



Methodist College

School Report, 2023-2024

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 **Methodist College Kowloon**, 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 2)

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

- Regarding the fostering of a **mutually supportive classroom environment** for teaching and learning, different subjects reported employing various strategies such as peer tutoring and group work. According to the Stakeholders' Survey, teachers' perceptions of student learning had improved when compared to the previous academic years. Teachers revealed that these supportive classroom strategies were particularly beneficial in motivating students, especially in junior forms. Different student surveys also suggested that the majority of students agreed the learning atmosphere was generally positive and 75.8% of students felt that teachers were encouraging when helping them learn.
- Concerning the introduction of **PERMA and character strengths** concepts to students, an average of 10 Class Teacher Periods per junior form were dedicated to covering these topics. Additionally, 9 whole-school assemblies incorporated the concepts of PERMA, with two specifically focusing on teaching students how to face adversities and build resilience. In the APASO III survey, 71.4% of students agreed they had a clear sense of what gave meaning to life, while 66% reported they had discovered a satisfactory meaning in life.
- One follow-up action from the 2022/23 school year was to emphasize **positive emotions** to help reverse the harmful effects of worry and sadness. A special whole-school 'Hug my Heart' Exhibition, partnered with Dustykid, was held to reinforce gratitude, hope, and love, and promote wellness. Regarding this exhibition, 71.6% of students and 78.1% of teachers agreed it helped enhance the positive atmosphere in school.
- 75% of students in the Stakeholders' Survey concurred that the school actively fosters good deeds and virtues.
- To help students develop a growth mindset, a **staff development programme** focusing on effective evaluation skills was held. 85% of teachers agreed this training enhanced their knowledge on debriefing skills, which could benefit their roles as advisors to different student bodies. Additionally, 6 teachers completed the core-level online training on positive education offered by the Jockey Club Project Wellbeing.
- Throughout the year, each **Vertical House** organized at least 6 meetings or activities, and actively participated in various competitions organized by other clubs and societies. According to the students' survey, 73.7% of students this year agreed the establishment of vertical houses helped them bond with schoolmates in different forms.
- To create time and space for students to participate in different **student bodies**, similar to the last academic year, 19 Fridays were reserved for organizations, clubs, and societies to hold regular meetings or special activities. 74.8% of students in the

Stakeholders' Survey agreed the opportunities provided by the school helped them develop interests and life skills.

- In the APASO III survey on students' views of the **school climate**, 92% of students expressed satisfaction with their relationship with teachers, 78.9% felt a sense of belonging at school, and 77.8% agreed they got along well with schoolmates.
- Regarding **collaboration with different parties**, the Parent-Teacher Association (PTA) and Methodist College Alumni Association (MCAA) continued to jointly run the 'MC Dreamstarter' programme. This year, financial assistance was provided to 3 F.6 students with a positive attitude and excellence in different fields to start their entrepreneurial journey after the DSE.
- The Kowloon Methodist Church volunteers regularly provided tutoring to help junior form students with weaker English skills. They also cooperated with the school during the Evangelistic Week. The church also started a parent education programme on Sunday morning, which ran through the whole year.
- The Methodist College Alumni Association (MCAA) collaborated with the Methodist School Alumni Association by sending representatives to attend their meetings in order to improve cooperation. Representatives also attended the Methodist School anniversary celebration and participated in the music performance.
- A group of 48 leading students, who held positions of responsibility across the school's four Vertical Houses, participated in a **leadership training programme** in August 2023. In the Stakeholders' Survey, 72% of students agreed the school was committed to fostering their leadership.
- All students in the school took part in the **Values in Action (VIA) Survey** during class teacher periods at the start of the school year. The survey results were then leveraged in various class-building activities, the selection of student leaders, and the school-wide award scheme intended to promote positive character traits.

Reflection

- Regarding students' understanding of the concept of PERMA and character strengths, the focus interviews with students revealed that while they might not have been able to recite the concepts verbatim, they clearly remembered the related activities. For example, the Mindful Eating activity was highlighted in particular, with 66.7% of students stating that they enjoyed the activity in the students' survey. Also, many students reported that the activity helped them relax, unwind, and practice self-care.
- The overall school atmosphere, as reflected in several surveys, was generally positive. However, the APASO III Survey did indicate that a number of students experienced feelings of depression, anxiety, and worry. This suggests that while the school is perceived as a safe space where students feel comfortable expressing their emotions, their emotional well-being still requires attention and students need support in managing and overcoming negative emotions.
- Teachers have observed that some students struggle with resilience when facing challenges.
- While vibrant communities have been successfully built, there is still room for improvement in achieving a balanced approach as less than 65% of students reported in the Stakeholders' Survey that they lead a healthy lifestyle, with a good balance between studies and rest, as well as adequate physical exercise.
- Regarding the efforts to create a positive ambiance in the school, the implementation of permanent decorations is still in the exploratory stage, as it was a carry-over action from the previous school year. Students have noticed the motivational quotes lining the corridors and banners around the campus, but they may not have fully absorbed the content. They also agree that it would be more impactful if there were more

obvious changes in the school environment.

- Concerning the VIA survey, students recalled their participation, though some mentioned they did not remember the specifics. While the survey may have been more directly applicable to those in leadership roles, there is an opportunity to enhance its relevance and impact for all students.

Feedback and Follow-up

- It is found necessary to continue to work further on improving students' emotional health. Thus, the school will join the 4R Mental Health Charter promoted by the EDB. Among the 4Rs, we shall put particular emphasis on building students' resilience, by working on the following aspects: developing self-management skills, encouraging physical exercise, nurturing supportive relationships, and promoting positive language. To help reduce students' stress, it is recommended that the school explicitly introduces skills such as realistic goal setting, healthy learning habits, and effective self-care practices.
- Surveys on students, parents and teachers revealed that some students, especially the senior forms, were not able to balance the academic demand and their extra-curricular participation. Since being able to maintain a balance on academic work, physical activity, and extra-curricular pursuit is crucial to holistic well-being, the school will review its homework policies, trace and identify the students at risk, and provide individual guidance to them.
- Discussions and awareness on wellness and peer support will be promoted across the school community. We shall join the LevelMind@JC at School Project, through which the school would enhance the student support systems, including peer mentoring and counseling services, to help build meaningful positive relationships that empower students to support one another.
- Additionally, the school will establish designated areas on campus for relaxation and cultivate a positive ambience. External resources will be invited to help execute these initiatives.
- It is suggested that the school further its efforts in supporting students' overall personal development and growth by continuing to promote character strengths and utilizing the VIA Inventory.

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

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** for conducting both overall and individual student analysis, since the "Jockey Club Diversity at Schools" project failed to meet our school's needs, we have fully transitioned to using the eClass "Student Data Analysis System (SDAS)." In line with the EDB's "Enhanced School Development and Accountability Framework," the use of SDAS has allowed teachers to engage with and practice the principles of "evidence-based self-assessment." In addition to SDAS, our school has also adopted the "eSport" and "eGuidance" systems, which utilize data to assist in our efforts in sports, counseling, and supporting students with special educational needs.
- Continuing from the 2022/23 academic year, all departments at our school continued to enhance the use of **online self-access platforms**. In addition to our school's ongoing collaborative development and enhancement of the "MC LearnHub" self-learning website, several subjects have also begun collaborating with various institutions to adopt self-learning platforms tailored to student needs, such as "Fabulearn", "OneEd", and WordWall, to cultivate students' ability to effectively utilize 'learning time' and promote self-directed learning and blended learning.
- Building on the success in the last academic year, 92.5% of teachers indicated that they had used **adaptive teaching strategies** in the classroom based on student diversity. The most commonly used strategies included heterogeneous grouping, layered questioning, and extension activities, with layered questioning being the most frequently utilized by colleagues. To enable interflow, each department meeting included sessions for teachers to share empirical evidences from their classroom or homework designs.
- **Blended Learning** was promoted as a means to cater for students' diversified learning needs. The school has joined the "Jockey Club Blended Learning Project", jointly organized by CUHK, HKBU and FlipEdu HK. Apart from gaining insight from the project, our teachers were active in joining the contests run by the Project, and got remarkable results (one Outstanding Award, one First-Runner Up, four merit awards, plus the Best School award) which were a testament to the effort we had paid to make learning interesting, to strengthen students' self-regulated learning ability and to cater for their individual needs.
- Regarding **Project Learning**, in addition to the continuation of the competition-based F.2 project learning from the 2022/23 academic year, which allowed students to engage in diverse explorations, this year we have further expanded the seven key elements of project learning into various projects across different levels: the AR (Augmented Reality) Project in F.1 Computer Literacy, the STEAM project in F.3, the Academic Service Learning in F.4, and the CS (Citizenship and Social Development) project in F.5. Through these specialized projects, students were able to build a broad knowledge base and foster the development of multiple intelligences.
- According to the feedback from students in the Stakeholders Survey for the years 22/23 and 23/24, approximately 70% of both Junior Form and Senior Form students indicated that they applied learning strategies, such as doing pre-lesson preparation and utilizing online resources. For the school, this indicates a stable foundation in students' self-directed learning and self-management skills. Consequently, the Chinese and CS

departments participated in several online self-learning platform competitions this year and achieved commendable results, e.g. 中國文化研究院「篇篇流螢」網上閱讀平台「學校積極參與獎」、教育局「中華經典名句：全港中小學網上遊戲比賽」十八區最踴躍參與學校獎(油尖旺區)、教育局「公民與社會發展科網上閱讀計劃」第二名(油尖旺區)。

Reflection

- According to the data from the Stakeholders' Survey and APASO III, it is evident that students' **reading** habits need to be strengthened. Previously, 'self-directed learning' was primarily focused on the subject level. However, reading should be an integral part of autonomous learning. The role of the Teacher Librarian has to be strengthened, together with collaborative effort by different subjects.
- Although many departments have indicated that they have arranged **self-study assignments** for students, the school currently lacks an ideal system for data analysis, such as the quantity, frequency, and duration of such assignments. Therefore, it is necessary to establish a database concerning the arrangement of self-study assignments. This initiative will help the school understand how students utilize their study time.
- Self-directed learning is closely related to a "**healthy lifestyle**". In addition to promoting student involvement in school sports and arts activities through various subjects, students should also make good use of their time to plan their own extracurricular physical and artistic development. Moreover, the school should have a clear mechanism in place to assist students in effectively managing their priorities between academic and extracurricular activities.

Feedback and Follow-up

- Students should be taught to continuously enhance their use of "SDAS" on the eClass platform, along with other student **data tools** like eHomework, iPortfolio, and eSport. Through various empirical methods, they can set feasible and reasonable **personal learning goals**.
- Through the eClass "eHomework" system, we record tasks related to **self-directed learning**, aiming to utilize data to monitor the arrangement of self-study tasks across subjects and students' performance in self-learning.
- The school library should curate exhibitions, coordinating with school-based and subject-based levels, and select some forward-looking educational themes, such as the EDB's Seven Learning Goals (SLGs) or UNICEF's Sustainable Development Goals (SDGs), so as to enhance students' interest in reading. By **cultivating reading habits**, students can also build a "breadth of knowledge" and "information literacy" through reading.
- Continuous effort should be made to design **diversified homework and assessments** to enhance students' multiple intelligences.
- By continuing to participate in the "Jockey Club **Blended Learning**" Project for the third consecutive year, we hope to further strengthen students' self-learning capabilities.
- In addition to regular classes, by optimizing the current school activities and online platforms, students are provided with opportunities to **showcase their talents** and personal highlights in front of others, i.e. to move from 'learn' to 'shine'.
- The school-based **Curriculum Inventory** has been upgraded to version 7.0 and is now managed through Google Sheets. This upgrade allows for a more detailed understanding of how each subject is being implemented in relation to major concerns 1 and 2 through enhanced data analysis.

Part 2: Areas Outside Major Concerns

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

Staff Development and Achievement

- 1) There were 56 full time teachers (including the Principal) and 4 part-time teachers.
- 2) All of the teachers were degree holders, among whom 33, including the Principal, had one or more Master's Degree, accounting for 59% of the teaching staff.
- 3) The following teachers completed the respective courses below:

	Name of Teacher	Course Completed
1	Ms. MA Chung Hin Mr. WONG Wai Yip Mr. WONG Kwok Wai	Apple Learning Academy 2023-24
2	Mr. WONG Wai Yip Mr. FUNG Man Wai	Apple Learning Coach
3	Ms. WONG Tsz Ching	MSc in ICT in Education, HKU
4	Mr. NG Yeung	Management and Leadership for Heads of Guidance and Discipline Teams of Primary/Secondary Schools (2023-2024), CUHK & EDB
5	Ms. LAU Ka Po	MA in Education (Assessment), University College London
6	Mr. LUK Cheuk Fai	PGDE (Mathematics), CUHK
7	Mr. CHAN Hon Wai	Thematic Course on Supporting Students with SEN (Focusing on Students with Hearing Impairment), CUHK
8	Ms. MA Chung Hin Ms. WONG Tsz Ching	Online Basic Course on Catering for Diverse Learning Needs, EDB
9	Ms. MA Chung Hin	Advanced Course on Catering for Diverse Learning Needs, EDB
10	Ms. WONG Sau Ki	Thematic Course on Supporting Students with SEN (Focusing on the needs of students with Autism Spectrum Disorder), EdUHK
11	Ms. WONG Wing Sze	Thematic Course on Supporting Students with SEN, EdUHK
12	Mr. WONG Chun Lam Mr. FUNG Man Wai Mr. LAM Sai Kit Ms. MA Chung Hin Ms. YEUNG Man Yu Ms. WONG Wing Sze Vincy Ms. TANG Kai Wing Cheryl Ms. WONG Ka Ting Ms. LAI Hiu Yee Ms. WONG Man Fung Mr. NGAI Man Hon	Apple Teacher

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

	Name of Teacher	Professional Award
1	Mr. FUNG Man Wai Ms. CHAN Cheuk Ying Ms. LAI Lok Yi Mr. WONG Wai Yip Ms. WONG Wing Sze Vincy	Instructional Video & Resource Contest 23/24 organized by the "Jockey Club Blended Learning" Project, and sharing in the online workshop afterwards: <ul style="list-style-type: none"> Outstanding Award (Science): Mr. Fung Man Wai Merit Awards: Ms. Chan Cheuk Ying (Chinese), Ms. Wong Wing Sze Vincy (Chinese), Ms. Lai Lok Yi (English), Mr. Wong Wai Yip (Mathematics) Best School Award
2	Mr. WONG Wai Yip	First runner-up in the KS3 Mathematics Group in the 23/24 Blended Learning Case Contest, organized by the "Jockey Club Blended Learning" Project
3	Methodist College	Silver Prize in the Media Literacy Campus Recognition Program 2023

	Name of Teacher	Professional Sharing to Other Schools
1	Mr. LI Siu Kei	Presenter at 14 sharing sessions on various topics of e-learning organized by EDB, teachers' associations, schools and other organizations
2	Mr. WONG Wai Yip	Guest Speaker for the talk "Implementing Flipped Classroom in Secondary Mathematics", EdUHK
3	Mr. NG Yeung	Guest Speaker of Advanced Course in Student Cases Analysis & School-based Experience Sharing: Realising the Potential of Students and Nurturing Giftedness (Secondary), EDB
4	Ms. KO Siu Man Mr. LI Siu Kei	Guest Speakers of 2023/24 學年「姊妹學校計劃」分享會—「探索多元活動：姊妹學校交流經驗分享」, EDB
5	Mr. LI Siu Kei Ms. WONG Wing Sze Vincy	Teacher Training Program at Chinese Methodist School (North Point)
6	Ms. YICK Doi Pei Mr. WONG Wai Yip	eLearning Sharing Session at SKH Lam Woo Memorial Secondary School
7	eLearning Team (Mr. WONG Wai Yip, Mr. TANG Chi Wai, Mr. FUNG Man Wai, Mr. LAM Sai Kit, Mr. LI Siu Kei, Ms. YICK Doi Pei, Ms. WONG Pui Yi Emily)	Open Lessons and Interflow on eLearning and BYOD with SKH Lam Woo Memorial Secondary School
8	Ms. Kellie Maree LANE Mr. TANG Chi Wai Mr. WONG Wai Yip	Learning through iPad Transformers – Apple e-Learning Workshop (presented to NET teachers from other schools)
9	eLearning Team (Mr. LI Siu Kei, Mr. WONG Wai Yip, Mr. TANG Chi Wai, Ms. HO Wing Hei, Ms. WONG Yee Tung, Mr. YEUNG Sik Ming, Mr. FUNG Man Wai)	eLearning Workshop in St. Catharine's School for Girls

	Name of Teacher	Other Professional Network / Service
1	Mr. LI Siu Kei	<ul style="list-style-type: none"> Peer Coach of the "Jockey Club Blended Learning" Project, organized by CUHK, HKBU & FlipEdu HK 中國文化研究院「學科顧問」(中國語文科)
2	Ms. LEE Wai Yee	<ul style="list-style-type: none"> Member of the S1-3 Visual Arts Textbook Review Panel, EDB Member of the CDC-HKEAA Committee on Visual Arts Voluntary Guide in the M+ Art Museum
3	Mr. WONG Chun Lam	<ul style="list-style-type: none"> Member of Secondary History Textbook Review Panel, EDB
4	Mr. HO Man Chiu	<ul style="list-style-type: none"> Tutor of Diploma in Biblical Studies and Higher Diploma in Christian Studies – Hermeneutics, organized by Hong Kong Baptist Theological Seminary Distance Education Program Committee Member of 「香港倫理與宗教教育學會理事會 (2023-2025)」
5	Mr. NG Yeung	<ul style="list-style-type: none"> Subject Committee Member of HKDSE Subject Committee Membership (Chinese Literature)
6	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
7	Ms. LEE Wai Sze Ms. LEE Wai Yee Mr. LI Siu Kei	<ul style="list-style-type: none"> Mentors of student teachers from EdUHK
8	Mr. YEUNG Sik Ming	<ul style="list-style-type: none"> Mentor of student teacher from CUHK

Besides, a number of teachers served as markers and assistant examiners for various subjects in the Hong Kong Diploma of Secondary Education Examination 2024.

5) Projects Organized / Joined:

	Project Title	Organizer	Teacher / Subject / KLA
1	Jockey Club "Blended Learning" Project	CUHK and BUHK, funded by The Hong Kong Jockey Club Charities Trust.	eLearning Team
2	Jockey Club "Diversity at Schools" Project	HKU, PolyU, and EdUHK, funded by The Hong Kong Jockey Club Charities Trust.	eLearning Team
3	School-based online mathematics assessment platform (QEF Funded)	Methodist College	Mathematics Department
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 teaching and learning of mathematics	One Ed Limited collaborating with CUHK Mathematics Department (QEF Funded)	Mathematics Department
5	Using generative AI to increase Personalized Learning, Problem-	Department of Mathematics and Information Technology, The	Mathematics Department

	solving, and Critical Thinking in Secondary Mathematics Education	Education University of Hong Kong	
6	Empowering Hong Kong STEM secondary students' reading abilities through a school-based reciprocal reading programme and an online learning platform	Department of English, City University (QEF funded)	English Language
7	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
8	IT Innovation Lab in Schools	Office of the Government Chief Information Officer (OGCIO)	STEM Education Committee
9	Healthy School Programme	Methodist College in partnership with Tung Wah Group of Hospitals Cross Centre (Funded by Narcotics Division)	Life Education Committee
10	Beat Drugs Fund Supported Programme "Participate in Sports, Stay Away from Drugs"	Beat Drugs Fund	Dodgeball Team
11	My Pledge to Act - 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
13	Hok Yau Club Career & Life Planning Project for Secondary School Students 2022-25	Hok Yau Club (Under the Funding Scheme for Youth Life Planning Activities 2022-25)	Careers & Life Planning Committee
14	Funding Scheme for Youth Life Planning Activities 2022-25	Youth Development Committee	Careers & Life Planning Committee
15	ARCH Careers Programme 2023-24	ARCH Community Outreach	Careers & Life Planning Committee

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 (S4-6), Religious Education (S1-6), Putonghua (S1-3), Chinese Literature (S4-6) and Ethics & Religious Studies (S4-6).
- b) In S1-2, three 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 to provide language support for S1-3 students.
- b) Vocabulary revision packages were prepared for each of the above subjects. An eLearning tool (Quizlet) was used to facilitate vocabulary building among the students.
- c) LAC worksheets and glossaries were prepared by the above subjects to enhance students' awareness of subject-related language patterns and aid their understanding of terms used in specific disciplines.
- 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 mainstream classes in S2.
- h) LAC-related language inputs were incorporated in the Form 1 English Language Curriculum.
- i) Target vocabulary provided by the above 4 subjects was included in the syllabus of the English speaking exam to encourage pronunciation practice and enhance students' spelling accuracy.
- j) Two classes in Form 3 participated in a Quality Education Fund (QEF) programme organised by City University of Hong Kong to acquire reading skills for effective learning of STEM subjects in English.

3) eLearning and Bring Your Own Device (BYOD) Scheme:

- a) Starting from the previous academic year, the **BYOD** Scheme has already encompassed the entire school. This year, 100% of students across all grades have embraced this initiative, bringing their own iPads to facilitate their learning in the classroom. Students had to sign and agree to the school's iPad Acceptable Use Policy (AUP). Among all students, 4.06% were enrolled in the "Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support" of EDB, while 95.94% had self-purchased iPads.
- b) The year has seen our enhanced effort in improving the hardware in the classrooms. In order

to create a more interactive learning environment, a tryout of the **360-degree classroom** was implemented in S1. New furniture, double LCD screens and interactive whiteboards were installed in S1 each classroom. This tryout would provide precious experience for evaluating whether the other classrooms should also be upgraded in the same way.

- c) eLearning was widely used by all **teachers** in most of the lessons. Our teachers have been active in gaining insight from professional bodies, e.g., by participating in the "Jockey Club Blended Learning" Project, exploring the use of different apps and AI to facilitate teaching and learning, and selflessly sharing our successful experience with the wider education sector. Please refer to the section "Staff Development and Achievement" for the details of such involvement.
- d) The increased use of information technology raises the need to cultivate students' **information literacy**. We partner with non-governmental organizations, including FactCheck Lab and the Hong Kong Family Welfare Society (HKFWS), to arrange workshops and talks for our students, aiming at enhancing their awareness and understanding of information literacy. Every junior form student has participated in at least one workshop or talk during the academic year. Additionally, supplementary topics related to information literacy were taught explicitly in the S1-3 Reading Lessons.

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 AR, VR, Coding & Robotics, 3D printing, Digital Drawing and 3D Modelling. 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 activities and competitions were organized. Here are some examples:

- Various courses were held for all junior form students, such as 3D Printing, FinTech, AI Car Racing, and RoboMaster, using the funding from IT Innovation Lab.

- A STEAM AI Car Competition for primary schools was held to celebrate our 65th anniversary. It attracted 29 teams from 16 primary schools, with altogether 106 participating students, to join.
- Our students were also invited to set up booths in STEAM events organized by primary schools in the district, such as the STREAM Day at Yaumati Catholic Primary School (Hoi Wang Road), and the Maker Faire at CCC Heep Woh Primary School.
- Various workshops were conducted during the post-examination period to spark students' interest in STEAM, including the STEP in STEM Scholarship Seminar, a visit to Morgan Stanley, a visit to Science Park, AI Missile Launchers, the Nintendo Switch Game Builder Workshop, the Cyber-Attack Python Learning Workshop, and the NFC Name Card Workshop.
- Simple science projects were provided for students to do at home: (F.1: Working Principle of the Erasable Ball Pen; F.2: Searching for a Natural Indicator).
- A Japan STREAM Summer trip was held in July to broaden the horizons and raise the interests of students studying ICT.

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

- Hong Kong Blockchain Olympiad 2023 by The Hong Kong Academy for Gifted Education / Hong Kong Blockchain Society (2 teams of 10 students were qualified to join the International Blockchain Olympiad held in Amsterdam in Nov. 2023)
- Hong Kong International Science Olympiad Final Round 2023-2024 (Silver Award, Bronze Award and Merit Award)
- Off-school Advanced Learning Programme: Coding, Cryptography, and FinTech (CCF) Skills Education for Gifted Students, funded by the Gifted Education Fund. Our student won the 2nd Top Voted Project Award.
- AI Formula 2024 - Station 1 LSTWCM by 10Botics Ltd (Rank 12)
- AI Formula 2024 - Station 3 Maryknoll SS by 10Botics Ltd (The Fifth Place)
- STA Award and Guinness World Records (Most Active Engagement Award in AI Education)

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 was the second year of the running of the **vertical houses**. Same as the previous year, the 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. In the summer holiday, an Advanced Leadership Training programme was held which enabled the committee members from each house to foster mutual understanding and build team relationships. To further cultivate the peer support within each vertical house, this year we integrated the **Big Brothers and Big Sisters Scheme** into the vertical houses. Senior students from each house were selected to lead a series of activities for the new S1 students. Through campus tours, group games, lunch with BBBS, and group meetings, the S1 students quickly got to know their peers and established good relationships with their seniors, helping them adapt to their new secondary school life. Additionally, two major events were held: the Sports Day and the VH Minigame Day, together with several smaller events, e.g. participating in the Chinese Culture Week football competition, the English Week spelling competition, the Math Week Quiz competition, and various sports competitions organized by the Sports Union. **Jireh** continued to reign as the best-performing house of the year.

For other Extra-Curricular Activities, there were altogether 50 **student bodies** formed for different purposes and in different interest areas. They were grouped into three categories: 12 Clubs and Societies, 19 Student Organizations, and 19 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. 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, Equinoia, as well as the Student Council formed by representatives from all classes and the Students' Journal, Clarus, serving as valuable bridges between the College and the students. They organized a number of activities and services, including Overnight Camp, School Hunt, joint-school Christmas Ball, Exchange Programme, the Mini Concert, Talent Quest and Variety Show.

For **leadership training**, 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 2-day overnight camp in Nov 2023, while the second one was a 2-day overnight camp held at the end of the school term. An overseas leadership training program with Sydney as the destination was held in the Easter holiday. 24 students were selected to join.

As for the "**One Sport One Art Programme**" for S1-3, there was still room for improvement as a number of students had taken part in two sports instead of one sport and one art. Hopefully the continuation of the programme would drive home the importance of maintaining balanced

development in different aspects.

2) Values Education and National Security Education:

Our school places great importance on whole-person education, aiming for students to maximize their strengths. This aligns with our two major concerns: Let's Connect and Grow Together and Let Every Student Learn and Shine. We firmly believe that values education is a crucial element of holistic education. In addition to learning and teaching across various Key Learning Areas/subjects, we are dedicated to cultivating students' values and attitudes through class teacher periods, weekly assemblies, and lectures.

We also assist students in navigating different stages of growth through Form activities, Vertical House activities, volunteer work, and extracurricular activities. When faced with challenges, we encourage them to identify the values involved, conduct objective analyses, make sound judgments, and put their insights into practice to confront various challenges in their future life.

Among these, national identity is one of the twelve key values and attitudes for students. Our school consistently follows guidelines to arrange various school-based learning activities on significant days of national education, such as flag-raising ceremonies, book fairs, quiz competitions, riddle-solving activities and calligraphy. Last year, we organized six exchange trips to the mainland, allowing students to witness the development of our motherland firsthand. These activities aim to enhance students' understanding of the nation's history, culture, and development, fostering a sense of belonging. For specific plans and progress regarding national security education, please refer to the separate report.

3) Global Exposure:

To enrich our students' global perspective, we have consistently encouraged them to engage with diverse cultures. Through the AFS Intercultural Exchange Programme, Leung Yat Yat, who had completed S3, took part in an annual exchange initiative in Austria. Furthermore, we orchestrated a virtual tour to London, enabling students to explore this vibrant city with a local guide via a live internet session. These experiences not only honed our students' language abilities but also granted them a fresh outlook on the world. These exchange activities were highly cherished by both teachers and students alike.

As usual, we remained proactive in arranging trips that allowed our students to venture beyond Hong Kong. The following summary highlights the exchange activities of the year, offering invaluable opportunities for our students to broaden their horizons by connecting with the world:

Activity	Date	Participants	Location	Organizer
Unveiling the Journey: DigiQuest 2023	15/11-19/11/2023	10 students from S4-S5	Amsterdam, the Netherlands	Methodist College, The International Blockchain Olympiad
Wordsmiths' Experience in the	30/11-3/12/2023	8 students from S3-S6	Trang, Thailand	World English Language Scrabble Players Association (WESPA)

World Youth Championship				
西安歷史文化交流團	22/3-26/3/2024	24 students from S2-S5	西安	循道中學、西安高級中學
Overseas Leadership Training Program	22/3-3/4/2024	24 students from S1-S5	Sydney, Australia	Methodist College
湖南義工服務考察團	27/3-1/4/2024	21 students from S2-S5	湖南保靖	循道中學、沃土發展社
ASTAR Scrabble Challenge International 2024	11/5-12/5/2024	4 students from S2-S4	Malaysia	University of Malaya
公民與社會發展科：河源環境保育內地考察 23/24	13/5-14/5/2024	111 students from S5-S6	廣東河源	Education Bureau
Japan STEM Tour	29/6-6/7/2024	14 students from S2-S4	Tokyo, Nagoya & Osaka, Japan	Methodist College
Singapore Immersion Programme	30/6-7/7/2024	18 students from S1-5	Singapore	Methodist College, Methodist Girls' School (Singapore) and ACS (Independent) (Singapore)
山東文化及創新科技考察團	4/7-8/7/2024	16 students from S4-S5	濟南、青島	Methodist College
23/24 滬港同心青少年考察交流團	6/7-11/7/2024	10 students from S3	上海	滬港社團總會
北京歷史文化及社會發展探索之旅(2023/24)	22/7-26/7/2024	10 students from S3	北京	Education Bureau

4) Religious Life:

Throughout the year, our school organized a variety of religious activities that engaged a large number of students, helping to strengthen their faith and deepen their connection with God. Here are some key highlights:

- **Prayers:** Regular morning prayer meetings were held on Wednesdays, with 8-15 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.
- **S1 Alpha Course:** The S1 Alpha Course was integrated into our Religious Education lessons. Small group sessions were held every other week, where 23 F.1 students had the opportunity to share and learn about faith. We also organized a F.1 Alpha camp during the Easter holiday.
- **Student Christian Fellowship (SCF):** The SCF regularly convened, with active participation from 20-40 students, 5 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 school. Student Christian leaders are called "Transformers" and "servant leaders." We aimed to develop and empower students to embrace Christian values and follow Jesus.

- **Joint-School Gospel Camp:** A gospel camp with more than 160 students from our school, Methodist Lee Wai Lee College, Kwai Chung Methodist College, and Tin Shui Wai Methodist College was held in Easter. 37 F.2-F.3 students from our school participated in this camp, and 10 of them committed their faith to Christ.
- **Evangelistic Week:** It was held from May 6th to 10th, 2024, on the theme "In God, We See." Sometimes our sights are blocked by the difficulties and challenges ahead, preventing us from seeing the beauty of life. Our God is so generous that He gives us valuable lives, and in God, we can see the goodness of the LORD in the land of the living (Psalm 27:13). The week-long event included morning prayer meetings, a gospel café, workshops, an art exhibition, sports activities, and life story sharing sessions with teachers and students, allowing them to explore the beauty of life in different ways. The activities encouraged students to cherish their school life and grow in the grace and knowledge of our Lord. 20 students converted to Christianity, and 15 students reconnected with their faith. An SCF camp and follow-up groups were held afterwards to nurture the spiritual growth of students after the Evangelistic Week.
- **Student Worship Team:** The Student Worship Team 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) and Lunch Gathering for new teachers:** There was a warm welcome for new teachers during the teacher fellowship held in October. Pastors in the church held several group lunch gatherings with teachers who have 1-2 years of experience to share and support them. 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 3 fellowship meetings for parents. Around 10-20 parents attended each session, in which they shared and supported one another on parenting in the light of the Bible.
- **Co-activities with the Church:** This year we started more collaboration with the Church in different aspects. Some volunteers from the church conducted weekly English tutorials for our students. Green Pastures, a year-long course for parents, was conducted every Sunday morning to enhance parents' ability to nurture their children positively in Christian values. 13 families enrolled in the course. They all found it a fruitful and enriching experience which brought blessing to their family.

5) Career and Life Planning Education (CLP):

Career and Life Planning Education (CLP):

The Careers Mistress and careers teachers collaboratively developed school-based CLP Curriculum materials covering a wide array of topics such as life planning (goal setting and personal image), soft skills (interviews and presentations), and multiple pathways (JUPAS, E-App, and other applications), utilizing resources from the Education Bureau (EDB) and Hok Yau Club. Structured CLP lessons (one period per cycle) were introduced for all senior level students, i.e. S4-S6. Due to limited face-to-face teaching periods, careers education was also delivered through video clips and Zoom meetings.

To cope with the escalating demand for individual careers counseling support from both students and parents, a part-time Careers Guidance Officer was employed to help provide careers counselling to individual students. Careers Counseling on Further Studies was primarily provided by the part-time Careers Guidance Officer and the Careers Mistress, with additional support from careers teachers when required. In comparison with previous records, the total number of individual counseling sessions doubled. In total, the Careers Guidance Officer and the Careers Mistress conducted around 160 and 110 individual sessions respectively, including those conducted after the publication of DSE results. During this period, a team of 8 careers teachers, along with approximately 30 alumni, provided valuable assistance.

The MCareers program continued this year and was accessible to all students from S3-S6 who were keen on gaining insights into the working world and exploring their career aspirations. In-school activities such as Mock Life Simulation Game for S4 students and Job Exploration for S3 students were successfully organized. A video repository featuring alumni sharing their personal life and study experiences was gradually developed.

Approximately 50 major CLP activities, comprising talks, workshops, and career visits, were effectively carried out. Roughly 80% of these activities were academically focused, such as university talks, while the remaining 20% were job-oriented, such as the trade fair. Our CLP initiatives were well-received and appreciated by both parents and students.

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, Music and Visual Arts. A total of 169 students were recruited into the Pool last year.

A school-based gifted programme 'World Class Arena Problem-solving Course' by Trumptech was organized and attended by 15 junior forms students. Besides, 31 students joined gifted programmes offered by the EDB and tertiary institutions. Eight students were selected to obtain subsidies from the school to join the summer institutes offered by different universities.

Apart from that, we continued to work closely with the Hong Kong Academy for Gifted Education (HKAGE) to stretch the talents in our school. Six students participated in the online screening programme.

During the previous academic year, various departments participated in the EDB's Gifted Education Network. Last year, the focus was placed in implementing what was learned in previous years in conjunction with Major Concern 2. Professional sharing was conducted through various means, such as staff meetings, students' work inspections, and department meetings.

7) Special Educational Needs (SEN) Policies:

This year, the Student Support Team was strengthened by the provision of an additional SEN Support Teacher to the school, as well as the enhancement of the role of the SEN Coordinator, which has led to increased variety of activities to help create an inclusive learning environment within the school, and to provide better support for SEN students and their parents. We have provided students with a variety of group activities and training, such as career planning, executive function training, mental health workshops, English remedial classes, Chinese and English reading and writing classes, volunteer group, and art therapy group. We also offered individual counseling, parent workshops, guidance and consultation.

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.

Additionally, we have also participated in the EDB's 'AIM Project for ASD'—an NGO and school collaboration that provides small group training on social adaptive skills to cater to students' special educational needs.

We have gradually completed the staff training targets as required by the EDB. We have developed individualized education plans (IEPs) for Tier 3 SEN students and implemented case conferences, teacher and parent consultations, special classroom observations, in-class support, special curriculum arrangements, and special examination arrangements to meet different learning needs. Using the Learning Support Grant provided by the EDB, we have engaged inclusive education support services, as well as speech therapists and occupational therapists, to provide intensive guidance for those students who need the most adaptation.

8) Alumni Support:

The Alumni Affairs Team (AAT) 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 assisted in the Founders' Day Ceremony this year. 45 alumni from the classes of 1963, 1973, 1983 and 1993 returned to attend the Coronation Ceremony. For Class of 1963, this was the second time they came back for the coronation, and they were given a red souvenir scarf for commemoration.

This year, the MCAA and the PTA continued to collaborate in 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. This year, two teams applied, with the Form 6 team ultimately securing funding to start their "PaiPaiPailide"(拍立得) business at the Tai Kok Tsui Fu Tor Loy Shopping Centre. The team will return to school to share their entrepreneurial journey after the project concludes.

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, 73 departing students were recruited as the Methodist College Alumni Association (MCAA) members. As a gesture to welcome them, a tote bag designed for Yellow House (壙社) was prepared and given out as a graduation and welcome gift. This academic year, we have successfully completed the DS2012-2024, encompassing over 1500 alumni in a 12-year database. Over the next three years, we will proceed in phases to organise the data of alumni from 1958 to 2010.

Student Performance

Academic Performance

Hong Kong Diploma of Secondary Education Examination 2024

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

	MC %	Territory Ave. %
Students obtaining 332A2 (satisfying the admission requirement for local degree programs)	70 (74.5%)	39%
Students obtaining 22+222/2A2 (satisfying the admission requirement for local sub-degree programs)	89 (94.7%)	74.2%
Subjects Obtaining Level 4 or above	220 (45.3%)	36.1%
Subjects Obtaining Level 3 or above	385 (79.2%)	62.5%
Subjects Obtaining Level 2 or above	464 (95.5%)	86.2%

- 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	42.6%	27.3%	92.6%	54.7%	100%	81.2%
Chinese Language	46.2%	31.8%	85.7%	64%	98.9%	90.7%
Mathematics	44.7%	39.2%	71.3%	59.1%	92.6%	82.5%
Citizenship & Social Dev.					98.9	93.7%
Physics	56.5%	49.3%	82.6%	73%	100%	89.9%
Chemistry	52.9%	50.6%	79.4%	76.1%	85.3%	87.1%
Economics	63%	44.4%	85.2%	67.6%	100%	86.5%
History	90.9%	45%	100%	74.5%	100%	94.2%
Chinese History	52.6%	37.1%	94.7%	68.1%	100%	90.9%
Chinese Literature	56.3%	35.1%	87.5%	66.7%	93.8%	87.7%
M1	55.6%	51.4%	77.8%	70.3%	100%	86.6%

Category B Subjects	No. Sat	Distinction II (L4)	Distinction I (L3)	Attained (L2)
Applied Learning	23	10	6	7

Category C Subjects	No. Sat	A	B	C	D	E
French	2					1
Japanese	7	1	4	2	0	0

External Awards

As a school committed to nurturing all-round talents in students, we value students' non-academic achievements as much as their academic success. This year, our students continued to participate in a large variety of external competitions, winning awards in all areas including academic, STEM, sports, music and the arts. These were the platforms where they displayed their multiple talents and outstanding tenacity. We are immensely proud to list below their awards, which stand as a testament to their remarkable dedication and relentless pursuit of excellence.

Academic

Hong Kong Secondary Schools Debating Competition

Champion (Team: 4B Cheng Yuk Hei, 4B Wong Ying Shan 4R Ho Yuet Hei Suki, 5B Poon Cheuk Laam, 5G Athena Lai Hiu To)

75th Hong Kong Schools Speech Festival (English) by Hong Kong Schools Music and Speech Festival Association

Dramatic Dialogue: Second Place – 5G Lai Hiu To Athena, 5B Poon Cheuk Laam

Success Unlocked – A Rotary Micro-fiction Journey 2023-2024

Silver Award - 3R Law Hoi Lam, 3R Lee Tsz Yung, 3R Yang Yuet Long Braven

Bronze Award - 2G Lo Cheuk Chi, 2G Lau Ho Lam, 2G Prajapati Tarran

Hong Kong Drama Festival 23-24

Award for Outstanding Performer - 4W Tsui Belle Man Ting, 4B Isaac Lau Chi Him

Award for Outstanding Cooperation and Outstanding Stage Effects

From Player to Page Writing Competition 23-24

Winners - 4G Ng Cheuk Yin Colin, 2W Chim Ho Hin

Filmit 2324 Outstanding One-minute Film

Merit Prize - 3R Law Hoi Lam, 3R Liang Shek Lai, 3R Tung Ka Ying, 3R Yan Sze Yi, 3R Zeng Zixuan

6th Joint-School Scrabble Tournament for Novices (2023-24) organized by the Hong Kong Scrabble Players Association

4th place - 2W Zeng Yi Lam

5th place - 1B Chi Jian Xin

6th place - 2R Lau Tsun Shing

Hong Kong Youth Scrabble Champions Tournament by HKSPA

Individual 7th Best Player from a School – 4B Ting Man Yui

Individual 8th High Game – 4R Leong Wai Chun

ASTAR Scrabble Challenge International 2024 by First Residential College, University of Malaya

U15 - Rank 6th - 3R Leung Chun Hei Joseph
U18 - Rank 5th - 4R Leong Wai Chun

Biliteracy and Trilingualism Campaign – One-minute Video Production Competition by the Standing Committee on Language Education and Research (SCOLAR)

Finalist – 1G Chan Wing Man, 1G Cheung Tsz Hei, 1G Lai Man Huen, 1G Lam Tsz Wai
Certificate of Appreciation – 1G Yuen Lok Tung Andros, 1R Chong Wai Lung, 1R Dai Cho Tsun, 1R HAW Mohammad Abu Bakr, 1R Ip Chi Yuen, 1R Wong Yan Kiu, 2W Ng Pui Shuen, 3G Cheung Wai Chung, 3G Lau Nga Man, 3G Zhang Chi Ho, 3W Cheung Hau Yau, 3W Cho Sze Lok, 3W Poon Chun Hay, 3W Tse Chester, 3W Tse Chun Yu, 3W Wan Chi Shun, 3W Zhang Baoxu

The 8th Hong Kong Calligraphy Competition (Western Calligraphy) by International Gifted Education and Art Association

Champion – 1G Chan Ellen
Second Runner-up – 2W Sze Mei Chi Macy, 3G Chu Hiu Ching, 3G Leung Tsz Yan Rachel, 5B Tsang Wing Sze

23/24 篇篇流螢「網上閱讀計劃」

團體卓越表現獎

學校積極參與獎

香港青年協會 校園作家大招募計劃 2023/24

非小說組優異獎 – 4G 張嘉賢

陳贊一博士教育基金香港微型小說教育及研究中心 第十屆陳贊一博士聯校微型小說創作獎

初中組優異獎 – 3G 溫嘉悅

聯校國際關係及外交辯論比賽

Second Runner up – 1G Lam Tsz Wai, 2W Yan Cho Yan, 3G Chan Cheuk Wing Tara, 3B Lin Tin Lo, 4G Lin Gengrong, 5G Kan Man Wai, 5R Luong Yan Tong

第七十五屆香港學校朗誦節中文朗誦比賽

冠軍 (歌詞朗誦) - 3W 何天晴

文協盃徵文比賽

高中組優異獎 – 5B 鍾卓穎

中華經典名句：全港中小學網上遊戲比賽

十八區最踴躍參與學校獎 (油尖旺區)

2023 香港學界數學及奧數精英賽

Bronze Award - 1R Leung Ho Yee, 1B Yu Tsoi Yi, 2W Zeng Yi Lam, 3W Ou Zhi Xin, 3R Chan Yuet Long, 5B CHAN Ka Kit Alex
Silver Award - 2B Chan Ka Man

2024 香港數學及奧數挑戰賽

銀獎 – 1G Cheng Chung Yeung, 1G Wong Tsun Lok, 2W Zeng Yi Lam

銅獎 – 1B Yu Tsoi Yi, 1G Fung Hay Tung Bernice, 1G Wong Hei Yin, 1R Leung Ho Yee, 3W Ou Zhi Xin

Mathematics Project Competition 2023-2024

Good Performance Award (Team: 3R Chan Kwan Ho Harold, 3R Law Hoi Lam, 3R Tung Ka Ying, 3W Ou Zhi Xin)

Asia International Mathematical Olympiad Open Contest (AIMO) 2024

Heat Round: Bronze Award - 1B Yu Tsoi Yi

Semi-final Round: Bronze Award - 2G NG Chun

世界少年奧林匹克數學競賽 2023-2024

Merit Award – 4G Fu Ka Chuen Kendrew

Second Prize Award – 2W Zeng Yi Lam

Hong Kong International Mathematical Olympiad 2024 (Hong Kong Region)

(Final round results: Pending)

Heat Round: Silver Award - 2W Zeng Yi Lam, 4G Fu Ka Chuen Kendrew

Heat Round: Bronze Award - 1R Chiu Ho Wang Aiden, 1R Choy Cheuk Nam, 1R Leung Ho Yee, 1G Fung Hay Tung Bernice, 3W Cheung Chun Fei Zofi, 5B Chan Ka Kit Alex

Heat Round: Bronze Award; Semi-final Round: Bronze Award - 1G Wong Tsun Lok, 2R Su Yuet Ying

Heat Round: Bronze Award; Semi-final Round: Merit Award - 1B Yu Tsoi Yi, 1B Wong Kam Ting

Heat Round: Silver Award; Semi-final Round: Bronze Award - 1W Cheung Yat Yin, 3R Chan Yuet Long

泰國國際數學競賽 (香港賽區) TIMO 2023-2024

Heat Round: Bronze Award - 1B Wong Kam Ting, 1G Fung Hay Tung Bernice, 1R Choy Cheuk Nam, 1R Leung Ho Yee, 1W Wong Mei Hei, 3W Cheung Chun Fun Fei Zofi, 5B Chan Ka Kit Alex, 5B Chan Kai Hei

Heat Round: Silver Award - 3R Chan Yuet Long, 5G Cheung Tsz Lung

Heat Round: Silver Award; Semi-final Round: Bronze Award - 4G Lin Gengrong

Heat Round: Silver Award; Semi-final Round: Merit Award - 1B Yu Tsoi Yi

Heat Round: Silver Award; Semi-final Round: Bronze Award; Final Round: Silver Award - 1B Li Kwan Yeung

Heat Round: Silver Award; Semi-final Round: Bronze Award; Final Round: Merit Award - 2W Zeng Yi Lam

Heat Round: Gold Award; Semi-final Round: Bronze Award; Final Round: Bronze Award - 4G Fu Ka Chuen Kendrew

Heat Round: Gold Award; Semi-final Round: Bronze Award; Final Round: Merit Award - 3W Ou Zhi Xin

Heat Round: Silver Award; Semi-final Round: Bronze Award; Final Round: Bronze Award - 1W Cheung Yat Yin,

Heat Round: Silver Award; Semi-final Round: Bronze Award; Final Round: Bronze Award - 1R Chiu Ho Wang Aiden

Heat Round: Bronze Award; Semi-final Round: Bronze Award; Final Round: Merit Award - 1G Wong Tsun Lok

粵港澳大灣區數學競賽 (香港賽區) 大灣盃 2024

Heat Round: Second Prize Award - 1R Choy Cheuk Nam, 1R Leung Ho Yee, 3W Cheung Chun Fei Zofi

Heat Round: Second Prize Award; Semi-final Round: Merit Award - 5B Chan Ka Kit Alex

Heat Round: Third Prize Award - 1B Yu Tsoi Yi, 1B Wong Kam Ting, 2B Chan Ka Man, 5G Cheung Tsz Lung

Heat Round: Third Prize Award; Semi-final Round: First Prize Award; Final Round: Third Prize Award - 3W Ou Zhi Xin

Heat Round: Third Prize Award; Semi-final Round: Merit Award - 2W Zeng Yi Lam

Heat Round: Second Prize Award; Semi-Final Round: Third Prize Award; Final Round: Third Prize Award - 1W Wong Mei Hei

Heat Round: Second Prize Award; Semi-final Round: Second Prize Award; Final Round: Third Prize Award - 4G Lin Gengrong

Heat Round: Second Prize Award; Semi-final Round: Second Prize Award; Final Round: Merit Award - 4G Fu Ka Chuen Kendrew

2024 華夏盃

Heat Round: Third Prize Award - 1B Yu Tsoi Yi

Heat Round: Second Prize Award; Semi-final Round: Third Prize Award - 2G NG Chun

Heat Round: Third Prize Award; Semi-final Round: Third Prize Award; Final Round: Third Prize Award - 2W Zeng Yi Lam

Heat Round: Second Prize Award; Semi-final Round: Third Prize Award; Final Round: Third Prize Award - 3G ZHANG Chi Ho

Hong Kong & Macau Mathematical Olympiad Open 2024

Heat Round: Silver Award - 2G NG Chun

Heat Round: Bronze Award - 1B Yu Tsoi Yi

2023 香港學界數學及奧數精英賽

Silver Award - 4G Fu Ka Chuen Kendrew, 4G LIN Gengrong

Elite Selection of Mathematical Olympiad for Team of Hong Kong 2023-2024

Silver Award - 4G Fu Ka Chuen Kendrew, 4G LIN Gengrong

Bronze Award - 1B Yu Tsoi Yi, 1G Fung Hay Tung Bernice, 1G Wong Tsun Lok, 1R Chiu Ho Wang Aiden, 1W Wong Mei Hei, 2R Su Yuet Ying, 2W Zeng Yi Lam, 3W Ou Zhi Xin, 5B Chan Ka Kit Alex

全港青少年數學挑戰賽 2024

Silver Award - 4G Fu Ka Chuen Kendrew, 3W Ou Zhi Xin

Bronze Award - 1G Wong Tsun Lok, 1W Cheung Yat Yin

Chemists Online Self-study Award Scheme (COSAS) 2024, organized by the Hong Kong Virtual University (HKVU) and the Education Bureau

Diamond Award - 5B CHEUNG Yung Chit, 5B CHUNG Man Hiu Baldwin, 5B LAI Sum Yi, 5B LI Yuen Yip, 5B TANG Siu Ching, 5B YUEN Lok Tung, 5G CHAN Wai Kit, 5G LEUNG Wing Yi, 5W HO Chun Lok

Silver Award - 5G NG Wing Sze

Bronze Award - 5B LI Chun Hei Adrian, 5G CHEUNG Tsz Lung

2024《一帶一路·與我何干》綜合能力比賽(中學組)(帶路先鋒)

三等獎 – 3G Fu Yuen Yung, 3W Ou Zhi Xin, 3G Wan Ka Yuet, 3W Zhang On Yuen

第六屆“紫荊杯”全港中小學生紀念改革開放 45 周年知識競賽總決賽

優異獎 – 4G Cheung Hang Mei, 4G Cheung Ka Yin, 4G Lau Hing Ki Aviva, 4G Lu Ka Hei, 5R Ho Wing Tung

2023/24 樂遊香港文化短片製作及問答比賽(非遺傳統手工藝篇)(香港普通話研習社)

優異獎 (3 Teams: 2G Cheung Tsz To, 2G Luo Ka Yee, 2G Kwok Hoi Laam, 2G Lau Tsz Wa, 2R Lai Sum Yau, , 2R Lam Hau Ting, 2R Lam Kwan Yin Charmaine, 2R Lee Wing Sum, 2R Li Ching Alle, 2R Lin Tak Yung, 2R Su Yuet Ying, 2R Yuen Sze Wing)

校際 AI 藝術創作大賽(數碼詠古) (The Hong Kong Association for Computer Education)

優異獎: (Team: 2W Luk Man Nok, 2W Tang Lok Yin, 2W Wang Guan Lin, 2W Yu Lei)

2023-2024 年度電子「股壇達人」校際比賽(投資及理財教育委員會)

嘉許獎 (Team: 5B Chung Hoi Kit Jacky, 5B Leung Yin Lam, 5G Fong Miu Hung, 5G Wong Chak To)

Economic Infographic Design and Presentation Competition by Education Bureau

The Most Popular Award and the 1st Runner-up of the Competition

(Team: 5B Li Uen Man Jasmine, 5R Pat Tsz Ho, 5W Wan Chi Yat)

「齊閱讀·迎國慶」——初中歷史科電子閱讀獎勵計劃 2024」

嘉許獎 - 3R Law Hoi Lam, 3R Chan Kwan Ho Harold, 3W Leung Cheuk Ka Gisele

STEM

Hong Kong Blockchain Olympiad 2023 by The Hong Kong Academy for Gifted Education / Hong Kong Blockchain Society

Award of Distinction:

(Team: 4G Chiu Tsz Chung, 4B Choy Yan Yuet, 4B Lai Wing Ho, 4B Sun Hiu Yuen, 4G Wong Chun Hay, 4G Chow Shun Hei Hilson, 4G Kan Lik Hang, 5B Chan Ka Kit Alex, 5B Lau Ka Wing, 5B Poon Cheuk Laam, 5B Yuen Lok Tung)

Hong Kong International Science Olympiad Final Round 2023-2024

Silver Award - 3B 11 LIN Tin Lo 3R 8 LAW Hoi Lam

Bronze Award - 2G 26 NG Chun 2W 7 LI Yu Ella

Merit Award - 2R 10 LI Ching Alle

Off-school Advanced Learning Programme (2022/23 school year): Coding, Cryptography, and FinTech (CCF) Skills Education for Gifted Students, funded by the Gifted Education Fund

2nd Top Voted Project Award - 4G Wong Chun Hay

AI Formula 2024 - Station 1 by 10Botics Ltd

Rank 12 – 5R Lee Yiu Hang, 4G Wong Chun Hay

AI Formula 2024 - Station 3 by 10Botics Ltd

The Fifth Place – 5R Lee Yiu Hang, 4G Wong Chun Hay,

首屆港澳學界英文打字比賽 (Kotech Services Co.)

第四名 (中學組) - 3W Yang Yuet Long Braven

第九名 (中學組) - 1W Li Pui Hang

第二十一名 (青年組) - 5B Sze Wing Tung

青年資訊科技大使獎勵計劃 YITAA (HKACE)

銀章 – 4G Wong Chun Hay

STA Award and Guinness World Records

Most Active Engagement Award in AI Education - 4G Wong Chun Ha

Participation in Guinness World Records: 3B Pang Sung Hei, 4G Fu Ka Chuen, 4G Kan Lik hang, 4G Wong Ngai Hang, 4G Wong Chun Ha, 5G Wong Lok San, 5R Lee Yiu Hang

SPORTS

The Inter-School Table Tennis Competition 2023-24 by the Schools Sports Federation of Hong Kong

Boys B Grade 2nd runner-up:

(Team: 3R Cheung Si Hang, 3R Kwan Tsz Him Jimmy, 3R Lee Lik Hang)

Girls B Grade 2nd runner-up:

(Team: 2B Xie Sze Yiu, 2R Ho Wing Sze, 2R Lam Kwan Yin Charmaine, 4B Lee Sum Ying)

Inter school swimming competition by HKSSF

Boys B 4 x 50m medley relay: 4th Place

(Team: 3W Leng Fei Hung, 3B Fung Man Cheuk, 4W Tsang Yick Yin, 4B Chan Ching Wilson)

Boys B 100m free style

Bronze - 4B Chan Ching Wilson

Boys B 200m free style Individual medley

Bronze - 3B Fung Man Cheuk

Boys B 100m back strokes bronze / Boys C 50 Free Style 4th Place - 1R Dai Cho Tsun

Hong Kong Interschool Dodgeball District Championship 2023 by Hong Kong Dodgeball Association

Boy's Senior Champion:

(Team: 3B Ho Timothy, 3B Suen Tsz Kin, 3G Hon Cheuk Hin, 4B Lim Zhin Long Jonathan, 4B Shum Seen Yueng Lucas, 5B Pang Gordon, 5B Tam Shing Chak, 5G Lai Tsz Hei, 5G Cheung Yui Hin, 5G Lee Ching Yin, 6R Tsang Cheuk Hei, 6R Ip Wing Pak)

Boys' Junior 2nd Runner-up:

(Team: 1B Chow Yuk Wang, 1G Chan Hoi Kit, 1G Zhong Tsz Hei, 1W Au Pak Yin, 1R Cheung Tsun Nam, 1R Wu Wang Ngai, 1W Fung Chun Kiu Brandon, 1W Lam Boaz, 1W Lam Ching Long, 2R Shum Seen Him Aiden, 2G Sin Cheuk Ho, 3B Wu Shun Yiu Matthew)

Girls Open 1st Runner-up:

(Team: 2G So Hiu Lam, 2G Ng Tsz Yu, 2R Chung Lai Ka Ashley, 2R Pang Hoi Ching, 2W Tam Wing Chee, 2W Zeng Yi Lam, 3R Lin Xixian, 3R Moy Nok Ching, 4B Lee Wai Yi, 4G Liu Yong En, 4G Mok Hei Yau, 5G Chan Yin Lam)

Hong Kong Interschool Dodgeball New Talent Championship by Hong Kong Dodgeball Association

Boys Junior Plate Champion:

(Team: 1B Chow Yuk Wang, 1G Chan Hoi Kit, 1R Wu Wang Ngai, 2G Chong Tin Lok, 2G Sin Cheuk Ho, 2G Wong Chung Yin Joshua, 2R Shum Seen Him Aiden)

Girls Cup 1st Runner-up:

(Team: 1W Yu Man Wai, 2W Zeng Yi Lam, 2W Tam Wing Chee, 2R Chan Hong Yiu, 2R Chung Lai Ka Ashley, 2G Ng Tsz Yu, 2G So Hiu Lam)

Mixed Junior Cup 2nd Runner-up:

(Team: 1R Cheung Tsun Nam, 1G Zong Tsz Hei, 1W Siu Wai Tung, 1W Wong Mei Hei, 1G Tsui Tsz Yiu, 2R Yip Lai Tung, 2R Lee Man Hei, 3R Moy Nok Ching)

2023-24 Hong Kong Inter-School Dodgeball Championship 全港中小學學界閃避球錦標賽

The Grand Champion (The Overall Champion in the whole school year 2023-24)

Mixed Senior 1st runner-up:

(Team: 3R Lin Zi Xian, 3R Moy Nok Ching, 4B Lee Wai Yi, 4G Mok Hei Yau, 4G Liu Yong En, 5G Chan Yin Lam, 3B Ho Timothy, 3G Hon Cheuk Hin, 4B Lim Zhin Long, 4B Shum Seen Yeung, 6R Ip Wing Pak, 6R Tsang Cheuk Hei)

Boys Senior the Champion:

(Team: 1B Chi Jian Xin, 3B Ho Timothy, 3B Suen Tsz Kin, 4B Lim Zhin Long, 4B Shum Seen Yeung, 5B Pang Gordon, 5G Cheung Yu i Hin, 5G Lai Tsz Hei, 5G Lee Ching Yin, 5R Shao Yong Chen, 6R Ip Wing Pak, 6R Tsang Cheuk Hei)

Boys Senior All Stars - 6R Tsang Cheuk Hei, 3B Timothy Ho

Boys Senior MVP - 3B Timothy Ho

2024 全港跳繩速度公開賽

1R Wong Yan Kiu: 13 歲女子前繩跳殿軍, 13 歲女子開合跳亞軍, 13 歲女子交叉開跳亞軍, 13 歲女子單車步季軍, 13 歲女子二重跳冠軍, 初中組女子雙人連鎖跳殿軍, 初中組女子雙人朋友跳殿軍, 初中組女子雙人橫排跳亞軍

2B Fong Ivana: 14 歲女子組開合跳殿軍, 14 歲女子組總成績殿軍, 初中組女子雙人連鎖跳殿軍, 初中組女子雙人朋友跳殿軍, 初中組女子雙人橫排跳亞軍

4W Chan Suen Tung: 16 歲女子前繩跳季軍, 16 歲女子開合跳亞軍, 16 歲女子單車步殿軍, 16 歲女子組總成績季軍

2W Kwok Sau King: 14 歲男子個人賽總成績季軍, 14 歲男子前繩跳亞軍, 14 歲男子交叉開跳殿軍, 雙人連鎖跳季軍, 雙人朋友跳季軍
 4G Hui Kwan Lok Elliot: 16 歲男子組總成績總亞軍, 16 歲男子前繩跳季軍, 16 歲男子組交叉開跳亞軍, 16 歲男子組開合跳冠軍, 16 歲男子組二重跳季軍, 16 歲男子組單車步殿軍
 1B Feng Yingxin, 1B Ren Choi Kiu Emma: 初中組女子雙人連鎖跳殿軍

第五屆「漢華盃」乒乓球學界賽及屈臣氏集團香港學生運動員獎

中學男子組亞軍 – 3R 張思行

網球比賽 - 3W 張珈晞

1. 元朗區分齡網球比賽 2023 女子單打 FH 組 冠軍
2. 葵青區分齡網球比賽 2023 女子單打青少年 FH 組 冠軍
3. 大埔區分齡網球比賽 2023-2024 女子單打青少年 FG 組 亞軍
4. 南區分齡網球比賽 2023 女子青少年組單打(13 至 14 歲) 亞軍
5. 離島區分齡網球比賽 2023 女子單打青少年 FH 組 亞軍
6. 北區分齡網球比賽 2023/24 女子單打青少年組 (13-14 歲) 亞軍
7. 灣仔區分齡網球比賽 2023 女子青少年 FH 組單打 季軍
8. 西貢區分齡網球比賽 2023 女子青少年組單打(FH) 季軍
9. 東區分齡網球比賽 女子青少年 FH 組單打 13-14 歲 季軍 2023
10. 大埔區分齡網球比賽 2023-2024 女子雙打青少年 FL 組 冠軍
11. 離島區分齡網球比賽 2023 女子雙打青少年 FL 組 季軍
12. 元朗區分齡網球比賽 2023 女子雙打 FM 組 季軍 F
13. 屯門區分齡網球比賽 2023 女子雙打青少年 FJ 組 季軍

Music

76th Hong Kong Schools Music Festival - Secondary School Choir by Hong Kong Schools Music and Speech Association

Silver Award

(Team: 1B Li Huilan, 1B LIN Lingxuan, 1R Chan Lai Ying, 1R Choy Cheuk Nam, 1R Chan Wan Yiu, 1R Chen Chak Kwan, 1R LEUNG Ho Yee, 1R Wong Ho Yan, 1R Wong Yan Kiu, 1G Chan Wing Man, 1G Fung Hay Tung, 1G Chan Ellen, 1G Cheng Long Yi, 1G Wong Hei Yin, 1G Wong Tsun Lok, 1G Yip Hiu Yee, 1W Hon Yan Tung, 2B Chan Ka Man, 2B Hung Yuen Yi, 2B Li Xiangqing, 2B Wang Po Yee, 2B Wai Nga Fei, 2W Chan Hong Ching, 2W Cheng Sum Ki Sadie, 2W Lau Yu Hong, 2W SUEN Hailey Hiu Sze, 2W Tam Wing Chee, 2R Feng Yu Chik Richie, 2R LIN Yiu Fung, 2R Wong Tsz Fong, 2R Yuen Sze Wing, 2R Yam Nok Hang, 2G Kwok Hoi Laam, 2G SUEN Chloe Hiu Yu, 2G Wong Ho Kiu, 3W Chi Sze Lok, 3W Fu Wing Lam, 3W Cheung Chun Fei Zofi, 3R Ho Tin Ching Katharine, 3R Chan Hei Yu, 3R Chiang King Yan, 3R LIANG Shuk Lai, 3R Tung Ka Ying, 3G NG Pak To, 4R Chan Pui Ka, 4B Choy Yan Yuet, 4B Lau Yat Him, 4B Sun Hiu Yuen, 4B Wong Ying Shan, 4G Hui Kwan Lok Elliot, 4G NG Cheuk Yin Colin, 4W Yiu Nam Hei, 5B NG Yin Chun Darren, 5R LEE Lok Hang Esther)

GalaMusica - School Creative Works 2024

Bronze Award

(Team: 2W Ji Yao Xiang, 3G Fung Chit, 3G, Hui Chun Wing, 4G Ng Pak To, 3R Chan Chi Lam, 3R Ho Tin Ching Katharine, 3R Hui Joshua, 3R Kwan Tsz Him Jimmy, 3R Lee Lik Hang, 3R Leung Nga Wai Ivy, 3R Liu Tsz Ho, 3R Tung Ka Ying, 3R Zhou Ka Ching, 3W Cheung Chun Fei Zofi, 3W Chung Chi Hei Matthew, 3W Fung Hoi Ki, 3W Hung Tsun Hei, 3W Leung Cheuk Ka Gisele, 3W Ou Zhi Xin, 3W Tse Chun Yu, 3W Yang Yuet Long Braven, 4B Lo Sum Yuet, 4G Kan Lik Hang, 4W Chu Sin Wai, 4W Tsang Yick Yin, 5B Ng Yin Chun Darren)

"Relishing Creativeness in the Hong Kong Palace Museum" Music Composition Competition 2023/24

Outstanding Award (Ensemble) Silver Prize – 4G Ng Cheuk Yin Colin

Certificate of Appreciation - 4W Liu Ho Ching

Hong Kong Joint School Music Association Orchestra Competition

Silver Award

(Team: 1B Wong Lok Hei Lewis, 1W Cheng Yu Long, 1R Ng Hei Tung Aurora, 1R Dai Cho Tsun, 1R Chen Chak Kwan, 1G Cheng Chung Yeung, 1G Cheung Ho Yeung Harvey, 1G Wong Chun Hin, 2W Li Yu Ella, 2R Su Yuet Ying, 2R Lau Pak Hei Moses, 2R Fok Ka Shun, 2W Ji Yao Xiang, 3W Tse Chun Yu, 3W Cheng Hiu Wing, 3G Fung Chit, 3R Kwan Tsz Him Jimmy, 4W Tsang Yick Yin, 4B Choi Ching Cheung Matthew, 4B Lo Sum Yuet, 4G Ng Cheuk Yin Colin, 4W Chu Sin Wai, 5R Leung Yat Long, 5B Ng Yin Chun Darren)

VISUAL ARTS

香港青少年兒童繪畫大獎賽 2024 (香港兒童文化藝術協會)

Silver Award – 1W Yau Venus Ching

1st Runner up – 1B Leung Lok Hei

丹麥參展賽 2024 #安徒生(國際)藝術展覽 (國際資優教育及藝術協會 IGEEAA)

Gold Award:

– 2W Shum Lang Yang, 2W Wong Cheuk Yiu, 3R Cheng Hei Tung, 3R Liang Shuk Lai, 3R Zeng Zixuan

Silver Award:

– 3W Cheng Hiu Wing, 3R Tung Ka Ying

2024 Children and Youth Coloring and Drawing Competition 2024 全球兒童及青少年繪畫公開賽 by GLOBAL YOUTH CULTURAL AND ART TALENT ASSOCIATION

Golden Medal - 1R Choy Cheuk Nam

華萃盃-第八屆全港中英文硬筆書法比賽

冠軍 - 1G CHAN Ellen

季軍 - 3B TSANG Wing Sze

金獎 - 2W SZE Mei Chi Macy, 3G CHU Hiu Ching, 3G LEUNG Tsz Yan Rachel

學生視覺藝術作品展覽 2324 (EDB)

入圍展覽 – 6R Wu Lok Yi

九龍倉全港中學生繪畫比賽 (九龍倉置業地產投資有限公司)

Outstanding entries – 6B Leung Pik Sheuk, 6R LO Tsz Tan

創科新世代繪畫視藝走進元宇宙大賽 2023 (第二輪) (香港創科發展培育中心)

S5 金獎 – 5W Chiu See Wun

S3 金獎 – 3R Cheng Hei Tung

我的行動承諾活動系列 (二) 「樂諾小太陽& Friends」吉祥物設計比賽 (教育局)

優異獎 - 5R 冼卓穎, 4R 戴咏琪

OTHERS

HKAGE Leadership Training Programme 23/24 (Gold Award)

Gold Award - 5B Lai Sum Yi

The 9th Outstanding Student Leaders Selection by The Arete (政賢力量第九屆卓越學生領袖選舉)

Outstanding Student Leader – 5B Lai Sum Yi

Yau Tsim Mong District Outstanding Student Award

Winner in Junior Section: 3W Cheung Chun Fei Zofi

Winner in Senior Section: 5B Chan Ka Kit Alex

2023 第七屆全港青少年進步獎 (杜葉錫恩教育基金)

進步嘉許獎 - 4G Wong Chun Hay, 5W Kong Lingjun

Media Literacy Campus Recognition Program 2023 (Secondary School Category)

The Silver Prize

"Greening for the Chest 2023/24" Cleaning Campaign by the Community Youth Club

Gold Award

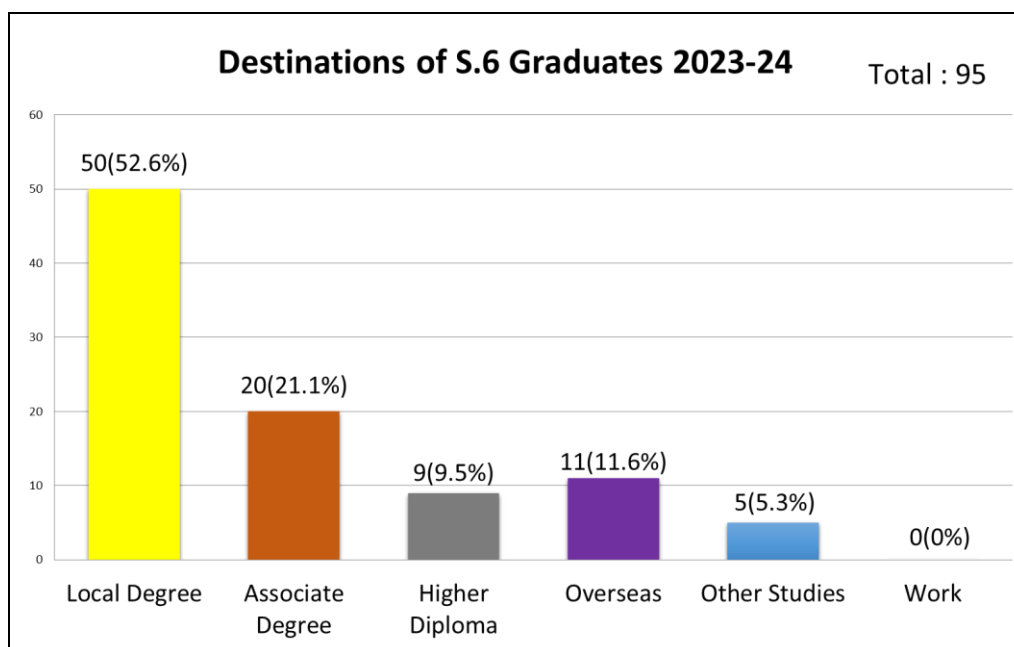
The Yau Tsim Mong District Community Youth Club Film Appreciation and Essay Competition

Outstanding Award - 4R Chan Cheuk Hei

UNICEF Hong Kong Sustainable Development Goals (SDGs) eLearn Award Scheme 2024

Silver Certificate - 3G Wan Ka Yuet

Pursuits of Graduates



JUPAS Results:

	Degree	Sub-degree	Total
Offers given to our students	65	1	66
Offers accepted by our students	44	0	44

Actual Admission into Local Degree Programmes										
HKU	CUHK	HKUST	PolyU	CityU	HKBU	LingU	EdU	SSSDP	Others	Total
7	4	3	5	3	2	2	2	17	5	50
14%	8%	6%	10%	6%	4%	4%	4%	34%	10%	100%

End of Report

Annexes

Annex - Financial Summary (2023-24)

(Unaudited Report)

	Balance b/d from previous year (\$)	Income (\$)	Expenditure (\$)	Balance c/d to next year (\$)
A. Government Funds				
1. EOBE	1,887,231.53			1,887,231.53
a. Baseline Reference		2,082,164.87	2,498,459.96	(416,295.09)
b. Administration Grant		4,024,884.00	4,172,095.49	(147,211.49)
c. Capacity Enhancement Grant		666,935.00	837,971.96	(171,036.96)
d. Other		1,296,045.76	932,195.78	363,849.98
Total	1,887,231.53	8,070,029.63	8,440,723.19	1,516,537.97
2. Outside EOBE	4,722,975.20	10,117,964.52	8,409,978.33	6,430,961.39
B. School Funds				
- Subscription / Tong Fai Account	1,326,363.67	522,859.04	227,549.44	1,621,673.27

Annex – Report on the Use of Grants (2023-24)

Grant	Amount B/F (\$)	Received in 23/24 (\$)	Spent in 23/24 (\$)	Funds Set Aside for LSP (\$)	Balance (\$)
Capacity Enhancement Grant (CEG)	370,992.29	666,935.00	(841,769.60)	3,797.64	199,955.33
Learning Support Grant	150,872.76	411,788.00	(470,819.50)	-	91,841.26

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 2023-24 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 2023/24 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 60 (including A. 11 CSSA recipients, B. 40 SFAS full-grant recipients and C. 9 under school's discretionary quota).

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Languages Training	0	1	0	Above 90%	Sept 23 – May 24	1,400.00	Teachers' observation Rate of participation		
Art & Culture	9	19	4	Above 90%	Sept 23 – July 24	59,160.00	Teachers' observation Rate of participation		
Leadership Training	1	8	3	100%	July 24	10,290.00	Students' feedback		
Sports	1	10	1	Above 90%	Sept 23 – Aug 24	15,908.50	Teachers' observation Rate of participation		
Visits	0	2	1	100%	Apr 24	241.50	Students' feedback		
Total no. of activities:									
@ No. of man-times	11	40	9		Total Expenses	87,000.00			
**Total no. of man-times	60								

Note:

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

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

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

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

C. Project Effectiveness

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

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

Methodist College
Report on DLG-funded Other Programmes (Gifted Education)
2023 - 2024

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	\$20,200.00
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 in the ASTAR Scrabble Challenge International 2024 in Malaysia and got 6th in U-15 Category and 5th in the U-18 Category	\$42,000.00
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 champion of the Kowloon Senior Division 1	\$15,000.00

Methodist College
Report on the Use of the Life-wide Learning Grant
2023-24 School Year

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	Big Brother Big Sister Scheme	Aug to July	S3 - S5	200	\$30,254.50	\$151.27	E1	Leadership Training	Satisfactory		✓	✓			
2	Adaptation of Class Building Activity	Aug to Sept	S1	131	\$19,200.00	\$146.56	E1	Moral, Civic and National Education	Satisfactory		✓				
3	Anti-bullying Programme	Sept to Oct	S1	131	\$7,300.00	\$55.73	E1	Moral, Civic and National Education	Satisfactory		✓				
4	Character Design Course	Oct to Dec	S1 - S6	15	\$19,500.00	\$1,300.00	E5	Arts (Visual Arts)	The attendance rate was over 90%			✓			
5	Chinese Creative Writing Workshop	Oct to Nov	S2 - S4	16	\$15,600.00	\$975.00	E5	Chinese Language	The attendance rate was over 90%	✓					
6	Chinese Debate Team Training Course	Oct to Apr	S2 - S5	12	\$41,300.00	\$3,441.67	E5	Chinese Language	Performance in Inter-school competitions	✓					
7	Life Education Camp	Apr	S1 - S5	42	\$14,160.00	\$337.14	E1	Moral, Civic and National Education	Students enjoyed the programme		✓				
8	S2 Volunteer Service	Sept to Oct	S2	120	\$12,000.00	\$100.00	E1	Moral, Civic and National Education	Students enjoyed the programme				✓		
9	Struggle for Survival	Apr to May	S5	113	\$22,280.00	\$197.17	E1	English Language	Students enjoyed the programme	✓	✓				
10	Galamusica	Oct to Jan	S3 - S4	7	\$14,000.00	\$2,000.00	E5	Arts (Music)	Students enjoyed the programme			✓			
11	Scriptwriting Class	Oct to Nov	S1 - S4	7	\$5,100.00	\$728.57	E5	Chinese Language	The attendance rate was over 90%	✓					
12	Careers Expo	Jan	S2	130	\$2,200.00	\$16.92	E1	Moral, Civic and National Education	Satisfactory					✓	
13	Sexuality Education Activity	S3 - S6	Oct to Jan	224	\$8,000.00	\$35.71	E1	Values Education	Satisfactory		✓				
14	History Outing to Central District	S4 - S5	Mar	23	\$3,000.00	\$130.43	E2	History	Satisfactory	✓					
15	Virtual Study Tour to London	S3 - S5	Mar	21	\$4,900.00	\$233.33	E1	English Language	Students enjoyed the programme	✓					
16	English Workshop	S1 - S5	Apr	220	\$19,050.00	\$86.59	E1	English Language	The attendance rate was over 90%	✓					
17	Learning Habit Workshop - Professional Organiser	S1 - S5	Apr	131	\$10,500.00	\$80.15	E1	General Studies	Satisfactory		✓				
18	Disney Theme Park Adventure	S1 - S5	22.7.24	80	\$35,975.00	\$449.69	E1	Mathematics	Students enjoyed the programme						
19	Leadership Training Camp	S5	1-2.3.24	110	\$18,000.00	\$163.64	E1	Leadership Training	Students enjoyed the programme	✓	✓				
20	4D Frame & Science Workshop	S1 - S5	Oct to May	20	\$23,100.00	\$1,155.00	E5	Cross-Disciplinary (STEM)	The attendance rate was over 90%	✓		✓			
21	Student Christian Fellowship Camp	S1 - S5	June	30	\$4,830.00	\$161.00	E1	Values Education	Students enjoyed the programme		✓				
22	Science Field Trip	S1 - S2	18.6.24	28	\$1,800.00	\$64.29	E2	Science	Students enjoyed the programme	✓					
23	Academic Service Learning	S4	Mar to May	105	\$7,000.00	\$66.67	E1	Citizenship and Social Development	Students enjoyed the programme	✓	✓				
24	Resilience Workshop	S4	April	105	\$8,000.00	\$76.19	E1	Values Education	The attendance rate was over 90%		✓		✓		
25	Tea Appreciation Workshop	S1 - S3	Apr to May	20	\$10,200.00	\$510.00	E5	Chinese Language	The attendance rate was over 90%	✓					
26	Sports Fun Day	S1 - S5	Jun to July	480	\$37,800.00	\$78.75	E5	Physical Education	Students enjoyed the programme			✓			
27	Experiential AI and Science Park Tours	S2 - S3	24-May	20	\$13,800.00	\$690.00	E1	Cross-Disciplinary (STEM)	Students enjoyed the programme	✓					
28	English Drama Workshop	S1 - S4	Oct to Jul	15	\$49,980.00	\$3,332.00	E5	English Language	Performance in Inter-school competitions	✓					
29	Advanced Leadership Training for Vertical House Leaders	S2 - S4	Jun	40	\$20,000.00	\$500.00	E1	Leadership Training	Students enjoyed the programme			✓			
30	English Debate Team	S4 - S5	Mar to May	9	\$10,800.00	\$1,200.00	E5	English Language	Performance in Inter-school competitions	✓					
31	Nintendo Switch Game Designer Course	S1 -S3	27-Jun	22	\$4,950.00	\$225.00	E1	Cross-Disciplinary (STEM)	The attendance rate was over 90%	✓					
32	PCB NFC Workshop	S2 - S5	9-Jul	7	\$6,950.00	\$992.86	E1	Cross-Disciplinary (STEM)	The attendance rate was over 90%	✓					
33	Interactive Batik Workshop	S1 - S4	24-Jun	23	\$8,855.00	\$385.00	E5	Chinese Language	Satisfactory	✓		✓			
34	Exploring Advanced Painting Concepts Workshop	S4 - S5	May to June	7	\$5,100.00	\$728.57	E5	Arts (Visual Arts)	The attendance rate was over 90%			✓			
35	Exploring Chinese Painting Concepts Workshop	S4 - S5	May to June	7	\$2,500.00	\$357.14	E5	Arts (Visual Arts)	The attendance rate was over 90%			✓			
36	Chinese Drama Workshop	S1 - S5	Oct to July	19	\$15,530.00	\$817.37	E5	Chinese Language	Performance in Inter-school competitions	✓					
37	Mocktail Making Workshop	S1 - S3	August	12	\$2,000.00	\$166.67	E5	English Language	The attendance rate was over 90%	✓					
38	School Team Training Fee	S1 - S6	Sept - Aug	273	\$191,622.00	\$701.91	E5	Physical Education	Students performance in competitions			✓			
39	Chinese Culture Experience Workshop	S1 - S6	Dec to Apr	100	\$47,435.00	\$474.35	E5	Chinese Language	The attendance rate was over 90%	✓	✓				
40	Tai Chi Fan Course	S1 - S3	Oct to Jan	18	\$49,500.00	\$2,750.00	E5	Physical Education	The attendance rate was over 90%			✓			
(Please insert rows above if the space provided is insufficient.)															
Sub-total of Item 1.1				3,093	\$824,071.50										
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons														
1	WMI World Mathematics Invitation 2023	Jul-23	S1 - S4	2	\$10,000.00	\$5,000.00	E3	Mathematics	Students performance in competitions	✓					
2	WESPA Youth Cup 2023	Nov to Dec	S3- S6	8	\$16,000.00	\$2,000.00	E3	English Language	Students performance in competitions	✓					
3	Overseas Training Program - Australia	Mar to Apr	S1 - S5	24	\$131,000.00	\$5,458.33	E3	Leadership Training	Students enjoyed the programme	✓					

4	Voluntary Service Trip to Hunan	Mar to Apr	S3 - S5	11	\$43,040.00	\$3,912.73	E3	Values Education	Students enjoyed the programme				✓	
5	ASTAR Scrabble Challenge International 2024	May	S2 - S4	4	\$11,200.00	\$2,800.00	E3	English Language	Students performance in competitions	✓				
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2				49	\$211,240.00									
Expenses for Category 1				3,142	\$1,035,311.50									

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			\$1,035,311.50

Category 3: Number of Student Beneficiaries

Total number of students in the school:	685
Number of student beneficiaries:	685
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		
E3	Fees for non-local exchange activities / competitions (students)	E7	Purchase of equipment, instruments, tools, devices, consumables
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E5	Fees for hiring expert / professionals / coaches	E9	Others (please specify)

(Template)
Report on the Use of the Student Activities Support Grant
2023-2024 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$72,150.00
B	Expenditure in the Current School Year:	\$72,150.00
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	\$15,900.00
Full-grant under the School Textbook Assistance Scheme	79	\$48,672.00
Meeting the school-based financially needy criteria	52	\$7,578.00 (capped at 25% of the total allocation for the school year)
Total	146	\$72,150.00

(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	Badminton School Team Training	Physical Education	2	\$2,258.00			✓		
2	Table Tennis School Team training	Physical Education	1	\$600.00			✓		
3	Volleyball School Team training	Physical Education	7	\$10,500.00			✓		
4	Dodgeball School Team training	Physical Education	1	\$750.00			✓		
5	Athletics School Team Training	Physical Education	1	\$250.00			✓		
6	Procreate Course	Arts (Visual Arts)	4	\$2,450.00			✓		
7	Basic Leadership Training	Leadership Training	7	\$6,930.00		✓			
8	Painting Course	Arts (Visual Arts)	4	\$2,200.00			✓		
9	Music School Teams Training Fee	Arts (Music)	13	\$1,600.00			✓		
10	Character Design Course	Arts (Visual Arts)	3	\$3,000.00			✓		

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
11	English Musical: Dick Whittington The Panto	English Language	4	\$1,220.00	✓				
12	Life Education Camp	Moral, Civic and National Education	59	\$18,300.00		✓			
13	Film Appreciation Day	Moral, Civic and National Education	146	\$5,400.00		✓			
14	School picnic	Moral, Civic and National Education	147	\$7,692.00		✓			
15	Field Trip	Geography	3	\$300.00	✓				
16	Archery Course	Physical Education	5	\$4,500.00			✓		
17	Japanese Course	General Studies	4	\$3,200.00	✓				
18	Taekwondo Course	Physical Education	1	\$1,000.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			412	\$72,150.00					
2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 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			412	\$72,150.00					

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

Contact Person for LWL (Name & Post):	Miss Nicole Tam (Accounts Officer)
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姊妹學校交流報告書

2023 /24 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

本學年已與以下內地姊妹學校進行交流活動：	
1.	西安高級中學
2.	株洲市第二中學
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	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☑	校政研討會/學校管理分享	B2	☐	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☐	與姊妹學校進行簽約儀式/商討交流計劃	B4	☐	擴闊學校網絡
A5	☐	其他(請註明)：	B5	☐	擴闊視野
			B6	☐	建立友誼/聯繫
			B7	☐	訂定交流細節/ 活動詳情
			B8	☑	其他(請註明)：

管理層面 達至預期目標程度	C1 ☐ 完全達到	C2 ☑ 大致達到	C3 ☐ 一般達到	C4 ☐ 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 checked="" 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 type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input checked="" type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input checked="" type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input checked="" type="checkbox"/>	擴闊視野
D7	<input type="checkbox"/>	其他(請註明):	E7	<input checked="" type="checkbox"/>	建立友誼/聯繫
			E8	<input type="checkbox"/>	其他(請註明):

教師層面 達至預期目標程度	F1 <input type="checkbox"/> 完全達到	F2 <input checked="" type="checkbox"/> 大致達到	F3 <input type="checkbox"/> 一般達到	F4 <input type="checkbox"/> 未能達到
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丙. 學生層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

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

學生層面 達至預期目標程度	I1 <input 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 checked="" 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 checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 103,445
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\$ 32,130
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 26,908
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\$ 162,483
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"/>	<p>有關交流活動的層面 <i>[如適用，請註明]</i></p> <p>- 【株洲市第二中學】 株洲市第二中學校長聯同所屬的株市洲市二中教育集團五位校長和兩位副校長，於 2023 年 12 月 14 日到訪本校。訪校期間，諸位校長除與本校校長、副校長、助理校長及老師交流，以了解香港及內地的教育制度、學校的行制管理安排。</p> <p>- 【西安高級中學】 2024 年 3 月 22 至 26 日，本校舉辦了「西安歷史文化交流團」的姊妹學校交流活動。是次交流活動由助理校長、中文科科主任、國民教育統籌主任和 24 位中二至中五同學組成，成員涵蓋面尚算全面。</p>
O2	<input checked="" type="checkbox"/>	<p>有關交流活動的形式/內容 <i>[如適用，請註明]</i></p> <p>- 【株洲市第二中學】 株市洲市二中教育集團訪校期間，諸位校長除與本校校長、副校長、助理校長及老師以會議分享方式交流，以了解香港育制度、學校的行制管理安排；諸位校長更分組進入不同課堂觀課，了解本校的電子學習發展，以及如何營造濃厚的英語學習環境。課後，本校亦安排課上的同學與到訪者交談，以助他們了解香港學生的日常學習及課外生活。是次交流活動十分成功，學校管理層、教師、同學均獲益甚多。</p> <p>- 【西安高級中學】 姊妹學校交流當天，師生透過課堂學習、課外活動、一帶一路專題研習課，不但對國家發展、國內教育制度、一帶一路等議題有更深入的認識，更廣交好友，擴闊朋友圈，建立更龐大的人際網絡。通過五日四夜的交流團，學生更有機會參觀兵馬俑、古城牆等歷史景點，親身參與陶俑製作、嘗試皮影戲，對中國傳統文化有更深入的體會。</p>
O3	<input type="checkbox"/>	有關交流活動的時間安排 <i>[如適用，請註明]</i>
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input checked="" type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	___11___人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	___24___人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	___600___總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	___50___總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	___4___總人次

備註：

Report on the Use of the Promotion of Reading Grant

2023-24 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives:

The reading grant has indeed helped achieve the goal of promoting and cultivating a reading culture in the school. Students now have greater access to a wealth of attractive reading materials. They enjoy exploring a wide selection of books and magazines from all around the world, gaining knowledge, literacy and entertainment. Additionally, students are eager to read both online and offline. Reading materials are more accessible.

Students are also enthusiastic about participating in school-based reading activities. While not all reading activities are costly, the reading grant expands opportunities for the school to engage in activities that require funding.

2. Evaluation of strategies:

A significant portion of newly added books purchased with the reading grant was chosen based on recommendations from students, teachers and student librarians. This approach proved effective, ensuring a varied and age-appropriate selection that caters to the tastes and interests of today's students (provided the books meet appropriate standards) and helped boost students' interest in borrowing books from the library.

Reading activities such as The Battle of the Books, Book Recommendations, Book Exhibitions, Book Fairs, Reading Trivia and Book Sharing were also effective in promoting a reading culture in our school. They raise awareness of the importance of developing a reading habit and expose students to a wide variety of books across various topics. Most importantly, these activities promote reading as a fun endeavor and enhance the reading atmosphere in school and after school.

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	33,525 29,440
	• Printed books	
	• e-Books	
2.	Reading Activities	1,973.1
	Total	64,878.1
	Unspent Balance	(-378.1)

* Please tick the appropriate boxes or provide details.

Teacher-in-Charge: Wong Ka Ting

循道中學
2023-2024 津貼運用報告

津貼名稱	公民與社會發展科津貼
教育局通函號碼	第 83/2021 號及第 174/2023 號 (延長使用年期)
津貼總額(\$)	30 萬
津貼進行時間	由 2021 至 2025 年
負責老師	張文卿老師

本校已運用津貼作以下用途：

	範疇 (依教育局通函)	資助項目或活動詳情	實際開支金額(\$)
i.	發展或採購相關的學與教資源	選購網上學與教資源平台	\$10,299
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		
iii.	舉辦和公民科課程相關的校本學習活動	公民教育組活動	\$270.9
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	不同考察團 (山東及湖南團)	\$146,378
v.	其他	調整於 2021-2022 年度採購相關的學與教資源費用	(-\$400)
總實際開支 (a)			\$156,947.9
上學年餘款 (b)			\$237,832
實際餘款 (b - a)			\$81284.1

評估結果:

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Methodist College
Report on Special Grants 2023-2024

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

Our school has spent the grant on the following:

	Area (as in the circular)	Details of subsidised items or activities	Actual Expenses (\$)
i.			
ii.			
iii.			
iv.			
Total Expenditure (a)			0
Balance Brought Forward (b)			150000
Unspent Balance (b – a)			150000

Evaluation:

Plans have been made for execution in the 2024-2025 academic year. There will be expenditure then.

循道中學
2023-2024 津貼運用報告

津貼名稱	家長學生好精神一筆過津貼
教育局通函號碼	教育局通函第 217/2023 號
津貼總額(\$)	\$20,000
津貼進行時間	由 1/9/2023 至 31/8/2025
負責老師	潘健茵老師

本校已運用津貼作以下用途：

	範疇 (依教育局通函)	資助項目或活動詳情	實際開支金額(\$)
i.	舉辦與推廣學生及家長精神健康相關的親子或家長活動	「助你拆解子女青春期困局」家長講座 日期：2024 年 6 月 7 日 時間：7:30-9:00pm 地點：循道衛理聯合教會九龍堂 禮堂 對象：循中家長 人數：約 160 人 參加者及師生獲得： ● 紀念品「觸屏手機支架筆（印有聖經金句）」 ● MCKLN 聖經金句卡（網上版）	\$8,142.89
ii.	推廣學生及家長精神健康的資訊、出版刊物或提供資源平台	Nil	
iii.	提供與家長學習精神健康相關的知識及技巧的課程或培訓	Nil	
iv.	其他	Nil	
總實際開支 (a)			\$8,142.89

上學年餘款 (b)	\$20,000
實際餘款 (b - a)	\$11,857.11

評估結果:

- 約有 160 人參與，其中 9 成以上家庭表示藉著家長講座促進家長與青春期子女的溝通，學習管教技巧以及營造和諧的家庭氛圍。
- 參加者及全校師生均獲得紀念品「觸屏手機支架筆」一份，筆幹上印有聖經金句，透過 MCKLN 的核心價值，提醒家長及學生聖經中好精神的訊息：
 - M: My grace is sufficient for you. (2 Corinthians 12:9)
 - C: Commit your way to the LORD. (Psalms 37:5)
 - K: Keep my conscience clear. (Acts 24:16)
 - L: Let your light shine before others. (Matthew 5:16)
 - N: Now faith is confidence in what we hope for. (Hebrews 11:1)

循道中學
2023-2024 津貼運用報告

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

本校已運用津貼作以下用途：

	範疇 (依教育局通函)	資助項目或活動詳情	實際開支金額(\$)
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座		0
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽		0
iii.	舉辦或資助學生參加本地文化考察或參觀活動		0
iv.	資助學生及隨團教師前往內地，參加有關中華文化的交流活動		0
總實際開支 (a)			0
上學年餘款 (b)			300,000
實際餘款 (b - a)			300,000

評估結果：

由於津貼在 3 月發放，故科組議決本學年依原定預算及計劃舉辦各項推廣中華文化的活動，至於「推廣中華文化體驗活動一筆過津貼」，將於 2024 至 2027 學年使用。