



Methodist College

School Report, 2024-2025

Our School

Founded in 1958, Methodist College is the first of the eight secondary schools established by the Chinese Methodist Church (now named the Methodist Church, Hong Kong). Located in the Yau Tsim and Mongkok district, the College is an aided co-educational secondary school with an academic curriculum preparing students for the local Diploma of Secondary Education. We are a Grant School with English as the medium of instruction for most subjects and most classes. There are four classes at each level from S1 to S6.

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

Methodist College has more than six decades of history nurturing generations of promising young minds in the Christian spirit. Today, many of our outstanding graduates have taken up prominent positions and are making their contribution in various fields, providing a strong alumni base from which rich resources can be tapped. Advancing into the digital era, the College has been fast in developing e-learning as a tool to enhance interactive learning and cater for the diverse needs of our student body. We are committed to developing talents to meet the needs of Hong Kong and our motherland.

The acronym **MCKLN**, standing for **M**ethodist **C**ollege **K**owloon, is used to create the following slogan, which summarizes our direction for students' development:

We are here to nurture:

Modest, Caring and Knowledgeable Leaders of the New era.

Part 1: Achievements and Reflection on Major Concerns

Major Concern 1: Let's Connect and Grow Together (Stage 3)

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

- To foster a **collaborative and supportive learning environment**, various subjects implemented strategies such as peer tutoring, group discussions, and cooperative group work. According to the Stakeholders' Survey, 82.1% of teachers frequently utilize these methods to enhance student learning. Additionally, all junior form students completed a VARK learning style survey at the beginning of the academic year, enabling teachers to effectively group students and facilitate peer learning. Feedback from various student surveys, including the APASO III survey, indicates a generally positive learning atmosphere, with an increase in the Q-score for cooperative learning, reflecting students' appreciation for collaborative educational experiences.
- Concerning the **PERMA framework** and the concept of **character strengths**, an average of 12 Class Teacher Periods were allocated to explore these topics for junior forms. The APASO III survey reflected an overall positive impact, showing an increased Q-score for students' sense of meaning in life. This initiative was also reinforced through eight whole-school assemblies, three of which focused specifically on resilience and family relationships, featuring notable speakers such as Ms. Ho Yuen Ki, a Hong Kong Paralympic boccia player, and Mr. Nick Cheuk, director of the film *Time Still Turns the Pages*.
- Following recommendations from the 2023/24 school year, the school prioritized students' emotional well-being by joining the **4R Mental Health Charter** and the **JC LevelMind@School Project**. These initiatives facilitated a range of activities aimed at fostering a culture of health and wellness. Results from the APASO III survey indicated an increase in students' positive emotions and a reduction in negative emotions compared to the previous academic year.
- Under the JC LevelMind@School Project, all Form 1 students completed an 8-hour **Wellness+ Self-Management Basic Course** designed to encourage daily self-care, identify stressors, develop coping strategies, and promote help-seeking behaviors. 16 students advanced to a specialised course focused on developing positive communication skills and the role of a "**Wellness Buddy**" in supporting peers.
- To create a positive school ambiance, progress has been made through the JC LevelMind@School Project. 30 student representatives attended two design thinking and participatory workshops, resulting in a design proposal for **a Wellness Hub**, a designated relaxation area to cultivate a positive atmosphere. Two designs were proposed, and students of the whole school were invited to participate in a validation activity to provide feedback and opinions.
- Additionally, the **Wellness Club** was established, with five Form 3 students forming the inaugural committee. The club organized two whole-school activities aimed at raising awareness of wellness and empowering students to take ownership of promoting well-being within the school community. Students who participated in these activities expressed in interviews that they found the wellness initiatives meaningful.

- Furthermore, 21 Form 3 and 4 students participated in the **Peer Power Student Gatekeeper Training** Programme, which included two school-based sessions and one joint-school training aimed at equipping them as peer leaders to support their classmates' mental health.
- To support the well-being initiatives, four teachers completed the **Wellness+ Self-Management Mentor Training (Educator)** and co-facilitated the Form 1 course alongside social workers from the New Life Psychiatric Rehabilitation Association. Additionally, one teacher completed the Youth Mental Health First Aid Training offered by Mind HK, further strengthening the school's capacity to support student well-being.
- To enhance physical health and resilience, several new measures were implemented this academic year. **Morning exercise sessions** were integrated into the morning line-up period for all forms. Additionally, four **sports bicycles** were introduced in the canteen to encourage physical activity during students' free time. The Stakeholders' Survey revealed that 81% of teachers agreed the school effectively promotes a healthy lifestyle among students.
- A **whole-school award scheme** was established to encourage students to nominate peers who demonstrate positive character traits and virtues. According to the Stakeholders' Survey, nearly two-thirds of students agreed that the school actively fosters good deeds and moral character development.
- To enrich parents' understanding of positive education, the Parent-Teacher Association (PTA) organized at least eight **parent workshops or talks** on relevant topics. In the Stakeholders' Survey, 82.8% of parents agreed that these events helped them acquire knowledge and methods for educating their children, while 95.2% of participants found the activities useful for their parenting.
- To provide time and space for students to engage in different student organizations, similar to the previous two academic years, 12 Fridays were reserved for **clubs and societies** to hold **regular meetings** or special activities.
- Throughout the year, each **Vertical House** organized at least five meetings or activities and actively participated in various competitions organized by other clubs. Students reflected in interviews that these activities helped them bond with schoolmates from different forms, and junior form students showed interest in joining their older peers in key student bodies.
- Regarding collaboration with different stakeholders, the Parent-Teacher Association (PTA) and the Methodist College Alumni Association (MCAA) continued to co-manage the '**MC Dreamstarter**' programme. This year, financial assistance was provided to two projects initiated by a Form 6 student starting a video shooting and editing business and two Form 2 students who sought to equip themselves with counseling skills to serve their schoolmates.
- Representatives from MCAA and the PTA attended the **Project Learning Fair** this year to bring diverse perspectives and resources, showing support to our students and enriching their learning environment.
- The **Alumni V-show** was once again organized by the MCAA in collaboration with the Students' Union and Vertical Houses, creating a platform for alumni and current students to connect and strengthen their bonds.
- **Volunteers from the Kowloon Methodist Church** regularly provided tutoring to help junior form students who struggle with English skills and this programme was expanded. With 18 tutors participating this year, 62 junior form students benefited from this support. The volunteers also worked alongside the school during Evangelistic Week.
- To provide **leadership training** for key student leaders, 56 new student leaders from Vertical Houses attended a leadership training camp in July. In the Stakeholders' Survey, 89.6% of teachers agreed that the school is committed to fostering student leadership. Students reported feeling confident in their leadership skills, as reflected in the high Q-score in the APASO III survey.
- As in the two previous years, all students participated in the **Values in Action (VIA) Survey** during Class Teacher periods at the start of the school year. A comprehensive inventory of

student character strengths was established to encourage students to leverage their strengths, promote positive emotions, and simultaneously develop various student organizations. This inventory was also used by teachers for organising student activities and selecting leaders of student bodies.

Reflection

- Although the APASO III Survey indicates an improvement in students' emotional well-being, the data also show that further attention is needed. Students are still in need of support in managing and overcoming negative emotions.
- Teachers have noted that some students find it difficult to cope with challenges and stay resilient. In the Stakeholders' Survey, only 60% of students reported that they try their best to overcome learning difficulties.
- The overall school atmosphere, as reflected in several surveys, is generally positive. Nearly 70% of students reported that they help each other and get along well. The APASO III Survey also highlights stronger bonds and greater satisfaction among peers. However, the survey also reveals a trend that more students are seeking a deeper sense of belonging and fulfillment in their school experience. This may be due to the fact that despite having positive relationships with their peers and teachers, they encounter difficulties in achieving their learning goals.
- Concerns about maintaining a healthy lifestyle continue, with fewer than 45% of students reporting that they achieve a balanced life by effectively managing their studies and rest, participating in adequate physical activity, and knowing how to alleviate stress.
- Regarding the VIA Survey, students acknowledged its usefulness in helping them better understand themselves, but many admitted they do not utilize it frequently.

Feedback and Follow-up

- The school should develop more programmes aimed at teaching students explicit skills for overcoming challenges. These programmes should focus on empowering students to take ownership of their learning and personal growth. This may enable students to cultivate an even more fulfilling school experience.
- The school should continue promoting character strengths while integrating additional tools, such as the MBTI and VARK surveys. These valuable resources can enhance the holistic development of students by providing meaningful insights into their learning styles and life goals, empowering them to thrive both academically and personally, and ultimately leading to a more fulfilling school life.
- The school should actively promote self-awareness and encourage self-reflection among students, enabling them to better understand their strengths and areas for improvement. It is suggested that the Self-Determination Theory (SDT) be utilized as a framework in the upcoming School Development Plan to enhance students' motivation and psychological wellness, with a continued emphasis on strengthening bonds and relationships within the school community.
- The school should expand its emotional support programmes, for example, increasing access to school counselors, as well as promoting the 4Rs Mental Health Charter while leveraging resources from the JC LevelMind@School Project.
- The school should continue to maintain and strengthen its encouragement of participation in physical activities to enhance the overall health and wellness for all students.

Major Concern 2: Let Every Student Learn and Shine (Stage 3)

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

- According to the APASO report, the Q-score for learning (initiative) in the junior form is 116, and the P-score is 85.7, demonstrating that students are highly engaged in learning. In the senior form, the Q-score for learning (self-regulation) is 107, and the P-score is 68, reflecting strong autonomous learning abilities. These results highlight the school's success in **enhancing diversity management strategies**, effectively motivating students in the junior form and fostering personalized development in the senior form, catering to individual learning aspirations across different grade levels. This success is further attributed to the enhanced use of **VARK learning strategies**, where students are encouraged to create personal learning notes tailored to their unique learning styles. Additionally, following the EDB's Gifted Education Framework, the school has established an internal talent pool based on students' academic achievements. Selected students are supported in customizing their development paths according to individual needs, with subject departments offering tailored gifted education courses. Teacher and parent recommendations further strengthen this process, ensuring that academic growth is advanced based on each student's unique strengths.
- According to the APASO report, junior secondary students demonstrate strong perseverance when facing challenges, with a Q-score of 114 and a P-score of 82.5, reflecting a commendable growth mindset. Additionally, a Q-score of 98 and a P-score of 44.7 for school atmosphere (not feeling lonely) indicate that students feel somewhat supported, contributing to their mindset development. In the senior secondary level, students exhibit a strong sense of belonging, as evidenced by a Q-score of 109 and a P-score of 72.6, which helps them maintain a positive attitude toward achieving their goals. These achievements highlight the school's success in fostering aspects of a growth mindset, particularly in perseverance and creating a supportive school environment. This success is further supported by teachers integrating "Resilience," a key focus of Major Concern 1, into their teaching practices. By providing structured reflection opportunities and resilience-focused feedback, students are empowered to overcome challenges and develop a stronger growth mindset, enhancing their ability to work toward their goals.
- Building on the progress from the 23/24 academic year, several departments at our school will actively integrate Gen AI platforms into online self-access tools. This strategic approach aims to support students in developing diverse learning pathways, fostering a growth mindset, and enabling personalized learning experiences. By leveraging the advantages of Gen AI, students will receive tailored support to maximize their 'learning time,' explore their unique potential, and cultivate critical thinking and adaptability for lifelong growth.
- This academic year, the school continues to implement and refine several initiatives aimed at fostering students' holistic development. The School-based Curriculum Inventory 7.0 is utilized to integrate the Multiple Intelligences Framework into curriculum design, ensuring diverse activities cater to various intellectual abilities, such as linguistic, logical, spatial, and beyond. Additionally, school platforms are continuously enhanced to showcase student talents through events like the Academic Achievement Exhibition and VShow, as well as digital channels such as a dedicated YouTube channel for morning announcements and the Google Chat "MC Notice Board" for celebrating student

achievements. Furthermore, Project Learning is implemented in a spiral approach from F.1 to F.5, transitioning from subject-specific projects to transdisciplinary ones, emphasizing inquiry and problem-solving. A Project Learning Fair was held for F.2 students to showcase their achievements. Students are also encouraged to participate in competitions, further fostering their multiple intelligences and personal growth.

Reflection

- Students across both junior secondary (F1-3) and senior secondary (F4-6) face challenges in reading, with distinct patterns at each level. In F1-3, students show moderate interest, but issues arise in leisure and non-assigned reading, as seen in APASO, where "Leisure Reading Time" and "Non-Assigned Reading" record low Q-values (85-86) and P-values (15.9-17.5). This reflects limited exploration beyond academic requirements, restricting the development of curiosity and critical thinking. In F4-6, the decline in reading interest becomes more pronounced. APASO reveals consistently low Q-values (85) and P-values (15.9) for "Reading (Enjoyment)" and "Leisure Reading Time," indicating a shift toward exam-focused priorities. This neglect of personal reading limits higher-order thinking, creativity, and self-directed learning skills, which are crucial for personalized education. Overall, the lack of engagement in reading, particularly in leisure and non-assigned contexts, hinders essential skills like curiosity, goal-setting, and lifelong learning, impacting personalized learning across all secondary levels.
- When using digital tools to nurture students' multiple intelligences and personalized learning, it is essential to monitor how these tools are being utilized, as several issues may arise. In APASO, subscales such as "Information Technology (Limited Use for Recreation)" and "Information Technology (Non-Addiction)" consistently show low Q-values (85) and P-values (15.9), indicating that students may overuse digital tools for recreational purposes, leading to distractions and reduced productivity. Additionally, the low scores in "Non-Addiction" suggest potential dependency on digital tools, particularly for entertainment, which could undermine their ability to focus on academic or personal growth activities. Another concern is students' attraction to non-educational functions of digital tools, as reflected in "Information Technology (Not Attracted by Functions)," where Q-values (103-104) and P-values (57.9-60.5) suggest a tendency to engage with features like social media or gaming instead of educational purposes. These behaviors could negatively impact learning motivation, time management, and the effective use of technology for personalized education. Therefore, while digital tools can enhance learning and foster multiple intelligences, we must implement strategies to guide students toward balanced and purposeful technology use, ensuring that these tools are leveraged to support, rather than hinder, their academic and personal development.

Feedback and Follow-up

- **Promoting "Dual Reading Literacy":** There is a must to cultivate both digital and traditional reading competencies by planning a 21st-century school library and daily learning activities. This directly addresses the lack of leisure and non-assigned reading by integrating reading into thematic exhibitions and cross-curricular activities, helping students recognize the value of reading for comprehension, self-management, and critical thinking.
- **Reading Across the Curriculum:** A school-based reading program is in plan to connect students' learning to relevant contexts—Hong Kong (F1), the Motherland (F2), the World (F3), and Sustainable Development Goals (SDGs). By aligning reading with real-world

applications, this initiative fosters curiosity and deeper engagement, particularly for junior secondary students.

- **Digital Education Curriculum Framework:** A school-based digital education framework will be mapped out to guide the purposeful use of technology, including AI. By integrating the "S.I.F.T." framework and the EDB's "Information Literacy for Hong Kong Students," it equips students with the skills to use digital tools effectively and ethically, addressing concerns about overuse and distraction.
- **AI as Learning Assistants:** Students are encouraged to create personalized AI chatbots using the "Co-star Framework" to support their learning. This initiative ensures that digital tools are utilized for structured and productive activities, mitigating the risk of dependency on non-educational functions.
- **Design Thinking and Project-Based Learning:** We plan to integrate Design Thinking into interdisciplinary and subject-based tasks, encouraging students to apply technology to solve real-world problems empathetically. This approach helps students develop higher-order thinking and creativity while using digital tools in a meaningful way.
- **Professional Development for Teachers:** To ensure sustained progress, there should be professional exchange and training for teachers to design learning and teaching strategies aligned with the major concerns. This includes creating AI chatbots to support personalized learning.
- **Gifted Education Talent Pool:** Under the gifted education "Three-Tier Implementation Model", we will identify and develop students' talents through project learning, ensuring that both reading and technology use are tailored to individual strengths and interests.

Part 2: Areas Outside Major Concerns

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

Staff Development and Achievement

- 1) There were 53 full time teachers (including the Principal) and 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	Mr. CHAN Hon Wai	Thematic course on supporting students with SEN-Focusing on Students with Hearing Impairment, CUHK
2	Mr. HO Man Chiu	Capacity Building Core Training of Service Learning for Secondary School Teachers (2024/25), PolyU
3	Ms. LAI Hiu Yee	Supporting Students with Autism Spectrum Disorder (ASD)(2024/2025), HKSYU
4	Ms. LEE Wai Yee	Basic, Advanced and Thematic (BAT) Courses (2024/25), EdUHK
5	Ms. WONG Tsz Ching	Basic, Advanced and Thematic (BAT) Courses (2024/25), EdUHK
6	Ms. WONG Wing Sze	Thematic Course on Supporting Students with SEN - Focusing on students with Mental Illness (Secondary), EdUHK
7	Ms. CHENG Nicole Kar Yiu Ms. HO Cheuk Lam Mr. LI Wing Tung Mr. MAK Yu Hin Mr. NG Kwok Ngai Ms. WONG Sau Ki	Apple Teacher

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

	Name of Teacher / Group	Professional Award
1	eLearning Development Team	Jockey Club Blended Learning Exemplary School Awards (Secondary School Division) - Best Vision and Strategies
2	Ms. YICK Doi Pei	Merit Award in Instructional Video and Resource Contest in the KS3 Mathematics Group, Jockey Club Blended Learning Project 24/25
3	Ms. YICK Doi Pei Mr. LUK Cheuk Fai	Second Runner-up in Blended Learning Case Contest, Jockey Club Blended Learning Project 24/25
4	Mr. WONG Hong Kiu	Merit Award in Blended Learning Case Contest, Jockey Club Blended Learning Project 24/25

	Name of Teacher / Group	Other Professional Network / Service
1	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)」
2	Ms. LEE Wai Yee	<ul style="list-style-type: none"> CDC-HKEAA Committee on Visual Arts Guide of Hong Kong Museum of Art Guide of M+ Museum
3	Mr. LI Siu Kei	<ul style="list-style-type: none"> 教育局「領航教師及校長培訓計劃」24/25 (第一期) Peer Coach of the “Jockey Club Blended Learning” Project, organized by CUHK, HKBU & FlipEdu HK
4	Mr. LI Siu Kei Mr. WONG Wai Yip	<ul style="list-style-type: none"> Guest speaker at LoiLoNote Online Sharing Event 2024. 23/11/2024 Guest speakers at 價值觀教育系列(媒體和資訊素養教育): (1) 在學校推動媒體和資訊素養教育的策略 (修訂), EDB, 10/12/2024
5	eLearning Team	Idea Exchange Event with Rhenish Church Pang Hok Ko Memorial College, 20/01/2025
6	Mr. NG Yeung	Guest speaker at 深造課程 (E) 學生個案分析與校本經驗分享：識別學生潛能與資優培育(中學)(修訂), EDB, 16/05/2024
7	Academic Administration Committee	Guest speaker at the Sharing & Learning of the Student Option Programme (SOP) 2.0 Workshop, EDB, 30/05/2025
8	Mathematics Department	<ul style="list-style-type: none"> Presentation at the STEAM Sharing Session at the Learning and Teaching Expo 2024, 11/12/2024 Presentation at the HK Mathematics Education Conference 2025, 16/06/2025
9	Mr. LAM Pak Nin Ms. HO Wing Fei Mr. NGAI Man Hon	Guest speakers at 促進小學與中學的銜接 online seminar by EDB, 26/6/2025

Besides, a number of teachers served as markers and assistant examiners for various subjects in the Hong Kong Diploma of Secondary Education Examination 2025, as well as mentors to student teachers in their teaching practicum.

5) Projects Organized / Joined:

	Project Title	Organizer	Teacher / Subject / KLA
1	教育局：2024 年度「理智 Net 校園嘉許計劃」	EDB	eLearning Team
2	Healthy School Programme	Methodist College in partnership with Tung Wah Group of Hospitals Cross Centre (Funded by Narcotics Division)	Life Education Committee
3	JC LevelMind@School	Co-organized by a number of NGOs	Whole School
4	Jockey Club Blended Learning	CUHK, HKBU & FlipEdu HK	eLearning Team

Learning and Teaching

1) Language Policy:

- a) Basically, English is the medium of instruction for all subjects except Chinese Language (F1-6), Chinese History (F1-6), Citizenship, Economics & Society and Life & Society (F1-3), Citizenship & Social Development (F4-6), Religious Education (F1-6), Putonghua (F1-3), Chinese Literature (S4-6) and Ethics & Religious Studies (F4-6).
- b) In F1-2, 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 F3.
- c) In F3, all four classes are largely taught in English, with EMI extended to Math, History and Geography in the bilingual class.
- d) 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) Comprising heads of the English Department and core English Medium Instruction (EMI) subjects—History, Geography, Mathematics, and Science—the LAC team provides targeted language support for F1–3 students. The team collaborates to enhance students' acquisition of subject-specific vocabulary and promote the integrated application of language skills across the curriculum.
- b) The Science, History, and Geography departments have developed dedicated online platforms featuring worksheets, glossaries, and instructional videos. These resources heighten students' awareness of discipline-specific language patterns and deepen their understanding of specialised terminology.
- c) Tailored vocabulary revision packages were created for History, Geography, Mathematics, and Science. The eLearning tool Quizlet was employed to engage F1–3 students in

- interactive vocabulary-building activities, reinforcing retention and application.
- d) Standardized vocabulary quizzes were administered consistently throughout the school year for F1 students in the four EMI subjects. These assessments solidified students' command of subject-specific terminology.
 - e) F1–2 students were assigned reading tasks based on relevant subject-related topics. These activities aimed to broaden their disciplinary knowledge while strengthening connections between content learning and language development.
 - f) Curriculum mapping was conducted for F1–3, clearly identifying language structures and forms to facilitate cross-curricular collaboration. This ensured cohesive language integration across subjects.
 - g) LAC-related language components were embedded within the F1 English Language Curriculum, aligning language instruction with subject-specific needs.
 - h) Target vocabulary from History, Geography, Mathematics, and Science was integrated into the English speaking exam syllabus. This initiative encouraged accurate pronunciation, improved spelling, and enhanced oral fluency among students.

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

- a) Starting from the 2022/23 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, 7.11% were enrolled in the "Quality Education Fund e-Learning Funding Programme - Provision of Mobile Computer Devices and Internet Services Support" of EDB, while 92.89% 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 F1. New furniture, double LCD screens and interactive whiteboards were installed in each F1 classroom. This equips our teachers with the necessary infrastructures to perform highly interactive lesson activities during lessons and thus promotes active learning among students.
- 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 the Hong Kong Press Council Limited and the Hong Kong Federation of Youth Groups Jockey Club Media 21 (M21), to arrange workshops and talks for our students, aiming at enhancing their awareness and understanding of information literacy. Every 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: STEAM for All**
This tier focused on conducting cross-curricular projects, integrating STEM into the subject curriculum, and planning whole-form activities to reach all students.
 - **Tier 2: STEAM for Interest**
This tier involved organizing extracurricular STEM activities and trips to stimulate interest and enhance the abilities of students inclined towards STEM.
 - **Tier 3: STEAM for Elite**
In this tier, we identified and coached students who were gifted in STEM for participation in external competitions.
- b) For **Tier 1**, two cross-curricular projects were conducted for F.1 and F.2 students, along with whole-form STEM fun days for F.2 and F.3. A school-based curriculum was developed for junior forms, covering various topics across different subjects:
- (A) Cross-Curricular Projects:**
- **F.1 Project:** This project combined mathematics, science, and computer subjects. In math, students learned about the net of a right prism, focusing on volume and surface area while creating functional paper boxes for experiments. In science, they reviewed "Fair Testing" and "Heat Transfer" principles to test how well different materials insulated heat. In computer science, students used tools like Canva, Scratch, and Google Sheets for data analysis and creative projects, including making infographics and visualizing data to present their scientific findings.
 - **F.2 Project:** This project also incorporated mathematics, science, and computer subjects. It explored how different coloured light sources and nutrient solutions affected plant growth. Students learned to install sensors and create hydroponic systems in computer class, transplanted seedlings, and conducted experiments in science class. Finally, they visualized the data in computer class and analysed it in mathematics class to draw conclusions.
- (B) STEM Fun Day:**
- **F.2 Activity:** Students designed and programmed a fully functional hovercraft to test its speed, control, and load capacity. This challenge focused on programming and engineering design, requiring students to solve multiple competitive scenarios. By integrating STEAM elements, they used interdisciplinary knowledge to create propulsion, directional control, and lift systems for the hovercraft. Students experienced a complete engineering design cycle, testing and improving their designs to meet competition goals.
 - **F.3 Activity:** This activity focused on sports science and heart rate monitoring, beginning with an introduction to sports science and the health implications of heart rate. Participants assembled heart rate monitors and programmed them to measure blood flow and calculate heart rates. The session covered heart rate training and its physiological benefits, involving training in four heart rate zones. An AI activity allowed participants to use camera technology to detect posture changes, concluding with a brief summary of the day's activities.

(C) STEM Curriculum:

A school-based curriculum was developed for junior forms, covering various topics across different subjects:

- **STEM:** The curriculum featured a broad range of topics such as AR, VR, Coding & Robotics, 3D Printing, Digital Drawing, and 3D Modeling. Specific examples in the Robotics curriculum included "Coding and A.I. on Drone Flying" and "Robomaster," providing students with hands-on experiences in cutting-edge technology.
- **CL & ICT:** Topics included Coding on MicroBit, App Inventor, and Python Coding, equipping students with essential computational thinking and programming skills.
- **Math:** The Math curriculum used Geometry for 3D Modeling and Rate and Ratio for Scientific Investigation and Robotics, demonstrating the real-world applications of mathematical principles.
- **Science:** The Science curriculum employed Problem-Based Learning strategies to nurture Design Thinking, encouraging students to approach scientific problems creatively and critically.

For **Tier 2**, several interest courses, STEAM trips, and exhibitions were organized. Here are some examples:

- **Workshops:** Various courses were held for interested students, such as an AI Tracking Camera Workshop and an AI Visual Design Workshop. The AI Tracking Camera Workshop taught students how to create an intelligent tracking camera. Over 5 to 6 sessions, they explored machine learning, trained a facial recognition model, and participated in programming and component testing. The AI Visual Design Workshop taught students to use AI tools—Canva AI and Midjourney—to create professional posters and videos.
- **STEAM Exchange Tour:** A 4-day STEAM exchange tour to Guangzhou was organized for 26 Secondary 1 to 5 students from April 17 to 20. Highlights included visits to the Bao'an Low-Altitude Public Service Centre, Guangdong Academy of Sciences, and Guangdong Science Centre, where students explored technology, AI, and cultural heritage. The tour culminated at the Industrial Museum, enhancing their understanding of industrial innovations and the societal impact of STEAM.
- **Inno Gala 2024:** Our school participated in the Inno Gala 2024 at Wan Chai Temporary Waterfront Park, showcasing student talents in STEAM. The event featured our booth with innovative projects, including the AI Chatbot "AI School Ambassador" and the 101AR project.

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

- **Hong Kong Science Fair** organized by the Hong Kong Innovation Foundation - Merit Award
- **Inter-School Drone Rescue Challenge Competition 2025** - First Prizes in Flight Search and Rescue Code and Rescue Music Echo, Special Prizes in Supply Airdrop Mission and Rescue Obstacle Flight
- **STEM+E Competition** organized by the STEM+E Consortium - MVP, 2nd Runner-Up, School of MVPs
- **Youth College (International) Innovation x Technology Competition 2025** - Merit Award
- **Hong Kong Student Science Project Competition** organized by The Hong Kong Federation of Youth Groups - Best Newcomer Award

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:

- a) A total of 52 student bodies have been established to cater to various interests and purposes, offering students a rich array of opportunities for engagement and growth. These organizations are categorized into three groups: **12 Clubs and Societies**, **20 Student Organizations**, and **19 School Teams**. Together, they have organized a wide range of activities that serve as excellent training grounds for students, allowing them to enhance their leadership skills and collaborative abilities. Through participation in these diverse groups, students not only develop their talents but also foster a sense of community and belonging within the school.
- b) For **Training Classes**, a variety of options were offered, with the highest participation in musical courses, including guitar, violin, dizi, and guzheng classes. Sports and art classes also saw significant student involvement. The College continues to uphold the tradition of promoting student autonomy in extra-curricular activities.
- c) For **Clubs and Societies**, one of the key objectives this year is to track student participation in the various activities organized by these student bodies by using online roll call. However, further effort is needed to ensure a higher degree of compliance.
- d) The **Vertical Houses** have actively participated in and initiated a variety of school activities and inter-house competitions aimed at boosting team spirit, fostering a love of learning, and generating enthusiasm for a vibrant school life. Committee members from each house have worked to cultivate mutual understanding and strengthen team relationships. Major events included the Sports Day and the Vertical House Activity Day. Again, **JIREH** emerged the champion house. Additionally, a training camp was held in the post-exam period to provide leadership training to the vertical house committee members.
- e) For the **Big Brothers and Big Sisters Scheme**, approximately **50** Big Brothers and Big Sisters, selected from the four houses, organized welcoming and induction activities for the new Form 1 students. Through campus tours, group games, shared lunches, and discussions, the Form 1 students quickly connected with their peers and established positive relationships with their seniors, facilitating a smoother transition into secondary school life.
- f) For **Student Leadership**, at the forefront of student engagement is the **Students' Union**, led by the winning cabinet, **Jubiland**, along with the Student Council, which consists of representatives from all classes, and the Students' Journal, Nexus. Together, they serve as vital links between the College and the student body, organizing a variety of activities and services, including a Live Action Role Play, an overnight camp, a Joint Schools Christmas Ball, Gaming Events, a Joint-School Photography Competition, a Talent Quest and a Variety Show.
- g) For **Leadership Training Programmes**, two basic leadership training programmes were offered to students from both junior and senior forms, including a 2-day overnight camp held in November 2024 and another camp in July 2025. Additionally, an overseas leadership training programme took place during the Easter holiday, with 26 candidates selected for a trip to Budapest and Prague. These initiatives fostered connections among participants across different forms, promoting strong relationships. Both the Basic Leadership Training Programmes and the overseas training initiative received enthusiastic support from students.

2) Values Education and National Security Education:

- a) Values education permeates all aspects of the school's work, being incorporated into the subjects' curriculums as well as being promoted through school assemblies, class teachers' periods and life education activities.
- b) Our school places great emphasis on national education and national security education, aiming to cultivate in students a sense of patriotism and social responsibility. This year, we have introduced various initiatives to strengthen students' understanding of our nation and its core values.
- c) To enhance the solemnity of flag-raising ceremonies, we established a National Anthem Choir, with six to nine student representatives selected from each class to lead their peers in singing the national anthem. This initiative has significantly improved both the quality and spirit of our weekly flag-raising ceremonies.
- d) We have also organized a wide range of patriotic education activities, including expert lectures, Chinese Cultural Week, thematic book fairs, essay competitions, quiz contests, and multimedia short film competitions. These activities provide students with opportunities to explore Chinese culture, history, traditions, and modern developments through interactive approaches.
- e) Furthermore, our school arranged a total of 13 mainland China exchange programs this year, offering students from different grades the chance to experience our nation's development first hand. Notably, mainland study tours were organized for F3 and F5 on a whole-form basis, deepening students' understanding of China's history, culture, and social development under their teachers' guidance. The Parent-Teacher Association has also actively supported patriotic education, organizing parent-child study tours for two consecutive years. These trips not only foster family bonds but also enable parents to gain a deeper appreciation of our country's achievements.
- f) Through these efforts, our school fosters a strong national identity among students while equipping them with the knowledge to contribute to building a secure and prosperous society. We believe that nurturing well-informed and patriotic young minds is essential for the nation's future.

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, Gregor Torsten Gluch from Germany joined us as a full-time student for a year. Additionally, Hayden Lee, a Form 3 student in 2023-24, emerged as one of the winners of the AFS Youth Empowerment Project Competition and was granted the "AFS Richard Charles Lee Junior Scholarship" to embark on a one-year exchange programme in Italy. Furthermore, in April 2025, 27 students and teachers from Wesley Methodist School in Kuala Lumpur paid a visit to our school for cultural and educational exchanges. 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
「上天下海太空研學」 體驗之旅	23/11 - 24/11/2024	1 student from F6	Zhuhai	世界佛教文化事業、 大灣區共同家園青年共 益基金
Football Exchange with Sister School in Nansha	13/12 - 14/12/2024	30 students from F2 - F4	Nansha	Methodist College
UK School Immersion Programme	25/1 – 5/2/2025	30 students from F1-F5	Wales, the UK	Methodist College
PTA Parent-child Technology Exploration Trip to Shenzhen	1/3 – 2/3/2025	83 students and 9 staff members and their family members	Shenzhen	The PTA of Methodist College
GBA STEM and CLP Exploration Trip	28/3 – 29/3/2025	104 students from F3	Zhuhai	Methodist College
「國家安全與青年發 展」論壇暨灣區青年科 創交流考察活動	12/4 – 13/4/2025	20 students from F1	Guangzhou	廣州海外聯誼會、 廣州南沙海外聯誼會、 香港廣州社團總會、 香港廣州南沙聯誼會
Overseas Leadership Training Programme	15/4 – 27/4/2025	26 students from F1-F5	Hungary and Czech Republic	Methodist College
高新科技研學交流團	17/4 – 20/4/2025	26 students from F1-F5	Guangzhou	人工智能研究所
黔港文化交流團	21/4 – 25/4/2025	17 students from F1-F4	Guizhou	香港國際文化交流協會 主辦、 新界校長會合辦、 貴陽市教育局協辦
公民科肇慶文化保育及 自然生態內地考察三天 團	14/5 – 16/5/2025	106 students from F5	Zhaoqing	Education Bureau
Voluntary Service Trip to Vietnam	28/6 – 2/7/2025	20 students from F2-F5	Ho Chi Minh City	Methodist College
九龍西學界滬港交流(雙 向)夏令營	2/7 – 7/7/2025	10 students from F1 and F3	Shanghai	九龍西區各界協會、 油尖旺區校長會等
Chengdu Trip for CS Students	3/7 – 7/7/2025	16 students from S4 and S5	Chengdu	Methodist College

杭州、紹興文化及創新 科技探索之旅	4/7 – 8/7/2025	30 students from F1 and F3	Hangzhou, Shaoxing	Education Bureau
中華總商會粵港青少年 交流團	17/7 – 19/7/2025	20 students from S2-S4	Dongguan, Guangzhou, Foshan	The Chinese General Chamber of Commerce
MC Choir - Taipei Music Trip (Taipei International Choral Competition)	28/7 – 2/8/2025	40 students from S1-S5	Taipei	Methodist College

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 10-15 students, teachers, and church co-workers attending to pray for 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.
- 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.
- S1 Alpha Course:** The F.1 Alpha Course aimed to provide opportunities for F.1 students to learn about faith. Two F.1 Alpha lunches were organized for the entire form, inviting students to join the F.1 Alpha Course. Eventually, 37 F.1 students enrolled and had the opportunity to share and learn about faith. We also organized a F.1 Alpha camp in November. After the Alpha gatherings in the first term, 34 students stayed and continued to join the follow-up small groups to learn more about God. About half of the students committed to further joining the Transformers or serving next year.
- Evangelistic Week:** This event was held from 17th to 22nd March 2025, on the theme "Pilgrimage." Life is like a pilgrimage. Each of us has unique experiences along the way. Sometimes, we can't see the path ahead or understand our current situation. But on this journey, there are many signs for us to find and explore. In fact, God lights our path, helping us support each other and giving us strength to face challenges so that we can let go of unnecessary burdens and move towards the light, embracing God's love and warmth. As stated in the Bible, "You make known to me the path of life; you will fill me with joy in your presence, with eternal pleasures at your right hand." (Psalm 16:11) The week-long event included morning prayer

meetings, a gospel café, workshops, 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. About 20 students converted to Christianity, and most of them continued to have follow-up. An SCF camp and follow-up groups were held afterwards on June 20-21 to further develop their faith and 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.
- **Blessing Lunch:** To foster teacher-student relationships and provide a platform for teachers and students to share burdens and pray, a new initiative called Blessing Lunch was launched every month. Teachers could invite 5-6 students to have lunch in the school hall and church hall. With the generosity of the church, sometimes the church prepared lunch for students, giving them a feeling of “home.” About 30-40 teachers and students enjoyed the lunch and shared sincerely each time.
- **Co-activities with the Church:** More collaboration was found with the church in various 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. Ten families enrolled in the course, and they all found it a fruitful and enriching experience that brought blessings to their families. Other activities, such as teacher fellowships for welcoming new teachers, were also held.

5) Career and Life Planning Education (CLP):

- a) CLP lessons continued to be introduced in F4-6, with one period per cycle for each senior class.
- b) The part-time Careers Guidance Officer continued to play a pivotal role in providing individual careers counselling sessions to help students clarify their goals and plan their pathways ahead.
- c) A part-time Student Development Officer was employed to provide administrative support. Timely information regarding further education and various career fields was provided to students and parents. Altogether 17 students participated in the Business-School Partnership Programme and had a taste of job experience in various fields.
- d) Students were trained to be Careers Ambassadors, to help disseminate careers information and run careers events. Altogether approximately 25 events were held throughout the year, including career talks, university briefings, mock interviews, student workshops, and parent information sessions.
- e) Connections were made with the alumni and the parents to help expand students' knowledge about the world of jobs. The PTA organized a parent-child trip to Shenzhen visiting big enterprises, e.g. BYD Auto. The PTA also lined up our alumni to arrange a visit to HKU Innovation Wing. A trip to Zhuhai was also organized for all F3 students to see the progress of our nation in aircraft technology and astronomical exploration. It is hoped that such eye-opening experiences would help stimulate the students to set their own career goals.

6) Gifted Education:

The Talent Pool continued to bring together students with special talents in the areas of English and Chinese languages, Mathematics, Science, Humanities, and Visual Arts. A total of 81 students were recruited into the Pool this year, participating in various courses and competitions organized by different departments.

A school-based gifted programme, 'Training Group for Enhancing Students' Creativity and Critical Thinking Skills Through Project-Based Learning', was attended by 11 junior form students. Additionally, 14 students participated in gifted programmes offered by tertiary institutions. Three students were selected to attend summer institutes hosted by different universities and received subsidies from both the universities and the school.

Furthermore, we continued to collaborate closely with the Hong Kong Academy for Gifted Education (HKAGE) to nurture the talents in our school. 28 students took part in the 'Web-based Learning Courses for Gifted or More Able Students'. Four students participated in the online screening programme and Principal's Nomination Scheme, with two successfully enrolled as members.

During the past academic year, various departments participated in the EDB's Gifted Education Network. This year's focus was on applying the knowledge gained last year in alignment with Major Concern 2. Departments facilitated professional sharing through various channels, including staff meetings, student work inspections, and department meetings.

7) Special Educational Needs (SEN) Policies:

This year, two Special Educational Needs Support Teachers have completed professional training courses in special education and have further strengthened in-class support services. Our school-based speech therapist has joined the Student Support Team to assist SEN students. The Student Support Team has actively promoted an inclusive campus culture through diversified activities, providing enhanced support services to students with special educational needs and their parents.

We have organized various programs for students, including career planning, executive function training, social skills workshops, inclusive activities, mental health groups, after-school academic support classes, Chinese and English reading and writing classes, a latte art volunteer team, an animal volunteer team, as well as board game and art therapy groups. Additionally, we provide individual counseling, parent support groups and workshops, teacher professional development workshops, and various consultation services.

Furthermore, we have also participated in the Education Bureau's 'AIM Project for ASD'—an NGO and school collaboration that provides small group training on social adaptive skills to cater to junior form ASD students. Senior form ASD students have joined the "Strengths-Based Program" under the AIM Project, which aims to address their specific learning needs and nurture their diverse potential.

We have fully met the Education Bureau's teacher training benchmarks for advanced courses and will expand basic and thematic training next year. For Tier-3 students, we have implemented Individual Education Plans with comprehensive support including case conferences, parent consultations, classroom observations, curriculum adaptations, and special exam arrangements. Using the Learning Support Grant, we have secured inclusive education services, engaged a counselor and an occupational therapist, and developed specialized SEN training programs.

8) Alumni Support:

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

Regarding activities and reunion functions, we successfully held the Founders' Day Ceremony this year. Alumni from the Classes of 1964, 1974, 1984, and 1994 were invited to attend the Coronation Ceremony to celebrate their graduation for 60, 50, 40 and 30 years. Some alumni who have missed their previous coronation also joined. A total of 42 alumni participated in person and 3 joined online.

This year, the MCAA and PTA have collaborated to launch the "MC DreamStarter" project. Both parties provided funding and formed a panel of judges, encouraging alumni or current students to write proposals to apply for the funding to accomplish their personal dreams. The F.6 students' proposal to establish a multimedia video online store demonstrates entrepreneurial ambition and a strong connection to digital innovation, showcasing their ability to apply advanced digital skills and creativity in a practical context. Similarly, the F.2 team's idea to offer mental wellness activities highlights their empathy and awareness of societal needs, aligning closely with the humanistic qualities emphasized by the school. Both projects reflect the students' efforts to address real-world challenges through innovative solutions while integrating technology, creativity, and values-driven initiatives, embodying the school's vision of nurturing leaders in the digital age.

During this year's Founder's Day, the MCAA also organized an Alumni V-show, providing a platform for alumni to showcase their vocal talents and achieve the goal of "Connect and Shine."

As for the admission of new members, 76 departing students were recruited as the Methodist College Alumni Association (MCAA) members. As a gesture to welcome them, a tote bag designed for Orange House (鑿社) was prepared and given out as a graduation and welcome gift.

This academic year, we have successfully completed the DS2012-2025, encompassing over 1600 alumni in a 13-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 2025

- **107** 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 No. (%)	Territory Ave. %
Students obtaining 332A2 (satisfying the admission requirement for local degree programs)	76 (71%)	38.3%
Students obtaining 22+222/2A2 (satisfying the admission requirement for local sub-degree programs)	104 (97.2%)	72.2%
Subjects Obtaining Level 5 or above	94 (17.1%)	14.1%
Subjects Obtaining Level 4 or above	279 (50.7%)	36.5%
Subjects Obtaining Level 3 or above	456 (82.9%)	62.9%
Subjects Obtaining Level 2 or above	541 (98.4%)	84.4%

- 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	43.9%	27%	88.8%	53.6%	99.1%	79%
Chinese Language	50.5%	31.8%	76.6%	64%	100%	90.7%
Mathematics	56.6%	40%	84.9%	61.3%	98.1%	83.4%
Chemistry	68.6%	50.8%	97.1%	76.5%	100%	87.3%
Biology	57.9%	46.1%	94.7%	71.6%	100%	91.4%
Bus., Acc. & Fin. Studies	76.5%	42.2%	94.1%	70.3%	100%	90.7%
Economics	47.9%	43.8%	81.3%	68.1%	95.8%	86.2%
Geography	57.1%	35.3%	85.7%	64.1%	85.7%	87.1%
Chinese History	58.3%	37.5%	83.3%	67%	91.7%	90.1%
Ethics & Religious Studies	81.8%	32.5%	90.9%	67.9%	100%	92.1%
Citizenship & Social Dev.					98.1%	92.8%

Category B Subjects	No. Sat	Distinction II (L4)	Distinction I (L3)	Attained (L2)
Applied Learning	13	3	6	13

Category C Subjects	No. Sat	Pass	Not Pass
Korean Language	1	1	
Japanese Language	3	1	2

External Awards

This year, our students have, as always, displayed their multiple talents and unwavering commitment by taking part in various competitions and events, accomplishing remarkable feats in academics, STEM, sports, music and the arts. We are immensely proud to witness their success. The following awards stand as a testament to their remarkable dedication and relentless pursuit of excellence.

Biliterate and Trilingual Communication

The Hong Kong Secondary Schools Debating Competition (the Kowloon and New Territories Division) (English Debate)
First Runner-up

Rotary Micro-fiction English Writing Competition
Silver and Bronze Award

From Player to Page Writing Competition 24-25
First Prize

The 7th Joint-School Scrabble Tournament for Novices (2024-25)
Third Place
Fourth Place
Tenth Place

'Engaging in Reading to Ring in National Day' — Junior Secondary History e-Reading Award Scheme 2024
Appreciation Award

EMI Secondary Schools English Drama Competition
Outstanding Creativity Award
Outstanding Spoken English
Outstanding Performer

76th Hong Kong Schools Speech Festival Winners (English Awards)
First Place (2 students)
Second Place
Third Place (2 students)

「第七十六屆香港學校朗誦節」獲得以下獎項 (中文獎項) :

詩詞獨誦 (粵語) - 亞軍

詩詞獨誦 (粵語) - 季軍

金閣閣校園版 - 數碼閱讀獎勵計劃
優異獎

Aesthetic and Physical Activities

GASCA French Louvre Exhibition Competition
Champion

2024 Global Children and Youth Painting Competition
Gold Award

The Wharf Hong Kong Secondary School Art Competition 2023-24
Outstanding entries

The Hong Kong Junior Arts Award 2024
Certificate of Participation (2 students)
First Runner-up
Silver Award

Hans Christian Andersen Art Competition 2024 丹麥參展賽 2024 安徒生(國際)藝術展覽

Gold Award
Silver Award (2 students)
Bronze Award

香港花卉展覽學童繪畫比賽

Certificate of Merit

The Jockey Club Student Drawing Competition of Hong Kong Flower Show 2025

Certificate of Merit

藝育菁英計劃-講故·港味

高級組優異獎

GalaMusica-School Chamber Compositions

Best Creative Awards

頌中華學生歌唱比賽

Third Place (2 Students)

Rad Level 3 Certificate in Vocal Graded Examination in Dance (Intermediate)

Distinction

61st Hong Kong Schools Dance Festival

Western Dance Solo – Honors Award

Inter-School Volleyball Competition

Boys C Grade – Championship

「中國香港跳繩總會」主辦之「全港學界跳繩比賽 2025」

「45 秒 3 人交互跳速度賽」女子初中組季軍

2025 全港跳繩速度公開賽

冠軍項目：

14 歲女子組 - 個人全場總成績, 單車步, 開合跳, 交叉開跳, 二重跳

16 歲女子組 - 開合跳, 單腳雙雙跳, 交叉跳

高中組 - 朋友跳

高中雙人項目 - 朋友跳

亞軍項目：

14 歲女子組 - 單腳雙雙跳

高中組 - 單側迴旋跳

高中雙人項目 - 單側迴旋跳

16 歲女子組 - 個人全場總成績

17 歲女子組 - 開合跳, 二重跳, 單腳雙雙跳

季軍項目：

初中組 - 單車步, 開合跳, 橫排跳

高中組 - 雙人總成績

殿軍項目：

初中組 - 單腳雙雙跳, 單雙腳跳, 開合跳, 單側迴旋, 單車步, 單側迴旋跳, 交叉開

高中組 - 雙人總成績, 橫排跳, 交叉開跳

初中組 (雙人) - 橫排跳, 單側迴旋

17 歲男子組 - 開合跳, 單腳雙雙跳

Hong Kong Inter-School Dodgeball District Competition 2024-25 - Secondary School

Girls Open – 2nd Runner-up

Boys Junior - Champion

Boys Senior - Champion

Mixed Senior - Champion

Mixed Junior - Champion

Inter-School Table Tennis Competition 2024-25

Girls Grade A – 1st Runner-up
Boys Grade B – Champion
Boys Grade C – 3rd Runner-up

Inter-school Football Competition

Boys A – Bronze Medal

Inter-school Badminton Competition

Boys A Grade - Champion

Inter-school Swimming Competition

Boys A Grade - 4th place in 100M Free style

Boys B Grade

- Silver medal in 100M Free Style
- Gold medal in 50M Free Style and 50M Backstroke
- Bronze medal 4x 50M Medley Relay

Boys C Grade - Bronze medal in 100M Breaststroke

Inter School Athletics Competition

Silver Medals (2 students)

Men's Biore-學界男子閃避球季前賽

碟賽亞軍

「慶祝國慶 75 週年全港跳繩錦標賽 2024」

75 秒交互繩指定花式賽 (女子組 12 歲或以下) - 季軍

1 分鐘交互繩八字走位速度賽 (男子與混合組 13 至 15 歲) - 亞軍

恒基全港學界武術比賽 2024

男子中學丙組 傳統拳術 - 銀獎
男子中學丙組 傳統短器械 - 銀獎

「慶祝中華人民共和國成立 75 周年-國慶盃乒乓球團體錦標賽 2024」

青少年組亞軍

National Education

公益少年團油尖旺區優秀團員

'Engaging in Reading to Ring in National Day' — Junior Secondary History e-Reading Award Scheme 2024

Appreciation Award

國安教育多媒體設計比賽

高中組優異獎

STEAM

STEM+E Consortium Competition

Most Valuable Player (MVP)
2nd runner-up
School of MVPs

Youth College (International) Innovation x Technology Competition 2025

Merit

Hong Kong Student Science Project Competition

Best Newcomer Award

Inter-School Drone Rescue Challenge Competition 2025

Flight Search and Rescue Code and Rescue Music Echo – First Prize

Supply Airdrop Mission and Rescue Obstacle Flight – Special Prize

粵港澳大灣區數學競賽 2025

Heat Round: 1st Class Award, 2nd Class Award, or 3rd Class Award

Semi-final: 1st Class Award, 2nd Class Award, 3rd Class Award, or Merit Award

Thailand International Mathematical Olympiad 2024

Heat Round: Silver Award, Bronze Award

Semi-final: Silver Award, Bronze Award and Merit Award

Others

Student of the Year organised by SCMP & The Hong Kong Jockey Club

Best Improvement Award

Sir Edward Youde Memorial Prizes 2024/25

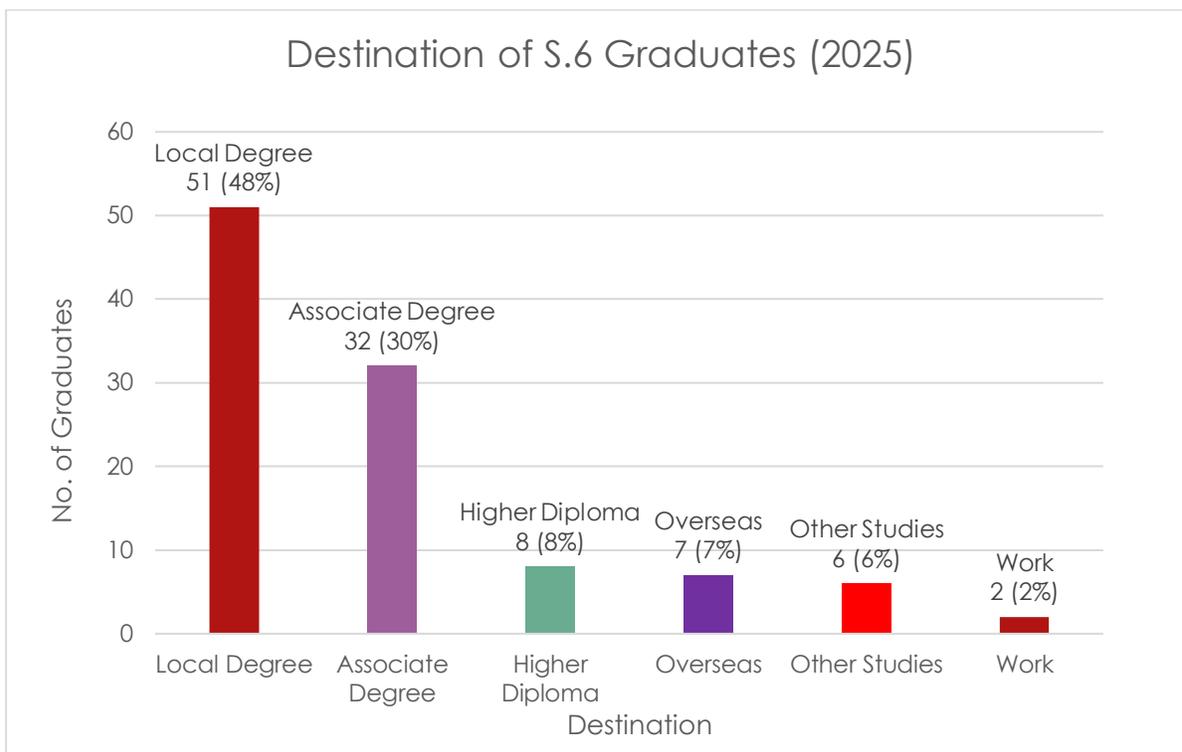
Two senior form students

Ng Teng Fong Scholarship 2024 黃廷方獎學金 2024

2024/25 Hong Kong Inter-school Respect for Intellectual Property Creative Competition

Excellence Award

Pursuits of Graduates



JUPAS Results:

	Degree	Sub-degree	Total
Offers given to our students	68	1	69

Actual Admission into Local Degree Programmes										
HKU	CUHK	HKUST	PolyU	CityU	HKBU	LingU	EdU	SSSDP	Others	Total
5	7	5	10	5	1	1	1	10	6	51
5%	7%	5%	10%	5%	1%	1%	1%	5%	12%	100%

End of Report

Annexes

Annex - Financial Summary (2024-25)

(Unaudited Report)

	Balance b/d from previous year (\$)	Income (\$)	Expenditure (\$)	Balance c/d to next year (\$)
A. Government Funds				
1. EOBEG	1,484,367.42			1,484,367.42
a. Baseline Reference		2,113,397.34	2,084,868.53	28,528.81
b. Administration Grant		4,085,232.00	4,269,217.57	(183,985.57)
c. Capacity Enhancement Grant		676,944.00	505,254.05	171,689.95
d. Other		1,284,826.45	1,008,969.01	275,857.44
Total	<u>1,484,367.42</u>	<u>8,160,399.79</u>	<u>7,868,309.16</u>	<u>1,776,458.05</u>
2. Outside EOBEG	6,430,961.39	9,684,362.80	10,134,906.55	5,980,417.64
B. School Funds				
- Subscription / Tong Fai Account	1,621,673.27	657,679.39	529,478.59	1,749,874.07

Annex – Report on the Use of Grants (2024-25)

Grant	Amount B/F (\$)	Received in 24/25 (\$)	Spent in 24/25 (\$)	Funds Set Aside for LSP (\$)	Balance (\$)
Capacity Enhancement Grant (CEG)	199,955.33	676,944.00	(507,296.45)	2,042.40	371,645.28
Learning Support Grant	91,841.26	395,856.00	(416,233.00)	-	71,464.26

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 2024-25 academic year, the CEG funded the employment of a clerk to alleviate teachers' administrative burdens and a technical support staff member for e-learning implementation. 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 2024/25 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 110 (including A. 17 CSSA recipients, B. 89 SFAS full-grant recipients and C. 4 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						
Adventure Activities	6	21	0	Above 90%	16 - 17 Jan 25	10,260.00	Teachers' observation Rate of participation		
Art Activities	1	0	0	100%	Sept 24 – Jan 25	352.00	Teachers' observation Rate of participation		
Leadership Training	0	3	0	100%	Nov 24	2,970.00	Students' feedback		
Learning Skill Training	5	22	3	Above 90%	Sept 24 – July 25	57,600.00	Teachers' observation		
Self-confidence Development	1	4	3	100%	20 – 21 Jun 25	975.00	Teachers' observation		
Sports	0	6	0	Above 90%	Sept 24 – Aug 25	6,706.50	Teachers' observation Rate of participation		
Visits	18	93	1	100%	Dec 24	5,136.50	Students' feedback		
Total no. of activities:									
@No. of man-times	31	149	7			87,000.00			
**Total no. of man-times	187				Total Expenses				

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

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

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

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

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

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

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

Methodist College
 Report on DLG-funded Other Programmes (Gifted Education)
 2024 - 2025

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	\$9,645.00
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 20th World Youth Scrabble Championship in Kuala Lumpur and got trophy for Hong Kong	\$22,855.00
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 1st Runner-up of the Kowloon Senior Division 1	\$6,000.00
Chinese Language	Chinese Debate Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	Students selected by Chinese teachers	Whole Year	Training sessions and interschool competitions	Participation in interschool competitions and good response from students	34,100.00

(Template)
2024 - 2025 Report on the Use of the Life-wide Learning Grant
Methodist College

Schools are required to upload this Report or the School Report which consists 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 ¹ (Including KLAS, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	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 proper values and attitudes													
1	S1 Induction Programme - Class Building Activity	26/8/2024	S.1	131	\$19,800.00	\$151.15	E1	Moral, Civic and National Education	Satisfactory	✓				
2	Chinese Drama Workshop - Scriptwriting	9/10 to 13/11	S.1 - S.4	11	\$5,100.00	\$463.64	E5	Chinese Language	Performance in Inter-school competitions		✓			
3	Struggle for Survival	7/2/2025	S.5	105	\$10,420.00	\$99.24	E1	English Language	Satisfactory		✓			
4	Creative Music Class	Sept to Aug	S.2 - S.5	60	\$13,200.00	\$220.00	E5	Arts (Music)	The attendance rate was over 90%			✓		
5	Basic Leadership Training	3 - 4 /11/24	S.1 - S.5	100	\$98,208.50	\$982.09	E1	Leadership Training	Students enjoyed the programme	✓				
6	Flag Raising Team Training Class	Nov	S.1 - S.4	12	\$9,000.00	\$750.00	E5	Moral, Civic and National Education	The attendance rate was over 90%	✓				
7	Signage Workshop	15/11/2024	S.2 - S.5	38	\$15,300.00	\$402.63	E1	Arts (Visual Arts)	The attendance rate was over 90%			✓		
8	Mock Interview Workshop	3/1/2025	S.6	107	\$18,000.00	\$168.22	E1	General Studies	Satisfactory					✓
9	English Debate Class	Sept to July	S.2 - S.5	11	\$24,000.00	\$2,181.82	E5	English Language	Performance in Inter-school competitions		✓			
10	S1 Learning Habit Workshop - Professional Organiser	Oct to Dec	S.1	131	\$10,500.00	\$80.15	E1	Student Mental Health	Satisfactory	✓				
11	Chinese Creative Writing Course	Oct to Nov	S.2 - S.5	10	\$15,600.00	\$1,560.00	E1	Chinese Language	The attendance rate was over 90%		✓			
12	Edvance Training - Careers Express	Jan	S.3	118	\$12,000.00	\$101.69	E1	Moral, Civic and National Education	Satisfactory					✓
13	Film Appreciation	24/1/2025	S.1 - S.6	704	\$4,935.00	\$7.01	E1	Student Mental Health	Satisfactory	✓				
14	Life Education Camp Fee	16 - 17/1/2025	S.1 - S.2	258	\$74,830.00	\$290.04	E1	Moral, Civic and National Education	Students enjoyed the programme	✓				
15	M+	17/1/2025	S.4 - S.5	11	\$880.00	\$80.00	E1	Arts (Visual Arts)	Students enjoyed the programme			✓		
16	Big Brother Big Sister Scheme	Aug to Oct	S.2 - S.5	60	\$33,160.00	\$552.67	E1	Leadership Training	Satisfactory	✓		✓		
17	Chinese Ink Painting Class	Oct to Apr	S.2 - S.5	9	\$4,800.00	\$533.33	E1	Arts (Visual Arts)	The attendance rate was over 90%			✓		
18	Drawing Class	Oct to Apr	S.1 - S.5	10	\$3,700.00	\$370.00	E1	Arts (Visual Arts)	The attendance rate was over 90%			✓		
19	Painting Class	Oct to Apr	S.1 - S.5	12	\$3,495.00	\$291.25	E1	Arts (Visual Arts)	The attendance rate was over 90%			✓		
20	Disney Theme Park Adventure	17/7/2025	S.1 - S.5	80	\$28,400.00	\$355.00	E1	Mathematics	Students enjoyed the programme		✓			
21	Character Design Course (Blender & Nomad CM Course)	Oct to Mar	S.1 - S.5	14	\$20,250.00	\$1,446.43	E1	Arts (Visual Arts)	The attendance rate was over 90%			✓		
22	History Cultural Tour	11/4/2025	S.4 - S.5	26	\$2,800.00	\$107.69	E1	History	Satisfactory	✓				
23	Enhancing Students Creativity and Critical Thinking Skills Workshop	Mar to Apr	S.3 - S.4	11	\$18,900.00	\$1,718.18	E1	Gifted Education	Satisfactory		✓			
24	Procreate Foundation Level Class	Feb to May	S.1 - S.3	8	\$2,640.00	\$330.00	E1	Arts (Visual Arts)	The attendance rate was over 90%			✓		
25	Procreate Advanced Level Class	Feb to May	S.1 - S.4	7	\$2,464.00	\$352.00	E1	Arts (Visual Arts)	The attendance rate was over 90%			✓		
26	English Drama Workshop	Nov to July	S.2 - S.5	17	\$49,000.00	\$2,882.35	E5	English Language	Performance in Inter-school competitions		✓			
27	Leadership Training Camp for new committee	7.7.25 to 8.7.25	S.2 - S.5	56	\$29,865.00	\$533.30	E1	Leadership Training	Students enjoyed the programme	✓				
28	SCF Camp	20.6.25 to 21.6.25	S.1 - S.5	40	\$2,650.00	\$66.25	E1	Moral, Civic and National Education	Students enjoyed the programme	✓				
29	Hong Kong Palace Museum	10/7/2025	S.4 - S.5	19	\$2,000.00	\$105.26	E1	Moral, Civic and National Education	Satisfactory		✓			
30	Scrabble Class	Apr to July	S.1 - S.5	15	\$31,445.00	\$2,096.33	E5	English Language	Performance in Inter-school competitions	✓				
31	World Knowledge and Cultures Workshop	9/5/2025	S.1 - S.5	226	\$25,300.00	\$111.95	E1	English Language	Students enjoyed the programme	✓				
32	Tea Appreciation Workshop	Mar to Apr	S.1 - S.4	20	\$10,200.00	\$510.00	E5	Chinese Language	The attendance rate was over 90%		✓	✓		
33	Voluntary Service	Sept to May	S.1 - S.5	252	\$49,600.00	\$196.83	E1	Moral, Civic and National Education	Students enjoyed the programme					✓
34	Sex Education Talk	Dec to May	S.1 - S.6	704	\$12,000.00	\$17.05	E1	Moral, Civic and National Education	Satisfactory	✓				
35	National Education Talk	July	S.1 - S.4	400	\$4,800.00	\$12.00	E1	National Security	Satisfactory		✓			
36	Journeys of Reflection: Life, Death, and Meaning	30/6/2025	S.1 - S.5	27	\$12,750.00	\$472.22	E1	Student Mental Health	Students enjoyed the programme	✓				
37	SCF Camp	20 - 21/6/2025	S.1 - S.5	33	\$2,920.00	\$88.48	E1	Moral, Civic and National Education	Students enjoyed the programme	✓				
38	Chinese Drama Workshop - Performance	Nov to July	S.1 - S.5	19	\$18,490.00	\$973.16	E1	Chinese Language	Performance in Inter-school competitions		✓			
39	Summer Leadership Training Fee	14 - 15/7/2025	S.1 - S.5	45	\$3,450.00	\$76.67	E1	Leadership Training	Students enjoyed the programme	✓	✓			
40	Chinese Debate Class	Feb to Aug	S.1 - S.5	10	\$51,110.00	\$5,111.00	E1	Chinese Language	Performance in Inter-school competitions	✓				
42	School Team Training Fee	Sept to Aug	S.1 - S.6	302	\$217,623.00	\$720.61	E5	Physical Education	Performance in Inter-school competitions			✓		
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1			4,229		\$975,585.50									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1	Study Tour to Czech and Hungary	15 - 27/4/2025	S.1 - S.5	26	\$101,540.00	\$3,905.38	E3	Leadership Training	Students enjoyed the programme	✓	✓			
2	Voluntary Service Trip to Vietnam	28/6/25 to 2/7/25	S.2 - S.5	22	\$70,448.58	\$3,202.21	E3	Moral, Civic and National Education	Students enjoyed the programme	✓				✓
3	WESPA Youth Cup 2024 in Sri Lanka	4 - 8/9/2024	S.4 - S.5	2	\$8,000.00	\$4,000.00	E3	English Language	Students performance in competitions		✓			
4	"Greater Bay Area Career Exploration & STEM Tours" Programme	28 - 29/3/2025	S.3	106	\$33,996.00	\$320.75	E3	Cross-Disciplinary (STEAM)	Students enjoyed the programme	✓	✓			
(Please insert rows above if the space provided is insufficient.)														

Sub-total of Item 1.2	156	\$213,984.58
Expenses for Category 1	4,385	\$1,189,570.08

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

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

No.	Item	Purpose	Actual Expenses (\$)
1			
2			
3			
<i>(Please insert rows above if the space provided is insufficient.)</i>			
Expenses for Category 2			\$0.00
Expenses for Categories 1 & 2			\$1,189,570.08

Category 3: Number of Student Beneficiaries

Total number of students in the school:	704
Number of student beneficiaries:	704
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)

Methodist College
Report on the Use of the Student Activities Support Grant
2024-2025 School Year

I. Financial Overview

A	Allocation in the Current School Year:	\$76,700.00
B	Expenditure in the Current School Year:	\$76,700.00
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	17	\$8,126.00
Full-grant under the School Textbook Assistance Scheme	85	\$68,574.00
Meeting the school-based financially needy criteria	0	\$0.00 (capped at 25% of the total allocation for the school year)
Total	102	\$76,700.00

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times ¹ of student beneficiaries	Actual Expenses (\$)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Intellectual Development (closely linked with curriculum)	Values Education	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Archery Training Class	Physical Education	3	\$3,000.00			✓		
2	Painting Class	Arts (Visual Arts)	1	\$875.00			✓		
3	Guzheng Class	Arts (Music)	4	\$12,160.00			✓		
4	Dizi Class	Arts (Music)	1	\$2,460.00			✓		
5	Procreate Class	Arts (Visual Arts)	1	\$352.00			✓		
6	Character Design Class	Arts (Visual Arts)	4	\$4,400.00			✓		
7	Drawing Class	Arts (Visual Arts)	1	\$750.00			✓		
8	Violin Class	Arts (Music)	4	\$7,380.00			✓		
9	Badminton Class	Physical Education	10	\$13,738.00			✓		
10	Basic Leadership Training Programme	Leadership Training	7	\$6,930.00			✓		
11	Japanese Class	Values Education	5	\$5,250.00	✓	✓			
12	English Musical	English Language	8	\$1,260.00	✓				
13	Film Appreciation	Moral, Civic and National Education	89	\$4,455.00		✓			

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
14	Life Education Camp	Leadership Training	22	\$7,700.00		✓			
15	English Enrichment Programme	English Language	5	\$490.00	✓				
16	Choir	Arts (Music)	10	\$5,000.00			✓		
17	Rock Band Class	Arts (Music)	1	\$500.00			✓		
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			176	\$76,700.00					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1									
2									
3									
4									
5									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 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			176	\$76,700.00					

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 Student Activities Support Grant (Name & Post):	Miss Nicole Tam (Accounts Officer)
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姊妹學校交流報告書
2024 /25 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.	廣州大學附屬中學南沙實驗學校
2.	上海市第五十四中學
3.	株洲市第二中學
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 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 checked="" type="checkbox"/>	示範課/同題異構	E3	<input type="checkbox"/>	建立學習社群/推行教研
D4	<input type="checkbox"/>	遠程教室/視像交流/電子教學交流	E4	<input type="checkbox"/>	促進專業發展
D5	<input type="checkbox"/>	專題研討/工作坊/座談會	E5	<input type="checkbox"/>	提升教學成效
D6	<input type="checkbox"/>	專業發展日	E6	<input 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 checked="" type="checkbox"/>	文化體藝交流	H6	<input checked="" type="checkbox"/>	增強語言/表達/溝通能力
G7	<input type="checkbox"/>	書信交流	H7	<input checked="" type="checkbox"/>	提升自理能力/促進個人成長
G8	<input type="checkbox"/>	其他(請註明):	H8	<input checked="" type="checkbox"/>	豐富學習經歷
			H9	<input type="checkbox"/>	其他(請註明):

學生層面 達至預期目標程度	I1 <input checked="" type="checkbox"/> 完全達到	I2 <input type="checkbox"/> 大致達到	I3 <input type="checkbox"/> 一般達到	I4 <input type="checkbox"/> 未能達到
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丁. 家長層面 (*已舉辦 / *未有舉辦) (*請刪去不適用者)

(註: 學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

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

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

全年財政報告:

編號	<input type="checkbox"/>	交流項目	支出金額
N1	<input checked="" type="checkbox"/>	到訪內地姊妹學校作交流的費用	HK\$ 47,740.60
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\$ 32,760
N4	<input checked="" type="checkbox"/>	視像交流設備及其他電腦設備的費用	HK\$ 76,210
N5	<input checked="" type="checkbox"/>	交流物資費用	HK\$ 6,238.73
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\$ 162,949.33
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>- 【廣州大學附屬中學南沙實驗學校】 2024 年 12 月 13、14 日，本校舉辦了「南沙姊妹學校簽約及足球交流團」的姊妹學校交流活動。是次交流活動由校長、體育科科主任、地理科科主任及體育科教學助理帶領 30 位足球隊隊員或熱愛足球的同學前往南沙姊妹學校進行。同學除參與課堂體驗、足球友誼賽、團體遊戲外，更參觀了南沙姊妹學校的「國防教育實驗室」，對國安教育有進一步的了解。此外，兩校體育教師更分別為兩地同學上示範課，讓兩地同學體驗不同的學習模式，教師亦能交流體育教學經驗。總體而言，實地探訪交流活動是值得繼續舉行。</p> <p>- 【株洲市第二中學】 本校校長及副校長於 2025 年 5 月 2 至 4 日前往株洲市第二中學，就校園管理，學校行政事務手法、人事管理等議題進行交流，相互學習，取長補短。校長及副校長表示獲益良多，將來宜邀請其他管理層人嘍或教師參與交流活動。</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>- 【廣州大學附屬中學南沙實驗學校】 兩天的姊妹學校交流活動，師生透過課堂體驗/示範課、足球友誼賽、團體活動、校園參訪、結隊子等活動，不但對國內發展、兩地教育、國家發展、社群生活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。這些活動都能給予親身體會的寶貴經驗，值得繼續舉辦。</p> <p>- 【株洲市第二中學】 本校校長及副校長前往株市洲市第二中學交流期間，主要透過會議、參觀、訪問形式了解內地校園管理、學校行政事務手法、人事管理方式。是次交流活動十分成功，學校管理層獲益甚多。</p>
O3	<input checked="" type="checkbox"/>	<p>有關交流活動的時間安排 <i>[如適用，請註明]</i></p> <p>- 【西安高級中學】 西安高級中學師生本擬於 2025 年 4 月到訪本校，惟由於內地教育部文件趕不及批註而取消；經初步商討，西安高級中學師生暫擬 2025/26 年度上學期到港回訪本校。姊妹學校老師反映內地教育部審批程序繁複，這或會影響姊妹學校到港訪校之安排，希望教育局與內地相關部門商討有否簡化程序/手續的空間。</p> <p>- 【上海市第五十四中學】 本校暫擬 2025/26 年度下學期帶學生前往上海第五十四中學交流。</p>
O4	<input type="checkbox"/>	有關交流活動的津貼安排 <i>[如適用，請註明]</i>
O5	<input type="checkbox"/>	有關承辦機構的組織安排 <i>[如適用，請註明]</i>
O6	<input type="checkbox"/>	其他(請註明)：

交流參與人次：			
編號	<input checked="" type="checkbox"/>	層面	交流參與人次
P1	<input type="checkbox"/>	本校學生在香港與姊妹學校交流的人次	_____人次
P2	<input checked="" type="checkbox"/>	本校學生到訪內地與姊妹學校交流的人次	___30___人次
P3	<input checked="" type="checkbox"/>	本校學生參與交流的總人次	___580___總人次
P4	<input checked="" type="checkbox"/>	本校教師參與交流的總人次	___4___總人次
P5	<input checked="" type="checkbox"/>	本校學校管理人員參與交流的總人次	___2___總人次

備註：

Report on the Use of the Promotion of Reading Grant

2024-25 School Year

Part 1: Evaluation of Objective Achievement

The reading grant was instrumental in achieving the primary objective of fostering a robust reading culture throughout the school. The funding significantly expanded student access to a diverse and appealing collection of international reading materials. This has enabled students to explore a wide array of books and magazines, which has enhanced their literacy skills, broadened their knowledge, and provided a valuable source of entertainment. A notable increase in students' eagerness to engage with both print and digital resources has been observed.

Furthermore, the grant facilitated greater student participation in school-based reading initiatives. While many of our reading activities are cost-free, the funding was crucial for implementing larger-scale, resource-dependent events, thereby enriching the overall program and student experience.

Part 2: Evaluation of Strategies

The strategies employed to utilize the grant proved highly effective.

A key strategy was the collaborative acquisition of new library books. By soliciting recommendations from students, teachers, and student librarians, we ensured that a significant portion of the new collection was varied, age-appropriate, and aligned with the current interests of our student body while adhering to quality standards. This approach directly contributed to a marked increase in library borrowing rates.

In addition, a diverse range of reading activities, including The Battle of the Books, Book Fairs, and Reading Trivia, was successfully implemented. These initiatives were effective in promoting reading as an enjoyable and rewarding pursuit. They not only raised awareness of the importance of developing a reading habit but also exposed students to a wide variety of genres and topics, significantly enhancing the school's overall reading atmosphere.

Part 2: Financial Report

	Item	Actual expenses (\$)
1.	Purchase of Books	49,821.98
	• Printed books	
	• e-Books	
2.	Reading Activities (Book Fair, World Book Day)	4,199.90
	Battle of the Books	1,427.80
	Total	55,449.68

Prepared by:

MS PANG CHING YIU

Date:

8/10/2025

循道中學
2024-2025 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	CMH

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	\$4,084.10
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	公民科內地(肇慶及四川)考察	\$61,650.00
iii.	舉辦和公民科課程相關的校本學習活動	公民科電影欣賞	\$15,550.00
iv.			
v.			
		總實際開支 (a)	\$81,248.10
		上學年餘款 (b)	\$81,248.10
		實際餘款 (b - a)	\$0

評估結果:

本校善用公民與社會發展科的一次性資助，於過去四年間為中四及中五級學生籌辦了一系列多元化的學習活動。此筆資助旨在貫徹本科的課程宗旨，透過走出課室的學習體驗，加深學生對國家發展、社會文化及個人成長的認識。以下為各項活動的成效總結。

一、校本全級性活動：拓寬學科視野，提升學習興趣

為使全級學生皆能受惠，本校舉辦了多次以級為本的體驗活動，成功營造了濃厚的學習氛圍。主要活動及成效如下：

- **主題活動：**舉辦「傳統文化體驗日」及「《水餃皇后》電影欣賞與分析會」活動
- **活動成效：**
 - **提升興趣：**活動內容新穎活潑，成功引導學生發現本科的趣味性及生活化的一面，有效打破了學科內容或過於刻板的印象。
 - **連結生活：**學生從中體會到，公民科的議題並非遙不可及，而是與我們的日常生活、傳統文化及社會發展緊密相連，從而提升了學習動機。

二、內地考察團：實地體驗國情，深化課題認識

資助亦用於補貼學生參與前赴山東及四川的內地考察團，讓學生獲得寶貴的實地學習經歷。學生透過親身觀察與體驗，將課堂所學知識立體化，成果顯著：

- **考察地點：**山東省(2023-2024)、四川省(2024-2025)
- **學習成果：**
 - **見證國家發展：**學生實地接觸內地先進的科技應用，並深入了解國家政策如何切實地改善及改變人民生活，對國家的現代化發展有更真切的體會。
 - **深化文化認識：**透過參觀當地博物館、飽覽祖國的大好河山、探訪國寶大熊貓，學生對中華歷史文化的博大精深及國家在保育方面的努力有更深刻的認識。
 - **體驗非遺傳承：**學生有機會親身接觸當地的非物質文化遺產(如皮影戲、川劇變臉)及其傳承工作，了解到文化保育的重要性與價值。

總結

總括而言，此筆一次性資助的運用成效十分理想。透過結合校本活動與內地考察，學生不僅鞏固了學科知識，更能將理論與現實生活情境相聯繫。整個學習經歷讓學生深刻體會到，「公民」與「社會發展」的關係密不可分，個人成長與國家發展息息相關。這些寶貴的經驗，對培養學生的國民身份認同及拓寬其國際視野，均帶來了正面而深遠的影響。

Methodist College
Report on Special Grants 2024-2025

Name of Grant	One-off Grant for Mental Health at School
EDB Circular No.	EDBCM216/2023
Total Amount of Grant (\$)	\$60,000
Period of Use	From 8 December 2023 to 31 August 2025
Teacher-in-charge	Mr. Lam Pak Nin

Our school has spent the grant on the following:

	Area (as in the circular)	Details of subsidised items or activities	Actual Expenses (\$)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	- Three Educational Talks - F.1 Growth Celebration Ceremony	28,015.58
ii.	Providing support services related to enhancing the mental health of students and teachers	- An Anti-Bullying Workshop - Character Strength Scheme	28,313.45
iii.	Designing and producing school-based learning and teaching resources related to mental health	- Welcoming Support for F.1 Students Activities	2,632.00
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	- Organize F.6 Farewell and Support Activities	1,038.97
Total Expenditure (a)			60,000.00
Balance Brought Forward (b)			0.00
Unspent Balance (b – a)			0.00

Evaluation:

In the 2024–2025 school year, Methodist College made strategic and meaningful use of the “One-off Grant for Mental Health at School” provided by the Education Bureau to enhance the mental well-being and emotional growth of our students.

Welcoming Support for Form One Students

To help our new Form One students adapt smoothly to secondary school life, the College prepared *Welcoming Stationery Packs* for every newcomer. This simple but thoughtful gesture conveyed our care and support, helping students feel valued and embraced as new members of the Methodist College community.

Mental Health Education and Awareness

Three educational talks were organized for all students, focusing on *stress management*, *emotional development*, and *mental health awareness*. These programs aimed to raise students’ understanding of mental well-being, equip them with essential coping skills, and encourage open conversation about emotional health.

Emotional Support for Senior Students

Recognizing the pressures faced by our Form Six students during the HKDSE examination period, the Grant was also used to organize *farewell and support activities*. These events provided encouragement, strengthened peer and teacher relationships, and offered emotional support to help students navigate this challenging yet meaningful stage of their school life.

Character Strength Development

The Grant further supported the *Character Strength Scheme*, a whole-school initiative promoting self-awareness and personal growth. Through this program, students learned to identify and apply their unique strengths, fostering confidence, positivity, and resilience.

Building Family Connections

The *Form One Growth Celebration Ceremony* was another initiative supported by the Grant. The event provided a joyful platform for students and their parents to celebrate growth and achievement together. It not only strengthened parent–child relationships but also reinforced the importance of family as a source of emotional support.

Promoting Respect and Inclusion

An *Anti-Bullying Workshop* was conducted for Form One students to promote empathy, inclusiveness, and respect within the school community. The workshop encouraged students to cultivate a caring and supportive learning environment for all.

Through these initiatives, Methodist College continues to foster a culture of care and compassion, where students are supported not only academically but also emotionally and socially. The effective use of the “One-off Grant for Mental Health at School” has reinforced our commitment to promoting holistic education and nurturing students who are confident, mindful, and resilient.

循道中學
2024-2025 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	<p>「拒絕無心的壞話」家長講座/工作坊 另有茶點招待 對象：中一至六家長 日期：2024 年 10 月 25 日 時間：7:00-8:30pm 地點：循道中學禮堂 人數：約 40 人</p> <p>「勇創新挑戰」家長小組+工作坊 對象：中一家長（優先） 日期：2024 年 10 月 18 日至 11 月 29 日（4 節小組+1 節工作坊） 時間：2:00-3:30pm 地點：循道中學會議室二 人數：8 人</p>	\$5,885.94

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	親子龍舟體驗活動 對象：親子參與（一名家長 + 一名學生） 日期：2025 年 6 月 28 日 時間：3:00-5:00pm 地點：將軍澳東水道碼頭 人數：54 人	\$5,971.17
iv.	其他	Nil	
總實際開支 (a)			\$11,857.11
上學年餘款 (b)			\$11,857.11
實際餘款 (b - a)			\$0

評估結果:

本年約有 102 人參與，其中 9 成以上家庭表示藉著家長講座/小組/親子活動，能夠提升學生及家長精神健康的知識及技巧。

循道中學
2024-2025 津貼運用報告

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

本校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.	認識青少年發展	「勇創新挑戰」家長小組+工作坊 對象：中一家長（優先） 日期：2024 年 10 月 18 日至 11 月 29 日（4 節小組+1 節工作坊） 時間：2:00-3:30pm 地點：循道中學會議室二 人數：8 人	\$11,976.06
ii.	促進青少年健康、愉快及 均衡的發展	1. 「教導子女與情緒做朋友」家長小組+工作坊 對象：中二或以上家長（優先） 日期：2024 年 11 月 8、15、22、12 月 5 日 時間：7:00-8:30pm 地點：循道中學會議室二 人數：13 人	\$21,000

		<p>2. 「網想家」親子講座 對象：本校家長及學生 日期：2025年3月13日（星期四） 時間：7:00至8:30pm 地點：循道中學禮堂 人數：57人（34家庭）</p>	\$1,950
iii.	促進家長身心健康	<p>1. 「快樂父母養出快樂孩子」家長活動 a) 「如何陪伴青春期的孩子」家長講座 對象：中一至六家長、小學家長 日期：2025年1月16日（星期四） 時間：7:00-8:30pm 地點：循道中學禮堂 人數：50家庭（中學）、92家庭（小學）、共182人 b) 「做個有心有力的父母」工作坊 對象：中一至六家長 日期：2025年3月14日 時間：7:00-9:00pm 地點：循道中學會議室二 人數：27人 c) 「有效溝通和管教」工作坊 對象：中一至六家長 日期：2025年3月21日 地點：循道中學會議室二 人數：35人</p> <p>2. 「自由鳥！自由了？」家長小組+工作坊 對象：中一至三家長（優先） 日期：小組：5月2、9、16、23、30日 時間：7:00-8:30pm 人數：8人</p>	\$22,400
			\$17,500

iv.	促進家校合作與溝通	「大學聯合招生辦法選科策略」親子講座 對象：中四至六家長及學生 日期：2024年11月16日（星期六） 時間：2:30-3:30pm 地點：循道中學禮堂 人數：252人（大概80%父母、20%學生）	\$2,900
		總實際開支 (a)	\$77,726.06
		上學年餘款 (b)	\$200,000
		實際餘款 (b - a)	\$122,273.94

評估結果:

各項活動總參與人次達 555 人次，涵蓋全年級家長需求，成效顯著。情緒小組深度支援家長，而大型講座如選科策略及青春期陪伴反應熱烈，參與度高。各項活動均成功達成預期目標，其中 9 成以上家庭表示有效促進廣泛的家校合作與親子溝通，迴響正面。

循道中學
2024-2025 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
津貼進行時間	由 2024 年 3 月至 2027 年 8 月 31 日
負責老師	李凱茜老師

本校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	<ul style="list-style-type: none"> ● 舉辦學習或體驗或表演活動的開支，例如舉辦敬師活動、中華文化周(攤位活動、「龍騰端午」社際競技比賽、社際問答比賽)；安排各類學習課程，如藍染進階班、湯丸工作坊、花燈製作工作坊、新春剪紙工作坊、大紅花牌製作工作坊、茶藝班。 ● 舉辦以中華文化為主題的講座／讀書會／閱讀活動的開支。 ● 購買推動跨科及與推廣中華文化相關活動所需的物資，例如活動日用品、道具、獎品等。 	34290.13
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	● 舉辦或資助本地或內地的聯校活動或比賽的開支，例如朗誦比賽、等活動的支出(如購買獎品、交通等費用)	0
iii.	舉辦或資助學生參加本地文化考察或參觀活動	● 文學散步／中華文化遊蹤／文化專題展覽、體驗活動中所需的開支，例如外購服務中的導賞、交通等費用	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	● 學生及隨團教師往內地交流團，如報名、交通、住宿等費用	0
總實際開支 (a)			34290.13
上學年餘款 (b)			300000
實際餘款 (b - a)			265709.87

評估結果:

本津貼能讓本校為學生創設更豐富多元的文化學習經歷，如中文部舉辦了敬師日、中華文化周、茶藝班、藍染工作坊等學習活動，有效幫助學生增進中華文化知識，提升他們對中華文化的興趣。除了認知層面，學生在不同的文化工作坊親身體驗、動手，可在探究學習的過程中學習正確的價值觀，例如體會到要掌握傳統手藝或技藝是何等的困難，沒有經過長時間的反覆磨練，絕對難以取得成果，由此明白「勤勞」的必要，學懂欣賞及珍惜這些文化瑰寶。中文部舉辦的中華文化活動模式既有全校參與，亦有供學生按個人興趣及專長自由選擇的項目，這樣的安排更接近學生的生活、更有溫度，令學生的投入程度及成功感大大提升。不難發現，學生在認知、經歷、探究中華文化後，更願意推廣傳揚中華文化。中文部教師可藉此機會發掘一些對文化活動特別有興趣、有潛質繼續學習的學生擔任文藝工作組成員，並安排文藝工作組成員進行更深入的文化學習，同時協助推廣文化活動。是年，科組便邀請文藝工作組成員擔任湯圓工作坊及龍鬚糖工作坊的小導師。另外，本校本學年有幸入選賽馬會「何以中華」文化大使計劃（活動包括舞獅工作坊、粵劇工作坊、中樂互動表演、「從華服看中國文化及歷史」互動表演）及「傳·創」非遺教育計劃（長衫製作班），同時成功參與浸會大學舉辦的文學散步團及寫作班，故減少了原定預算的開支。

Methodist College
Report on Special Grants 2024-2025

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	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.	Develop or procure PE-/sports-related information technology (IT) services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	Purchasing RaphAI apps for students to do exercises after school.	\$38000
ii.	Purchase or upgrade PE/sports equipment in schools	Purchasing Indoor Cycling bike with interactive sports system	\$49900
iii.			
iv.			
Total Expenditure (a)			87900
Balance Brought Forward (b)			150000
Unspent Balance (b – a)			62100

Evaluation:

<ul style="list-style-type: none"> • Students enjoyed using the indoor cycling bike in the Canteen even after school. • The Football Team Overseas Sports Exchange Experience was intended to be organized. It aimed to bring students to visit sports organisations or schools in different places outside Hong Kong for short-term and systematic sports experience programmes was planned. However, due to insufficient enrollment, the tour was cancelled.
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