



Methodist College

School Report, 2015-2016

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**owloon, 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.

Part 1: Achievements and Reflection on Major Concerns

Major Concern 1: Developing Good Quality Lessons (Stage 3)

Objectives:

- 1) **To raise teachers' capacity of developing good quality lessons through the use of effective questioning to develop a student-centered classroom**
- 2) **To nurture students' learning capabilities: to increase students' participation in class and develop students' self-directed learning attitude**

Strategies and Progress:

- a) Developing good quality lessons through the use of effective questioning:
- Since this year was a continuation of the effort of the previous two years, the same Lesson Observation Form was used. Nine items on the elements of a well-structured lesson and effective questioning were highlighted so that teachers could clearly assess whether they had met the requirement.
 - Collaborative lesson planning and lesson study
 - Two collaborative lesson preparation sessions were arranged.
 - Each lesson study group submitted a lesson plan (including lesson objectives, lesson rundown, questioning methods, assessment practices) of the chosen topic.
 - Sharing from teachers and departments were arranged on Staff Development Days and in staff meetings.
 - Staff development Day (26/8/2015) – 6 teachers from different subjects shared some questioning strategies on how to involve different students to answer the questions.
 - Staff development Day (13/6/2016) – Sharing from LS department on e-learning
 - At least 40% of teachers in different departments shared teaching pedagogies / strategies in department / subject meetings over this 3-year cycle. Some subjects could even achieve 100%.
 - Over the 3-year cycle, more than 18 hours of CPD were arranged by the school for teachers to develop teaching and learning strategies (including collaborative lesson planning, staff development workshops).
- b) Nurturing students' learning capabilities:
- Pre-lesson preparation was emphasized. More and more subjects designed worksheets and tasks to assist students in preparing for the lesson.
 - High-order Thinking (HOT) was embedded in classroom teaching / assignments – Each subject submitted 3 samples of HOT assignments from each form for record.
 - Students' learning progress and performance continued to be assessed and monitored through a variety of continuous assessments, such as quizzes, assignments, project work and class performance. Self- and peer- assessment tasks were employed by some

subjects. Some subjects also designed follow-up tasks based on students' common weaknesses or encouraged them to make personal improvement plans. More subjects required students to do self-evaluation after tests / exams.

- Review of learning progress (at school level)
 - Learning evaluation day (6/7/2016): Class teachers saw students in groups or individually to discuss their academic performance and personal development.
 - Learning questionnaire (senior form students): S4-5 students evaluated their learning strategies and learning attitudes, and communicated their needs to their teachers.
- Placing a higher expectation on students' work

Evaluation:

a) Developing good quality lessons through the use of effective questioning:

- From the lesson observation forms collected, 93% of lessons observed were able to achieve 6 out of 9 highlighted items in the Lesson Observation Form.
- According to teachers' self-evaluation about the 9 highlighted items:
 - ✧ On the 7 items about well-structured lessons:
 - More than 90% of teachers thought that different items ('clear lesson focus', 'well-sequenced activities' and 'appropriate pace') were 'always' or 'often' embedded in their lessons.
 - Two items 'require learners' pre-lesson preparation' and 'encourage learners' reflection' were a bit lower in percentage, but still about 70% of teachers thought that these 2 items were 'always' or 'often' embedded in their lessons.
 - Over 95% of teachers thought that their lesson designs were always or often well-structured.
 - In the department/subject-based survey, 100% of subjects agreed or even absolutely agreed that the major concern about developing well-structured lessons was well-achieved in this 3-year cycle.
 - ✧ On the 2 items about questioning:
 - More than 85% of teachers thought that they had allowed sufficient wait time (choosing 'always' and 'often') in questioning.
 - Nearly 70% of teachers thought that they 'always' or 'often' used various response formats in questioning.
 - Nearly 80% of teachers thought that they always or often made use of effective questioning strategies in increasing students' participation.
- Different subjects reported using various methods in class to increase students' engagement: group work / pair work, collaborative learning (with different roles assigned to students), group quiz competition, peer teaching / assessment, think-pair-share, e-learning (e.g. Plickers cards), etc. They found these methods effective in raising students' participation in class and would continue using them in the future.

- 75% of subject teachers (from different subjects and forms) thought that the collaborative atmosphere among teachers was very good. The increased collaboration provided opportunities to share different teaching materials and strategies and to explore new pedagogies. It helped enhance teaching effectiveness.
- The feedback from teachers on the collaborative lesson planning sessions was positive. Such arrangements would continue.
- Teachers would like more input to be provided and more sharing to be done in order to exchange different ideas on how to make use of different questioning methods in engaging students in the learning activities.

b) Nurturing students' learning capabilities:

- From the teachers' survey, over 65% of teachers always or often required students to do pre-lesson preparation.

Evaluation from different subjects:

- Formats used in pre-lesson preparation: textbook reading, pre-lesson worksheet, watching video clips, newspaper cutting exercise, etc. Different formats of pre-lesson preparation could be explored and shared among different subjects so that more students' participation (even from less-able ones) could be expected during lessons.
- Teachers found pre-lesson preparation useful in helping students build up confidence in learning. They were provided opportunities to understand some abstract concepts or vocabularies before the lessons. It was also a way to cater for different needs of students.

- From the teachers' survey, 65% of teachers always or often required students to have self-reflection after lessons / tests / exams.

Evaluation from different subjects:

- More subjects tend to require students to have self-reflection after tests and exams, instead of having self-reflection after every lesson. Due to limited teaching time, some subjects found it difficult to ask students to have learning reflection during the lesson / at the end of the lesson.
- Students needed to be taught how to do a fruitful evaluation on their learning. Otherwise, their self-evaluation would be of a 'low' level. Perhaps more specific guidelines could be given in directing the students on how they should evaluate their learning. More input and sharing among different subjects could be done in future in exploring different ways in getting students to have more fruitful evaluation.

- From the teachers' survey, at least 80% of teachers agreed or even strongly agreed that students had shown improvement in their learning attitude regarding answering questions, engaging in learning tasks in class and being reflective about their learning.
- Some subject teachers commented that students were still rather passive in learning. They were not willing to elaborate their answers especially when they encountered HOT questions.

- From the teachers' survey, 80% of teachers always or often placed a high expectation on students' work.

Major Concern 2: Building a Positive School Culture (Stage 3)

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. "Everyone for the Class" system, class tees and "Good People Good Deeds" were carried out in all classes.
2. A "My Class" MCTV programme was added. All classes made their own class video which was broadcast in MCTV.

Through Whole school activities

3. Following the success last year, a short story with positive values was added at the beginning of every MCTV program. It was well received.
4. In the whole school assembly on 18/12/2015, all teachers and students participated in an activity called "Tree of Gratitude", with every one of them writing words of appreciation and gratitude on papers which made up the leaves and flowers of an iconic "Tree of Gratitude" that stood in the school lobby. The tree served both a symbolic and practical effect to enhance the theme.
5. Our school joined the QEF "Film for Life Education" Project spearheaded by the Methodist Church, Hong Kong, our school sponsoring body, as one of the participating schools. The project aimed to instill positive values and insight reflective thinking in students. Under the project, the Japanese film "Happily Ever After" was shown to all students with follow-up discussions on our Life Education Day (23/3/2016), while the Korean film "The Attorney" was shown to senior forms and recent hit "Inside Out" was shown to junior forms, with pre- and post-viewing activities to enhance students' reflections.

Through the work of various subjects, teams and committee

6. Each subject, department, committee and team continued to try and include the positive values in their annual program plans. They echoed the same theme either through the homework assigned or through the activities organized. Overall speaking, more teachers had introduced strategies to reward students' class participation and achievements.

Others

7. 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 10 reading articles were used.
8. A Hunger Banquet was held on 29/4/2016. 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.
9. A Voluntary Service Group was formed to gather a group of students who were more eager to serve society. A total of 27 S3-5 students participated in various activities co-organized by Life Education Committee and Playground Association. The activities included Visiting Elderly in Cheung Chau, Food Collection for Food Bank, Flag-selling, Rubbish-picking at Beach and Service for Young Children.
10. A Volunteering Service Learning trip to Nanjing was co-organized with the Amity Foundation from 26 to 31/7/2016. 14 students and 2 teachers joined this trip, in which they spent about a week organizing meaningful activities for orphans on the mainland. This kind of service learning trip broadened the horizon of our students and helped develop their empathy.
11. Under the QEF "Film for Life Education" mentioned above, the local documentary film "The Taste of Youth" was shown to all teachers during staff development day on 23/8/2016. There was a post-viewing dialogue with Mr. Cheung King Wai, the film director, as well as group sharing among teachers.

Evaluation:

- a) For the Class Video campaign, Most of the video clips were well made and touching. Students found it both interesting and challenging in the filming process. This activity helped build class spirit and raise the sense of belonging. It could be done again with different themes.
- b) According to the survey done after the Life Education Day, 68% of students agreed that they were inspired by the positive attitude of the girl in the movie. More than 70% of students liked movie as an element of life education.
- c) In the final survey for major concern 2 at the end of the three-year cycle, more than 90% of students expressed that they liked to be a member of their class. 88% liked to serve their class. 68% expressed that the life education readings helped them think positively. 75% said that the life education story on MCTV helped promoting positive thinking. 90% expressed that they would strive for improvement no matter how they did in the previous tests and exams. 90% believed that they could do better in the future. 83% felt that their schoolmates cared about them. 84% said that they felt that the teachers cared about them.
In conclusion, the strategies were successful in enhancing students' sense of belonging and developing a positive school culture.

Part 2: Areas Outside Major Concerns

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

Management and Organization

There was no restructuring or major changes in this year. In the academic arm, all subjects were grouped under six departments, namely, English, Chinese, Mathematics, Liberal Studies, Science, PSHE and Cultural. In the administrative arm, all work was divided under six committees and ten core teams.

Staff Development and Achievement

- 1) There were 49 full time teachers and 5 part-time teachers.
- 2) All of the teachers were degree holders, among whom 41, including the Principal, had one or more Master's Degree, accounting for 76% of the teaching staff.
- 3) The following teachers completed the respective courses below:

Name of Teacher	Course Completed
Ms Tsang Yuet Man	Master of Arts in Chinese Language Education, by CUHK
Mr. Lau Chi Chiu	Establishing and Supporting a Learning Circle for Secondary Schools using English as the Medium of Instruction for the Key Learning Area of PSHE (3 days), by PolyU
Ms Lee Wai Sze	
Ms Wong Man Fung	

- 4) Professional network or service of our teachers

Name of Teacher	Network / Service
Mr. Fu King Yeung	Speaker in the Sharing Session on "Visual Arts Portfolio Building" for Secondary School Visual Arts Professional Learning Community, by EDB, 26/2/2016
Ms Lau Yin Ling	Gifted Education Teachers Network on Humanities
Ms Lee Wai Yee	EDB Secondary School Visual Arts Professional Learning Community
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
	Part-time Lecturer, Faculty of Education, HKU
Mr. Tang Chi Wai Desmond	Gifted Education Teachers Network on English Language
Mr. Wong Kam Fu	Columnist for Ming Pao "Liberal Studies" Page
Ms Yan Suk Yee, Stella	Gifted Education Teachers Network on English Language
Ms Yick Doi Pei	Gifted Education Teachers Network on Mathematics

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 2016.

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
QEF Project on "Films for Life Education" (賞『析』電影，探索人生)	Methodist Church, HK	Whole school

Learning and Teaching

- 1) As "Developing Good Quality Lessons" was the major concern of the year, much of it was already covered previously in this report.
- 2) To broaden students' choices of NSS elective subjects so as to cater more for students' diverse abilities and needs, this year, in collaboration with Pui Ching Academy, we began offering the NSS Category C (Other Language) subject for students' selection. Japanese and French were offered.

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 more regular aspects:

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: 17 Student Organizations, 16 Clubs and Societies and 19 School Teams. Together they organized various types of activities for all students, and provided good training grounds for students to enhance their leadership and skills of collaborating with others. Besides, training classes were also organized, with the largest number of students participating in musical instruments classes, followed by sports courses, 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. 87 students of S1-5 joined the Basic Leadership training scheme. This scheme comprised 3 training sessions and one overnight camp. 84 students completed the scheme and were awarded certificates, which would give them an edge when they competed for positions of responsibility later on. As a practicum before the trip, the young leaders coordinated a Mini Concert for parents and students (18/12/2015). 32 selected student leaders went on an exchange trip to Taiwan (named 「探察寶島- 新領袖體驗計劃之台灣交流團」) during the period 24-31/3/2016, with 8 sessions of pre-trip training, 2 sessions of pre-trip seminar, one post-trip BBQ reunion and evaluation camp as well as one MCTV programme made to share their gains from the trip.

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, Giulia Guccione from Italy and Max Loizeau-Radwan from France joined us as full time students for a year. In November, we hosted students from Methodist Boys Secondary School Kuala Lumpur for two weeks. 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
WESPA-UWA 10 th World Youth Scrabble Championship – Representative of the Hong Kong Team	29/10 – 3/11 (6 days)	1 student of S3	Perth, Australia	Hong Kong Student Scrabble Players Association
IFNFSYS Programme (Japan-East Asia Network of Exchange for Students and Youths) 21世紀東亞青少年大交流計劃	15/12 – 23/12 (9 days)	1 student of S5	Hiroshima, Osaka, Tokyo, Japan	Japanese Government
JCI Asia Youth Exchange Programme	17/3 – 22/3 (6 days)	1 student of S1	Penang, Malaysia	JCI Hong Kong
Taiwan Leadership Training Programme	24/3 – 31/3 (8 days)	32 students of S1-5	Taiwan	Methodist College
Immersion Programme to UK	22/6 – 6/7 (15 days)	2 students of S4 & 2 students of S5	Woodhouse Grove School, Bradford, UK	Methodist College
Malaysia Exchange Programme (Focus on IT and Robotics)	13/7 – 25/7 (13 days)	5 students of S2	Methodist Boys' Secondary School Kuala Lumpur, Malaysia	Methodist College
Immersion Programme to Singapore	24/7 – 6/8 (17 days)	4 students of S2	Anglo-Chinese International School, Singapore	Methodist College
「同燃童心」2016 黔港青年關愛蘇北孤兒夏令營	26/7 – 31/7 (6 days)	14 students of S3-5	Nanjing, China	The Amity Foundation 愛德基金會
Overseas “ Low Carbon City” Study Mission	9/8 – 16/8 (8 days)	10 students of S2	Malmo, Sweden and Copenhagen, Denmark	Environmental Bureau, HKSAR
WESPA-UWA 11 th World Youth Scrabble Championship – Representative of the Hong Kong Team	24/8 – 1/9 (9 days)	1 student of S2 & 1 student of S3	Lille, France	Hong Kong Scrabble Players Association
善德關愛科研青年發展計劃 – 2016 北京、西安航天科技發展考察團	24/7 – 31/7 (8 days)	1 student of S5	Beijing, Nanjing, China	香港科技協進會及香港善德基金
UK Cambridge English & Science Summer Programme	31/7 – 13/8 (14 days)	1 student of S3	Churchill College, Cambridge University, UK	Cambridge English & Science Summer Programme

3) Religious Life:

Regular events like religious assemblies, Student Christian Fellowship (SCF) meetings, morning prayers with Bible sharing and morning prayer meetings were held throughout the year. There were some special events as follows:

- Two Teacher Christian Fellowship meetings were held, with 10-15 teachers attending each time to have lunch, praise and worship, fellowship and prayer together.
- F1 Alpha course (Oct.-Dec. 2015) and F1 Alpha Camp (11-12/12/2015) were held. 3 students pledged their faith in God and 30 students were willing to further participate in follow-up cell groups.
- The title of this year's Evangelistic Week (4-15/3/2016) was “站在破口中”. A Christian fellowship, “得生團契” was invited to have a music and gospel sharing with the students. A Christian book fair and two gospel gatherings were held during lunch time and a gospel movie show was held after school. A total of 49 students confirmed their faith and 20 students showed further interest in the Christian faith.
- An Easter Gospel Camp attended by 42 students, 6 teachers and 2 Church co-workers was held on 30/3-1/4/2016. A total of 5 students confirmed their faith and 10 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.

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 generously injected \$463,800 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 fourth 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 201 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 14/11/2015. Special activities were organized for Talent Pool members both within and outside school. Apart from professional coaching for external competitions, courses were held for S2-3 Talent Pool members, with 18 joining a course on creative and critical thinking, while 15 joining a World Class Arena problem-solving course. Both courses were very well received. 15 students were admitted to HKAGE courses while 11 were selected and subsidized to join the summer programmes of various universities and institutes. Through the EDB's Gifted Education Teacher Network, 14 S2-3 students joined the English i-World Program. Whole-class gifted education was tried out in Class 2R using the Self-directed Learning (SDL) and HEROIC model. 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 (12/12/2015). This was the second year that a Coronation Ceremony was introduced in the Founders' Day Thanksgiving Service (7/11/2015) to honour those alumni who had graduated for 30, 40 50 and more than 50 years. A total of 74 attended. With the connection of our alumni, we arranged a visit to Jetta Company Limited (a leading original Equipment Manufacturer (OEM) in the toy industry) in Nan Sha District to broaden our students' vision in the professions of manufacturing and marketing. During the Leadership Training Trip to Taiwan, our alumni played host to our visiting teachers and students. There was one new scholarship donated by our alumni of Class 1983 in honour of the deceased Mr Cheng Chung Ho (named Mr. Cheng Chung Ho Jeremy Award for Teacher Development) in this year.

7) Career and Life Planning Education:

- The Careers Team was expanded with 10 teaching staff as members and a CLP Core Group comprising 5 key members.
- Starting from this year, CLP lessons were offered in the timetables of all senior form classes (S4-6). These lessons, taught by the Careers Mistress, were a school-based curriculum covering a wide range of topics, from knowing oneself to knowing the world of work, as well as knowing the spectrum of pathways leading to different careers. There were also practical sessions on personal grooming, including interview skills and even skin care. The feedback from students was positive. Based on the experience gained this year, the curriculum would be continuously revised to make sure it provides

- the necessary life skills to the senior forms students so as to prepare them for their future.
- In junior forms, CLP continued to take the form of special projects delivered mainly through the Class Teachers.
 - With the additional manpower provided by the CLP grant, more individual careers counselling sessions were offered by the Careers Mistress to those students in need of guidance. A total of 40 individual careers counselling sessions were scheduled, benefiting a total of 25 students in this year.

Student Performance

Academic Performance

Hong Kong Diploma of Secondary Education Examination 2016

- 110 students sat for the examination.
- Students obtained a total of 35 distinctions (Level 5* or above), 329 credits (Level 4 or above) and 650 passes (Level 2 or above). While the percentages of gaining the higher grades were a little down from last year, the percentages of gaining Level 3 or above (at 86.5%) and Level 2 or above (97.7%) were the highest in all years of the examination. 80.9% of students satisfied the admission requirement for university (≥ 3322). The percentage satisfying the requirement for local sub-degree programmes (≥ 22222) was 94.5%, the highest among all five years of the DSE examination.
- As usual, in most subjects, our students performed well above the territory's average. The credit and pass rates of core subjects and some well-performing elective subjects were as follows:

Subject	4 – 5** (MC)	4 – 5** (HK)	2 – 5** (MC)	2 – 5** (HK)
English Language	52.3%	27.4%	100%	80.5%
Chinese Language	45%	26.7%	100%	84.4%
Mathematics	51.8%	39.1%	98.2%	81.1%
Liberal Studies	41.8%	35.6%	97.3%	88.7%
Economics	83.7%	45.2%	100%	85.1%
Chinese History	63.2%	36.3%	94.7%	89.9%
Information & Communication Technology	37.5%	26.5%	87.5%	80.6%
Visual Arts	33.3%	23.5%	88.9%	84.9%
Business, Accounting & Financial Studies (Accounting)	54.2%	43.2%	100%	90.6%
Physics	62.2%	49.4%	94.6%	90%

External Awards

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

Academic

67th Hong Kong Speech Festival (English Speech):

Solo Verse Speaking

Champion – 2R Lam Wing Kwan, 3G Chan Chi Wing

1st Runner-up – 2W Tang Wing Ka, 3W Wong Sum Hang

2nd Runner-up – 1B Chan Ching Nam, 6B Lai Man Sum

Dramatic Duologue

1st Runner-up – 6B Favretto Eileen, 6B Yip Bonnie

2nd Runner-up – 3R Liu Wing Sze, 3R Wong Cheuk Lam,

6B Au Yeung Lai Hang, 6B Leung Sum Yi

Another 31 students obtained Certificates of Merit.

Hong Kong Secondary Schools Debating Competition 2015-2016

Term Two KLN & HKI Junior Division

Champion – 3W Chui Wai Hong, 3W Wong Sze Ling, 3W Tang Yee Ting, 3W Wong Tak Ching

EMI Drama Fest 2016 – Overall Creativity Award

The 20th Hong Kong School Chinese and English Penmanship Competition

English Penmanship Competition Secondary School Junior Sector

1st Runner-up – 1R Wong Ho Wo

HKSPA Inter-School Scrabble Championship 2016 – Secondary (Open)

First Place – 4B Ngan Fu Ting, 4G Li Pun Wang, 3W Ma Tsz Chun, 2R Yu Hei Man, 2W Po Chun Wo, 1W Chan Grayson

Most Valuable Player – 3W Ma Tsz Chun

(Ma Tsz Chun and Ngan Fu Ting represented HK in the World Youth Scrabble Championship 2016 held in France in August 2016.)

CCC Mong Man Wai College 4th Mini Scrabble Match 2015-2016

Junior Secondary Category

Champion – 3W Ma Tsz Chun, 2R Yu Hei Man, 2W Po Chun Wo, 1R Lee Sheung Yan

Bingo Machine – 3W Ma Tsz Chun

High Game – 2W Po Chun Wo

Senior Secondary Category 1st Runner-up

4B Ngan Fu Ting, 4W Li Pun Wang, 1W Chan Grayson

第六十七屆香港學校朗誦節中文朗誦比賽:

二人朗誦(粵語)

冠軍 – 3R 連思詠、3R 朱璧虹

亞軍 – 6B 鄧穎雪、6B 余煥嫦

散文獨誦(普通話)

季軍 – 5B 許詠淇

季軍 – 5W 明曉茵

共有 21 位同學獲優良獎狀

【第 41 屆全港青年學藝比賽】2015-16 全港青年演講比賽

粵語(初中組)全場總冠軍 – 2R 林詠鋆

九龍地域中學生演講比賽 2016

初中組冠軍 – 3B 林詩敖

初中組優異獎 – 3R 廖詠詩

第十屆「善言巧論」— 全港學生口語溝通大賽

「中學文憑小組討論」小組優異獎 – 5G 張志能、6B 賴雯心

2015-2016 全國青少年語言知識大賽(全國作文現場比賽)

晉級賽三等獎、決賽二等獎 – 2R 王穎仁

晉級賽一等獎、決賽特等獎 – 3R 林琬旻

晉級賽二等獎、決賽三等獎、總決賽特等獎 – 3R 譚迪文

晉級賽三等獎 – 4B 李曉欣

中國語文菁英計劃 2015 - 2016

菁英銅獎 – 3R 廖詠詩、3G 張子浩

第二屆香港中學生文藝散文即席揮毫大賽(2016)

初中組優異獎 – 2R 林詠鋆

通識徵文比賽 (由香港電台主辦)

第八期「每月優秀作品」初中組 – 3B 李卉雪

第九期「每月優秀作品」初中組 – 2R 袁曉澄

全港青年中文故事創作比賽 (2015-16 年度)

初中組優異獎 – 3W 黎灝晴、3R 徐潔瑩

高中組優異獎 – 4B 譚秀靜

香港中學生模擬法庭比賽 2015-16

短片製作獎(團體)冠軍

5B 胡綺庭、4G 梁嘉慧、5G 方健豪、5G 周健鵬、校友 Erik Chan、4G 何可柯、4B 譚秀靜、6B 賴雯心、3B 李卉雪

The 18th Hong Kong Youth High Mathematical Achievers Selection Contest

2nd Class Honour – 3R Tam Pui Shan

3rd Class Honour – 3R Chin Heung Wing

3rd Class Honour – 3R Fung Kin Chung

The 15th Pui Ching Invitational Mathematics Competition

Outstanding Award – 1W Lau Trenton

Super 24 Mathematics Competition organized by STFA Seaward Woo College

3rd Class Honour – 2W Yeung Cheuk Hin

Youth Energy Saving Award 2016

Platinum Award

2R Choy Batsy, 2R Lam Wing Kwan, 2R Kong Mei Yi, 2R Kwong Hoi Yan, 2R Lam Ho Ching, 2R So Tin Wing, 2R Tam Hau Yee, 2R Tsoi Yuet Kiu, 2R Yuen Hiu Ching, 2R Yu Hei Man

(The team was treated to a free Low Carbon City Tour with officials from the Environment Bureau to visit Sweden and Denmark in August 2016.)

Bronze Award

4B Lo Wai Sum, 4B Kwok Hiu Sim, 4B Kwok Ka Wai, 4B Liu Chit Ka, 4B Siu Man Shuen, 4B Ng Li Man, 3R Chiu Cheuk Lai, 3R Fung Kin Chung, 3R Leung Hon Tsung, 3R Li Kin Wai

The Hong Kong Youth Science and Technology Innovation Competition (HKYSTIC) 2015-2016

2nd Runner-up – 4B Tsoi Hui Ling Candace, 4B Chan Cheuk Wai, 4B Leung Wing Ki

Secondary School Mathematics and Science Competition 2016 organized by The Hong Kong Polytechnic University

Chemistry

High Distinction – 5B Lai Long Yiu

Distinction – 5B Kwok Tsz Ching, 5B Mak Wai Yan, 5B Tang Ho Tin

Physics

Credit – 5B Lai Long Yiu

Proficiency – 5B Wong Ka Hei, 5B Wong Wing Hei

Biology

Credit – 5B Yeung Hiu Yee

Proficiency – 5B Lai Long Yiu, 5B Tang Wing Hei

Sports

Inter-school Swimming Competition 2015-2016:

50m and 100m Freestyle Boys C

Champion – 2R Yuen Chun Sun

Boys C Overall Competition 2nd runner-up

1B Chan Ching Nam, 1B Cheng Chun Fai, 2G Lai Long Sing Alexander, 2R Yuen Chun Sun

4X50m Freestyle Relay Boys C 2nd runner-up

1B Chan Ching Nam, 1B Cheng Chun Fai, 2G Lai Long Sing Alexander, 2R Yuen Chun Sun

50m Breast Stroke Boys C

4th place – 2G Lai Long Sing Alexander

4X50m Medley Relay Girls A 4th place

5R Cheng Chung Ue, 5R Chan Cheuk Sze, 5W Leung Hiu Yi, 6B Lam Wing Tung

Inter-School Basketball Competition 2015-2016

Division 3 (Kowloon Area 1) Girls 1st Runner-up

4W Lai Wing Chi, 5B Lo On Kiu, 5B Wong Wing Yee, 5G Chan Ka Ching, 5G Lung Kam Sau, 5R Wong Yuk Chu, 6B Lam Wing Tung

Division 3 (Kowloon Area 2) Boys 4th place

4B Leung Wing Ki, 2G Lam Ying Kiu, 3G Leung Chun Lok, 4R Leung Ka Chai, 4R Chow Hin Yat Isaac, 3B Ng Siu Kei, 4W Chung Kin Hay, 4W Li Chung Hon, 4W Ng Man Hin, 4W Pang Kei Yin

Inter-school Football Competition 2015-2016

Boys B Division 3 (Kowloon Area 1) 4th Place

3B Yau King Yuen, 3G Zhang Zi Hau, 3G Wong Yiu Ting, 3G Chu Sung Yeu, 3G Lee Cheuk Ho, 3G So Hin On, 3G Chan Wai Chung, 3R Chan King Lai, 3W Wong Ben, 4G Woo Tsun Ho, 4G Chow Ka Yau, 4R Wong Hin Jun, 4R Chan Ka Shing, 4R Lo Ho Cheuk

Inter-school Badminton Competition 2015-2016

Girls A Grade 2nd Runner-up

6B Lam Wing Tung, 6W Leung Yuen Ting, 5B Lo On Kiu Elke, 5B Wu Yee Ting, Bertha, 4B Liu Chit Ka Keren, 4R Hui Yan Tung Christy, 1W Wu Cheuk Laam

Inter-school Athletics Competition 2015-2016

Division 3 (Kowloon Area 4)

Boys B Grade 800m Champion – 4R Lo Ho Cheuk

Boys B Grade 400m 1st Runner-up – 4R Lo Ho Cheuk

Girls B Grade 200m 1st runner-up – 3B Wong Wan Lam

Girls B Grade 100m 2nd runner-up – 3B Wong Wan Lam

Boys C Grade 400m 2nd runner-up – 2W Wong Ching Hoi

Squash Awards Won by 4R Kwong Tik Yin Cecilia

- **HEAD Hong Kong Junior Squash Open 2015** – Girls under 17 Plate Winner
- **Hong Kong Squash League 2014/15** – Final Series Winner (Division 14), 2nd Runner-up (Division 14)
- **Northern District Squash Competition 2015** – WOMEN/YOUTH (WC) Division Champion
- **Sha Tin District Squash Competition 2015** – (FC) Division Champion
- **TECNIFIBRE Squash Cup Hong Kong 2015** – Ladies' B Grade Champion
- **Hong Kong Regional Squash Competition 2015** – Youth (FD) Division Champion
- **Kowloon District Age Groups Squash Competition 2015** – Youth (FD) Division Champion
- **Tuen Mun District Squash Competition 2015** – Female Junior (FB) Division Champion
- **Tsuen Wan District Squash Competition 2016** – FC Division Champion
- **Kwai Tsing District Squash Competition 2016** – Youth F Division Champion
- **Hong Kong Squash Championship 2016** – Women's A Division Plate Winner

School Sports Programme – Squash Team Competition 2015/2016

Senior Secondary Girls Division 1st Runner-up

4B Liu Chit Ka, 4G Law Hung Kwan, 4R Kwong Tik Yin

Inter-school Table Tennis Competition 2015-2016

Division 3 (Kowloon) Girls Overall 1st Runner-up

6G Lee Cheuk Ting, 5B Mak Wai Yan, 5B Tang Wing Hei, 4R Tsang Chi Ching, 4W Lai Wing Chi, 3B Lam Sze Ngo, 3B Lau Sum Yi, 2G Zou Hai Lin, 1R Wong Ming Wai, 1W Lau Yuk Kiu

Inter-school Dodgeball Championship 2015-2016

Hong Kong Island and Kowloon Region 1st Runner-up

1B Chan Tsz Ling, 1B Chow Po Yee, 1G Leung Ka Nam, 1G Liu Pui Yin, 1G Wong Sum Yu, 1G Yip Yi Ka, 1R Chan Yik In, 1W Wu Cheuk Laam, 2B Tam Sze Yuen, 3B Wong Wan Lam, 3G Chan Chi Wing, 3G Pang Yeuk Lam, 4W Lai Wing Chi, 5B Lo On Kiu, 5B Wong Wing Yee, 6B Lam Wing Tung

2015-2016 Hong Kong Secondary School Dodgeball Competition (Organized by HKCDF)

Hong Kong and Kowloon Districts 2nd Runner-up

2B Wong Chi Ho, 2B Wong Yau Hon, 1B Ho Kin Yeung, 1B Cheung Kin Yuen, 1B Cheung Long Siu, 1G Wu Chun Ming, 1R Zhang Shu Wei, 1R Ho Wang Kit, 1W Lai Siu Hang, 1W Chiu Sung Him, 1W Kwok King Hin, 1W Woo Ka Tsung, 2B Chik Man Hang, 2B Yep Siu Kei, 2G Lam Ying Kiu, 3G Yeung Wun San

Judo Awards Won By 4G Chow Ka Yau

- **The 12th Hong Kong Junior Sumo Championships** – Under 60kgs Weight Division Champion
- **AKA Judo Invitational Tournament 2016** – Boys Under 21 Division (Under 60kgs) 1st Runner-up
- **Samsung 59th Festival of Sport - Hong Kong Junior Judo Championships 2016** - Boys Group C (under 60kgs) Division Bronze Medal

Hong Kong Student Judo Championships 2015

Under 66kgs Weight Division 1st runner-up - 6R Chow Kong Kin

Under 60kgs Weight Division 2nd runner-up - 4G Chow Ka Yau

Malaysia 3rd J Cup JR. Judo Championship (International Judo Club Invitational – Malaysia)

Under 66kgs Weight Division 2nd Runner-up – 6R Chow Kong Kin

Under 60kgs Weight Division 2nd Runner-up – 4G Chow Ka Yau

Guangzhou Fencing Junior Open 2015- 2016

Individual and Team events 1st Runner-up – 2W Tang Wing Ka

Inter-school Fencing Competition 2015-2016

Girls C Grade Sabre Division 2nd Runner-up – 2W Tang Wing Ka

17th Annual Inter-school Trampoline Competition

Boys A Grade 1st Runner-up – 5W Erwin Charles Helios

Samsung 59th Festival of Sport Trampoline Competition

Men 18 or Above Division 1st Runner-up – 5W Erwin Charles Helios

School Sports Programme - Joint Schools Sports Windsurfing Competition 2015/2016

Junior Boys Division 11th place – 2B Wong Tsz Ching

Music

68th Hong Kong Schools Music Festival:

Intermediate Mixed Choir in Foreign Language

School Choir - 2nd runner-up

Intermediate Zheng Solo

3G Lam Wing Man - 1st runner-up

Age 14 or under Boys Treble Vocal Solo in Foreign Language

2W Wong Chi To - 2nd runner-up

Another 16 merit awards were won in madrigal, vocal solo, duet, cello, viola, piano, flute, xylophone and yangqin categories.

Visual Arts

2015 至 2016 年度「公共場所火警逃生」四格漫畫創作比賽

冠軍 - 5R 辛安妮

我誠景觀與電影：媒體藝術創作計畫

傑出獎 - 5B 何芯兒 6G 梁祖怡 6R 梁海怡

全港青少年繪畫日_區區畫畫

優異獎 - 5G 蕭美琪

Others

校園+居慳電計劃 2015——鼓舞飛翔才藝比賽

跳舞組別，銀獎

5R 鄭仲好、5R 何惠琛、5R 吳苑靈、5B 葉康妮、2W 鄧詠珈、5R 黃經緯 (燈光及音響)、李穎琛校友(編舞)

保障私隱學生大使計劃 2016

優異獎 - 5R 蕭子滔、5R 陳穎嵐、5R 莫競然、5R 陳朗程、5G 相全

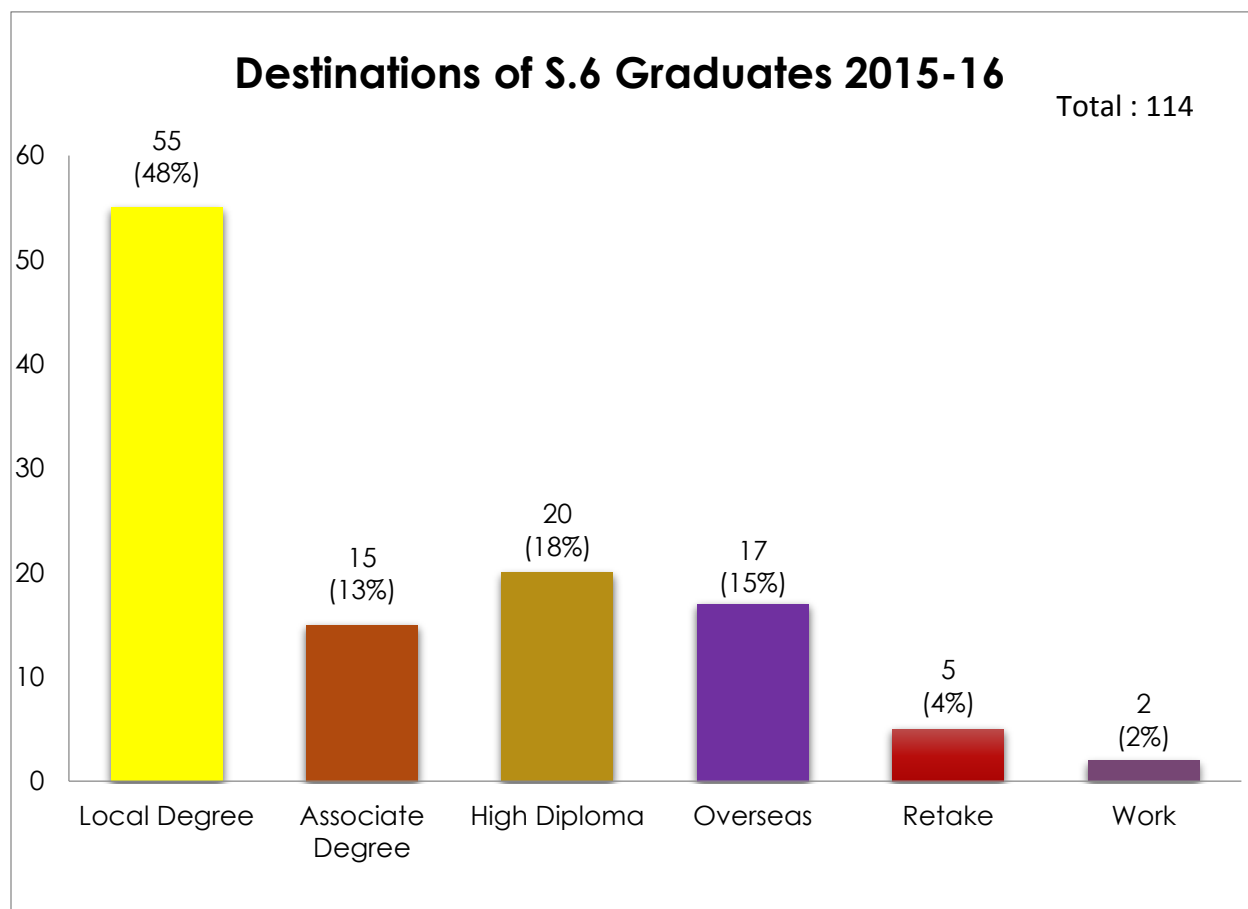
Yeast Chess Centre Competition

Champion – 3R Chin Heung Wing Henry

2015-16 HKYCAC Chinese Chess Competition

Senior Form 3rd Runner-up – 3R Chin Heung Wing Henry

Pursuits of Graduates



Total Number of Degree Offers in JUPAS Main Round: 66

Entry into Local Degree Programmes (Graduates of 2016)									
HKU	CUHK	HKUST	PolyU	CityU	HKBU	LingU	EdU	Non-UGC Funded	Total
6	9	3	4	7	2	1	2	21	55
11%	16%	5%	7%	13%	4%	2%	4%	38%	100%

End of Report

Annex – Report on the Use of Grants (2015-16)

Grant	Amount B/F (\$)	Received in 15/16 (\$)	Spent in 15/16 (\$)	Funds Set Aside for LSP (\$)	Balance (\$)
Capacity Enhancement Grant (CEG)	330,183.83	574,415.00	(423,655.40)	(2,599.03)	478,344.40
Senior Secondary Curriculum Support Grant (SSCSG)	364,001.23	649,872.00	(899,703.00)	-	114,170.23
Career And Life Planning Grant (CLP)	17,373.00	541,560.00	(558,933.00)		-
Learning Support Grant	80,132.86	415,493.00	(404,752.30)	-	90,873.56

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, teaching assistants and tutors to share all teachers' workload and to provide more subject choices to students at senior secondary levels.
- 2) As stipulated in the Annual School Plan of 2015-16, the CLP grant was mainly spent on employing a 0.5 teacher to relieve the teaching load of the Careers Mistress so as to offer CLP lessons and individual careers counselling service. A teaching assistant was also employed to run the logistics of the CLP programmes.
- 3) In the 2015-16 academic year, 4.5 teachers, 1.5 teaching assistants and one Technical Support Staff were employed under the 3 grants (i.e. CEG, SSCSG & CLP).
- 4) In the 2016-17 academic year, the CLP grant would be turned into a Graduate Master post in the staff establishment, while the CEG and SSCSG would continue to be used to employ additional teaching and supporting staff.

School-based After-school Learning and Support Programmes 2015/16 s.y.
School-based Grant - Programme Report

Name of School: Methodist College

Staff-in-charge: Miss Nicole Tam

Contact Telephone No.: 2384 3543

A. The number of students (count by heads) benefitted under the Grant is 66 (including A. 6 CSSA recipients, B. 55 SFAS full-grant recipients and C. 5 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						
Leadership Training	0	2	0	100%	10/2015-4/2016	1,400.00	Students' feedback	Methodist College	
Art/Culture Activities	2	0	0	100%	10/2015-4/2016	404.50	Teachers' observation Rate of participation	Methodist College	
Tutorial Service	5	17	2	80%	11/2015-8/2016	12,644.50	Completion & Summer Assignment Rate of participation	Methodist College	
Languages Training	1	32	3	80%	11/2015-8/2016	14,800.00	Completion & Summer Assignment Rate of participation	Methodist College	
Total no. of activities:									
@No. of man-times	6	51	5			29,249.00			
**Total no. of man-times	62				Total Expenses				