 students.
- b) Vocabulary revision packages were prepared for each of the above subjects. An 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 S1-2 students in an effort to broaden their subject knowledge of various subjects.
- e) Uniform vocabulary quizzes for the above 4 subjects were held continually throughout the school year in S1 to consolidate their subject vocabulary knowledge.
- f) Self-access videos were made to help students understand the English content better.
- g) In the second term, an EMI Transition Course was held for a group of students in the bilingual class so as to prepare them for transiting to the main stream classes in S2.
- h) LAC-related language inputs were incorporated in the Form 1 English Language Curriculum.

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

- a) Building upon the success of the past four years, the scheme has been expanded to encompass the entire school for this academic year. The majority of the students across all grades have embraced this initiative, bringing their own devices to facilitate their learning in the classroom.
- 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 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 43 members in the teaching staff had achieved the recognition as Apple Teacher as well.

- e) In the aftermath of COVID-19, some teachers began to incorporate teaching videos for students to learn on their own. With the aim to encourage students to make efficient use of their learning time and cultivate self-study habits, our Chinese and Mathematics departments have participated in the "Blended Learning" project, organized by the CUHK and sponsored by The Hong Kong Jockey Club. This involvement allows us to leverage the power of professional communities to enhance our teachers' professional development in the application of information technology.
- f) The increased use of information technology raises the need to cultivate students' information literacy. We have participated in the three-year 'Project MAIL Media Literacy Campus Accreditation Scheme' organized by the Hong Kong Federation of Youth Groups. Starting from the junior grades, we aim to instill in our students the importance of discerning the veracity of information.

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

- a) STEM Education was planned to adopt a tiered approach through the combined efforts of the following subjects: Science, ICT, STEM, and Math.
 - Tier 1: Integrate STEM into the subject curriculum to reach all students.
 - Tier 2: Organize extracurricular STEM activities to stimulate interest and enhance the abilities of students who are inclined towards STEM.
 - Tier 3: Identify and coach students who are gifted in STEM for participation in external competitions.
- b) For Tier 1, a school-based curriculum was developed for junior forms, covering various topics across different subjects:
 - STEM:

The curriculum features a broad range of topics such as Coding & Robotics, Digital Drawing, 3D Modelling, and 3D Printing. Specific examples in the Robotics curriculum include "Coding and A.I. on Drone Flying" and "Robomaster," providing students with hands-on, practical experiences in cutting-edge technology.
 - ICT:

Topics include Coding on MicroBit, A.I., and Python Coding, equipping students with essential computational thinking and programming skills.
 - Maths:

The Maths curriculum uses Geometry for 3D Modelling and Rate and Ratio for Scientific Investigation and Robotics, demonstrating the real-world applications of mathematical principles.
 - Science:

The Science curriculum employs Problem-Based Learning strategies to nurture Design Thinking, encouraging students to approach scientific problems creatively and critically.

For Tier 2, several internal activities and competitions were organized. Here are some examples:

- Code-combat workshop and competition for all F2 students.
- Simple science projects for students to do at home (F.1: Working principle of the Erasable Ball pen; F.2: Searching for a natural indicator).

For Tier 3, some students participated in external competitions. Here are some of the achievements:

- Esri China (HK) 25th Anniversary STEAM Cup: Multi-Subjects ArcGIS Story Maps Application Competition (Second place in the Junior Science category)
- Dart Blaster in Education (The Launcher Function Design Award, Second Prize)

- Green Technology Creation Competition 2022 (Merit Award)
- HKU Engineering Academy for the Talented 2022 (Outstanding Achievement)
- Smart Community Hackathon 2022 (The Best Potential Award)
- Asia International Mathematical Olympiad Open Contest 2022 Final (Bronze Medal)
- International Youth Tech Olympics 2022 (First Runner up - Secondary division, AR coding)
- Youth IT Ambassador Award (Bronze Award)
- Hong Kong International Computational Olympiad Heat Round 2022 - 2023 (Hong Kong Region) (Gold Award)
- Shaping Our Future City (Best-performing Stakeholder Group)
- Hong Kong Biology Literacy Award (First, Second, Third Class Honours and Merit)

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:

This year, the most groundbreaking change was the birth of the **Vertical House System** which aims to enhance students' personal development by fostering closer relationships among students across all six forms in the school. Moreover, it is hoped that fairness in sports competitions can be achieved, which will encourage more active participation in these events. All students were evenly distributed into four houses: **JIREH, NISSI, RAPHA, and SHALOM**, to participate in various inter-house sports, cultural and academic activities.

The vertical houses participated in and initiated a wide range of school activities and inter-house competitions to boost their team spirit, promote the love of learning, and generate enthusiasm for a vibrant school life. The major activities included the House Orientation, Lunar New Year Fair, Sports Day (run in the vertical house system), and Mini-game Activity Day. Additionally, there were many small-scale activities organized within each house. Overall, all the activities were highly welcomed by our students.

For other Extra-Curricular Activities, there were altogether 48 **student bodies** formed for different purposes and in different interest areas. They were grouped into three categories: 11 Clubs and Societies, 18 Student Organizations, and 18 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 in the first term. 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, **Danbula**, 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: lunchtime broadcast 'FM1958', photo competition 'Capture the Moment', Joint-School Christmas Ball, Sports Day Three-legged Race, Lunar New Year Fair Booth, Valentine's Day: Flower Love Power, MC's Fashion Runway, MC's Got Talent and, last but not the least, the annual Variety Show.

For **leadership training**, apart from the training courses held for the vertical house leaders and participants of the Big Brothers Big Sisters Scheme, which were held at the beginning of the school year, two Basic Leadership Training Programmes open to the participation of students from both junior and senior forms were organized in the middle of the school year. The first one was a 3-day overnight camp in Nov 2022, while the second one was a 2-day overnight camp held in the Easter holiday, from which 20 candidates were selected to enter the final round, which brought them on an overseas training tour to New Zealand in July 2023.

As for the “**One Sport One Art Programme**” for S1-3, it was a pity that some students could not complete the programme due to events being cancelled by the pandemic. It was hoped that the programme could return to normal in the next school year.

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. The Curriculum Inventory form was revised to reflect the major initiatives promulgated by the Education Bureau, on which teachers showed the alignment of their curriculum with the seven learning goals as well as the various elements of values education, of which national security education was a major part.

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:

To broaden our students' global perspective, we have consistently welcomed exchange students from various parts of the world. Through the AFS Intercultural Exchange Programme, Monica Della Aurora from Italy joined us as a full-time student for a year. Additionally, Isaac Hung, who completed S3, participated in a fully-funded yearly exchange programme in Austria, made possible by AFS. Likewise, Hayden Lee, an S2 student, emerged as one of the winners of the AFS Youth Empowerment Project Competition and was granted the "AFS Richard Charles Lee Junior Scholarship". He is scheduled to embark on a one-year exchange programme in August 2024. These opportunities not only enhanced our students' language skills but also provided them with a fresh perspective on the world. Such exchange activities were highly valued by both teachers and students.

As usual, we were active in organizing trips that enabled our students to reach out of Hong Kong. Owing to the pandemic, the exchange events before March were mainly held online. When travel restrictions were lifted in April, a series of outbound trips flourished. Below is a summary of these exchange activities in the year, which have provided valuable opportunities for our students to reach out to the world to widen their horizons:

Activity	Date	Participants	Location	Organizer
21/22 姊妹學校計劃交流活動 - 創新科技交流	27/10/2022	All S1 - S6 students	株洲 (線上交流)	株洲市第二中學、循道中學
Online Exchange with Methodist Girls' School in Singapore in Celebration of International Friendship Day	1/3/2023 - 21/4/2023	6 S4 students	Singapore (Online Exchange)	Methodist Girls' School in Singapore
Virtual Overseas Tour to Denmark	30/3/2023	20 students	Odense, Denmark (Virtual Tour)	Roundtable Education
公民與社會發展科內地考察 22/23	12/5/2023	110 S5 students	深圳	教育局
ASTAR Scrabble Challenge International 2023	20/5/2023 - 21/5/2023	6 students from S1 - S6	Malaysia	First Residential College, University of Malaya
Overseas Leadership Training Programme: Reconnecting Horizons A Kiwi--Chinese Soaring Eagle Expedition	28/6/2023 - 10/7/2023	20 students from S1 - S4	New Zealand	Methodist College (subsidized by Youth Development Commission)
九龍西學界滬港交流團 (2023)	3/7/2023 - 8/7/2023	10 students from S3 & S5	上海	九龍西區各界協會
12th World Choir Games Competition Tour	9/7/2023 - 14/7/2023	46 students from S1 - S5	Gangneung, Korea	Methodist College

4) Religious Life:

Throughout the year, various religious activities were organized by our school, engaging a significant number of students, to strengthen their faith and deepen their connection with God. Here are some highlights:

- **Prayers:** Regular morning prayer meetings were held on Wednesdays, with 8-20 students in attendance. Their prayers were dedicated to our teachers, students, and the school. In preparation for the HKDSE exams, a 30-day prayer chain was formed to support our F.6 students. Additionally, around 10 F.6 students actively participated in weekly lunchtime prayer meetings.
- **S1 Alpha Course:** The S1 Alpha Course was integrated into our Religious Education lessons. Small group sessions were held every other week, where 14 F.1 students had the opportunity to share and learn about faith. We also organized an F.1 Alpha camp during the Easter holiday.
- **Student Christian Fellowship (SCF):** The SCF regularly convened, with active participation from 30-40 students, 4 teachers, and 2 Church co-workers. Its purpose was to nurture student Christian leaders, helping them grow as disciples and empowering them to share the message of Jesus, thereby positively impacting our student body.
- **Evangelistic Week:** It was held from May 8th to 12th, 2023, on the theme 'ReDiscover'. The pandemic and changes in the world over the past few years have impacted our lives a lot. The Gospel, on the other hand, emphasizes that in Christ, we are dearly loved and created for an eternal purpose. The week-long event included morning prayer meetings, a gospel café, workshops, and life story sharing sessions with teachers and students. The activities encouraged students to cherish their school life and grow in the grace and knowledge of our Lord. 30 students converted to Christianity and 22 students reconnected with their faith. "ReDiscover camp" was held, with 31 students, 5 teachers and 2 church co-workers participating in the post-examination period to nurture the spiritual growth of students after the Evangelistic Week.
- **Student Worship Team:** The Student Worship Team, consisting of senior and junior groups, regularly gathered for prayer, sharing, and practice. Their role involved leading worship during assemblies and special events, creating a positive Christian atmosphere within our school.
- **Teacher Christian Fellowship (TCF):** Two meetings were held for the Teacher Christian Fellowship, with 5-10 teachers in attendance. During these meetings, teachers came together to have lunch, engage in praise and worship, fellowship, and prayer. Additionally, religious sharing was incorporated into every staff meeting.
- **Parent Fellowship:** The Principal, with the help of co-workers and volunteers from the Church, organized a total of 8 fellowship meetings for parents. On average around 20 parents attended each session, in which they shared and supported one another on parenting in the light of the Bible.

5) Career and Life Planning Education (CLP):

The Careers Mistress and careers teachers developed school-based **CLP Curriculum** materials covering various topics such as life planning (goal setting and personal image), soft skills (interviews and presentations), and multiple pathways (JUPAS, E-App, and other applications), and made use of resources from the EDB and Hok Yau Club. Due to limited face-to-face teaching periods, careers education was delivered through video clips and Zoom meetings. In the new timetable, formal CLP lessons (one period per cycle) were introduced for both S4 and S5.

Individual Counselling on Further Studies was mainly provided by the Careers Mistress, with support from careers teachers when necessary. In total, over 130 individual sessions were conducted, including careers counselling sessions held after the publication of DSE results. A team of 8 careers teachers, along with approximately 30 alumni, provided assistance during this period.

The **MCareers program** continued this year and was open to all S3-S6 students interested in gaining insights into the working world and exploring their career goals. In-school activities such as Mock Life for S4 and Job Exploration for S3 students were organized. A video bank with alumni sharing of their personal experience in life and study was gradually built up.

A total of around 60 **CLP activities**, including talks, workshops, and career visits, were successfully conducted. Approximately 80% of these activities were academically focused, e.g. talks by universities, while the remaining 20% were job-oriented, e.g. the trade fair. Our CLP effort obtained recognition from the Careers and Life Planning Section of the EDB during their visit to our school in the year.

6) Gifted Education:

The Talent Pool continued to pool together those students who had special talents in areas of English and Chinese languages, Mathematics, Science, Humanities and Visual Arts. A total of 123 students were recruited into the Pool this year.

A school-based gifted programme 'World Class Arena Problem-solving Course' by Trumptech was organized and attended by 15 junior forms students. Five students obtained subsidies from the school and four were eventually 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. 22 students participated in the online screening programme, 7 passed the screening, and 5 were nominated to the HKAGE.

To enhance the delivery of gifted education within the classrooms, our teachers were also active in joining the EDB's Gifted Education School Network 2022/23. The following departments all participated: English, Chinese (including Chinese Language and Chinese History), Mathematics, Citizenship & Social Development, Student Development (Affective Education). A few open lessons were conducted by our teachers during the year, which were attended by our own teachers as well as teachers from other schools.

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 provide better support for both SEN students

and their parents. During the first term when school hours were shortened by the COVID-19 pandemic, 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.

As part of our school's participation in Phase Two of the 'Jockey Club Diversity at School Project', we have applied to join Part 3 (Learning Support). This component provided on-site support in areas such as 'Inclusive Management', 'Teaching and Learning', 'Behavior and Emotion', 'Extracurricular Activities' and 'Parent Involvement'. The support has helped us better address the needs of our students.

The staff training target has been met in accordance with EDB's requirements. We created Individual Education Plans (IEPs) for tier 3 SEN students and implemented case conferences, consultation sessions for teachers and parents, special lesson observations, special curriculum arrangements, and special exam arrangements to meet diverse learning needs. With the Learning Support Grant (LSG) provided by the EDB, we contracted part-time social workers, homework tutors, and speech, occupational, and art therapists to provide intensive guidance to those with the greatest adjustment needs. Additionally, we arranged programs related to mental health and sex education.

In addition, we organized various group activities and provided individual counseling for SEN students and their parents, such as career planning, workshops for parents, executive function training, Chinese and English reading and writing groups, 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, we were able to hold the Founders' Day Ceremony this year. The alumni of Class 1972, 1982 and 1992 were invited to attend the Coronation Ceremony, which 21 alumni eventually joined.

This year, the MCAA and PTA have collaborated to launch the "MC DreamStarter" project. Both parties provided funding and formed a panel of judges, encouraging alumni or current students to write proposals to apply for the funding to accomplish their personal dreams. The inaugural MC DreamStarter saw applications from one alumnus and one Form 3 student. One aspired to publish a personal art collection, while the other aimed to pursue a dream in Go. Ultimately, the panel decided to fund the alumnus's personal art collection and assisted in organising a book signing event. Simultaneously, they also agreed to subsidize the Form 3 student's expenses to participate in a Go competition.

This year, the Alumni Affairs Team, MCAA, and MCareer collaborated to establish the "MCube" channel. Initially, MCareer collected student opinions through a questionnaire to identify the professions of greatest interest. The Alumni Affairs Team and MCAA then invited relevant alumni to be interviewed by current students. The "MCube" channel has been linked to the school's self-study webpage, "MC LearnHub", allowing students and teachers to view it or integrate it into teaching activities as needed.

As for the admission of new members, 80 departing students were recruited as the Methodist College Alumni Association (MCAA) members. As a gesture to welcome them, a tote bag designed for Red House (焢社) 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 2023

- 101 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)	70 (69.3%)	36.6%
Students obtaining 22222 (satisfying the admission requirement for local sub-degree programs)	95 (94.1%)	70.4%
Subjects Obtaining Level 5 or above	95 (15.7%)	13.2%
Subjects Obtaining Level 4 or above	278 (45.9%)	36.0%
Subjects Obtaining Level 3 or above	481 (79.4%)	61.1%
Subjects Obtaining Level 2 or above	589 (97.2%)	85.1%

- Results of the core subjects and some 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	41.6%	26.4%	86.1%	51.6%	100%	78.1%
Chinese Language	39.6%	31.9%	78.2%	58.9%	98%	87.3%
Mathematics	50.5%	38.6%	74.3%	57.8%	97%	81.5%
Liberal Studies	32.7%	36.7%	78.2%	67.5%	99%	89.6%
Physics	72.2%	51.2%	88.9%	73%	100%	90.1%
Chemistry	82.1%	50.9%	100%	75.7%	100%	87.7%
Bus., Acc. & Fin. Studies	57.9%	43.2%	68.4%	69.3%	100%	90.6%
Economics	87.1%	45.9%	96.8%	66.3%	100%	85.2%
Geography	33.3%	37.6%	83.3%	62.9%	100%	88%
Chinese History	58.3%	38.8%	83.3%	66.6%	91.7%	90.3%
Chinese Literature	42.9%	36.3%	71.4%	68.2%	85.7%	89.3%
Ethics & Religious Studies	27.3%	29.2%	100%	65.8%	100%	90.4%

Category B Subjects	No. Sat	Distinction II (L4)	Distinction I (L3)	Attained (L2)
Applied Learning	6	1	3	2

Category C Subjects	No. Sat	A	B	C	D	E
Japanese	3	1	1	1	0	0

External Awards

This year, our students have accomplished remarkable feats in academics, sports, and the arts, earning them several prestigious external awards. With great enthusiasm, they have actively taken part in various competitions and events that have resumed after a brief hiatus, using these platforms to display their exceptional talents and unwavering commitment. We are immensely proud to witness their success. The following awards stand as a testament to their remarkable dedication and relentless pursuit of excellence.

Academic

Hong Kong Secondary Schools Debating Competition (Term 1)

First-runner up - 4B Poon Cheuk Laam, 3R Cheng Yuk Hei, 4G Athena Lai Hiu To

74th Hong Kong Schools Speech Festival (English Speech)

Solo Verse Speaking

Champion –5W Tsoi Yin Ian

Champion - 5W Li Huen

2nd Place - 4B Wong Ka Yee

Another 40 students obtained Certificates of Merit.

Hong Kong School Drama Festival 2022/23

Award for Outstanding Audio-visual Effects — Methodist College

Award for Outstanding Cooperation — Methodist College

Awards for Outstanding Performer: 3B Tsui Bell Man Ting, 3R Leung Yat Yat, 3W Wong Yeuk Hei, 1W Tsui Wei Lan, 1W Lin Yiu Fung, 1R Yeung Tsz Hei, 1G Kwok Hoi Laam, 1R Chan Hong Ching, 1W Cheung Tsz To

5th Joint-School Scrabble Tournament for Novices organized by the Hong Kong Scrabble Players Association

Champion - 3W Ting Man Yui

3rd place - 3R Xing Hoi Ki

4th place - 2G Leung Chung Hei

Inter-School Scrabble Championship 2023 (Secondary Category)

Team 1st Runner-up – 3B Leong Wai Chun, 3W Ting Man Yui, 5W Tsoi Yin Ian, 6G Law Long Yin Thomson, 6G So Ernest Yat Long

Individual 1st runner-up, High Game, High Word, Most Valuable Player – 5W Tsoi Yin Ian

Individual 2nd runner-up – 6G So Ernest Yat Long

ASTAR Scrabble Challenge International 2023

Open Category 2nd Runner-up – 6G Law Long Yin Thomson

第七十四屆香港學校朗誦節中文朗誦比賽

冠軍 (歌詞朗誦) – 2W 何天晴

香港中國語文教育研究學會第九屆「觀照寫作」比賽

公開組季軍 – 4W 李芷晴

公開組最受網絡評審歡迎獎 – 3W 黎彥廷

第十二屆大學文學獎徵文比賽

中學散文組「少年作家獎」- 5B 駱滿華

2022-23 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) - 2R 鄺嘉恩

「個人卓越表現獎」銀獎 (全港第二名) - 3R 符嘉全

高中組

「個人卓越表現獎」金獎 (全港第一名) - 4B 鍾卓穎, 4B 陳紫希, 4G 符址僑, 5B 何美賢, 5B 張紹岐, 5B 陳楚穎, 5B 麥凱琳, 5B 顏仁浩, 5B 駱滿華, 5G 林文禧, 5G 麥嘉宏, 5W 任恩靈

「個人卓越表現獎」銀獎 (全港第二名) - 4B 鍾凱傑, 4G 張子龍, 4W 朱凱澄, 5B 鄧皓兒, 5B 王媛媛, 5B 張穎, 5G 王沛瑜

「個人卓越表現獎」銅獎 (全港第三名) - 4B 黃珈翹, 4B 潘卓嵐, 4B 禰榮信, 4G 黃樂榮, 5G 薛君懿

「團體卓越表現獎高中組」、「學校積極參與獎」- 循道中學

香港學校戲劇節 22/23- 廣東話組

傑出劇本獎: 5B 孫菀瞳、李綽琳、鍾佩怡、5G 劉曉澄、余園儀、4G 梁芷維、4R 廖詩蕊、1G 顏楚殷

傑出導演獎: 5G 余園儀、4G 梁芷維

傑出演員獎: 5G 麥嘉宏、5G 何悅恆、1B 曾伊琳

傑出影音效果獎: 循道中學

傑出合作獎: 循道中學

傑出整體演出獎: 循道中學

香港學校戲劇節演員及幕後工作人員名單:

1B 曾伊琳	1G 李宇峰	1W 李澄	1W 黃可翹	1W 莊天樂	1W 林耀烽
2R 李旨鏞	2W 周嘉晴	3W 蔡恩悅	3W 辛曉園	4G 梁芷維	4R 廖詩蕊
4W 吳彥臻	5G 何悅恆	5G 余園儀	5G 朱復財	5G 林文禧	5G 麥嘉宏
5B 鍾佩怡	5G 林祉恩				

Asia International Mathematical Olympiad Open Contest 2022 Final

Bronze Medal – 5G Fong Sheung Yuet

Thailand International Mathematical Olympiad Final Round 2022 - 2023

Bronze Award – 2W Chan Yuet Long, 2W Ou Zhi Xin, 3R Fu Ka Chuen Kendrew

Merit Award – 1B Zeng Yi Lam, 2W Cheung Chun Fei Zofi, 4B Chan Ka Kit Alex, 4G Lai Hiu To Athena

Thailand International Mathematical Olympiad Semi-final Round 2022 - 2023

Silver Award – 2W Ou Zhi Xin

Bronze Award – 1B Zeng Yi Lam, 2W Cheung Chun Fei Zofi, 2W Chan Yuet Long, 3R Fu Ka Chuen Kendrew, 4B Chan Ka Kit Alex, 4G Lai Hiu To Athena

Merit Award – 4B Chan Kai Hei

2023 Hong Kong Mathematical Olympiad Team Elite Selection

Silver Medal Award – 3R Fu Ka Chuen Kendrew

Bronze Medal Award – 1B Yu Tsoi Yi, 1B Zeng Yi Lam, 2W Chan Yuet Long, 2W Cheung Chun Fei Zofi, 2W Ou Zhi Xin, 4B Chan Ka Kit Alex, 4B Chan Kai Hei

Mathematics Project Competition for Secondary Schools

The Teams of Good Performance – 3R Fu Ka Chuen Kendrew and 3W Chow Shun Hei Hilson

「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 – 6R 袁天珩、6R 關叡謙、6R 黃煒森、6R 馮晰昕

Ng Teng Fong Scholarship 2022

5B Tang Siu Man

The Chemists Online Self-study Award Scheme (COSAS) 2023

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

Diamond Award: 5B Fong Sheung Yuet, 5R Sze Siu Yau

Gold Award: 5G Kwok Pak Tung

International Chemistry Quiz 2023

Distinction – 4G Tan Wen Feng, 5B Ngan Yan Ho, 5G Lai Kwun Fung

High Distinction – 4B Lee Pak Hei, 5G Fong Sheung Yuet, 5B Chan Ting Lap

The Hong Kong Polytechnic University: Business Excellence Contest 2022/23 (Secondary Group)

Merit Award: 4B Chung Hoi Kit Jacky, 4B Leung Yin Lam, 4G Leung Wing Yi, 4G Chung Hin Yu, 4G Kan Yanhao, 4G Wong Chak To

STEM

HKU Engineering Academy for the Talented 2022

An outstanding achievement - 3W Wong Chun Hay

Smart Community Hackathon 2022

The Best Potential Award - 4B Huen Karsten, 4G Tsang Long Ching Cyrus, 4G Wong Chak To

International Youth Tech Olympics 2022

First Runner-up (Secondary Division, AR coding) – 6B Hui Hoi Ming

Green Technology Creation Competition 2022

Merit Award - 3R Chan Sze Lok, 3R Lai Wing Ho, 3W Lau Yat Him, and 3W Ng Cheuk Yin Colin

Esri China (HK) 25th Anniversary STEAM Cup: Multi-Subjects ArcGIS StoryMaps Application Competition

Junior Science Category Second place - 2B Leng Fei Hung, 2R Yang Yuet Long Braven, 2R Tse Chester, 2W Hung Tsun Hei, 2W Ou Zhi Xin, 2W Wan Chi Shun

Sports

Hong Kong e-Dodgeball Selection Tournament 2022- Girls Gold

4R Luong Yan Tong, Luby, 4W Lee Wan Hei, Hazel, 4W Luk Nga Ting, Nicole

網球比賽 - 2R 張珈晞

1. 葵青區分齡網球比賽 2022 女子雙打青少年 FL 組 亞軍
2. 北區分齡網球比賽 2022 女子單打青少年組 (13-14 歲) 季軍
3. 北區分齡網球比賽 2022 女子雙打青少年組 (18 歲或以下) 殿軍
4. 中西區分齡網球比賽 2022 女子青少年組單打 (13-14 歲) 季軍
5. 東區分齡網球比賽 2022 女子青少年組單打 13-14 歲 季軍
6. 屯門區分齡網球比賽 2022 女子單打青少年 H 組 冠軍
7. 灣仔區分齡網球比賽 2022 女子青少年 FH 組單打 殿軍
8. 南區分齡網球比賽 2022 女子青少年組雙打 (18 歲或以下) 季軍
9. 離島區分齡網球比賽 2022 女子單打青少年 FH 組亞軍
10. 觀塘區分齡網球比賽 2022 女子青少年 FH 組單打殿軍
11. 沙田區分齡網球比賽 2022 女子青少年組(FH)單打亞軍
12. 油尖旺區分齡網球比賽 2022 女子青少年 H 組單打季軍
13. 西貢區分齡網球比賽 2022 女子青少年組單打(FH)殿軍
14. 九龍城區分齡網球比賽 2022 女子青少年 FH 組單打亞軍
15. 荃灣區分齡網球比賽 2022/23 女子單打青少年 FH 季軍

The Inter-School Table Tennis Competition 2022-23

Girls A Grade

2nd runner-up – 1R Lam Kwan Yin, 3R Lee Sum Ying, 5B Leung Pik Sheuk, 6B Chin Yan Tung

Overall Girls – 3rd runner-up

Boys C Grade

Champion – 2W Cheung Sze Hang, 2W Lee Lik Hang, 2R Fong Ching, 2R Law Tsz Fung, 2G Kwan Tsz Him and 1W Wang Guan Lin

Overall Boys – 3rd runner-up

The Inter-School Badminton Competition 2022-23

Boys A Grade

Champion – 3R Kan Lik Hang, 3R Wong Chun Hin Moses, 4B Lee Lok Hang, 5B Chiu Ka Chun. 5R Yun Lok Man, 6G Li Enoch Kwan To and 6G Mak Tin Po

Overall Boys – Champion

Inter-school Volleyball Competition 2022-23

Girls A Grade First-runner up – 3W Sun Hiu Yuen, 3W Wan Man Chi Mandy, 5B Lee Yan Ki Venus, 5B Zhang Ying Winnie, 5G Chan Ho Mei, 5G Lau Wing tung, 5G Wong Pui Yu, 5W Ho Lok Sze Angel, 6G Lam Wai Huen

Inter-School Swimming Competition 2021-2022 Division Three (Kowloon 2)

1st Runner up Boys C Grade 100m Free Style - 1W Fung Man Cheuk Kobe

1st Runner up Boys C Grade 50m Back Stroke - 1W Fung Man Cheuk Kobe

2nd Runner up Girls A Grade 4 x 50m Medley Relay – 5G Chan Ho Mei, 5G Wong Pui Yu, 5W Ho Lok Sze, 6G Chiu Tsz Ching

Dart Blaster in Education

The Launcher Function Design Award - 4G Cyrus Tsang, 4W Parco Wong, and Anrio Chui

The Second Prize - 4G Paul Kan, Kingsley Cheung, and Wilson He

北區青少年室外射箭公開賽

冠軍 - 5W 吳梓欣

Hong Kong Open Diving Championships 2022

Women's Synchronized 1M Springboard Hong Kong Open B Champion – 2G Chan Ho Ka

Women's 1M Springboard Hong Kong Open B 2nd runner up - 2G Chan Ho Ka

Hong Kong Age Group Diving Championships 2022

Women Synchronized 3M Springboard Hong Kong Group A&B 1st Runner up – 2G Chan Ho Ka

香港剛柔會空手道大賽

十四至十五歲男童套拳季軍 – 3R 蔡承璋

第二屆「閃」燦黃大仙閃避球比賽 2022

兒童組冠軍 – 2B 李健寧, 2B 胡舜堯, 2G 關曉蔚, 2G 江梓民, 2G 馮哲, 2R 陳積霖, 2R 梅諾晴, 2R 方正, 2W 周嘉晴, 2W 張思行

Inter-school Dodgeball Championship

Boy's Senior 1st runner-up

3G Hon Cheuk Hin, 4B Pang Gordon, 4B Tam Shing Chak, 4G Cheung Yui Hin, 4G Lai Tsz Hei, 4G Lee Ching Yin, 4R Lee Pak Ho Caleb, 4R Shao Yongchen, 5R Chan Pak Tong, 5R Ip Wing Pak, 5R Tsang Cheuk Hei, 6B Lam Chun Yin

Boy's Junior 1st runner-up

2B Ho Timothy, 2B Suen Tsz Kin, 2B Wu Shun Yiu Matthew, 2G Fung Chit, 2G Kong Tsz Man, 2R Fong Ching Simon, 2W Cheung Si Hang, 2W Pang Sung Hei, 3R Lai Wing Ho, 3R Lim Zhin Long Jonathan, 3R Shum Seen Yeung Lucas, 3W Lam Ho

Girl's Open 1st runner-up

2R Chan Chi Lam, 2R Moy Nok Ching, 2W Zhou Ka Ching, 3R Mok Hei Yau, 3W Lee Wai Yi, 4G Chan Yin Lam, 6B Li Shun Yan, 6G Fung Sze Man, 6G Tang Tsz Yan, 6W Lo Sze Wai, 6W Moy Nok Sze, 6W Tse Yi Ching

Mixed Senior 1st runner-up

4B Lee Sean, 4G Lee Ching Yin, 4R Sin Cheuk Wing, 4R Lee Pak Ho Caleb, 5R Ip Wing Pak, 5R Tsang Cheuk Hei, 6B Li Shun Yan, 6B Lam Chun Yin, 6G Fung Sze Man, 6G Tang Tsz Yan, 6W Moy Nok Sze, 6W Tse Yi Ching

Most Valued Player – 5R Ip Wing Pak

Mixed Junior 2nd runner-up

2B Li Kin Ning, 2B Ho Timothy, 2B Suen Tsz Kin, 2G Kwan Hiu Wai Hillary, 2G Fung Chit, 2R Chan Chi Lam, 2R Moy Nok Ching, 2W Pang Sung Hei, 3B Lau Cheuk Man, 3R Liu Yong En, 3R Mok Hei Yau, 3W Lam Ho

聯校盃- 全港跳繩競速錦標賽 2023 (個人賽)

跨下二式及二重跳季軍 – 3B 許君諾

側擺交叉及單車步殿軍 – 3B 許君諾

全港精英跳繩比賽 2023 (表演盃 及 DDCHK) 暨 香港代表隊選拔賽

表演盃季軍 – 1B 方心言, 1B 王寶儀, 1G 鄭芯祈, 1G 韓子晴, 1G 林沛欣, 1R 李瑜, 1R 郭守敬, 1R 陸文諾, 1W 李澄, 2B 張鉸元, 2B 張淑君, 2W 林詩慧, 3B 許君諾, 3R 陳宣彤

59th Schools Dance Festival Competition 第五十九屆學校舞蹈節

The Western Duet—Honours Award and Choreography Award

2R Leung Nga Wai Ivy and 2W Ho Tin Ching

Music

Joint School Music Association Secondary School Orchestra Competition

Gold Award – Methodist College School Symphony Orchestra

12th World Choir Games - Gangneung 2023

Silver Diploma – Methodist College School Choir

Hong Kong Inter-School Choral Festival 2023

Silver Award – Methodist College School Choir

Visual Arts

Exhibition of Student Visual Arts Work 2022/23

Senior Secondary Student Visual Arts Portfolios – Ng Ho Ching (Class of 2021)

生生慈善基金有限公司 『全港·塗出“孝與禮”』

黃大仙區亞軍 - 5R 胡樂兒

油尖旺區亞軍 - 5B 梁璧鑠

油尖旺區季軍 - 5G 陳曉桐

『尊重包容寬待人 感恩珍惜愛社群』公益少年團文件夾封面設計比賽公開組比賽

優異獎：3G 陳顯文 1R 黃焯瑤

走進未來城市繪畫比賽

少年組 銅獎 - 1R 郭守敬 1R 鄧樂言 1R 楊梓晞 1R 查庭皓 1W 區芷榕

第 5 屆 Draw My Watch 錶面設計比賽

金獎 - 5R 盧梓丹

銀獎 - 2R 羅凱霖 3B 戴咏琪 3R 陳思洛 3W 符嘉全 5G 黃婉晴 5R 陳蘊恩 5R 胡樂兒 5R 鍾卓橋

銅獎 - 2R 鄭係恫 3R 翁樂融 5B 梁璧鑠 5G 陳曉桐 5R 林慶雅 5W 沈尚樺 5W 麥庭欣

Others

The 14th Kowloon Region Outstanding Student Award

One of the ten outstanding students - 4B Lai Sum Yi

AFS Youth Empowerment Project Competition

AFS Richard Charles Lee Junior Scholarship – 2R Hayden Lee

Secondary School Media and Information Literacy Short Film Competition

Gold Award - 4B Candy Lau, Stephanie Poon, Charlie Yuen, Carrie Wong, Tera Sze, and Alex Chan

Merit Award - 4B Hailey Leung, 4G Candy Fong, and Ivy Leung, 4B Tony Chan, Baldwin Chung, 4G Michael Leung, Steven Wong, and Cyrus Tsang

「漫遊中國歷史文化」旅遊 KOL 中學生影片創作比賽

優異獎 – 5B 陳楚穎, 5B 鍾佩怡, 5B 麥凱琳

國家安全你要知·認識《基本法》網上問答比賽

高中組優異獎 - 5G 黃婉晴

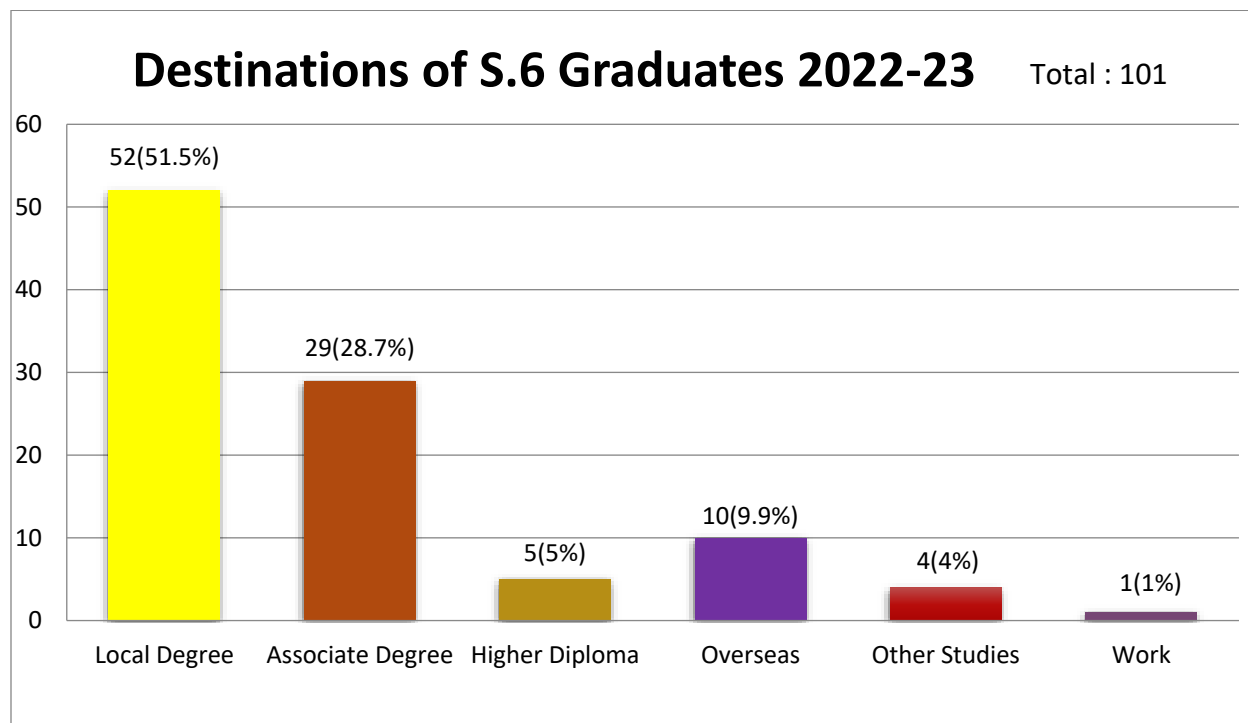
IdeaPOP! Hong Kong Secondary School Students Startup Pitch Competition

Semi Finalist - 4B Grace Chung, and Mildred Lee. 4G Angel Kan, and Wincy Ng

公益少年團油尖旺區電影欣賞會暨徵文比賽

冠軍 – 4B 陳嘉傑

Pursuits of Graduates



JUPAS Results:

	Degree	Sub-degree	Total
Offers given to our students	65	0	65
Offers accepted by our students	47	0	47

Actual Admission into Local Degree Programmes										
HKU	CUHK	HKUST	PolyU	CityU	HKBU	LingU	EdU	SSSDP	Others	Total
11	6	5	7	4	2	2	0	8	7	52
21.2%	11.5%	9.6%	13.5%	7.7%	3.8%	3.8%	0%	15.4%	13.5%	100%

End of Report

Annexes

Annex - Financial Summary (2022-23)

(Unaudited Report)

	Balance b/d from previous year (\$)	Income (\$)	Expenditure (\$)	Balance c/d to next year (\$)
A. Government Funds				
1. EOBEG	2,554,563.84			2,554,563.84
a. Baseline Reference		2,043,341.38	2,784,809.38	(741,468.00)
b. Administration Grant		3,950,990.48	4,159,624.07	(208,633.59)
c. Capacity Enhancement Grant		654,502.00	776,501.00	(121,999.00)
d. Other		1,256,893.43	852,125.15	404,768.28
Total	<u>2,554,563.84</u>	<u>7,905,727.29</u>	<u>8,573,059.60</u>	<u>1,887,231.53</u>
2. Outside EOBEG	5,469,201.63	7,839,363.04	8,585,589.47	4,722,975.20
B. School Funds				
- Subscription / Tong Fai Account	1,105,385.62	367,289.28	146,311.23	1,326,363.67

Annex – Report on the Use of Grants (2022-23)

Grant	Amount B/F (\$)	Received in 22/23 (\$)	Spent in 22/23 (\$)	Funds Set Aside for LSP (\$)	Balance (\$)
Capacity Enhancement Grant (CEG)	492,991.29	654,502.00	(780,564.80)	4,063.80	370,992.29
Learning Support Grant	86,198.16	634,885.00	(570,210.40)	-	150,872.76

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 to students at senior secondary levels.
- 2) In the 2022-23 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 2022/23 s.y.
School-based Grant - Programme Report**

Name of School: Methodist College

Staff-in-charge: Ms Nicole Tam

Contact Telephone No.: 23843543

A. The number of students (count by heads) benefitted under the Grant is 43 (including A. 10 CSSA recipients, B. 30 SFAS full-grant recipients and C. 3 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						
Languages Training	1	6	1	Above 90%	Sept 22 – May 23	6,523.80	Teachers' observation Rate of participation		
Art & Culture	6	20	2	Above 90%	Sept 22 – May 23	66,425.00	Teachers' observation Rate of participation		
Leadership Training	3	4	0	100%	Oct 22 – Apr 23	6,680.00	Students' feedback		
Sports	3	9	2	Above 90%	Sept 22 – May 23	13,250.00	Teachers' observation Rate of participation		
Total no. of activities:									
@No. of man-times	13	39	5		Total Expenses	92,878.80			
**Total no. of man-times	57								

Note:

* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service, adventure activities, leadership training, and communication skills training courses.

@ Man-times: refers to the aggregate no. of benefitted students participating in each activity listed above.

** Total no. of man-times: the aggregate of man-times (A) + (B) + (C)

Eligible students: students in receipt of CSSA (A), SFAS full grant (B) and disadvantaged students identified by the school under the discretionary quota (not more than 25%) (C).

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

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

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

Methodist College
Report on DLG-funded Other Programmes (Gifted Education)
2022-2023

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 7 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	\$11,600.00
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 ASTAR Scrabble Challenge International 2023	\$30,000.00
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	Training sessions and interschool competitions	Students performed well and became the first runner-up in the Hong Kong Secondary Debating Competition in Term 1	\$2,600.00
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.	4,875.00
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	25,450.00

(Template)
Report on the Use of the Life-wide Learning Grant
2022-23 School Year

Jun 2022 ver.

Schools are required to upload this Report or the School Report which consist of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development (closely linked with curriculum)	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	WESPA Youth Cup 2022 - HK Youth Scrabble Team Enrolment Fee	Sept	S4 - S5	5	\$2,000.00	\$400.00	E1	English Language	Reflection from students	✓				
2	SCF	Oct	S1 - S6	688	\$1,543.40	\$2.24	E1	Moral, Civic and National Education	Reflection from students		✓			
3	Disney Theme Park Adventures	7-Nov	S1 - S6	688	\$203,450.00	\$295.71	E1	General Studies	Reflection from students		✓			
4	Customized Global Dialogue - Volunteerism	Sept to Oct	S3 - S5	40	\$15,400.00	\$385.00	E1	Citizenship and Social Development	Reflection from students				✓	
5	Ruth Chinese Rainbow Calligraphy	Oct to Nov	S1 - S3	26	\$4,500.00	\$173.08	E1	Chinese Language	Reflection from students	✓				
6	Thailand international mathematical Olympiad 2022-23	Nov	S2 - S4	8	\$4,650.00	\$581.25	E1	Mathematics	Reflection from students	✓				
7	CodeCombat STEM Day	Nov	S2	120	\$49,800.00	\$415.00	E1	Cross-Disciplinary (STEM)	Reflection from students				✓	
8	English Cafe's "Crystal Bowls Singing Healing"	23-Nov	S3	8	\$1,600.00	\$200.00	E1	English Language	Reflection from students	✓				
9	Book Club	2-Dec	S3 - S5	20	\$4,000.00	\$200.00	E1	Chinese Language	Reflection from students	✓				
10	Be a World Master	Dec	S1 - S3	15	\$700.00	\$46.67	E1	English Language	Reflection from students	✓				
11	Chinese Creative Writing	Oct to Dec	S2 -S5	17	\$13,500.00	\$794.12	E5	Chinese Language	Reflection from students	✓				
12	English Debate Team	Sept to Dec	S3	5	\$6,200.00	\$1,240.00	E5	English Language	Reflection from students	✓				
13	Tea Appreciation Lecture	Nov to Dec	S1 - S3	18	\$10,200.00	\$566.67	E5	Chinese Language	Reflection from students	✓				
14	English Drama Team Coach	Oct to Feb	S1 - S3	14	\$59,340.00	\$4,238.57	E5	English Language	Reflection from students	✓				
15	Donkey Car AI Course	Oct to Feb	S1 - S5	14	\$29,800.00	\$2,128.57	E5	Cross-Disciplinary (STEM)	Reflection from students			✓		
16	Life Education Camp	17 - 18 Jan	S1	128	\$17,640.00	\$137.81	E1	Moral, Civic and National Education	Reflection from students		✓			
17	Life Education Camp	17 - 18 Jan	S2	126	\$165,000.00	\$1,309.52	E1	Moral, Civic and National Education	Reflection from students		✓			
18	Edvenue Training - Careers Express	19-Jan	S2 -S3	230	\$32,000.00	\$139.13	E6	Citizenship and Social Development	Reflection from students					✓
19	Chinese Knot Class	24-Feb	S1 - S5	70	\$4,200.00	\$60.00	E5	Chinese Language	Reflection from students	✓		✓		
20	Improvisational Acting Workshop	Feb	S1 - S3	60	\$3,000.00	\$50.00	E5	English Language	Reflection from students	✓				
21	Butoh Workshop	3-Mar	S1 - S4	48	\$3,840.00	\$80.00	E5	Chinese Language	Reflection from students	✓				
22	Indigo Dyeing Workshop	31-Mar	S1 - S5	65	\$11,700.00	\$180.00	E5	Chinese Language	Reflection from students	✓		✓		
23	Mug Mat for Mom in March Workshop	29-Mar	S1 - S3	32	\$785.00	\$24.53	E5	English Language	Reflection from students	✓				
24	Film Appreciation	4-Apr	S1 - S5	586	\$39,855.00	\$68.01	E1	Moral, Civic and National Education	Reflection from students		✓			
25	Beginner Tap Dance Class	3-May	S1 - S3	25	\$1,400.00	\$56.00	E5	English Language	Reflection from students	✓		✓		
26	Chinese Tea Appreciation Class	5-May	S1 - S5	48	\$2,400.00	\$50.00	E5	Moral, Civic and National Education	Reflection from students	✓				
27	Volunteer Activity	Feb to Mar	S2	126	\$20,400.00	\$161.90	E1	Citizenship and Social Development	Reflection from students				✓	
28	Big Brother Big Sister Scheme	Sept to Apr	S1 - S3	40	\$17,200.00	\$430.00	E1	Leadership Training	Reflection from students		✓			
29	Global English Week Activities	Apr to May	S1 - S5	586	\$30,120.00	\$51.40	E1	English Language	Reflection from students	✓				
30	Textile Art Workshop	Mar to May	S2 - S5	16	\$12,000.00	\$750.00	E5	Arts (Visual Arts)	Reflection from students			✓		
31	Tai Chi Chuan Class	May	S1 - S5	586	\$14,800.00	\$25.26	E5	Physical Education	Reflection from students			✓		
32	Struggle for Survival	May	S5	101	\$16,160.00	\$160.00	E6	English Language	Reflection from students	✓				
33	UBTech Alpha Mini - Hand Shake and Parami AI Robot Maker - Alpha Mini Workshop	Feb to May	S1 - S5	35	\$49,500.00	\$1,414.29	E1	Cross-Disciplinary (STEM)	Reflection from students	✓				
34	Sports Fun Day	29-Jun , 7-Jul	S1 - S5	586	\$34,000.00	\$58.02	E5	Physical Education	Reflection from students			✓		
35	MC ReDiscover Camp	27 - 28 June	S1 - S5	31	\$10,000.00	\$322.58	E1	Citizenship and Social Development	Reflection from students		✓			
36	Blockchain Course	Mar to Jun	S2 - S5	27	\$159,600.00	\$5,911.11	E1	Cross-Disciplinary (STEM)	Reflection from students	✓				
37	Blender: 3D Modeling Fundamentals Course	4-Jul	S4 - S5	5	\$4,900.00	\$980.00	E1	Cross-Disciplinary (STEM)	Reflection from students	✓				
38	Journey of Life and Death Exploration Workshop	27-Jun , 3-Jul	S4 - S5	60	\$26,600.00	\$443.33	E1	Moral, Civic and National Education	Reflection from students		✓			
39	Darts Class	29-Jun , 7-Jul	S1 - S5	586	\$11,000.00	\$18.77	E1	Physical Education	Reflection from students			✓		
40	CodeCombat STEM Day	10-Jul	S3	111	\$49,800.00	\$448.65	E1	Cross-Disciplinary (STEM)	Attendance more than 80%	✓				
41	Disney Youth Programs	17-Jul	S1 - S5	80	\$31,470.00	\$393.38	E1	Cross-Disciplinary (STEM)	Reflection from students	✓				
42	Physics in Motion Experience Workshop	5-Aug	S4 - S5	39	\$9,610.00	\$246.41	E1	Cross-Disciplinary (STEM)	Reflection from students	✓				
43	Chinese Drama	Sept to July	S1 - S5	20	\$12,100.00	\$605.00	E5	Chinese Language	Attendance more than 80%	✓				
44	Chinese Debate	Sept to July	S3 - S5	10	\$7,850.00	\$785.00	E5	Chinese Language	Attendance more than 80%	✓				
45	School Team Training Class	Sept to August	S1 - S6	290	\$132,967.61	\$458.51	E5	Physical Education	Attendance more than 80%			✓		

(Please insert rows above if the space provided is insufficient.)

Sub-total of Item 1.1					6,434	\$1,338,581.01								
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1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
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1	Malaysia Scrabble Competition Tour	19 - 22 May	S4 - S5	6	\$10,500.00	\$1,750.00	E3	English Language	Reflection from students	✓				
2	12th World Choir Games Gangeung Tour	9 - 14 July	S1 - S5	54	\$70,000.00	\$1,296.30	E3	Arts (Music)	Reflection from students			✓		
3	New Zealand Study Tour	28-Jun to 10-Jul	S1 - S5	20	\$63,640.00	\$3,182.00	E3	Leadership Training	Reflection from students		✓			

(Please insert rows above if the space provided is insufficient.)

Sub-total of Item 1.2					80	\$144,140.00								
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Expenses for Category 1					6,514	\$1,482,721.01								
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Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,482,721.01

Category 3: Number of Student Beneficiaries

Total number of students in the school:	688
Number of student beneficiaries:	688
Percentage of students benefitting from the Grant (%):	100%
Name of Contact Person for LWL:	Miss Nicole Tam
Post of Contact Person for LWL:	Accounts Officer

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

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

(Template)

Jun 2022 ver.

**Report on the Use of the Student Activities Support Grant
2022-23 School Year**

I. Financial Overview

A	Allocation in the Current School Year:	\$69,550.00
B	Expenditure in the Current School Year:	\$69,550.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	15	\$24,037.00
Full-grant under the School Textbook Assistance Scheme	42	\$45,513.00
Meeting the school-based financially needy criteria	0	(capped at 25% of the total allocation for the school year)
Total	57	\$69,550.00

(Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

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 ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-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	Archery Course	Physical Education	1	\$500.00			✓		
2	Contemporary Chinese Ink Art Workshop	Arts (Visual Arts)	2	\$1,100.00			✓		
3	Painting Class	Arts (Visual Arts)	2	\$1,100.00			✓		
4	Taekwondo Class	Physical Education	1	\$1,000.00			✓		
5	Japanese Class	General Studies	2	\$1,302.00	✓				
6	ECA Training Class	Arts (Music)	14	\$31,900.00			✓		

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
7	Music Course	Arts (Music)	7	\$1,400.00			✓		
8	Badminton Course	Physical Education	2	\$1,500.00			✓		
9	Volleyball Course	Physical Education	6	\$4,500.00			✓		
10	Rope Skipping Course	Physical Education	3	\$2,250.00			✓		
11	Dodgeball Course	Physical Education	8	\$6,000.00			✓		
12	Table Tennis Course	Physical Education	3	\$2,250.00			✓		
13	Pinecone Christmas Tree Workshop	English Language	15	\$5,370.00	✓				
14	English Drama Performance	English Language	4	\$690.00	✓				
15	English Musical Performance	English Language	2	\$349.00	✓				
16	Geography Field Study	Geography	4	\$144.00	✓				
17	Art Central 2023	Arts (Visual Arts)	2	\$125.00			✓		
18	Basic Leadership Training	Leadership Training	8	\$7,270.00		✓			
19	English Enrichment Program	English Language	4	\$800.00	✓				
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			90	\$69,550.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			0	\$0.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1									
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 3			0	\$0.00					
Total			90	\$69,550.00					

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ 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>V</u> alues Education	<u>P</u> hysical and Aesthetic Development	Community <u>S</u> ervice	<u>C</u> areer-related Experiences

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):	Ms Tam Hoi Ling (Accounts Officer)
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姊妹學校交流報告書
2022 /2023 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：	高少文老師

本學年已與以下內地姊妹學校進行交流活動：	
1.	株洲市第二中學
2.	西安高級中學
3.	
4.	
5.	

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

交流項目			預期目標		
編號	☑	描述	編號	☑	描述
A1	<input type="checkbox"/>	探訪/考察	B1	<input type="checkbox"/>	增進對內地的認識和了解
A2	<input type="checkbox"/>	校政研討會/學校管理分享	B2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
A3	<input 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 checked="" 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 checked="" 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	<input type="checkbox"/>	描述	編號	<input type="checkbox"/>	描述
J1	<input type="checkbox"/>	參觀學校	K1	<input type="checkbox"/>	增進對內地的認識和了解
J2	<input type="checkbox"/>	家長座談會	K2	<input type="checkbox"/>	增加對國家的歸屬感/國民身份的認同
J3	<input type="checkbox"/>	分享心得	K3	<input type="checkbox"/>	擴闊視野
J4	<input type="checkbox"/>	其他(請註明):	K4	<input type="checkbox"/>	加強家校合作
			K5	<input type="checkbox"/>	加強家長教育
			K6	<input type="checkbox"/>	交流良好家校合作經驗和心得
			K7	<input type="checkbox"/>	其他(請註明):

家長層面 達至預期目標程度	L1 <input type="checkbox"/> 完全達到	L2 <input type="checkbox"/> 大致達到	L3 <input type="checkbox"/> 一般達到	L4 <input type="checkbox"/> 未能達到
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監察/評估方法如下:

編號	<input type="checkbox"/>	監察/評估方法
M1	<input checked="" 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	<input type="checkbox"/>	交流項目	支出金額
N1	<input type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$
N2	<input type="checkbox"/>	在香港合辦姊妹學校交流活動的費用	HK\$
N3	<input checked="" type="checkbox"/>	姊妹學校活動行政助理的薪金 (註:不可超過學年津貼額的20%)	HK\$31,500
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$114,042.19
N5	<input type="checkbox"/>	交流物資費用	HK\$
N6	<input type="checkbox"/>	在香港進行交流活動時的茶點開支(註:不可超過學年津貼額的2%)	HK\$
N7	<input type="checkbox"/>	老師的一次入出境簽證的費用(註:不可超過學年津貼額的1%)	HK\$
N8	<input type="checkbox"/>	其他(請註明):	HK\$
N9	<input type="checkbox"/>	學年總開支	HK\$145,542.19
N10	<input type="checkbox"/>	沒有任何開支	不適用

反思及跟進：		
編號	<input checked="" type="checkbox"/>	內容
O1	<input checked="" type="checkbox"/>	有關交流活動的層面 [如適用，請註明] - 【株洲市第二中學】 兩校學生以「智慧城市」為題，接續去年專題研習活動。 - 【株洲市第二中學】 株洲市教育局局長、株洲市第二中學校長等 8 人到校訪問，與本校校長、副校長及三位老師交流中港教育的不同議題。
O2	<input checked="" type="checkbox"/>	有關交流活動的形式/內容 [如適用，請註明] - 【株洲市第二中學】 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，互相交流的感覺。 - 【株洲市第二中學】 校長及株洲市市委、株洲市教育局局長等 8 人到校參觀及了解香港的中學教育發展。 - 【西安高級中學】 本校擬由老師帶領學生往西安高級中學交流。
O3	<input checked="" type="checkbox"/>	有關交流活動的時間安排 [如適用，請註明] - 【株洲市第二中學】 兩校學生已於 2023 年 10 月 27 日進行錄影播放和線上交流。 - 【株洲市第二中學】 長及株洲市市委、株洲市教育局局長等 8 人於 2023 年 4 月 17 日到訪本校。 - 【西安高級中學】 本校初步擬定於 2024 年 3 月下旬帶領學生往西安高級中學交流。
O4	<input type="checkbox"/>	有關交流活動的津貼安排 [如適用，請註明]
O5	<input type="checkbox"/>	有關承辦機構的組織安排 [如適用，請註明]
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 checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	__8__ 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	__660__ 總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	__4__ 總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	__3__ 總人次

備註：

Report on the Use of the Promotion of Reading Grant

2022-23 School Year

Part 1: Evaluation

Thanks to the Reading Grant, our school was able to have ample resources to promote reading and nurture students' reading habit. With the grant, we again added a wealth of attractive reading materials for the library's collection which made students' trips to the library something students look forward to. This means we were also able to replace many old books with new and popular ones. 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. Students enjoy seeing a wide selection of good reads from all around the world from which they can get knowledge, literacy and entertainment.

In addition, money was allocated to buy additional books for students to facilitate their Chinese and English curriculum requirements. The Grant also enabled us to purchase high-quality e-books packages both English and Chinese; these are all-encompassing in content and international. They also serve to enable reading anytime and anywhere, including during the summer holidays. 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, 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 the classroom.

Part 2: Financial Report

	Item*	Actual expenses (\$)
1.	<u>Purchase of Books</u>	
	Printed books	51,636.70
	EBooks	9,040.00
2.	Reading Activities	1,010.10
	Total:	61,686.80
	Unspent Balance:	12,959.28

循道中學

「公民與社會發展科津貼」運用報告 2022-23

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 2022/23 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。另外，公社科為中四及中五級同學在校外舉辦了一個中華文化體驗活動，超過八成學生認為此活動有助他們認識及了解中華文化。

本校已運用「公民與社會發展科津貼」（「公民科津貼」）作以下用途：

	範疇	2021-22 實際開支金額 (\$)	2022-23 實際開支金額 (\$)
i.	發展或採購相關的學與教資源	\$6,089	\$4,999
ii.	資助學生及／或教師前往內地，參加和公民科課程相關的教學交流或考察活動		\$1,100
iii.	舉辦和公民科課程相關的校本學習活動		\$49,980
iv.	舉辦或資助學生參加和公民科課程相關在本地或在內地舉行的聯校／跨課程活動		
v.	其他（請註明）：		
	總開支金額	\$6,089	\$56,079
	津貼餘款	\$293,911	\$237,832