



Methodist College

School Report, 2014-2015

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 public examinations. We are a Grant School with English as the medium of instruction for most subjects from S1 up to S6. There are four classes at each level from S1 to S6 under the New Academic Structure.

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

Methodist College has more than half a century of history nurturing generations of promising young minds in the Christian spirit. Today, many of our outstanding graduates have taken up prominent positions and are making their contribution in various fields. Many, feeling proud of the education that has made them what they are today, have shown their trust in the College by sending their own children back to their alma mater to enjoy the same heart-warming schooling experience. We have a strong alumni base from which rich resources can be tapped. Through donations, coaching and sharing of experiences, our graduates make a tremendous contribution to the growth of the College and raise the sense of belonging of their juniors in the Methodist College family.

The acronym **MCKLN**, standing for **M**ethodist **C**ollege **K**owlo**o**n, is used to create the following slogan, which summarizes our direction for students' development in recent years:

We are here to nurture:

Modest, Caring and Knowledgeable Leaders of the New era.

Achievements and Reflection on Major Concerns

Major Concern 1: Developing Good Quality Lessons (Stage 2)

Objectives:

- 1) **To raise teachers' capacity of developing good quality lessons: Develop a more student-centered classroom with well-structured lesson design**
- 2) **To improve questioning techniques**
- 3) **To nurture students' learning capabilities: to develop students' self-directed learning attitude and thinking skills**

Strategies and Progress:

- a) Develop well-structured lesson
 - The Lesson Observation Form was modified. Seven items on the elements of a well-structured lesson were highlighted so that teachers could clearly assess whether they could meet the requirement.
 - State specific and measureable learning objectives which are about student performance
 - Clear focus
 - Well-sequenced activities
 - Appropriate pace
 - Require learner preparation
 - Encourage self-reflection
 - Sum up lesson
 - Collaborative lesson planning and lesson study
 - Three collaborative lesson preparation sessions were arranged.
 - Teachers submitted lesson plans (including lesson objectives, lesson rundown, questioning methods, assessment practices) after these collaborative sessions.
 - Different departments / subjects conducted peer sharing in the department / subject meetings.
 - Core subjects (at least 2)
 - Other subjects (at least 1)
 - Different departments explored some pre-assessment and post-assessment tasks which were then used in their subjects.
- b) Two aspects of questioning were emphasized, i.e. increasing the wait time, and varying the questioning methods to involve different students in answering the questions.
 - The two items emphasized were also highlighted in the Lesson Observation Form.
 - A staff development workshop on 'Questioning and Feedback' was held in September 2014 with Mr. Chan Tak Hang as the speaker.

- c) Develop students' HOT skills
- At least three assignments (of each form from each subject) included questions involving high-order thinking skills.
 - A staff development workshop was held on 4/6/2015 (conducted by HKAGE) with the topic "Infusing HOT in regular classrooms for the gifted".

Evaluation:

- a) From the Lesson Observation Forms collected, 80% of the lessons observed were able to achieve 5 out of the 9 highlighted items, which met the success criterion.
- b) Teachers completed a self-evaluation questionnaire on the nine highlighted items. The results were as follows:
- On the 7 items about well-structured lessons
 - Most teachers (90%) said they had 'always' or 'often' embedded the following items in their lessons: 'clear lesson focus', 'well-sequenced activities' and 'appropriate pace'. The scoring was a bit lower in 'require learners' pre-lesson preparation' and 'encourage learners' reflection', but still about 75% of teachers thought they had 'always' or 'often' done so in their lessons.
 - Over 90% of teachers were satisfied with what they had achieved in conducting a well-structured lesson.
 - In future, more focus could be put in guiding individual students to monitor their own learning progress in different ways. Due to limited teaching time, some subjects might find it difficult to ask students to have learning reflection during the lesson / at the end of the lesson. They would thus design worksheets or tasks to guide students to do their learning reflection at home.
 - On the 2 items about questioning
 - Over 70% of teachers were satisfied with what they had achieved in bettering their questioning strategies.
 - More than 80% of teachers thought that they had allowed sufficient wait time (choosing 'always' and 'often') in questioning.
 - Nearly 70% of teachers thought that they had 'always' or 'often' used various questioning strategies in engaging students.
- c) From the data collected, it was found that most teachers were confident in conducting a well-structured lesson. As for questioning, since it was a new focus this year, more input and sharing could be provided to give teachers more ideas on how to use different questioning strategies to engage students. It was thus suggested to be the topic of the coming staff development seminar in August.
- d) Teachers responded very positively to the provision of collaborative lesson planning sessions within the school timetable. Such an arrangement would continue with just minor adjustments to the length of the collaborative sessions.

e) Concerning students' performance:

- Over 70% of teachers thought that students' learning attitude in the following aspects had improved.

	Became better
Answering questions	84%
Being engage in learning activities	81%
Being reflective about their learning	71%

f) Besides questioning methods, there could be more sharing on 'how to design the worksheet/task for pre-lesson preparation' and 'encouraging learners' reflection'.

Major Concern 2: Building a Positive School Culture (Stage 2)

Objectives:

- 1) To raise students' sense of belonging.
- 2) To promote positive value/ emotion in school
- 3) To embed positive value into subject curriculum and the work of committees and teams
- 4) To promote the value of appreciation and gratitude (thanksgiving)

Strategies and Progress:

Through "Class Building"

1. The role of class teachers continued to be emphasized. All classes implemented the 'Everyone for the Class' system where all classmates were given roles and responsibilities to serve the class.
2. Through the school's encouragement, more classes successfully made their own class tees this year.
3. "Good People Good Deeds" activities were carried out in all junior classes and some senior classes.
4. An Interclass Singing Contest was held on 28/3. All S1 to S5 classes participated in class groups. Most of the classes showed very good team spirit and the quality of their performances was high compared to the same contest 5 years ago.

Through Whole school activities

5. At the beginning of each MCTV program, a short story with positive values was told. Class teachers reported that students were very attentive during the story time.
6. A "My Campus" Campaign was promoted. Various subjects, committees and teams were invited to find their own ways to promote students' love towards the school campus. A video competition was held. The winning entry had very high quality, though the number of participants overall was not satisfactory. There could have been more promotion.

7. The whole school went to watch the movie "My Voice My Life" on 3/10. This documentary film followed a group of teenagers who overcame various obstacles and limitations to stage a musical. All students and teachers found it touching and inspiring.

Through the work of various subjects, teams and committee

8. Each subject, department, committee and team tried to include the positive values in our objectives in their annual program plan. For example, in response to the "My Campus" Campaign, the English and the Chinese Departments organized essay competitions, while Visual Arts held a drawing competition. Other subjects used various means, e.g. giving out prizes, to appreciate the effort made by students in the subject.

Others

9. Like in the previous few years, articles from current affairs with reflective questions were used in Day 5 reading time to inspire students to think and internalize positive values. A total of 15 reading articles were used.
10. A Hunger Banquet was held on 22/5. All S1 students participated together with some voluntary participants from S3-5. Most students found it meaningful and pledged to make effort not to waste food in future.
11. The Incorporated Management Committee also showed appreciation to and concern for teachers' well-being. A special fund was granted to provide additional resources to DSE subjects in recognition of the overall rise in DSE results. Another sum amounting to \$700,000 was granted to renovate the teachers' rooms so as to provide all teachers with a good working environment.

Evaluation:

- a) The class tees were welcome by all students. They felt 'united' when wearing the same class tee together. However, more opportunities had to be provided for them to wear it.
- b) For "Good People Good Deeds", most students found the activities meaningful. It should be done more frequently to build a warmer atmosphere in class, where class teachers should play an even stronger role. Also, it was suggested that an activity for students to show appreciation and gratitude to others should be done at the end of each school term.
- c) For the Interclass Singing Contest, 70% of teachers and many students agreed that it had helped to enhance the class spirit. They would like to have this activity again, though not every year owing to the huge commitment of time and effort. A survey of teachers resolved that it should be held once every 3 years, so that each student would have a chance to join the contest once in junior and once in senior forms.
- d) Those activities with positive feedback should continue, while new and creative ideas should go on to be sought to promote a positive school culture.

Major Concern 3: Life Planning Education and Careers Guidance

Objectives:

- 1) To better the design of the existing Careers Education Curriculum
- 2) To connect with external organizations for activities arrangements
- 3) To help more students to set own learning goals, prepare for transitions and develop personal plans and careers goals

Strategies and Progress:

- a) A Careers and Life Planning (CLP) Core Group with 5 teachers under the leadership of the Careers Mistress was set up to oversee the development of careers and life planning education. The group held regular meetings every cycle. A total of 22 meetings were held with substantial development in many aspects over the school year.
- b) The CLP Core Group worked together and developed careers education teaching materials for S1 (1 set), S2 (2 sets) and S3 (2 sets) respectively. Each set comprised lesson plans, activities and PowerPoints. These lessons were taught by Careers teachers instead of class teachers.
- c) Valuable links were established with Junior Achievements Hong Kong (JAHK). Workshops were organized for our students. 26 students joined the JA Company Programme and ran their own 'business' with outstanding results, clinching two awards in the interschool trade fair, entering the final of the Best CEO Award, and eventually winning the Best IT Director Award.
- d) Links were established with universities and tertiary institutions. Their information was disseminated to students. Talks and visits were organized to broaden students' vision and enhance their knowledge of tertiary studies. These were built on the ongoing work of the previous years.
- e) The referral system was modified to enable teachers to refer suitable students for individual careers counselling. A total of 44 student cases were handled with over 90 contact hours with careers teachers.

Evaluation:

- a) The CLP Grant was a great boost to careers education. Though far from enough, it released some careers teachers, especially the Careers Mistress, from the heavy teaching load so that the above developments became possible. In future, it should still be used primarily for relieving the teaching load of core careers teachers.
- b) The practice of establishing a CLP core group was conducive to the long-term development of careers and life planning in the school.
- c) Since the senior forms have the greatest needs to find their own potentials and aspirations so as to map out their future pathways, CLP lessons should be offered to S4-5 instead of only to S6.

d) As students' needs are diverse, more individual careers counselling service should be offered in future. It is believed that students with goals for themselves are better motivated to do well.

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

Management and Organization

A review was conducted on the College's organization chart and administrative structure. While the division of work into six committees was still kept, the core teams were restructured, with three new teams, namely, the Publicity Team, the Alumni Affairs Team and the Exchange Affairs Team, set up to meet the current needs of the school.

The College, under the coordination of the Methodist Church, Hong Kong, our sponsoring body, participated in Phase III of the Pilot Project on Strengthening Schools' Administration Management. Our project aimed to streamline the school's administrative work by developing a comprehensive Staff Handbook with all guidelines and useful forms available in an online searchable format. The work would straddle the two school years of 2014-2015 and 2015-2016.

Staff Development and Achievement

- 1) There were 49 full time teachers and 4 part-time teachers.
- 2) All of the teachers were degree holders, among whom 36, including the Principal, had one or more Master's Degree, accounting for 68% of the teaching staff.
- 3) The following teachers completed the respective courses below:

Name of Teacher	Course Completed
Ms Cheung Man Hing Karen	Basic Course on Career Guidance and Life Planning for Secondary School Teachers (20 hours)
Ms Liu Shuk Wan	聯合辦學團體學校副校長培訓及網絡計劃：有效學校管理領導及專業承傳 (69 hours)

- 4) Professional network or service of our teachers

Name of Teacher	Network / Service
Ms Ho Shuk Han	EDB Careers Guidance and Life Planning Group: Designing sets of reference materials for running careers lessons in secondary schools
Ms Lau Yin Ling	Gifted Education Teachers Network on Humanities
	Speaker at HKEAA Seminar for Economics Teachers: Assessing Student Learning: Briefing on public assessment of HKDSE Economics – Illustration of 2014 Exam Papers on 14/11/2014
Ms Lee Wai Yee	EDB Secondary School Visual Arts Professional Learning Community
	Docent of Hong Kong Art Museum
Mr. Leung Chi Kit	EDB Study Group on History of Mathematics
Mr Ng Yeung	Columnist for Ming Pao "Ming Teens" Page
Dr. Poon Ying Ming	Course Designer and Instructor for "Fold Up Paper, Brush Up My Maths" by the Hong Kong Academy for Gifted Education (28/7-31/7/2015)
	Part-time Lecturer, Faculty of Education, HKU
Mr. Wong Kam Fu	Columnist for Ming Pao "Liberal Studies" Page
Mr Wong Wai Chung	Gifted Education Teachers Network on English Language
Ms Yan Suk Yee, Stella	Gifted Education Teachers Network on English Language

Besides, a number of teachers served as markers, oral examiners and assistant examiners for various subjects in the Hong Kong Diploma of Secondary Education Examination 2015.

5) Projects Joined:

Project Title	Organizer	Teacher / Subject /KLA
Professional Development Schools (PDS) Scheme: Enhancing development of school-based Liberal Studies curriculum and teachers' professional growth (by HK Taoist Association the Yuen Yuen Institute No. 2 Secondary School)	EDB	Liberal Studies

Learning and Teaching

As "Developing Good Quality Lessons" was the major concern of the year, much of it was already covered previously in this report.

School Ethos and Student Support

As "Building a Positive School Culture" was one of the major concerns of the year, much of it was already covered above. Below are the other aspects worth reporting:

1) Extra-Curricular Activities:

There were altogether 52 student bodies formed for different purposes and in different interest areas. They were grouped into three categories: 18 Student Organizations, 16 Clubs and Societies and 18 School Teams. Together they organized various types of activities for all students, and provided good training grounds for students to enhance their leadership and skills of collaborating with others. Besides, training classes were also organized, with the largest number of students participating in musical instruments classes, followed by sports courses, foreign languages classes and art classes.

The College continued the tradition of encouraging student autonomy in extra-curricular activities. With the success from the previous years, the ECA Committee continued with the Leadership training schemes. 79 students of S1-5 joined the Basic Leadership training scheme. This scheme comprised 3 training sessions and one overnight camp. 73 students completed the scheme and were awarded certificates and titles of "MC Accredited Leaders", which would give them an edge when they competed for positions of responsibility later on. To better equip the future student committee members of different clubs and societies, a training program was introduced before the summer holiday. 21 selected student leaders went on an exchange trip to Australia (named 「環抱鄉城- 新領袖體驗計劃之澳洲交流團」) during the period 13-21/2/2015, with 8 sessions of pre-trip training, 2 sessions of pre-trip seminar, one session of post-trip sharing and one MCTV programme made to share their gains from the trip. As a practicum after the trip, the young leaders coordinated a Mini Concert for parents and students (29/4/2015) afterwards.

2) Global Exposure:

To widen our students' global perspective, we continued to bring in exchange students from different parts of the world. Under the AFS Intercultural Exchange Programme, Elouise Twose from Denmark and Gianluca Luvara from Italy joined us as full time students for a year. In November, we hosted students from Methodist Boys Secondary School Kuala Lumpur for two weeks, and teachers and students from Anglo-Chinese School (International), Singapore for five days in March. In reaching out to the world, our students have also gone on several trips this year. These opportunities not only sharpened our students' language skills, but also enabled them to see the world in a different light. Such exchange activities were valued by both teachers and students.

Below were the trips taken by students out of Hong Kong:

Activity	Date	Participants	Location	Organizer
New Leaders Experience Programme in Australia - Embracing the City and the Country 「環抱鄉城- 新領袖體驗計劃之澳洲交流團」	13/2 – 21/2 (9 days)	21 students of S1-5	Sydney, Melbourne, Australia	Methodist College
Mainland Exchange Programme for Student Leaders 領袖生內地交流計劃 2015	6/4 – 10/4 (5 days)	3 students of S5	Beijing, China	EDB
Immersion Programme to the UK	24/6 – 7/7 (14 days)	4 students of S5	Woodhouse Grove School, Bradford, UK	Methodist College
Immersion Programme to Singapore	14/7 – 30/7 (17 days)	3 students of S2 & 2 students of S3	Anglo-Chinese International School, Singapore	Methodist College
Malaysia Exchange Programme (Focus on IT and Robotics)	16/7 – 26/7 (11 days)	2 students of S3	Methodist Boys' Secondary School Kuala Lumpur, Malaysia	Methodist College
UK Cambridge English Programme	2/8 – 15/8 (14 days)	1 students of S2	Churchill College, Cambridge University, UK	Cambridge English & Science Programme

3) Religious Life:

Besides the religious assemblies, the Student Christian Fellowship (SCF) meetings and regular morning prayers and Bible sharing time, some special events were held in the year.

- Two Teacher Christian Fellowship meetings were held, with 15-20 teachers attending each time to have lunch, sharing and prayer together.
- F1 Alpha course (Oct.-Dec. 2014) and F1 Alpha Camp (12-13/12/2014) were held. 10 students pledged their faith in God and 23 students were willing to further participate in follow-up cell groups.
- The title of this year's Evangelistic Week (13-24/3/2015) was “與神同行，走出迷陣”. A Christian scientist, Dr. Daniel Wu (吳宣倫博士) was invited to share his faith with the students. Two gospel gatherings were held during lunch time and a gospel mini-concert was held after school. A total of 33 students confirmed their faith and 20 students showed further interest in the Christian faith.
- An Easter Gospel Camp attended by 50 students, 6 teachers and 2 Church co-workers was held on 8-10/4/2015. A total of 2 students confirmed their faith and 12 students showed further interest in the Christian faith.
- Christian cell groups in different forms were held for Christian and non-Christian students for them to know and understand more about the Christian faith. About 6 teachers and 2 church co-workers led 9 cell groups involving altogether around 70 students.
- A total of 4 MCTV programmes were broadcast, in which Christian teachers and students shared their faith to the whole school.

4) Special Educational Needs (SEN) Policies:

As in the last few years, the whole-school approach was employed to cater for the diverse special needs of students. Coordinated by the Guidance Committee and assisted by the School Social Worker, Education Psychologist and all teachers, various group activities were organized for SEN students. Individual learning plans were mapped out for some. A part-time social worker and a part-time homework tutor were employed to provide intensive guidance to those with the greatest adjustment needs.

This year, the College continued to benefit from the Community Care Fund Extra-Curricular Care Pilot Scheme, which again injected \$420,000 to enable us to provide full and half subsidies to students from needy families, enabling them to join self-paying academic and non-academic activities and thereby enjoy equal opportunities for balanced growth and development.

5) Gifted Education:

The Talent Pool was in its third year, and continued to nurture those students who had special talents in the areas of English and Chinese languages, Mathematics, Science, Humanities and Visual Arts. A total of 191 students were recruited into the Talent Pool. There was close collaboration with the Hong Kong Academy for Gifted Education (HKAGE), which gave a talk to our parents of the gifted students on 14/3/2015 and conducted a workshop on High Order Thinking for all our teachers on 4/6/2015. Special activities were organized for Talent Pool members both within and outside school. Apart from professional coaching for external competitions, a course on creativity and high order thinking (2 classes, 7 sessions each) was held with 39 S2-3 members joining. 10 students were admitted to HKAGE courses, 3 admitted to Fung Hon Chu Gifted Education Centre by the EDB, and 16 selected and subsidized to join the summer programmes of various universities and institutes. These activities and opportunities were greatly welcome by these students and their parents. The progress was pleasing and we would continue to explore more opportunities to pull up the cream.

6) Alumni Support:

As in the previous years, our alumni participated eagerly in the Mentoring Programme (held throughout the year) and the Mock Interview (13/12/2014). To bring greater sense of belonging to alumni, a Coronation Ceremony was introduced in the Founders' Day Thanksgiving Service (1/11/2014) to honour those alumni who had graduated for 30, 40 50 and more than 50 years. A total of 42 attended. Our alumni also arranged a visit to Lower Ngau Tau Kok Estate to broaden our students' vision in the professions of architecture and building services. During the Leadership Training Trip to Australia, our alumni in Melbourne and Sydney played host to our visiting teachers and students. There were also three new scholarships donated by alumni in this year.

Student Performance

Academic Performance

Hong Kong Diploma of Secondary Education Examination 2015

- 124 students sat for the examination.
- Students obtained a total of 51 distinctions (Level 5* or above), 401 credits (Level 4 or above) and 691 passes (Level 2 or above). The result was significantly better than that of the previous year. Despite registering the smallest number of entries in the 4 years of the examination, the numbers of Level 5 and Level 4 obtained by our students were the largest in all years. The good result probably explained why more of our graduates were accepted into UGC-funded degree courses this year.
- 79% of students satisfied the admission requirement for university (≥ 3322). The percentage satisfying the requirement for local sub-degree programmes (≥ 22222) was 87.1%, similar to the previous three years.
- As usual, in most subjects, our students performed well above the territory's average, with most subjects doing better than the previous year. Well-performing subjects with high credit and pass rates were as follows:

Subject	4 – 5** (MC)	4 – 5** (HK)	2 – 5** (MC)	2 – 5** (HK)
English Language	54%	25%	100%	79.4%
Chinese Language	43.5%	24.2%	98.4%	81.2%
Mathematics	56.9%	39.1%	91.9%	81.7%
Liberal Studies	59.3%	35.6%	95.1%	86.5%
Economics	81%	44.1%	100%	84.9%
Physics	62.2%	49.4%	94.6%	90%
Biology	78.9%	44.6%	100%	89.9%
Chemistry	68.8%	51.7%	100%	88.2%
Business, Accounting & Financial Studies (Accounting)	61.1%	42.1%	88.9%	89.7%
Business, Accounting & Financial Studies (Business Management)	50%	26.9%	100%	83.6%
Geography	55%	36%	90%	84.8%
Visual Arts	45.5%	23.9%	100%	82.2%

External Awards

Students participated actively in internal school functions and external competitions. Below is a list of the external awards obtained:

Academic

66th Hong Kong Speech Festival (English Speech):

Public Speaking

Champion – 5G Li On Ni Annie

1st runner-up – 5G Lau Ka Sin

2nd runner-up – 5G Chow Kit Ching

Solo Verse Speaking

1st-runner up – 2R Luo Dan Fang Xuan, 2W Wong Pui Yan, 5B Lai Man Sum

2nd-runner up – 1W Tang Wing Ka, 1W Lam Wing Kwan, 5W Wong Hiu Wai, 6B Yuen Kin Yan

Dramatic Duologue

1st-runner up – 5G Leung Jo Yee and Lau Ka Sin

2nd-runner up – 2R Tam Tik Man Natalie and 2R Luo Dan Fang Xuan

– 5G Wong Hoi Yan and 5G Wong Yuk Wai

– 5B Lai Man Sum and 5R Tong Ka Ngai

Another 38 students obtained Certificates of Merit.

第六十六屆香港學校朗誦節中文朗誦比賽:

散文獨誦(粵語): 冠軍 – 2R 連思詠

二人朗誦(粵語): 冠軍 – 5B 鄧穎雪、5B 余煥嫦;

– 2R 連思詠、2R 朱璧虹

詩詞獨誦(普通話): 亞軍 – 2R 朱璧虹

散文獨誦(普通話): 亞軍 – 2R 駱丹芳軒; 季軍 – 4B 許詠淇

詩詞獨誦(粵語): 季軍 – 1W 林詠鋆

二人朗誦(粵語): 季軍 – 2R 廖穎詩、2R 譚沛珊

共有 34 位同學獲優良獎狀

第十七屆全港中小學普通話演講比賽 2015

九龍區初中組金獎 – 1W 林詠鋆、2G 林詩敖

全港中學普英雙語演講比賽

亞軍 – 2R 駱丹芳軒

全港青年中國古典詩詞朗誦比賽

亞軍 – 2R 駱丹芳軒

全港青年普通話朗誦比賽(公民教育)

亞軍 – 2R 駱丹芳軒

Hong Kong Secondary Schools Debating Competition

Champion – 5B Shelia Lai, 5B Eileen Favretto, 5G Vivian Lee

【大中華青年在線：第一屆「今日香港」與「當代中國」】辯論賽

季軍 – 5G 王珈霖、5G 霍俊丞、5W 林雅儀、4B 許詠淇、6W 吳采倩、6G 鄭少琪、2B 李卉雪

第三屆「奇趣盃」辯論比賽

亞軍 – 4G 霍俊丞、3R 阮旨諾、4G 王珈霖、5W 吳采倩

第九屆「善言巧論：全港學生口語溝通大賽」(由「理性溝通教育學會」主辦)

優異級 – 6W 梁鈺淇同學、6W 金頌雯同學、6W 陳國濠同學、6G 鄧頌欣同學、6W 吳采倩同學

2014-15 全國青少年語言知識大賽現場作文公開賽

中學六年級一等獎 – 6B 馮穎康

Mathematics Project Competition for Secondary Schools 2014/15 organized by the Education Bureau

Team of Good Performance – 3W Tsui Ka Hong, 3W Leung Hon Cheung, 3W Yip Hoi Shun,
3W Ngan Fu Ting, 3W Lee Cheuk Hei, 3W Leung Wing Ki

Hang Lung Mathematics Awards, 2014

Team of Good Performance – 5B Luk Cheuk Fai, 5B Kwok Wai Yan, 5B Li Kam Hon

順德聯誼會胡兆熾中學第六屆 Super 24 邀請賽

Third Class Honour – 1R Wong Wing Yan Esther, 1W Chan Ngai Hang, 2G So Hin On,
2R Fung Kin Chung

全港中、小學「T字之謎」大賽

Second Class Honour – 2G So Hin On

培正數學邀請賽 2015

Award of Merit – 1W Po Chun Wo

Hong Kong Budding Scientists Award, Science Knowledge Quiz organised by the Education Bureau

Third Class Honour – 3R Chan Cheuk Wai, 3W Leung Wing Ki

Others

Creative Visual Arts Work (2014/15) organized by the Arts Education Section of the Education Bureau

Gold Prize – 6R Jacky Wong

五十一屆學校舞蹈節（由香港學界舞蹈協會有限公司及教育局聯合主辦）

單人舞甲級獎 – 6R 戴紫瑤

Junior Achievement Company Programme 2014-15

Company Awards

Best Product / Service (Merit)

Best Creativity and Innovation (Merit)

Corporate Social Responsibility

Individual Awards

One of four finalists for Best Chief Executive Officer (CEO) – 5G Choi Lai Wa

Best Information and Technology (IT) Director – 5G Mak Sui Kan

Most Valuable Player – 5B Lee Lok

Inter-school E&M Safety Quiz organised by the Electrical and Mechanical Services Department, HKSAR Government

3rd runner-up - 2R Fung Kin Chung, 2R Tsang Hin Yat, 2R Tsui Ho Ki, 2W Li Kin Wai Calvin

Ho Lap College Invitational Scrabble Championship 2015

Junior Secondary Category 1st runner-up – 5G Yongmanvong Chaimongklun, 5G Herbert Ma,

5B Horace Wai, 3R Thomas Li, 2W Calvin Ma, 1W Brian Po

Individual Rank 2nd Place – 2W Calvin Ma

S.T.F.A. Leung Kau Kui College – The 10th Inter-school Invitational Scrabble Tournament 2015

Junior Category Champion – 3R Li Pun Wang, 2W Ma Tsz Chun, Calvin, 1R Yu Hei Man,
1R Wong Wing Yan Esther, 1W Po Chun Wo

HKSSPA WESPA-UWA 10th World Youth Scrabble Championship Hong Kong Qualifier

2W Calvin Ma – Selected to represent Hong Kong at the WESPA-UWA 10th World Youth Scrabble Championship to be held in Perth, Australia in Oct-Nov 2015

Sports

2014-2015 Inter-School Badminton Competition

Girls Overall Champion

Girls B Grade Champion – 4B Lo On Kiu, 4B Wu Yee Ting, 3W Liu Chit Ka,
3B Hui Yan Tung, 3B Kwong Tik Yin

2014 Yau Tsim Mong Badminton Age Group Competition, Girls Double Group L

2nd runner-up – 4B Wu Yee Ting, 4B Lo On Kiu

Inter-School Swimming Championships 2014-2015

50m Free Style Boys C

Gold Medal – 2R Tsang Hin Yat

100m Free Style Boys C

Gold Medal – 2R Tsang Hin Yat

Silver Medal – 1W Yuen Chun Sun

200m Individual Medley Boys C

Silver Medal – 1W Yuen Chun Sun

4x50m Free Style Relay Boys C

Silver Medal – 2R Tsang Hin Yat, 1B Lai Long Sing, 1W Yuen Chun Sun,
2G Wong Kwok Ho

4x50m Medley Relay Girls C

3rd runner-up – 1W Tang Wing Ka, 1R Lau Ponette Abigail, 1R Wong Wing Yan, 1G Au Pak Yu

2014-15 全港學界閃避球分區挑戰賽

港九區女子組冠軍 – 6R 梁美琪、6G 鄭少琪、6R 李穎琛、5B 林穎彤、4B 盧安喬、4B 黃詠兒、3B 鄺迪妍、
3B 黃靖琦、3W 廖哲嘉、3W 湯建蘋、2B 黃尹琳、2W 彭若琳、1G 魯楚琪、1W 成思穎

2015 全港校際閃避球錦標賽

中學女子組盃賽殿軍 – 6R 梁美琪、6G 鄭少琪、6R 李穎琛、5B 林穎彤、5G 崔倩彤、4B 盧安喬、
4B 黃詠兒、2B 黃尹琳、2G 陳芷穎、2W 彭若琳、2W 王思靈、1B 譚斯元

All Stars 全港十大女子閃避球員 -- 4B 盧安喬

2014 年度全港彈網公開錦標賽

男子公開組冠軍 – 5W 文日羲

男子公開組團體季軍 – 5W 文日羲

2013/14 Young Athletes Fencing Training Scheme Competition

Ladies Foil 1st runner-up - 3B Cecilia Kwong

Squash Awards of 3B Cecilia Kwong:

Hong Kong Squash Championships 2015 – Women's B Grade Champion

Hong Kong Squash League 2013/2014 – Division 17B Champion

Summer Squash League 2014 – Division 9B 1st runner-up

District Age Group Squash Competition 2014:

- Island District Squash Competition 2014 (Junior FC) – Champion
- Kwai Tsing District Squash Competition 2014 (Youth F) – Champion
- Tai Po District Squash Competition FF (2014-2015) – Champion
- Tsuen Wan District Squash Competition 2014 (FC) – 1st runner-up
- Sai Kung District Squash Competition 2014 (F13-18) – 1st runner-up
- Sha Tin District Squash Competition 2014 (FD) – 2nd runner-up
- Hong Kong Region Squash Competition 2014 Youth (FE) – 2nd runner-up
- Kowloon District Age Groups Squash Competition 2014 (FE) – 3rd runner-up

Music

67th Hong Kong Schools Music Festival

2nd-runner-up in Cello Concerto – 1G Lau Kwan Chak

Students obtained altogether 21 Certificates of Merit and 15 Certificates of Proficiency in various types of singing and instrumental events.

2nd Hong Kong International Music Festival 2015

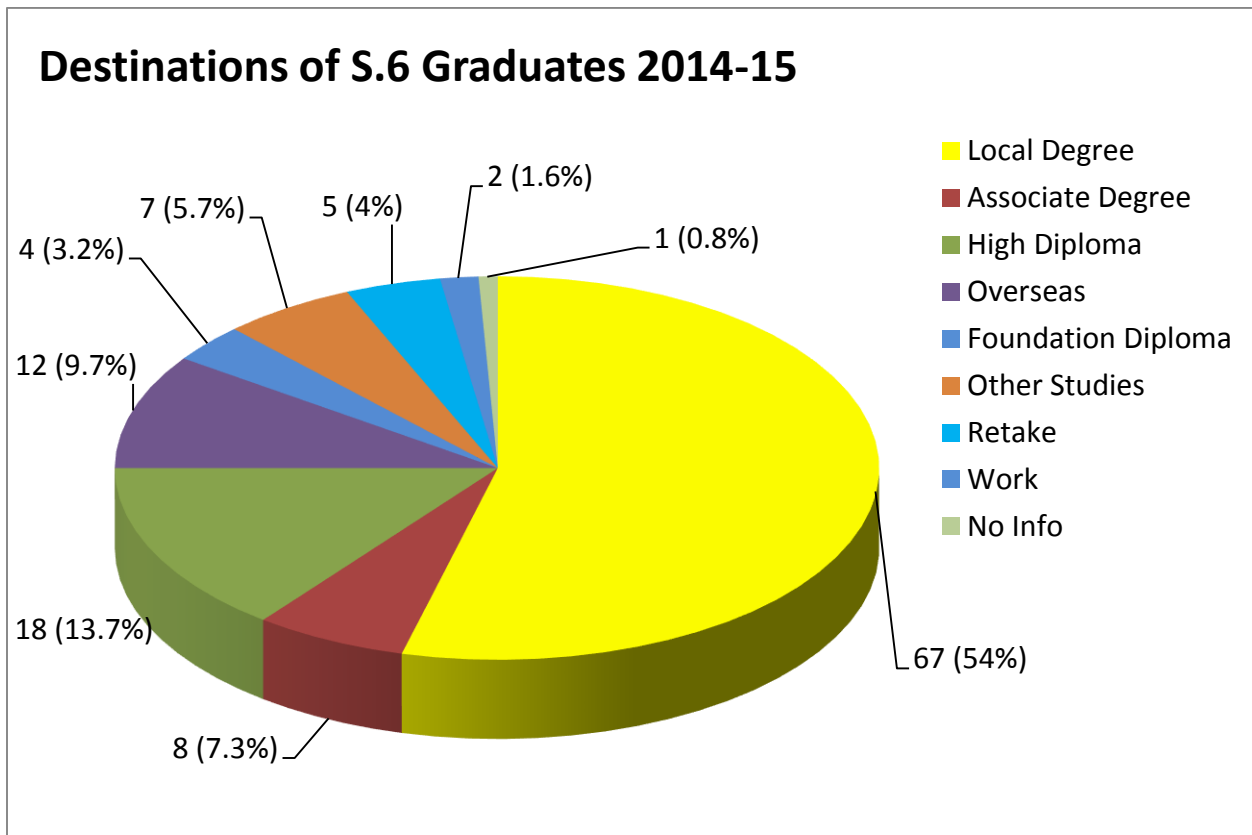
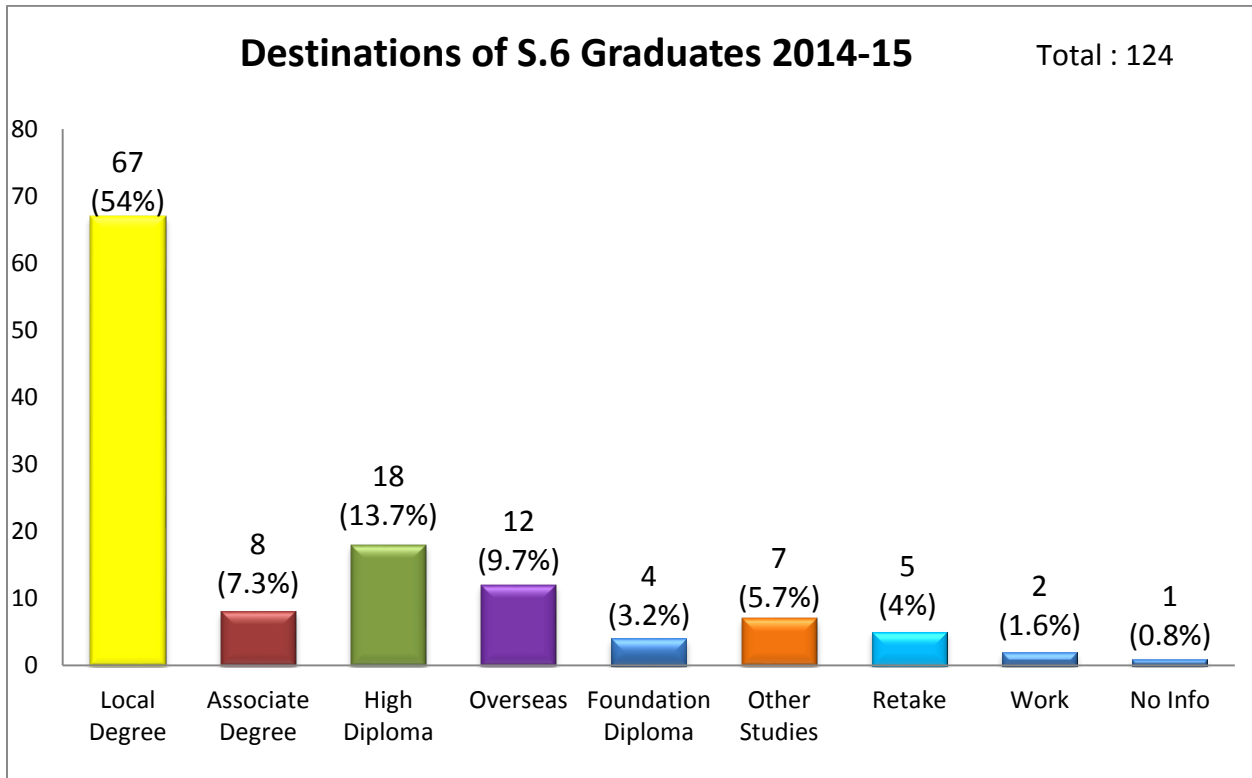
Award certificate for the String Youth Division (Cello) – 3G Hui Hoi Lam

23rd Heran Cello Competition 2015

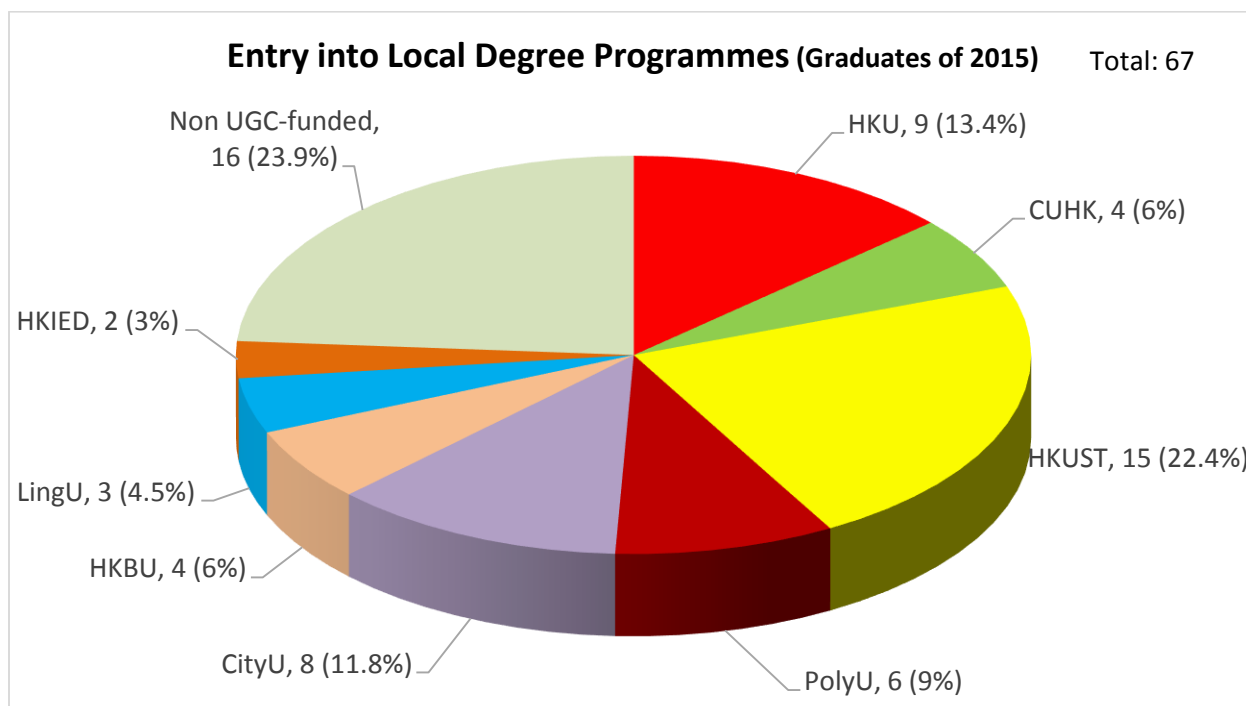
(23. ročník Heranovy violoncellové soutěže, held in Czech Republic)

1G Lau Kwan Chak received a Cello Trophy and a Cello Diploma Certificate.

Pursuits of Graduates



Entry into Local Degree Programmes (Graduates of 2015)									
HKU	CUHK	HKUST	PolyU	HKBU	CityU	LingU	HKIED	Non-UGC Funded	Total
9	4	15	6	4	8	3	2	16	67
13.4%	6%	22.4%	9%	6%	11.8%	4.5%	3%	23.9%	100.0%



End of Report

Annex – Report on the Use of Grants (2014-15)

Grant	Amount B/F (\$)	Received in 14/15 (\$)	Spent in 14/15 (\$)	Funds Set Aside for LSP (\$)	Balance (\$)
Capacity Enhancement Grant (CEG)	48,145.67	557,148.00	(283,220.00)	8,110.16	330,183.83
Senior Secondary Curriculum Support Grant (SSCSG)	45,427.39	621,144.00	(302,570.16)	-	364,001.23
Career And Life Planning Grant (CLP)		517,620.00	(500,247.00)		17,373.00
Learning Support Grant	95,762.00	403,000.00	(418,629.14)	-	80,132.86

Use, Progress and Evaluation:

- 1) Following ongoing consensus among teachers and parents, the CEG and SSCSG grants continued to be used in employing additional teachers and teaching assistants to share all teachers' workload and to solve the problems of subject mismatch under the New Senior Secondary Curriculum.
- 2) As stipulated in the Annual School Plan of 2014-15, the newly-introduced CLP grant was mainly spent on employing a 0.5 teacher to relieve current careers teachers' teaching load and to employ one teaching assistant to run the logistics of the CLP programmes.
- 3) In the 2014-15 academic year, 2 teachers, 2 teaching assistants and one Technical Support Staff were employed under the 3 grants (i.e. CEG, SSCSG & CLP). The additional manpower provided support to all teachers and enabled them to focus more on their own areas of expertise. So, it was widely agreed that these grants would continue to be used in similar ways in the next year.

**School-based After-school Learning and Support Programmes 2014/15 s.y.
School-based Grant - Programme Report**

Name of School: Methodist College

Project Coordinator: Mr Chong Chi Shing Contact Telephone No.: 2384 3543

A. The number of benefitting students under this programme is 110 (including A. 17 CSSA recipients, B. 93 SFAS full-grant recipients and C. 0 under school's discretionary quota)

B. Information on Activities under the Programmes

*Name/type of activity	Actual no. of participating target students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Tutorial Service	3	22	0	80%	11/2014-8/2015	9,130.00	Completion & Summer Assignment Rate of participation	Methodist College	
Art & Culture	3	20	0	90%	9/2014-6/2015	27,108.00	Teachers' observation Rate of participation	Methodist College	
Sports	5	5	0	90%	9/2014-6/2015	3,400.00	Teachers' observation Rate of participation	Methodist College	
Visits & Excursions	13	83	0	100%	10/2014-5/2015	7,373.90	Students' feedback	Methodist College	
Confidence Building	2	0	0	100%	9/2014-6/2015	430.00	Students' feedback	Methodist College	
Leadership Training	6	53	0	100%	9/2014-8/2015	65,630.00	Students' feedback	Methodist College	
Learning Skill Training	0	4	0	100%	7-8/2015	12,900.00	Students' feedback	Local University	
Total no. of activities: 30									
@No. of participation counts	32	187	0						
**Total no. of participation counts	219				Total Expenses	125,971.90			