



Methodist College

School Report, 2017-2018

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. There are four classes at each level from S1 to S6.

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 this decade:

We are here to nurture:

Modest, **C**aring and **K**nowledgeable **L**eaders of the **N**ew era.

Part 1: Achievements and Reflection on Major Concerns

Major Concern 1: Increasing Students' Participation in Class (Stage 2)

<p>Objective: To increase student engagement in learning</p>
<p>Strategies and Progress:</p> <p>(a) Subject-based active learning strategies were developed and refined to increase students' participation in class</p> <ul style="list-style-type: none"> • Different strategies were developed / refined in different subjects such as group discussion and presentation, think-pair-share, peer teaching, collaborative learning, class games. Some subjects also tried out different e-learning tools such as Google Doc, GoFormative, Kahoot, Plickers, Quizlet and Nearpod in order to motivate students to learn. • All teachers were required to attend at least one workshop/seminar/talk about e-learning for professional development. • Using active learning strategies was the focus of lesson study and lesson observation. Six items on the lesson observation form were highlighted so that teachers could clearly assess whether they could meet the requirement. <ul style="list-style-type: none"> - Well-sequenced activities - Require learner preparation - Opportunities for different learners to participate - Involving students of different ability and motivation levels to answer the questions - Opportunities for students to demonstrate learning / raise questions - Students are engaged in learning activities <p>(b) More pre-lesson tasks/activities were designed to prepare students more effectively for in-class activities.</p> <p>(c) Subject-based incentive schemes were reviewed and revised to motivate students to participate actively and seek higher achievements in class.</p> <ul style="list-style-type: none"> • Different subjects adopted different incentive schemes, which included awarding term marks, stickers, small gifts, candies, verbal praise and challenging tasks for motivated students. <p>(d) Collaborative lesson preparation and subject-based sharing on the application of active learning strategies were held.</p> <ul style="list-style-type: none"> • Two collaborative lesson preparation sessions were arranged for all teachers (20/9/2017 and 28/2/2018). • Teachers prepared the lesson plan (including lesson objectives, lesson structures with the active learning strategies used and assessment practices) of the topic. • All subjects arranged at least one sharing session in the subject/department meetings on the application of active learning strategies. <p>(e) Subject-based support in promoting e-learning was provided.</p> <ul style="list-style-type: none"> • Plicker cards were prepared for all subjects. They were then widely used in lessons to raise students' participation and facilitate assessment for learning.

- Upon requests from teachers, more iPads and power banks were bought. 100 iPads were made available for teachers to bring into classrooms.
- Sharing in staff meeting was conducted twice in the year: Office Mix (16/10/2017) and BYOD (12/7/2018)

Evaluation:

(a) On developing and refining subject-based active learning strategies to increase students' participation in class:

- From the teachers' survey, over 80% of the teachers had allocated at least 40% of the lesson time (whole academic year) to student-centered activities. From the stakeholders' survey (students), there was a significant rise in ratings in different items on 'My views on teaching' especially in F.1 to F.4. This showed that different subjects had arranged different learning activities for students to increase their classroom participation and to enrich their learning experiences.
- From the lesson observation forms collected, 100% of lessons observed were able to achieve 3 (and even 4) out of the 6 highlighted items in the lesson observation form. 1/3 of the lessons observed could even achieve all 6 highlighted items. The target originally set for the next year (4 out of 6 highlighted items) had already been achieved ahead this year.
- From teachers' self-evaluation, the highlighted items were mostly (from 82% to 94%) 'always' and 'often' embedded in their lessons.
- From both the Teacher Survey and the Subject Survey, nearly all teachers and subjects found the use of active learning strategies very effective in increasing students' participation in class, improving students' understanding of the learning materials, and raising students' learning capacities such as critical thinking and problem solving.
- Though 100% of the teachers were positive towards the use of the active learning strategies, some teachers were concerned that this might slow down the teaching progress, resulting in insufficient time to finish the whole curriculum.
- With more and more subjects trying out different e-learning tools in lessons, more teachers raised concerns about the efficiency of the logistics in borrowing, collecting and distributing the iPads in order not to 'waste' valuable teaching time. More technical support would also be needed.

(b) On designing more pre-lesson tasks/activities to prepare students more effectively for in-class activities:

- From the teachers' survey and the evaluation reports of different subjects, there was improvement in students' completion of pre-lesson tasks this year, though more would still need to be done on those students with lower learning motivation and ability.
- This improvement was echoed by the stakeholders' survey (students), in which all forms (except F.6 with a slight decrease) showed an increase in ratings on the item 'I often do my assignments seriously'. Yet the ratings on 'I have good preparation before lesson', despite a rise from the previous year, was still the lowest among all items in the survey.

- It was suggested that the format of the pre-lesson tasks be reviewed and enriched. Instead of simply requiring the completion of a pre-lesson worksheet or pre-reading of certain pages, more specific instructions could be given to give students a clear goal to achieve. Students should also be led to see how the pre-lesson tasks could raise their learning effectiveness.

(c) On reviewing and revising the subject-based incentive schemes to motivate students to participate actively in class and perform better:

- 100% of the subject panels agreed that the incentive schemes chosen (different award schemes, term marks etc.) were effective in encouraging students to participate in class. Some subject panels specifically stated that using small gifts (e.g. snacks, candies) and verbal praises were more effective than others.
- From the stakeholders' survey (students), all forms (except F.5 with a slight decrease) showed an increase in ratings on the item 'The teachers often give us encouragement in lessons'.

(d) From the surveys conducted to assess 'students' performance in class':

- The teachers generally agreed that students were engaged in learning activities (100%), cooperated well with others in groups (92%), were active in asking and answering questions (88%), completed the pre-lesson tasks before lessons (80%) and were reflective about their learning (75%).
- A similar survey on students showed increase in ratings on all items on active learning compared with the previous year. It was pleasing to see that students' perception echoed that of the teachers:

	% strongly agree / agree
I am active in learning during lessons (e.g. answer / raise questions, participate in class discussion)	84% (75%)
I always contribute well to class discussion (e.g. respond to other students' points, question others in a constructive way, offer suggestions)	85% (79%)
I have good preparation before lesson. (e.g. complete the pre-lesson tasks, read and think about the learning materials)	66% (57%)
I always engage in different learning activities during lessons.	85% (82%)
I am attentive in class.	84% (80%)
I listen attentively when my classmates present materials.	90% (88%)
Active participation helps me to learn better in class.	87% (86%)
Active participation helps me build up confidence in learning.	86% (78%)
Active participation helps me to learn from my peers	88% (85%)
More pre-lesson tasks/activities help me learn better in class.	78%

- *Figures in brackets show the data in the previous year*

(e) Overall speaking, from the perception of both teachers and students, the effort made in the past two years had already yielded success. The use of active learning strategies had

made lessons more enjoyable and improved the effectiveness of teaching and learning. In the coming year, more effort could be directed to the following two aspects:

- There had been a notable increase in trials of e-learning tools in different subjects. It was suggested that more time and space should be created for teachers to further develop learning materials using e-learning tools.
- To raise learning motivation and learning confidence, for example, by helping students see that effort makes a difference, be willing to accept mistakes and learn from them, build a self-efficacy mindset to approach challenges and goals in a positive manner.

Major Concern 2: Be a Blessing to Others (Stage 1)

Objectives:

- 1) To nurture empathy among all members of the school
- 2) To inculcate all members of the school with a love of serving
- 3) To raise students' sense of belonging to class and school

Strategies and Progress:

1. Through "Class Building"

- a) Continuing on the success in the previous year, class time was built in to enhance teacher-student relationship and raise students' sense of belonging to the class. Apart from the Class Teacher Period already introduced in the junior forms timetable, one additional Class Teacher Period was introduced in F.5 and F.6 to teach the Life Education Curriculum of the Methodist Church, Hong Kong (人物故事生命教育課程).
- b) A draft handbook of class-building was made. It would be available for class teachers to use in September 2018.
- c) An Interclass Singing Contest was held (27/3/2018).
- d) A Life Education Film Appreciation Day was held (21/12/2017). Classes watched a film together, with post-film discussion led by the class teachers. A longer lunchtime was arranged for Christmas Party for each class to develop a closer relationship.
- e) To raise class spirit, each class was entitled to apply for two school days to wear their class tees to replace the school uniform.

2. Through Recognition

- a) Instead of posting students' social service on the website, a year-end summary video was made to capture wonderful shots of students' participation in social service.
- b) The Service Award Scheme was continued. However, due to format limitation, the plan to show each student's service hours on the Student Report could not materialize.

c) The scheme 'Service Star of the Month' was continued. Four 'service stars of the month' were selected from each level, while two 'service stars of the term' were selected. Gifts and coupons were awarded to them.

3. Through Whole school activities

a) A "Spring Cleaning Day" was held (12/4/2018). All classes actively participated in cleaning up their home rooms.

b) Under the "Be a Serving Star" Campaign, each class conducted a service learning activity of their own. In order to raise students' civic responsibility and social concern, it was required to be an activity outside the school. Below were some examples of the class-based service activities done in the year:

- Cleaning up their picnic site (by all F.1 classes)
- Flag selling for NGOs (by all F.2 classes)
- Fundraising programme for an NGO (by Class 3R)
- Beach cleaning (by Class 3W)
- Serving lunch at elderly centre (by 5W)

S2-5 classes shared their experience and reflection either in the morning line-up sessions or in the form assemblies.

c) A service trip to Cambodia was held (28/3 – 1/4/2018). 20 students and 2 teachers were led by Metta Mission and Community Ministry to conduct service to orphans in Cambodia. To bring the needs of the Cambodian children to the whole school, they organized a pre-trip fundraising sale (5/11/2017) and an assembly (15/11/2017). On return from the trip, they shared their learning and reflection in an assembly (28/5/2018) and ran another activity to raise funds for Metta Mission and Community Ministry in support of their service in Cambodia.

d) A Life Education Movie Watching Day was held (11/12/2017). Classes were arranged to watch the film *Survival Family* in a cinema in the morning sessions, followed by a debriefing session led by their class teachers on the next school day.

e) In the S6 Farewell Assembly, S1-5 students were invited to write blessings on small plastic plates, which were then used to decorate the school entrance to send the whole school's blessings to the S6 graduating classes.

f) Social service activities were also organized by the Voluntary Service Group, e.g. a visit to the elderly by 22 students and 3 teachers on 26/5/2018.

4. Through the work of various subjects, teams and committee

a) The theme "Be a Blessing to Others" was echoed by different subjects. Below were some examples:

- English Language: In the S5 elective module 'Learning English through Workplace Communication', students did a project to understand more about the needs of the underprivileged groups in society.

- Chinese Language: selected reading texts and books recommendation based on the theme; designed lesson materials and assignments with themes of positive values
 - Mathematics: elite students were encouraged to tutor weaker students
 - Science: involving students as helpers in science activities; getting students to clean up after lab sessions; appreciating one another in group work
 - Chinese History: emphasizing positive values through appropriate historical events and figures
 - Chinese Literature: creative writing on themes about empathy
 - BAFS: article discussion on business ethics and social responsibilities
 - Ethics & Religious Education: inculcating the Christian values of loving and accepting different people and cultures through the curriculum
 - D&T: students made a design to solve a daily problem met by disabled people
- b) The theme was also echoed in the work of other school units as much as possible. For example:
- Administration Committee: introduced a scheme to enhance classroom cleanliness
 - Parent Affairs Team: organized parent seminars and parent fellowship to help parents support one another

5. Through staff welfare and staff development

- a) Teachers were encouraged to show mutual appreciation and support. 96% of teachers reported that they had done so by giving small gifts, food/snacks, whatsapp messages, verbal praises to one another.
- b) This year, we continued to join the QEF Project “Films for Life Education” (賞『析』電影，探索人生) run by the Methodist Church, Hong Kong. All teachers attended a 2-day seminar (27-28/4/2018) 兩岸三地生命教育論壇 featuring renowned speakers from both Hong Kong and overseas. Teachers were given various professional support to provide life education to students.
- c) Under the QEF Project “Joyful @ School Campaign” which we co-organized with Yang Memorial Social Service, a talk was held for teachers (5/6/2018) to raise their capacity of caring about students' mental health.

6. Through perfecting the system of student record

- a) An Excel file was created for class teachers to register remarks on individual students. The file was passed to the new class teachers of the students to help them understand each student better. The files would be further enriched to form each student's longitudinal student record as time goes by.

Evaluation:

- a) On Class Building: According to the student survey, 87% of students said they liked to be one of the members of the class, 86% liked to serve others in their class, 83% felt that the teachers cared about them, while 85% felt their classmates cared about them. Most of these figures had a rise from last year's figures.
- b) The Interclass Singing Contest, which had been held in certain intervals in the College's history, was, again, very much enjoyed by the students. 87% of students said they had participated actively in it, 91% enjoyed the activity, while 86% said this activity had raised their class spirit. It was thus suggested that the contest be held again in 2019/20.
- c) On Recognition: 74% of students thought the scheme 'Service Star of the Month / Term' had helped them build up a positive self-esteem. This was a big rise from the figures of last year (56%). It is thus worth continuing.
- d) On Whole School Activities: The Spring Cleaning Day was enjoyed by 72% of students (compared to 61% of the previous year). For the 'Be a Service Star' campaign, 79% of students enjoyed the service activity done by their class, 79% agreed that it had helped them understand more about others' needs, and 85% would like to participate in more service learning activities in future. All of these figures registered a rise from the previous year. It was evident that the serving atmosphere gradually created has started to change students' attitudes and made them more positive towards serving others. Therefore, the scheme was found very worth continuing. However, owing to the difficulty in finding projects suitable for junior forms, it was suggested that the service from NGOs be engaged to coordinate the service learning activities for S1-2, while it should continue to run on a class basis in S3-6.
- e) For the Overseas Service Learning Trip to Cambodia: The trip with its pre-trip and post-trip activities received overwhelming response from students. 100% of those who went on the trip agreed that it had been a meaningful experience to them. 100% said the trip had brought them a positive impression about doing voluntary work as well as made a positive impact on their personal growth. 95% would like to participate in overseas service trips again next year. Since some students expressed a strong wish to re-visit Cambodia, while the teachers considered that it would serve the added purpose of grooming service leaders if some would be allowed to join again as group leaders, it was thus suggested that Cambodia would be the destination again in 2018/19.
- f) For the Life Education Movie Watching Day: This was the first time in many years that we had organized the whole school to watch a film in a cinema. 85% of students welcomed this activity and 90% would like us to organize it again. It was widely agreed by both teachers and students as worth doing. Though handling the logistics was time-costly, watching the film outside the school was a pleasing experience and would more effectively drive the life education messages into the minds of students.
- g) On carrying the major concern into the work of various subjects, teams and committees: It was, again, pleasing to see that most subjects had integrated the theme 'Be a blessing to others' into their teaching materials, student assignments and co-curricular activities. This

effort from all fronts had certainly helped to strengthen the school ethos which was very much appreciated by our parents.

- h) On staff welfare and staff development: By playing a stronger role in leading their classes in doing social service, our teachers also grew in the spirit of serving others. Some of them even brought their own children to join the service activities of their own classes. Among the teachers, the atmosphere of mutual appreciation and support continued to grow. The Stakeholders Survey on teachers revealed further rises of ratings in most aspects, indicating greater satisfaction of working in this school. The zero turnover rate at the end of the school year was an evidence of that.

Part 2: Areas Outside Major Concerns

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

Management and Organization

The current management and organizational structure was found to be effective, with three vice principals heading the three branches of Academic Development, Student Development and Administration & External Affairs. Under them, there were six subject departments, six committees and ten core teams that covered all aspects of the school's work.

Under the Incorporated Management Committee of Methodist College, nine sub-committees were formed through which the school managers could better supervise and support the work of the school in various aspects.

An Audit Inspection was conducted by the EDB in November 2017.

Staff Development and Achievement

- 1) There were 50 full time teachers (including the Principal) and 2 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 79% of the teaching staff.
- 3) The following teachers completed the respective courses below:

Name of Teacher	Course Completed
Mr. Lau Chi Chiu	Master of Educational Psychology, by CUHK
Ms Ho Wing Fei	Professional Diploma Programme in Parent Education, by CUHK
Ms. Li Hoi Sai	Leadership Development Programme for Middle Leaders of Secondary Schools (Class A), by EdUHK
Ms Yick Doi Pei	Doctor of Education, by EdUHK

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

Name of Teacher	Network / Service
Ms Lau Yin Ling	Gifted Education Teachers Network on Humanities
Ms Lee Wai Yee	EDB Secondary School Visual Arts Professional Learning Community
	EDB Project on Learning Progression with the Incorporation of the Major Renewal Emphases (MRE) of School Curriculum in Visual Arts
Mr Ng Sheung Chun & Mr Ng Yeung	Editor and author of a local bimonthly literary journal (《教師起動文藝雙月刊》)

Mr Ng Yeung	<ul style="list-style-type: none"> • Columnist for Ming Pao Education Page(《明報·語文同樂·卷二練筆》) • Author of a book titled "Sentiments on Hong Kong"(《情味·香港》)
Ms Ho Wing Fei, Mr Tang Chi Wai Desmond & Ms Yan Suk Yee Stella	Gifted Education Teachers Network on English Language
Mr Tang Chi Wai Desmond	Guest Speaker of EDB Professional Development Programme in English Language (Using Tiered Assignments and Instruction for Constructing Knowledge with Gifted Students in English Classrooms, 10/11/2017)
Ms Yan Suk Yee Stella & Ms Wong Pui Yi (Principal)	Guest Speakers of EDB Professional Development Programme (Curriculum Leadership Series: Ongoing Renewal of the School Curriculum for English Panel Chairpersons – School Sharing on Language Across Curriculum, 27/11/2017)
Mr Ngan Man Hon, Ms Li Lun Mei Susanna & Ms Yick Doi Pei	Winners of the "Prof Siu Man Keung Award for Quality Dissertation of Mathematics Teachers", by Hong Kong Association for Mathematics Education

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 2018.

5) Projects Organized / Joined:

Project Title	Organizer	Teacher / Subject /KLA
QEF Project – Joyful @ School Programme	Methodist College in partnership with Yang Memorial Social Service	Guidance Committee
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 "Increasing Students' Participation in Class" was the major concern of the year, much of it was already covered previously in this report.
- 2) With funding support from the Methodist Church, Hong Kong, our sponsoring body, the subject NSS Ethics and Religious Education was offered as an additional elective to S4 students. Altogether 12 elective subjects were offered, in addition to Mathematics Module 2, Other Languages (French, Japanese), Music (network programme) and Applied Learning. There was a wide range of choice to suit different students' potentials and aspirations.

- 3) Being the first cohort of Other Language students in Methodist College, the F.6 students taking Japanese have achieved outstanding results in the public exam. Four of them got Grade A and one of them got Grade C.

School Ethos and Student Support

As “Be a Blessing to Others” 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 51 student bodies formed for different purposes and in different interest areas. They were grouped into three categories: 20 Student Organizations, 14 Clubs and Societies and 17 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. In the forefront, there was the Students' Union formed by the winning cabinet, Aviator, as well as the Student Council formed by representatives from all classes. They were valuable bridges between the College and the students. The tradition of having every student involved in the sports day as either competitors or cheering team members continued. The event (3 & 10/10/2017) was enjoyed by all students, and Red House emerged as the Best Performing House on Sports Day.

With the success from the previous years, the ECA Committee continued with the Leadership training schemes. 82 students of S1-5 joined the Basic Leadership training scheme. This scheme comprised 3 training sessions and one overnight camp. All 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 (8/12/2018) as well as the Interclass Singing Contest (27/3/2018). 24 selected student leaders went on an exchange trip to New Zealand (Auckland, Paihia and Rotorua) during the period 8-20/2/2018, 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, Laura Kaakkolahti from Finland joined us as a full time student for a year. In December, 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.

Under the Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland, 28 students and 3 teachers went on a sports exchange with Zhuzhou No.2 High School (28/3-1/4/2018), while 4 teachers including the Principal visited Xian Senior Middle School (15-18/7/2018).

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

Activity	Date	Participants	Location	Organizer
廣州、佛山藝術文化探索之旅*	6/12 – 7/12 (2days)	36 students of S1-5	Guangzhou, Foshan, China	Methodist College
New Zealand Leadership Training Programme*	8/2 – 20/2 (13 days)	24 students of S1-5	New Zealand	Methodist College
School Experience at Rydal Penrhos School, UK	17/2 – 4/3 (16 days)	11 students of S1-3	Wales, UK	Methodist College
Service Trip to Cambodia*	28/3 – 1/4 (5 days)	20 students of S1-5	Cambodia	Methodist College
Careers and Life Planning Trip to Taiwan*	28/3 – 1/4 (5 days)	23 student of S1-5	Taizhong, Taiwan	Methodist College
Sports Training in Zhuzhou No. 2 High School*	28/3 – 1/4 (5 days)	28 students of S1-5	Zhuzhou, China	Methodist College
Smart City Project Programme 2017-18 Induction Trip to Guangzhou(STEM) *	3/4 – 4/4 (2 days)	7 students of S1	Guangzhou, China	Education Bureau
Immersion programme to Woodhouse Grove School, UK	24/6 – 6/7 (13 days)	4 students of S4	Bradford, UK	Methodist College
敦煌、西安歷史文化及藝術探索之 旅*	28/6 – 3/7 (6 days)	40 students of S1-5	Dunhuang, Xian, China	Methodist College
九龍西學界滬港交流夏令營*	1/7 – 6/7 (6 days)	10 students of S4-5	Shanghai, China	九龍西各界協會
京港澳青少年中華文化體驗營*	16/7 – 20/7 (5 days)	10 students of S1-3	Beijing, China	北京市政協港澳 臺僑委員會主 辦; 九龍地域校長 聯會協辦

* Trips escorted by our teachers

3) Religious Life:

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

- Three 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 (Sept.-Dec. 2017) and F1 Alpha Camp (15-16/12/2017) were held. 3 students pledged their faith in God and 20-25 students were willing to further participate in follow-up cell groups.
- The title of this year's Evangelistic Week (12-20/3/2018) was "Real talk Jesus" (堅講耶穌). A Christian Artist, Wilma Lin, was invited to have a gospel sharing with the students. A Gospel Music sharing assembly, three gospel tea gatherings and two gospel art workshops were also held after school.
- An Easter Gospel Camp attended by 28 students, 6 teachers and 2 Church co-workers was held on 4-6/4/2018. A total of 3 students confirmed their faith and 8 students were willing to further participate in follow-up cell groups.
- There were a total of 10 Christian cell groups held in different forms. Christian and non-Christian students were invited to join to study the Bible and share their Christian faith.
- The Principal conducted five parent fellowship meetings in the year, which were attended by 20 parents on average every time. Parents shared their concerns on parenting, prayed together and sought insight from the Bible.

4) Special Educational Needs (SEN) Policies:

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 and individual counseling were organized for SEN students. More Individual Education Plans (IEP) were mapped out.

With the Learning Support Grant (LSG) provided by the EDB, part-time social worker, homework tutor, speech therapist, occupational therapist and art therapist services were contracted to provide intensive guidance to those with the greatest adjustment needs. Starting from this school year; the LSG also covered students with mental illness. Thus, some programs related to mental health were arranged.

5) Gifted Education:

The Talent Pool was in its sixth 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 97 students were recruited into the Talent Pool. Teachers taking charge of the Talent Pool students have attended programs organized by various institutes to cater for learner diversity and to stretch students' potentials through different means. As for students, apart from receiving professional coaching for external competitions, tailored made courses were held for S2-3 Talent Pool members. 18 joined a course on creative and critical thinking, while 15 joined a World Class Arena problem-solving course. Both courses were very well received. Opportunities from The Hong Kong Academy for Gifted Education (HKAGE) and local universities were provided to our talented ones. A total of 44 students were nominated and subsidized to join the summer programs organized by them. These activities and opportunities were greatly welcomed by students and their parents. The progress was pleasing and we would continue to explore more opportunities to pull up the cream.

6) Career and Life Planning Education (CLP):

The work started in the previous years was continued and expanded under the leadership of the Careers Team (with 9 teaching staff as members). It consisted mainly of the following:

- The CLP lessons for F. 4-6 were extended to one every two cycles. The Careers Mistress and one more Careers Team member were deployed to teach it. The CLP curriculum included life planning elements (e.g. goal-setting and personal image), soft skills (e.g. interview skills and presentation skills) and multiple pathways (e.g. JUPAS and Non-JUPAS operations). All teaching materials were tailor-made by our teachers. Most students found the lessons useful in helping them understand themselves and explore their future pathways. In junior forms, CLP continued to take the form of special projects delivered mainly through the Class Teachers.
- Individual careers counselling was expanded to satisfy the needs of more students. This year, all Careers Team members were involved to provide individual careers counselling sessions to students of all forms. A total of 60 cases were taken up in the year. Each case involved interview sessions with individual students and sometimes contacts with their parents as well. This was well-received by both parents and students.
- The Mentoring Program took a new form and was renamed the MCareers Program this year. Younger mentors were recruited alongside the more mature ones so as to provide guidance that was closer to students' needs. 25 alumni joined as MCoaches to 40 students. An Opening Ceremony (14/10/2017), a Christmas Ball (20/12/2017), a Mock Interview Workshop (1/3/2018), a Mock Interview (10/3/2018) and a Closing Ceremony (12/5/2018) were held under it, apart from activities and meetings initiated by individual mentors.
- A Careers and Life Planning Trip to Taiwan was organized this year. 23 students went to Taichung to visit 4 famous universities and 2 alumni during 28/3–1/4/2018.
- Apart from the above, various other activities including talks, workshops, internships and careers visits were held throughout the year as usual.

7) Alumni Support:

As in the previous years, our alumni participated eagerly in supporting various aspects of the school. 25 alumni joined the MCareers Program to be mentors to students. Alumni were often invited to share about their current studies and jobs in morning assemblies. They also helped in the Information Day (16/12/2017), the Mock Interview (10/3/2018) and the DSE Results Release Day (11/7/2018). During our Careers and Life Planning Trip to Taiwan (28/3-1/4/2018), two alumni currently studying in Taichung shared their overseas learning experience with our students. Besides, we relied heavily on our alumni to be tutors of our remedial programs.

The Methodist College Alumni Association (MCAA) set up a few sub-committees and worked closely with the College in preparation for celebration of our 60th anniversary in 2018-2019. There were also a few sizeable donations from alumni this year, which led to the setting up of a new scholarship, a fund in support of students from less well-off families, and some funds for campus improvement works.

Student Performance

Academic Performance

Hong Kong Diploma of Secondary Education Examination 2018

- 122 students sat for the examination. The number of students achieving higher grades was down from the previous year, but the overall results were still well above the territory average.

	MC %	Territory Ave. %
Obtaining 3322 (satisfying the admission requirement for local degree programs)	85 students (70%)	37%
Obtaining 22222 (satisfying the admission requirement for local sub-degree programs)	112 students (92%)	70%
Subjects Obtaining Level 4 or above	271 (37.3%)	34.8%
Subjects Obtaining Level 3 or above	556 (76.6%)	61%
Subjects Obtaining Level 2 or above	705 (97.1%)	84.1%

- Results of the core subjects and some well-performing elective subjects were as follows:

Subject	4 – 5** (MC)	4 – 5** (HK)	3 – 5** (MC)	3 – 5** (HK)	2 – 5** (MC)	2 – 5** (HK)
English Language	36.1%	25.7%	82.8%	52.3%	100%	78.7%
Chinese Language	38.5%	29.4%	77.9%	55.4%	99.2%	84.8%
Mathematics	36.9%	38.8%	76.2%	59.5%	96.7%	81.8%
Liberal Studies	36.9%	34.3%	85.2%	65.9%	98.4%	88.1%
Economics	57.1%	46%	89.8%	68.4%	100%	86.2%
Physics	55%	49.2%	85%	73.3%	100%	90.2%
Chinese Literature	41.7%	34.9%	75%	66.5%	100%	89.3%
Visual Arts	66.7%	22.1%	66.7%	50.3%	100%	84.3%
Maths M2	66.7%	59%	88.9%	80.1%	100%	92.1%

Other Languages 2018

- Being the first cohort of Other Language students in Methodist College, the F.6 students taking Japanese have achieved outstanding results in the public exam. Four of them got Grade A and one of them got Grade C.

External Awards

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

Academic

69th Hong Kong Speech Festival (English Speech)

Solo Verse Speaking

Champion – 5G Chan Chi Wing Abbie, 2R Fung Hei Yin

2nd Runner-up – 1R Xing Hoi Mei

Dramatic Duologue

Champion – 4B Lam Wing Kwan, 4G Ma Kam Ho

Public Speaking Solo

1st Runner-up – 4B Lam Wing Kwan

Another 48 students obtained Certificates of Merit.

第六十九屆香港學校朗誦節中文朗誦比賽

詩詞獨誦——普通話

亞軍 – 3R 劉玉嬌

散文獨誦——粵語

亞軍 – 1R 鄧悅彤

詩詞獨誦——粵語

亞軍 – 5R 林詩敖

二人朗誦——粵語

亞軍 – 5B 連思詠、5B 朱璧虹

季軍 – 3R 麥心怡、3R 麥詠彤

宗教作品朗誦——基督教經文——粵語

季軍 – 1R 鄧悅彤

共有 28 位同學獲優良獎狀

EMI Drama Festival 2018

Outstanding Performer – 3R Wong Lee Sha

Hong Kong Secondary Schools Debating Competition 1718

Term One Round Three 1st Runner-up – 3R Scarlett Choi, 3R Charlene Au Yeung,
3R Alisha Wong

“Headstart Cup” Hong Kong Inter-Secondary School Scrabble Championship 2018

Masters Category 2nd Runner-up – 1R Wong Tsz Yu, 4B Po Chun Wo, 4B Yu Hei Man

12th WESPA Youth Cup (Organized by the World English Language Scrabble® Players Association)

The Most Improved Player – 5B Po Chun Wo

Ho Lap College Invitational Scrabble Championship 2018

Senior Category 1st Runner-up – 6G Li Pun Wang, 4B Po Chun Wo

Most Valuable Player – 1R Julian Wong

Hong Kong National Scrabble Championship 2018 (Division 1)

Best Under-18 Player & Best Under-16 Player – 4B Po Chun Wo

2017-2018 香港學校戲劇節比賽 (廣東話)

傑出導演獎 – 4B 余熙敏

傑出演員獎 – 4R 鄭凱欣

傑出舞台效果獎

傑出合作獎

2018 第二十四屆聖經朗誦節

學校組中一至中三組獨誦(廣東話)亞軍 – 1R 鄧悅彤

第二十屆全港中小學普通話演講比賽

優異星獎 – 3G 趙頌華

優異獎 – 3R 劉玉嬌

網上文言學習平台 (由「智愛中文文言平台 i-Learner」舉辦)

「智愛文言文閱讀白金獎」(最高級別) – 5B 譚沛珊

2017-2018 中國中學生作文大賽 (由中華全國學生聯合會辦公室、中國作家協會兒童文學委員會等合辦)

香港賽區初中組銅獎 – 3R 吳慧淇

中國語文菁英計劃 2017/2018

全港中國語文菁英競賽 (中學組)

團體寫作比賽優異獎 – 3R 吳慧淇、3R 王莉莎、3G 趙頌華

菁英銀獎 – 3R 吳慧淇

菁英銅獎 – 3G 趙頌華

第二屆「香港高中校本評核優秀學習成果獎」

推薦獎 – 6B 施均怡

家庭社會責任之『我思我想』全港徵文比賽

初中組冠軍 – 1R 楊日晞

Hong Kong Gifted Mathematics Competition organized by the Hong Kong Gifted and Talent Development Institute

Silver Medal – 3B Trenton Lau

Bronze Medal – 1W Cheung King Chung, 2R Chung Lap Pui

Merit Award – 2R Fu Wing Tung, 2R Chan King Chung, 2R Yuen Shing Yuk,

1W Ha Wai Ching, 1W Lam Chun Yin, 1W Lau Yip Fai, 1W Sin Shing Hei, 1W Tsui Pak Kiu

Thailand International Mathematics Olympiad

Hong Kong Region 1st Runner-up – 5R Chui Wai Hong

Gold Award – 5R Chui Wai Hong

Silver Award – 4B Lee Chun Hei

Bronze Award – 2W Cheung Ka Yan, 2W Lam Nga Man, 2W Leung Yat Hei, 3R Lau Elaine, 3R Sum Wing Yiu, 3R Wong Hiu Lam

2018 Asia International Mathematical Olympiad Open Contest (Semi-Final)

Bronze Award - 1W Ha Wai Ching

2018 Hong Kong & Macau Mathematical Olympiad Open Contest cum The Asia International Mathematical Olympiad Open Contest (Final)

Silver Award – 1G Lau Trelan, 1W Ha Wai Ching

Gold Award – 3B Lau Trenton

2018 兩岸菁英數學邀請賽初賽

二等獎 – 1G 劉卓楠, 3B 劉卓桐

華夏盃全國數學奧林匹克邀請賽 2018(香港賽區)

初賽

一等獎 – 1R 楊日晞, 3B 劉卓桐

二等獎 – 1W 林俊賢, 1G 劉卓楠, 2R 鍾立培, 3G 趙頌華

三等獎 – 1W 張敬聰

晉級賽

二等獎 – 1G 劉卓楠, 3B 劉卓桐, 3G 趙頌華

三等獎 – 1R 楊日晞

總決賽

一等獎 – 3B 劉卓桐

二等獎 – 1G 劉卓楠

三等獎 – 1R 楊日晞

Secondary School Mathematics & Science Competition (Organised by The Hong Kong Polytechnic University)

High Distinction:

Biology – 5B So Ching Hei, 5B Wong Sum Hang

Distinction:

Physics – 5B So Ching Hei, 5B Tam Pui Shan Cindy, 5B Wong Sien Wai

Chemistry – 5B Wong Sien Wai

Biology – 5B Fung Kin Chung, 5B Wong Chi Wai, 5B Wong Sze Ling Sabrina

Sports

Inter-school Swimming Competition 2017-2018

Division 3 (Kowloon Area 1)

Boys B 50M Freestyle Champion – 3G Yuen Chun Sun

Boys B 100M Freestyle Champion – 3G Yuen Chun Sun

Boys B 100M Breaststroke 4th Place – 4G Lai Long Sing Alexander

4X50m Freestyle Relay Boys B 3rd place

Overall in Boys B Grade 3rd Place

Inter-School Badminton Competition 2017-2018

Division 3 (Kowloon Area)

Girls B Grade 2nd Place

Outreach Coaching Squash Team Competition 2017-2018

Secondary Boys (Junior) Champion – 2G Lai Pak Yin, 3W Ho Kin Yeung, 3G Chiu Wai Hang

Squash Awards Won by 6G Kwong Tik Yin Cecilia

- **Hong Kong Regional Squash Competition 2017** – Single Youth division (Age 15-18) Champion
- **Kowloon Regional Age-Group Squash Competition 2017** – FD (Female) Division Champion
- **Kwai Tsing District Squash Competition 2017** – Youth F division Champion
- **Hong Kong Squash League 2017**
 - Division 13 Champion
 - Division 13 Final Series Winner
 - Ladies 2 Division 1st Runner-up

2018 Inter-school Dodgeball Championships - Hong Kong Island & Kowloon

Secondary Schools (Boys Junior) Division Champion

Secondary Schools (Boys Senior) Division 4th Place

Secondary Schools (Girls) Division 3rd Place

2017 Hong Kong Dodgeball Championship cum International Invitation Tournament

Boys U15 Division Champion – 3W Ho Kin Yeung

Girls U18 Division Champion – 5G Pang Yeuk Lam

Girls U15 division 3rd Runner-up – 3W Chow Po Yee, 4G Tam Sze Yuen

2018 全港閃避中學學界閃避球新秀賽

男子初中組冠軍

女子中學組亞軍

2018 Methodist Cup Dodgeball Competition

Girls Junior Division- 2nd Runner-up

Girls Senior Division- 3rd Runner-up

Boys Junior Division- 1st Runner-up

Boys Senior Division- 3rd Runner-up

香港跆拳道運動競技總會 2017 香港城市公開賽

個人品勢組冠軍 – 2G 葉曉晴

雙人品勢組亞軍 – 2G 葉曉晴

個人品勢組亞軍 – 4R 薛艷華

搏擊組亞軍 – 4R 薛艷華

搏擊組季軍 – 4W 陳怡因

Judo Awards Won By 6G Chow Ka Yau

- **47th Anniversary of the Hong Kong Judo Championships 2017** - Men Junior 60kg Champion
- **JUA Cadet and Junior Hong Kong 2017** - Boys under 60 kg Bronze Medal
- **JUA World Ranking Event Cadets & Juniors Macau 2017** - Boys under 60 kg Bronze Medal
- **AKA Judo Invitational Tournament 2017**
 - 15-17 year olds Cadet Men Division (under 60kg) Champion
 - 15-20 year olds Junior Men Division (under 60kg) 2nd Runner-up
- **Hong Kong Junior Judo Championships 2017** - 15-17 year old Boys under 60kg 2nd Runner-up

Inter-School Fencing Competition (Kowloon Area) 2017-2018

Boys C Grade Epee Division 3rd Place – 2B Kam Shun Yiu

Inter-School Athletics Competition (Division 3 Kowloon Area 4) 2017-2018

Boys C Grade Shot Put 1st Runner-up - 2B Lo Yan Lok
Boys C Grade Shot Put 2nd Runner-up - 2B Ng Chun
Girls A Grade 100M 3rd Runner-up - 5W Wong Wan Lam
Girls A Grade 200M 2nd Runner-up - 5W Wong Wan Lam

Music

Joint School Music Competition 2018

Gold Award – Methodist College Orchestra

GalaMusica - Schools Chamber Composition 2017

Outstanding Composition Award and Best Creative Ideas Award – 1B Wong Sze Chun

5th Hong Kong Youth Barclampory Music Festival

Age 13-16 Vocal Class 2nd Place – 3W Luk Cheuk Yan Jessie

70th Hong Kong Schools Music Festival

Female Voice Duet Second Runner-up – 3W Luk Cheuk Yan Jessie, 5B Chu Pik Hung

Visual Arts

7th World Children Art Awards 2018

Senior Secondary Group 3rd Place - 5R Lam Suet Ying

Mask Design Contest 2017-18: Say No to Discrimination

Outstanding Award - 5R Lee Natalie Lok Tsz

The Wharf Hong Kong Secondary School Art Competition 2017-18

Outstanding Performance - 5R Lam Suet Ying

Others

2017/18 Yau Tsim Mong District Outstanding Student Award

Junior Secondary Sector - 3R Wong Lee Sha

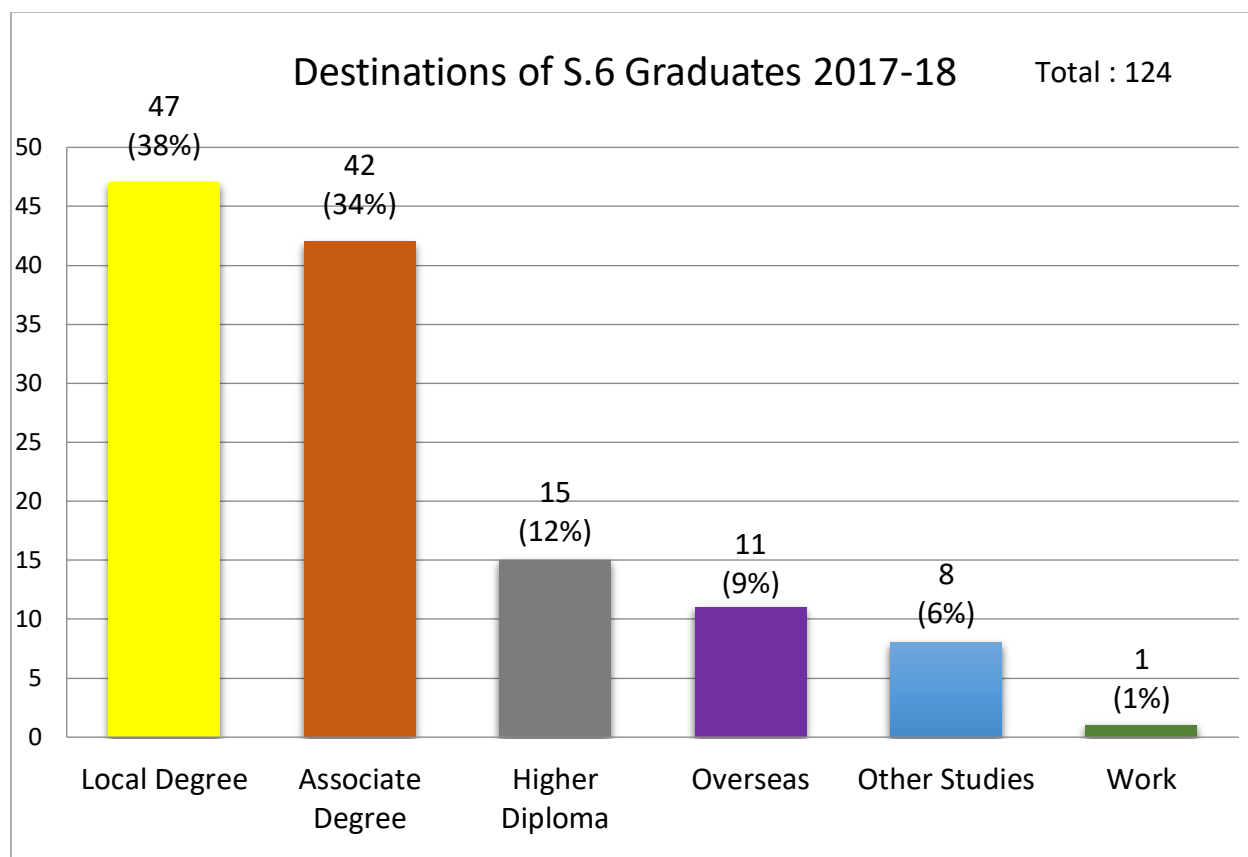
Mathematics Super 24 Competition organized by Shun Tak Fraternal Association Seaward Woo College

Bronze Medal – 1R Fung Ka Kuen, 1W Chan Cheuk Hei Ryan

Secondary Schools Bridge Demonstration Competition 2018 (Organised by the Civil and Environmental Engineering Students' Society, HKUSTSU)

Champion - 4B Chan Tsz Fung, 4B Lee Chun Hei, 4B Ngai Yuen Cheung, 4B So Chun Wai

Pursuits of Graduates



JUPAS Results:

	Degree	Sub-degree	Total
Offers given to our students	75	12	87
Offers accepted by our students	39	3	42

Actual Admission into Local Degree Programmes									
HKU	CUHK	HKUST	PolyU	CityU	HKBU	LingU	EdU	Non-UGC Funded	Total
5	4	5	3	6	3	1	2	18	47
10.6%	8.5%	10.6%	6.4%	12.8%	6.4%	2.1%	4.3%	38.3%	100%

End of Report

Annex – Report on the Use of Grants (2017-18)

Grant	Amount B/F (\$)	Received in 17/18 (\$)	Spent in 17/18 (\$)	Funds Set Aside for LSP (\$)	Balance (\$)
Capacity Enhancement Grant (CEG)	629,239.12	599,381.00	(790,639.07)	8,354.95	446,336.00
Senior Secondary Curriculum Support Grant (SSCSG)	357,236.23	-	(357,236.23)	-	-
Learning Support Grant	62,425.26	559,440.00	(558,387.40)	-	63,477.86

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, teaching assistants and tutors to share all teachers' workload and to provide more subject choices to students at senior secondary levels.
- 2) In the 2017-18 academic year, the two grants (i.e. CEG and SSCSG) were used to employ one additional teacher, three teaching assistants and one technical support staff for the whole year. They also paid for four teaching assistants starting from late August 2018 in preparation for the new school year. 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 2017/18 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 98 (including A. 13 CSSA recipients, B. 85 SFAS full-grant recipients and C. 0 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	2	8	0	100%	10.09.17 – 31.08.18	17,103.20	Students' feedback		
Art/Culture Activities	13	85	0	100%	01.12.17 – 06.07.18	6,701.00	Teachers' observation Rate of participation		
Visits & Excursions	2	34	0	100%	01.12.17 – 30.4.18	13,752.40	Students' feedback		
Adventure Activities	3	14	0	100%	01.12.17 – 30.4.18	6,460.00	Students' feedback		
Learning Skill Training	0	25	0	100%	09.05.18 – 31.08.18	375.00	Students' feedback		
Self-confidence Development	4	36	0	100%	01.01.18 – 28.02.18	10,190.00	Students' feedback		
Sports	3	10	0	90%	10.09.17 – 31.08.18	10,200.00	Students' feedback		
Total no. of activities:									
@No. of man-times	27	212	0			64,781.60			
**Total no. of man-times	239				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)
