



# Methodist College

## School Report, 2018-2019

### 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:

**M**odest, **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 3)

<p><b>Objective:</b> To increase student engagement in learning</p>
<p><b>Strategies and Progress:</b></p> <p>(a) <b>Subject-based active learning strategies</b> were further developed and refined to increase students' participation in class</p> <ul style="list-style-type: none"> <li>• The following strategies were reported to have been adopted by different subjects: group discussion and presentation, think-pair-share, peer teaching, collaborative learning, class games. They have also reported the use of different e-learning tools / platforms such as Google Classroom, Nearpod, Kahoot, Jamboard, LoLoNote, Padlet etc. in motivating students to learn.</li> <li>• All teachers met the requirement of attending at least one workshop/seminar/talk about e-learning for professional development.</li> <li>• Using active learning strategies was again the focus of lesson study and lesson observation. Six relevant 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"> <li>- Well-sequenced activities</li> <li>- Require learner preparation</li> <li>- Opportunities for different learners to participate</li> <li>- Involving students of different ability and motivation levels to answer the questions</li> <li>- Opportunities for students to demonstrate learning / raise questions</li> <li>- Students are engaged in learning activities</li> </ul> </li> </ul> <p>(b) More <b>pre-lesson tasks/activities</b> were designed to prepare students more effectively for in-class activities.</p> <p>(c) Different subjects have reviewed and revised their <b>subject-based incentive scheme</b> to motivate students in classroom participation and encourage them to have good performance in their learning. The incentives used included term marks, stickers, small gifts, candies, verbal praise, and challenging tasks for motivated students.</p> <p>(d) For <b>sharing of active learning strategies among teachers</b>, two collaborative lesson preparation sessions were arranged. Every teacher then submitted a lesson plan which specified the active learning strategies used. All subjects have arranged at least one such sharing session in the subject / department meetings. Nearly all subjects (except some big departments with more members such as Mathematics) had all members done the sharing over the past three years.</p> <p>(e) A <b>BYODD (Bring Your Own Designated Device) Pilot Scheme</b> was introduced in Class 1R. The 1R Classroom was also equipped with all facilities needed for e-learning, including double projectors and screens, Apple TV and touch-mon computer.</p> <p>(f) <b>E-learning</b> was increasingly used in more classes by more teachers. The newly set up Steering Group for BYODD Pilot Scheme organized a few workshops and open lessons to</p>

share how to use e-learning to engage students (27/2/2019, 8/3/2019, 15/3/2019 and 27/3/2019).

**Evaluation:**

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

- Perceptions surveys were done on teachers, students as well as on subject basis. The results were all positive and able to meet our targets set.
- From the teachers' survey, about 65% of the teachers have allocated at least 50% of the lesson time (whole academic year) to student-centered activities. With more and more subjects using different e-learning platforms and other active learning strategies during lessons, a high percentage (over 90%) of teachers agreed and strongly agreed that their lessons can provide opportunities for different learners to participate (over 30% of teachers strongly agree on this item), can involve students of different ability and motivation levels to answer the questions and can provide opportunities for students to demonstrate learning / raise questions. An overwhelmingly large percentage of teachers thought the active learning strategies were effective in increasing students' participation in class (100%), improving students' understanding of the learning materials (98%), and improving students' critical thinking and problem solving skills (94%).
- From the evaluation of different subjects, the use of different active learning strategies successfully facilitated both teaching and learning. Group discussions and collaborative learning provided a platform for students with different abilities to learn together. Teachers could provide instant feedback to students with the use of different e-learning tools to increase learning effectiveness. Students (even low achievers) became more willing to share their ideas through group works or on e-platforms.
- From the students' survey, over 90% of students strongly agreed or agreed that active participation in class had helped them to learn better in class. Also from the stakeholders' survey (students), there was a significant increase in the figures on 'My views on teaching' in F.4 and F.5 when compared to the figures in their F.1 and F.2 (i.e. before this 3-year cycle). This indicated a significant difference in students' perception too.

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

- From the students' survey, the item 'I have good preparation before lesson' rose from 57% in 2016/17 to 73% in 2018/19. Same as the evaluation of different subjects and teachers' survey, the situation of completing pre-lesson tasks had been improving over the past three years. Yet, the performance of a portion of students, especially the less-motivated and lower-ability ones, was still not satisfactory. It was thus found necessary to move towards raising students' motivation to reach higher.

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

- Same as the previous year, 100% of the subject panels agreed that the incentive scheme chosen (different award schemes, term marks...) was effective in encouraging students to participate in class. However, the value of small gifts (e.g. snacks, candies) and verbal praises could work wonders especially with the lower achievers.

(d) Since this was the final year of the 3-year cycle, we did a survey on students' performance compared with three years ago. The results showed positive changes in all aspects:

- Teachers' survey

Compared to 2015-16	% of the teachers strongly agree / agree that...
Students are more engaged in learning activities.	94%
Students are more active in learning (e.g. answer / raise questions).	83%
Students are more reflective about their learning.	75%
Students' performance on completing the pre-lesson tasks before lessons has improved.	71%
Students cooperate better with others in groups.	77%

- Students' self-evaluation

	% of the students strongly agree / agree that...		
	16/17	17/18	18/19
I am active in learning during lessons (e.g. answer / raise questions, participate in class discussion)	75%	84%	84%
I always contribute well to class discussion (e.g. responds to other students' points, questions others in a constructive way, offers suggestions)	79%	85%	88%
I have good preparation before lesson. (e.g. complete the pre-lesson tasks, read and think about the learning materials)	57%	66%	73%
I always engage in different learning activities during lessons.	82%	85%	89%
I am attentive in class.	80%	84%	86%
I listen attentively when my classmates present materials.	88%	90%	94%
Active participation helps me to learn better in class.	86%	87%	93%
Active participation helps me build up confidence in learning.	78%	86%	88%
Active participation helps me to learn from my peers (i.e. classmates).	85%	88%	93%
More pre-lesson tasks / activities help me learn better in class.	-	78%	83%

(e) Despite all this positive indicators, we found in the stakeholders' survey (students) that there was a decrease in 'My views on student learning' and 'Confidence in learning' when compared to the previous year. Overall speaking, the use of active learning strategies have definitely made the lessons more enjoyable and the students more engaged in class. However, being made to be active in class does not necessarily mean having a strong

motivation to learn. **It was agreed by all teachers that our next step should be to work on students' learning attitudes, to encourage them to take ownership for their own learning.** The homework policy had to be reviewed and the use of differentiation on designing assignments should be explored so as to better cater for students' diverse abilities and needs. When students feel a sense of ownership, they would engage in learning tasks and persist in learning. This can help maximize personal growth and individual success.

## Major Concern 2: Be a Blessing to Others (Stage 3)

### 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) One regular Class Teacher Period (CTP) was scheduled in senior forms. On average, there were 7-9 CTPs in F4, and 6-8 in F5-6. Activities included class breakfast time, current issues sharing and prayers for classmates, etc. Students enjoyed the CTPs.
- b) The handbook of class-building for CTs was optimized and made available for class teachers to use in September 2018.
- c) A Life Education Movie Watching Day was held (29/3/2019). Classes watched a film together in a cinema at Festival Walk, with post-film discussions led by the class teachers.

#### 2. Through Recognition

- a) A brief report of each class-based social service was posted on the school website.
- b) A Voluntary Service Booklet was designed to record the service learning hours of students. There were a total of 33 students who got the awards (12 gold, 19 silver and 2 bronze).
- 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 (31/1/2019). All classes actively participated in cleaning up their home rooms.
- b) Under the "Be a Service 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:

#### Be a blessing to others – Service Learning in MC

Class	Date	Details of the service	Target group
1B	22/11/2018	Visiting and delivering gifts to the elderly	The elderly

1G	24/11/2018	Visiting the Hong Kong PHAB Association	The disabled people
1G	29/11/2018	Visiting the Elderly Centre	The elderly
1R	17/11/2018 23/11/2018	Visiting the Hong Kong Society for the Blind	The blind people
1W	1/12/2018	Visiting the Elderly Centre	The elderly
2B, 2W	15/11/2018	Visiting the Elderly Centre	The elderly
2G, 2R	22/11/2018	Visiting the Elderly Centre	The elderly
3B	23/2/2019	Children's Community Volunteer Service	Children
3G	28/3/2019	"Good Food" Food Recycling Program	Families in need
3R	13-14/2/2019	Fund Raising Activity - Flower Selling	The Community Chest of Hong Kong
3W	17/12/2018	Beach Clean-up Day	
F4	15/9/2018	Visiting and delivering moon cakes to the elderly	The elderly
5B	8/5/2019	Hot meal service programme	Deprived elderly
5G	30/3/2019	Soap recycling programme	Underprivileged families and schools across Asia
5R	29/3/2019	Handmade soap and thank you cards for teachers	Teachers at school
5W	14-21/2/2019	Donating clothing and goods to the Salvation Army	Home-alone elderly, street sleepers, ex-prisoners and CSSA recipients

- c) A service trip to Cambodia was held (17–26/4/2019). 21 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 donation activity (28/3- 10/4/2019).
- d) In the S6 Farewell Assembly, S1-5 students were invited to write blessings on small plastic plates (star shape), which were then used to decorate the school entrance to send the whole school's blessings to the S6 graduating classes.

4. Through morning line-up, assemblies and CT lessons etc.

- a) S1-2 classes shared their social service experience in Day 1 LE lesson whereas S3-5 classes shared their experience and reflection in the morning line-up sessions.
- b) A guest speaker, Angel Cheng (Build a Music School), was invited to share her experience of doing voluntary service in Myanmar in school assembly (28/3/2019).

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

- a) The theme "Be a Blessing to Others" was echoed by different subjects and teams. Below were some examples:
- Chinese Language and Literature: Through selecting suitable articles for reading comprehension and appreciation, drama and organizing cultural activities.
  - English Language: Through reading, movie appreciation, essay writing, buddy reading programme and organizing English Activity Day in primary schools.

- Mathematics: Senior forms students acted as tutors in junior forms remedial classes after school.
- Science: Students helped teachers conduct after-school functions and helped the laboratory technicians to keep the laboratories in order.
- Religious Education: Through the relevant Biblical teachings, e.g. loving others, It is more blessed to give than to receive, accepting differences.
- Visual Arts: The theme of "Be a blessing to others" was used for various types of design works for different forms.
- Staff Development Team: Through mentoring and coaching of new teachers and student teachers.
- Exchange Affairs Team: Through hosting an exchange student from overseas and organizing cultural exchanges trips.

**Evaluation:**

- a) On **Class Building**: According to the student survey, 85% of students said they liked to be one of the members of the class, 85% liked to serve others in their class, 81% felt that the teachers cared about them, while 82% felt their classmates cared about them.
- b) On **Recognition**: 68% of students thought the scheme 'Service Star of the Month / Term' had helped them build up a positive self-esteem.
- c) On **Whole School Activities**: The Spring Cleaning Day was enjoyed by 67% of students. For the 'Be a Service Star' campaign, 78% of students enjoyed the service activity done by their class, 80% agreed that it had helped them understand more about others' needs, and 80% would like to participate in more service learning activities in future.
- d) For the **Overseas Service Learning Trip to Cambodia**: The trip with its pre-trip and post-trip activities received overwhelming response from students. 95% of those who went on the trip agreed that it had been a meaningful experience to them. 95% said the trip had brought them a positive impression about doing voluntary work as well as made a positive impact on their personal growth. 81% would like to participate in overseas service trips again next year.
- e) For the **Life Education Movie Watching Day**: 97% of students welcomed this activity and 99% would like us to organize it again. It was widely agreed by both teachers and students as worth doing.
- f) Overall speaking, we believed that this 3-year theme had created a lasting impression on students' minds. Nearly all of the above activities that were tried out in these 3 years were found to be effective and meaningful. They would become regular events of the school from now on.
- g) In teachers' year-end evaluation, it was found that with all the co-curricular activities organized by the academic subjects, the life education activities organized by different units of the school, as well as the extra-curricular activities run by students and the ECA Committee, there was no lack of activities for students to join. What was lacking might be a sense of commitment and a sense of belonging. **Therefore, it was agreed that for the next 3-year planning cycle, the non-academic focus would be on building a positive school culture.** Effort would be made to teach certain good attitudes and values explicitly, and communication would be enhanced to build consensus among teachers, as well as with students, so that the whole school would move as one body towards the same direction.

## Part 2: Areas Outside Major Concerns

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

### Management and Organization

In the current management and organizational structure, three vice principals headed 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.

### Staff Development and Achievement

- 1) There were 51 full time teachers (including the Principal) and 2 part-time teachers.
- 2) All of the teachers were degree holders, among whom 40, including the Principal, had one or more Master's Degree, accounting for 75% of the teaching staff.
- 3) The following teachers completed the respective courses below:

Name of Teacher	Course Completed
Mr Li Siu Kei	Professional Diploma Programme for Middle Leaders in Schools, by EdUHK
Ms Wong Wai Ping	Thematic Course on Supporting Students with SEN – Cognition and Learning Needs, by EdUHK
Ms Ma Chui Yan	Professional Development Programme for the New-to-role Special Educational Needs Coordinators in Ordinary Primary and Secondary Schools for the 2018/20 School Years, by EdUHK

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

Name of Teacher	Network / Service
Mr Leung Chi Kit	Presenter in the "Hong Kong Mathematics Education Conference 2019" on Jun 21, 2019. The speech title is "The Making and Evaluation of the Quadratic Formula Song".
Mr Ng Yeung	Columnist for Ming Pao Education Page (《明報·語文同樂·卷二練筆》)
Ms Ho Wing Fei, Mr Tang Chi Wai Desmond & Ms Yan Suk Yee Stella	Gifted Education Teachers Network on English Language



Ms Lau Yin Ling	Speakers in the "Briefing on Public Assessment of HKDSE Economics" of NSS Assessing Student Learning for the Economics Curriculum held by Hong Kong Examinations and Assessment Authority on 7 Nov 2019.
Ms Yick Doi Pei	Presenter in the "Hong Kong Mathematics Education Conference 2019" on Jun 21, 2019. The speech title is "The Use of eLearning through LoLoNote and GeoGebra in Our Junior and Senior Form Classrooms".
Chinese Department	Our Project "Using Virtual Reality in the Teaching of Writing in Chinese" won a Merit Award in the International Outstanding e-Learning Awards Competition 2018/19 organized by University of Hong Kong

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 2019.

5) Projects Organized / Joined:

Project Title	Organizer	Teacher / Subject /KLA
Healthy School Programme	Methodist College in partnership with Tung Wah Group of Hospitals Cross Centre	Life Education Committee
Beat Drugs Fund Supported Programme "Participate in Sports, Stay Away from Drugs"	Beat Drugs Fund	Dodgeball Team
QEF Project – Joyful @ School Programme	Methodist College in partnership with Yang Memorial Social Service	Guidance Committee

## **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) This was the last year of the network programme **NSS Ethics and Religious Education** offered to schools under the Methodist Church, Hong Kong. Afterwards, the subject would be offered as an elective subject in the senior secondary curriculum of our school.

**3) eLearning development:**

- Based on the experience accumulated in the last couple of years as well as the advancement of the IT infrastructure in school, the Bring Your Own Designated Device (BYODD) scheme was piloted in the 1R class. The decision was well received by the F.1

parents. The majority of F1 parents were interested to join the pilot scheme. The classroom of 1R was specially equipped to facilitate an eLearning environment.

- A few pioneering teachers were on the one hand taking the lead to explore the possibilities and difficulties ahead while on the other hand helping the interested to follow. A number of teachers were allowed to borrow an ipad for the whole year which facilitated the use of eLearning in class. At the end of the academic year, a number of eLearning materials were developed in different subjects and were tried out in classes of different levels. In the second term, a learning platform called LoiLoNote was introduced by the BYODD Steering Group. Workshops and lesson observation were arranged for staff development purposes.
- The evaluation results from students, parents and teachers showed a general agreement that BYODD could promote learning. With concerted effort, the pace of eLearning development in our school was greatly enhanced and the scale of BYODD would expand to all classes up to F.2 in the coming year.

#### 4) **STEM Education:**

- STEM Education was fostered through curriculum design, co-curricular activities and competitions.
  - With the collaboration of the relevant subjects, viz. Science, Computer Literacy and Design & Technology, all Junior Form students received some basic training in coding and had it applied using Microbit and various sensors.
  - In the "Race for the line" Model Rocket Car Fun Day, all F.2 students were given hands on experience in designing and making their rocket cars. The activity was extended into an open competition on our Open Day (15/12/2018). 24 teams from 11 primary schools learned through the exciting competition.
  - To further enhance the more capable students, about 30 students from F.1 to F.4 were engaged in different external competitions about STEM.
- 5) The **surplus laboratory technician** was deployed mainly for the development of STEM education. She prepared consumables for learning activities related to science investigation /STEM education /practical-based projects, and conducted risk assessments by performing trial-runs and recording observations regarding safety of the practical activities.

## **Student Development**

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: 22 Student Organizations, 12 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 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, Envision, as well as the Student Council formed by representatives from all classes. They were valuable bridges between the College and the students. This year, the Students' Union was particularly active. Apart from the usual activities held every year, they designed a hoodies for the College's 60<sup>th</sup> anniversary and succeeded in getting recognition for it to be part of the school uniform for the year. They also ran a stall at the public Lunar New Year Fair. The Students' Union also did a few surveys to help collect students' opinions and reflected them to the school.

The tradition of having every student involved in the **sports day** as either competitors or cheering team members continued. All students enjoyed the Sports Days (27/9/2018 & 2/10/2018), and Yellow House emerged as the Best Performing House.

With the success from the previous years, the ECA Committee continued with the **leadership training schemes**. 84 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 part of the open day (15/12/2018). 32 selected student leaders went on an exchange trip to Malaysia (Kuala Lumpur and Penang) during the period 16-25/4/2019, with 8 sessions of pre-trip training, 2 sessions of pre-trip seminar, one post-trip reunion and evaluation training as well as one MCTV programme made to share their gains from the trip.

To increase students' participation in school activities, a new **"One Sport One Art Programme"** was introduced to S1-3, by which students are required to participate in at least one sport activity and one art (visual art, music, drama, speech etc.) activity. The programme was mandatory to S1 while open to S2-3. Students were expected to take at least one major (e.g. school teams or training classes which involved continuous training) in one category and one minor (e.g. as competitor or performer in a certain event) in the other category. The results were satisfactory. All students could fulfil their minors, while 91 out of 120 S1 students could complete the program with one major and one minor accomplished. It was evident that more students were participating in school activities.

## 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**, Orielle Cavazzoni from Italy joined us as a full time student for a year. In November, international

students from **Li Po Chun United World College** of Hong Kong visited our school to carry out cultural exchange activities with our students. 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
13 <sup>th</sup> WESPA Youth Cup 2018 (WESPAYC 2018)	11/12 – 17/12 (7 days)	4 students from S2 & 5	Dubai, United Arabs Emirates	World English Language Scrabble Players Association
UK School Experience	26/1 – 11/2 (17 days)	30 students of S1-5	Rydal Penrhos School, Wales, UK	Methodist College
Malaysia Leadership Training Programme*	16/4 – 25/4 (10 days)	32 students of S1-5	Kuala Lumpur, Penang, Malaysia	Methodist College
株洲姊妹學校特色課程體驗及體育交流考察營*	17/4 – 21/4 (5 days)	33 students of S1-5	Zhuzhou, China	Methodist College
四川文學歷史文化考察團*	18/4 – 22/4 (5 days)	20 students of S3-5	Sichuan, China	Methodist College
Service Trip to Cambodia*	23/4 – 27/4 (5 days)	21 students of S1-6	Phnom Penh, Cambodia	Methodist College
Immersion Programme to Woodhouse Grove School, UK	23/4 – 3/5 (11 days)	4 students of S4 & 5	Bradford, UK	Methodist College
九龍西學界滬港交流(雙向)夏令營 2019*	2/7 - 7/7 (6 days)	10 students of S4	Shanghai, China	九龍西區各界協會
北京、武漢歷史文化及創新科技探索之旅*	6/7 – 11/7 (6 days)	10 students of S5	Wuhan, Beijing, China	Education Bureau
Immersion Programme to Singapore*	14/7 – 21/7 (8 days)	10 students of S1-3	ACS(Independent) and Methodist Girls' School, Singapore	Methodist College

Tokyo International Choir Competition*	25/7 – 30/7 ( 6 days)	36 students of S1-6	Tokyo, Japan	Methodist College
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\* 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 5-12 teachers attending each time to have lunch, praise and worship, fellowship and prayer together.
- F1 Alpha course (Sept.-Dec. 2018) and F1 Alpha Camp (30/11-1/12/2018) were held. 5 students pledged their faith in God and 25-30 students were willing to further participate in follow-up cell groups.
- The title of this year's Evangelistic Week (12-20/3/2019) was "From the Inside Out". A religious dialogue between students and teachers and a Gospel sharing assembly were held. Three gospel tea gatherings were also held after school.
- An Easter SCF Camp attended by 22 students, 3 teachers and 2 Church co-workers was held on 4-6/4/2019. 8 students were willing to further participate in follow-up cell groups.
- There were a total of 7-8 Christian cell groups held in different forms. Christian and non-Christian students were invited to join to study Bible and share their Christian faith.
- The Parent Fellowship started by the Principal also met 6 times during lunchtime in the year, with 10-30 parents joining each time. The Principal and the Assistant Chaplain participated in most of them. Christian and non-Christian parents shared and supported one another in issues relating to parenting in the light of the Bible.

### 4) Special Educational Needs (SEN) Policies:

The whole school approach was employed to cater for the diverse special needs of students. With the provision of an SEN Coordinator (SENCO) starting from 2018-2019, a Student Support Team was formed under the SENCO to coordinate all teachers, the School Social Worker and the Educational Psychologist in providing comprehensive support to SEN students. 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. Some programs related to mental health were arranged. Target set for staff training has been met according to the EDB requirements. In-school Lesson-Study has started and a SEN-parents consultation group has been formed to provide support for different stakeholders.

## **5) Gifted Education:**

The Talent Pool was in its seventh 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 190 students were recruited into the Talent Pool. Teachers taking charge of the Talent Pool students have attended a total of 35 hours of training from courses and programs organized by various institutes.

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. Close collaboration with the Hong Kong Academy for Gifted Education (HKAGE) was maintained, with 3 students granted full membership to participate in programs and courses organized by it. 7 top students were also selected and subsidized to join the summer programs of various universities and institutes. Apart from that, 7 S2 students joined the HKUST Dual Program (DP) and 2 of them were eligible to take part in the subsequent DP Level 1 course in November 2019. These activities and opportunities were greatly welcomed by students and their parents. Their progress was pleasing and we would continue to explore more opportunities to pull up the cream.

## **6) Career and Life Planning Education (CLP):**

For S4-6, there was one CLP lesson per two teaching cycles taught by the Careers Mistress and one Careers Teacher, with school-based tailor-made materials to cover topics including life planning (e.g. goal setting and personal image), soft skills (e.g. interview and presentation) and multiple pathways (e.g. JUPAS, E-App and other applications). In junior forms, CLP continued to take the form of special projects delivered mainly through the Class Teachers.

Individual careers counselling was mainly handled by the Careers Mistress and assisted by careers teachers when necessary. A total of 10 meetings with parents and 130 meetings / cases with students were recorded, covering consultation on JUPAS / E-APP application, ApL study, further studies etc.

The MCareers Program continued this year and was open to all S4-6 students who wished to learn more about the working world and to start contemplating their careers goal. The programme organized 6 events in the year, which included 4 alumni sharing sessions in the fields of Health & Medicine, Engineering & Architecture, Business & Administration and the Media. There was also a Mock Interview Workshop and a Mock Interview.

Apart from the above, various other activities including talks, workshops, internships and careers visits were held throughout the year as usual. A total of 44 such events were recorded.

## **7) Alumni Support:**

This being the 60<sup>th</sup> anniversary year of the College, there have been lots of involvement of our alumni in various aspects of the school. The Methodist College Alumni Association played a pivotal role in helping the College run the various anniversary celebration functions, the most memorable of which must be the 60<sup>th</sup> Anniversary Alumni Dinner on Founders' Day (3/11/2018), which saw 72 tables filled with happy faces in the grand reunion. A total of 81 alumni returned in the Coronation Ceremony to celebrate their graduation for 30, 40 and 50 years. Our alumni were the greatest contributors in the 60<sup>th</sup> Anniversary Diamond Jubilee Fundraising Campaign. They also supported the Students' Union through eagerly purchasing the SU hoodies as well as donating funds to support the SU's Lunar New Year Fair.

Through the Alumni Affairs Team's MCircle programme, 8 themed events and gatherings, some on careers field basis and some on interest clubs basis, attended by both graduated and current students were organized to build a stronger alumni network to support the current students. Alumni contributed to the MCareers programme. They returned to share about their current studies and jobs in morning assemblies. They also helped in the Open Day (15/12/2018), the Mock Interview (16/3/2019) and the DSE Results Release Day (10/7/2019). Besides, we relied heavily on our alumni to be tutors of our remedial programs.

## **60<sup>th</sup> Anniversary Diamond Jubilee Celebration**

The theme of the celebration was “Grow in Love • Shine in Faith” 「循主道 • 甲子情」, with both the theme song and the logo being the winning entries submitted by students for the two competitions. Events celebrating the 60<sup>th</sup> anniversary included:

1) 60<sup>th</sup> Anniversary Founders' Day (3/11/2019):

- There was an Alumni Homecoming activity in the morning session. In the afternoon session, 82 alumni attended the Coronation Ceremony that was held within the Thanksgiving Service, while 72 tables were filled by alumni, past and current teachers in the Anniversary Dinner.

2) 60<sup>th</sup> Anniversary Documentary Film – Love Eternity 《循 • 情》:

- Directed by our alumnus Mr. Brian Hung, this documentary film took more than one year to shoot. With the filming of a whole year's school events and interviews with current and past staff, students and parents, the film captured the spirit of Methodist College which took us through not only the past 60 years, but would also see the College through to the future. There were five public showing of the film from Nov 2018 to Mar 2019, attracting an audience of more than a thousand. The film would be made into a souvenir DVD to round up our 60<sup>th</sup> anniversary celebration.

3) Open Day (15/12/2019):

- The event was also an Information Day for potential applicants to the College. Approximately 720 primary school students from 67 different primary schools in different districts visited our College together with their parents. They participated eagerly in admission talks and workshops, and had dialogues with our students and alumni.
- The Open Day also attracted the return of many alumni. They enjoyed the various game booths and performances by our students.
- The event *STEM – Model Rocket Car Racing Competition* attracted around 100 pupils made up of 24 teams from 12 primary schools.

4) Sports and Family Fun Day (9/3/2019):

- The event held at Wu Kai Sha Youth Village attracted around 450 participants from families of our current students, alumni, staff as well as families from other Methodist primary schools. Though the event was a bit marred by the rainy weather, all those participated had a happy day out together.

Some souvenirs to commemorate the anniversary were made by both the College and the Alumni Association. Through the 60<sup>th</sup> Anniversary Fundraising Campaign, a total of \$2.17m was collected, with \$0.3m earmarked for the Student Development Fund and \$1.87m earmarked for the Campus Enhancement Fund.



## Student Performance

### Academic Performance

#### Hong Kong Diploma of Secondary Education Examination 2019

- 106 students sat for the examination. This cohort achieved very pleasing results which were well above the territory averages.

	<b>MC %</b>	Territory Ave. %
Students obtaining 3322 (satisfying the admission requirement for local degree programs)	<b>99 (93.4%)</b>	37%
Students obtaining 22222 (satisfying the admission requirement for local sub-degree programs)	<b>103 (97.2%)</b>	70.4%
Subjects Obtaining Level 5 or above	<b>122 (18.8%)</b>	13.1%
Subjects Obtaining Level 4 or above	<b>377 (58.2%)</b>	36.5%
Subjects Obtaining Level 3 or above	<b>575 (88.9%)</b>	61.6%
Subjects Obtaining Level 2 or above	<b>639 (98.8%)</b>	85.2%

- Results of the core subjects and the well-performing elective subjects:

<b>Category A Subjects</b>	<b>4 – 5** (MC)</b>	4 – 5** (HK)	<b>3 – 5** (MC)</b>	3 – 5** (HK)	<b>2 – 5** (MC)</b>	2 – 5** (HK)
English Language	<b>53.8%</b>	26.2%	<b>96.2%</b>	52.4%	<b>100%</b>	78.6%
Chinese Language	<b>59.4%</b>	29.6%	<b>95.3%</b>	56.3%	<b>100%</b>	86.2%
Mathematics	<b>50.9%</b>	39.9%	<b>80.2%</b>	58%	<b>100%</b>	80.8%
Liberal Studies	<b>60.4%</b>	39.2%	<b>92.5%</b>	70.2%	<b>100%</b>	90.7%
Physics	<b>63%</b>	49.8%	<b>88.9%</b>	72.3%	<b>100%</b>	90%
Chemistry	<b>75%</b>	53%	<b>96.4%</b>	76%	<b>100%</b>	87.5%
Biology	<b>71%</b>	46.8%	<b>90.3%</b>	71.7%	<b>100%</b>	90.4%
Info. & Com. Technology	<b>44.4%</b>	30.1%	<b>66.7%</b>	54.7%	<b>88.9%</b>	82.7%
Economics	<b>77.3%</b>	47.2%	<b>93.2%</b>	67.7%	<b>97.7%</b>	85.8%
Chinese History	<b>53.3%</b>	39%	<b>93.3%</b>	67.5%	<b>100%</b>	91.1%
Chinese Literature	<b>60%</b>	37.9%	<b>80%</b>	68.2%	<b>93.3%</b>	88.9%
Ethics & Religious Studies	<b>60%</b>	29.4%	<b>100%</b>	56.6%	<b>100%</b>	89.7%
Visual Arts	<b>50%</b>	26%	<b>80%</b>	54.9%	<b>100%</b>	87%

<b>Category B Subject</b>	<b>A</b>	<b>B</b>	<b>C</b>
Japanese	6	2	1

<b>Category C Subject</b>	<b>Distinction II (L4)</b>	<b>Distinction I (L3)</b>	<b>Attained (L2)</b>
Applied Learning	2	6	4

## External Awards

Students participated actively in internal school functions and external competitions. Below are some of the major external awards obtained:

### Academic

#### **70<sup>th</sup> Hong Kong Speech Festival (English Speech)**

##### **Solo Verse Speaking**

Champion – 3R Fu Wing Tung

1<sup>st</sup> Runner-up – 3R Wong Yin Man, 4R Tao Nga Lam, 4R Yeung Sin Man

2<sup>nd</sup> Runner-up – 2R Chen Chin Yuet, 3R Lau Yui Ching

**Another 18 students obtained Certificates of Merit.**

**EMI Drama Festival 2019 – Best Creativity Award**

#### **WESPA Youth Cup 2018 held in Dubai (Organized by the World English Language Scrabble® Players Association)**

6<sup>th</sup> Place - 5B Po Chun Wo Brian

9<sup>th</sup> Place - 2G Law Long Yin Thomson

Under-16 3<sup>rd</sup> Place - 2G Law Long Yin Thomson

*(Representing Hong Kong in this international tournament, Brian and Thomson obtained the best result ever for Hong Kong. They had the honour of being invited to the Government House to receive commendation by the Chief Executive on 2/2/2019.)*

#### **HKSPA Association Cup Inter-School Scrabble Tournament 2019**

Junior Individual Champion – 2G Law Long Yin Thomson

Senior Individual Champion – 5B Po Chun Wo

Junior Team Champion

Senior Team Second Runner-up

#### **第七十屆香港學校朗誦節中文朗誦比賽**

##### **詩詞獨誦——粵語**

亞軍 – 2R 鄧悅彤

##### **二人朗誦——粵語**

冠軍 – 6B 連思詠、6B 朱璧虹

亞軍 – 4G 徐穎淇、4W 張臻翹

亞軍 – 4R 劉穎霖、4G 謝妙頤

亞軍 – 2G 馮晰昕、2W 陳伊韻

季軍 – 4B 麥詠彤、4B 麥心怡

季軍 – 3R 林曉楠、2B 梅諾詩

##### **宗教作品朗誦——基督教經文——粵語**

亞軍 – 2R 鄧悅彤

**共有 3 位同學獲榮譽獎狀；21 位同學獲優良獎狀**

#### **第 43 屆全港青年學藝比賽之「全港青年中文故事創作比賽」(2017-2018 年度)**

初中組優異獎 – 3G 周詠雯、3R 馮樂兒

#### **第 43 屆全港青年學藝比賽之「全港青年中文寫作比賽」(2017-18 年度)**

中學組優異獎 – 6B 李詠彤

**第十五屆全港中學「兩文三語」菁英大比拼**

高級組「優秀中文文章」－ 5R 麥曉琳

**第四屆香港文學季「五味雜陳」徵文比賽（中學組）**

亞軍－ 6R 林詩敖

**全港中小學普通話演講比賽 2019**

九龍區高中組優異獎－ 4B 劉玉嬌

**中國文化協會文協盃朗誦比賽 2019**

高中組優異獎－ 4B 劉玉嬌

**2018/19 年度香港學校戲劇節**

傑出舞台效果獎

傑出合作獎

傑出演員獎－ 1B 黃婉晴、1G 李耀行、1R 何悅恆、1R 李綽琳、1R 佘圍儀、2W 夏蔚程、2W 徐柏喬、4B 麥心怡

**Thailand International Mathematical Olympiad 2018-2019**

Gold Medal－ 1R Chau Zun

Silver Medal－ 1G Heung Pak Qiu, 2R Chan Cheuk Hei, 5B Lee Chun Hei

Bronze Medal－ 1R Ho Yuet Hang, 2R Yang Yat Hei, 2W Lam Hoi Ning, 4B Lau Elaine, 4B Zhao Songhua, 4W Lau Trenton, 5B Kam Tik Sang, 5B Po Chun Wo

**6<sup>th</sup> Vast Ocean Cup Mathematics Competition**

Gold Medal－ 1R Chau Zun

Silver Medal－ 1R Ho Yuet Hang Sandy, 1W Lung Ka Chun Brian

Bronze Medal－ 1W Wong Sin Sze, 2R Xing Hoi Mei

**Mathematics Super 24 Competition (Organised by Shun Tak Fraternal Association Seaward Woo College)**

Bronze Medal－ 1R Ngan Yan Ho, 2R Yang Yat Hei Given

Silver Medal－ 1R Tsoi Yin Ian, 2R Chan Cheuk Hei Ryan

**MathConceptifion 2019 (Organised by MathConcept Learning Center)**

Bronze Medal－ 1W Wong Ka Chun

**GuangDong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad 2019**

**Hong Kong Region**

Gold Medal－ 2R Chan Cheuk Hei Ryan, 2R Yang Yat Hei Given

Silver Medal－ 1R Chau Zun, 4B Lau Elaine, 4W Lau Trenton

Bronze Medal－ 1R Ngan Yan Ho, 1W Man Long Hei, 1W Wong Sin Sze, 1W Lung Ka Chun Brian, 4B Zhao Songhua

**Greater Bay Area Region**

Gold Medal－ 4W Lau Trenton

Silver Medal－ 1R Chau Zun, 1R Ngan Yan Ho, 4B Lau Elaine,

Bronze Medal－ 1W Man Long Hei, 1W Wong Sin Sze, 2R Yang Yat Hei Given, 4B Zhao Songhua

**Final**

Gold Medal－ 4W Lau Trenton

Silver Medal－ 1R Chau Zun, 1W Wong Sin Sze, 2R Yang Yat Hei Given, 4B Lau Elaine

Bronze Medal – 1R Ngan Yan Ho, 1W Man Long Hei, 4B Zhao Songhua,

### **Huaxiabei National Mathematics Olympic Invitation Competition 2019**

#### **Heat**

Silver Medal – 2R Chan Cheuk Hei Ryan, 3R Fu Wing Tung

Bronze Medal – 1G Heung Pak Qiu

#### **Semi-Final**

Silver Medal – 2R Chan Cheuk Hei Ryan, 3R Fu Wing Tung, 1G Heung Pak Qiu

#### **Final**

Bronze Medal – 1G Heung Pak Qiu, 2R Chan Cheuk Hei Ryan

### **Hong Kong & Macau Mathematical Olympiad Open**

Gold Medal – 2W Lau Trelan

Silver Medal – 1W Wong Sin Sze, 1W Lung Ka Chun Brian, 1W Man Long Hei,  
2R Yang Yat Hei Given

Bronze Medal – 1W Tang Siu Man, 1W Ng Keng Tin, 2R Lau Wing Yan, 2R Xing Hoi Mei,  
4B Lau Elaine, 4B Zhao Songhua

### **Asia International Mathematical Olympiad Open Contest Semi-Final**

Silver Medal – 1W Lung Ka Chun Brian, 2W Lau Trelan

Bronze Medal – 1W Wong Sin Sze, 1W Ng Keng Tin, 1W Man Long Hei, 2R Lau Wing Yan, 2R Yang  
Yat Hei Given, 4B Lau Elaine

### **Hong Kong International Mathematical Olympiad 2019 – Hong Kong Region**

#### **Heat Round**

Silver Medal – 4B Zhao Songhua, 5B Kam Tik Sang Dickson

Bronze Medal – 1W Wong Sin Sze, 4B Lau Elaine

#### **Semi-Final**

Silver Medal – 4B Zhao Songhua, 4B Lau Elaine

### **Hong Kong Mathematical Games Open**

Gold Medal – 2R Chan Cheuk Hei Ryan

Silver Medal – 1W Wong Sin Sze, 1W Yam Yan Ting

### **Secondary School Mathematics and Science Competition (SSMSC) 2019 (Organized by the Hong Kong Polytechnic University)**

Distinction - 4W Lau Trenton

Proficiency – 5R Chan Ti Yan

### **香港大律師公會呈獻：全港中學生法律短片比賽 2018**

季軍 – 3R 鄧慧媛、4G 梁靖彤、5W 黃梓青、5G 麥正泓

### **Junior Secondary History e-Reading Award Scheme 2019 (organized by the Education Bureau and the University of Hong Kong)**

Certificate of Merit – 3R Cheung Sum Ying, 3R Fu Wing Tung

Certificate of Appreciation – 3R Chow Wai Lin Courtney, 3R Fung Lok Yi Angie, 3R Ho Tin Lam Charmaine, 3R Janechokpinyo Tanya, 3R Lau Chung Yi, 3R Lau Hoi Yan Shelby, 3R Leung Wing Sze, 3R Wong Yin Man, 3W Lo Yan Ling Charis, 3W Chung Lap Pui Isaac, 3W Lai Man To, 3W Tsai Chun Fung James, 3W Tse Tin Mong, 3W Yuen Shing Yuk

**2018 Australian National Chemistry Quiz (ANCQ)**

Certificate of High Distinction – 5B Tam Hau Yee

Certificate of Distinction – 5B Li Sze Yung

**2018/2019 HKICPA/HKABE Joint Scholarships for BAFS (Organized by Hong Kong Institute of Certified Public Accountants and Hong Kong Association for Business Education Limited)**

5B Li Sze Yung

**2018/2019 HKICPA/HKABE BAFS MOCK EXAMINATION (Organized by Hong Kong Institute of Certified Public Accountants and Hong Kong Association for Business Education Limited)**

Certificate for Outstanding Performance – 6B Cheung Ka Hei, 6B Wong Cheuk Lam Jacqueline

Certificate for Good Performance – 6G Chiu Siu Ching, 6G Wong Yiu Ting, 6R Lee Yui Paang

**2019 School Stock Trading Guru Competition (Organized by Investor and Financial Education Council)**

Champion – 4B Ng Tsz Him Issac

1st Runner-up – 4R Kwok King Hin

2nd Runner-up – 4B Au Yeung Kok Chi, 4G Yung Yan Lam

**善德基金會主辦「認識憲法、《基本法》- 與法治同行」全港中學校際問答論證賽 2019**

小組首名出線及優異獎 – 5B Zou Hai Lin, 5B Leung Ngo, 5B Lau Lai Ying, 5B Li Lai Sheung, 5B Li Pui Lam, 5B Ng Ka Wing, 5B Lau Tsun Kit, 5B Yeung Cheuk Hin, 5R Lee Chun Ying, 5R Mak Kam Ho

**Sports**

**Inter-School Athletic Competition 2018-2019, Division 3 (Kowloon Area 4)**

Boys C Long Jump 2<sup>nd</sup> Place - 2G Yeung Ka Chun

Boys B Long Jump 3<sup>rd</sup> Place - 4G Chiu Sung Him

Girls A 100M and 200M 2<sup>nd</sup> Place - 6W Wong Wan Lam

**Inter-School Table Tennis Competition 2018-2019, Division 3 (Kowloon Area 2)**

Boys A Grade 3<sup>rd</sup> Place

Boys Overall 4<sup>th</sup> Place

**Inter-School Dodgeball Novice Competition 2019**

Secondary Schools (Boys Senior) Division 3<sup>rd</sup> Place

Secondary Schools (Girls) Division 3<sup>rd</sup> Place

**2019 Dodgeball Invitation Competition - Methodist Cup**

Boys Division 2<sup>nd</sup> Runner-up

**Inter-Community & Schools Dodgeball Competition 2018-19**

Girls' Cup Champion

**2019 Inter-Secondary-School Dodgeball Championships**

HK Island & Kowloon Girls' Division Champion

**2019 Inter-school Dodgeball Elite Championships**

Girls' Division 4<sup>th</sup> Place

**2019 Inter-Secondary-School Dodgeball Championships**

HK Island & Kowloon Junior Boys' Division 3rd Place

**2019 Inter-Secondary-School Dodgeball Championships**

HK Island & Kowloon Boys Senior Division 4<sup>th</sup> Place

**Inter-Community & Schools Dodgeball Competition 2018-19**

Boys' Cup 2<sup>nd</sup> Place

**何福堂盃中學校際射箭邀請賽**

女子反曲弓初中組個人冠軍 – 3R 徐芷瑩

女子反曲弓高中組個人亞軍 – 3R 林心悅

女子反曲弓高中組團體冠軍 – 3R 林心悅、3R 楊穎雅、4R 陳芷羚

**第七屆永隆盃中學校際射箭邀請賽**

女子反曲弓高中組個人亞軍 – 4R 陳芷羚

女子反曲弓高中組個人季軍 – 3R 林心悅

女子反曲弓高中組團體冠軍 – 3R 林心悅、3R 徐芷瑩、4R 陳芷羚

**2019 香港城市跆拳道公開賽 (由香港中華跆拳道運動競技總會舉辦)**

品勢一章 E 組亞軍 – 1W 李祖熒

品勢一章 E 組季軍 – 1B 何美賢

品勢一章 E 組季軍 – 1W 吳卓頤

品勢三章 C 組季軍 – 2W 蔡栩同

品勢五章 E 組亞軍 – 5R 薛豔華

**Music**

**71<sup>st</sup> Hong Kong Schools Music Festival**

Female Vocal Solo (Foreign Language – Age 14 or under) - 2<sup>nd</sup> Place – 1G Iu Yuk Hei

女聲聲樂獨唱 (中文- 14 歲或以下) - 2<sup>nd</sup> Place – 1G 姚育希

Graded Piano Solo (Grade 5) - 3<sup>rd</sup> Place – 1R Lau Wing Tung

Graded Piano Solo (Grade 7) - 3<sup>rd</sup> Place – 4B Zhao Songhua, 3R Janechokpinyo Tanya

Piano Duet (Senior) - 3<sup>rd</sup> Place – 3R Janechokpinyo Tanya, 3R Chow Wai Lin Courtney

**Joint School Music Competition 2019**

Silver Award – School Orchestra

**2019 好聲音@油尖旺學生歌唱比賽**

Best Performance Award and 2nd Place – 6G Chan Chi Wing Abbie, 6G Ho Kiu Kwan Giovanna,  
6R Yuen Wing Lam Sally, 6R Tsang Hing Yeung, 6W Chan Pui Wing

**第十一屆中國青少年 (香港) 音樂、舞蹈比賽**

初中組小組舞季軍 – 2B 區綺旻、2W 蔡栩同、3B 李綽穎

**Asia Pacific Choral Summit 2019 – Choral Showcase**

Award of Contrasting Programme – School Choir

**2<sup>nd</sup> Tokyo International Choir Competition – Category A Children's Choir**

Silver Prize – School Choir

**STEM**

**Inter School Drone Coding Challenge Competition**

Best Drone Design Award - 5B Chan Tsz Fung (Captain), 4W Lau Trenton, 4W Chan Grayson

**Others**

**Yau Tsim Mong District Outstanding Student Award**

3R Fu Wing Tung

5B Li Lai Sheung

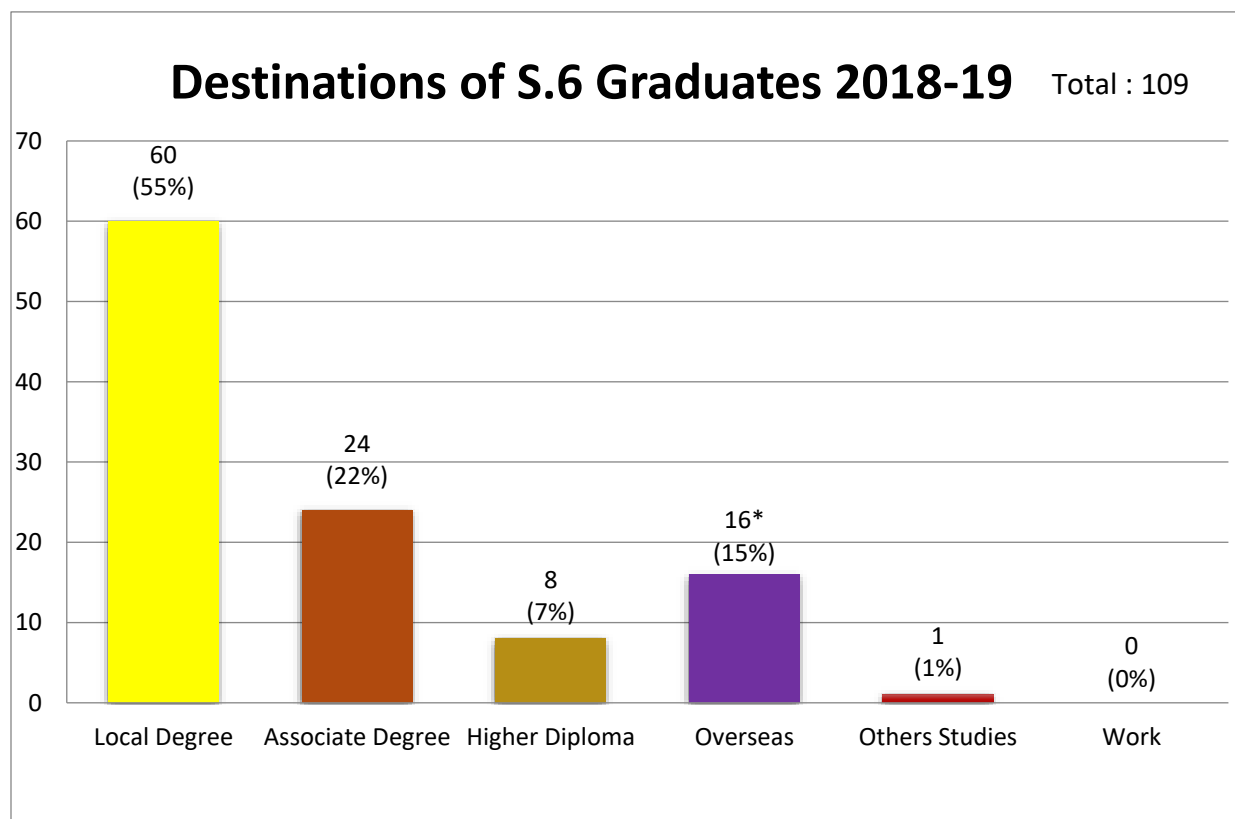
**2018-2019 年度人道校園大獎**

香港紅十會青年團第 316 團

**人道校園「保護生命」獎 2019**

中學組季軍 - 香港紅十會青年團第 316 團

## Pursuits of Graduates



### JUPAS Results:

	Degree	Sub-degree	Total
Offers given to our students	90	8	98
Offers accepted by our students	58	3	61

Actual Admission into Local Degree Programmes										
HKU	CUHK	HKUST	PolyU	CityU	HKBU	LingU	EdU	SSSDP	Others	Total
7	10	9	5	7	6	1	4	9	2	60
11.7%	16.7%	15%	8.33%	11.7%	10%	1.67%	6.67%	15%	3.33%	100%

\* Among the graduates who went overseas, one was admitted to St. John's College of Cambridge University, UK with scholarship.

End of Report



# Annexes

### **Annex – Report on the Use of Grants (2018-19)**

<b>Grant</b>	<b>Amount B/F (\$)</b>	<b>Received in 18/19 (\$)</b>	<b>Spent in 18/19 (\$)</b>	<b>Funds Set Aside for LSP (\$)</b>	<b>Balance (\$)</b>
Capacity Enhancement Grant (CEG)	446,336.00	613,766.00	(584,580.00)	(29,469.34)	446,052.66
Learning Support Grant	63,477.86	515,592.00	(538,391.30)	-	40,678.56

#### **Use, Progress and Evaluation:**

- 1) Following ongoing consensus among teachers and parents, the CEG and Teacher Relief Grant (TRG) continued to be used in employing additional teachers, teaching assistants and tutors to share all teachers' workload and to provide more subject choices to students at senior secondary levels.
- 2) In the 2018-19 academic year, CEG was used to employ one teaching assistant to provide multi-media training to students and audio-visual support to teachers, as well as one technical support staff to help implement e-learning. Other additional teachers and teaching assistants were employed under the Teacher Relief Grant (TRG).
- 3) The additional teaching and supporting staff employed contributed a lot to the provision of diversified learning experience as well as academic and non-academic support to the students.

**School-based After-school Learning and Support Programmes 2018/19 s.y.**  
**School-based Grant - Programme Report**

Name of School: Methodist College

Staff-in-charge: Ms Nicole Tam

Contact Telephone No.: 2384 3543

A. The number of students (count by heads) benefitted under the Grant is 96 (including A. 13 CSSA recipients, B. 83 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	4	15	0	100%	1/9/2018-30/6/2019	\$31,396.00	Students' feedback		
Art/Cultural Activities	12	72	0	100%	1/9/2018-30/6/2019	\$5,370.00	Teachers' observation Rate of participation		
Visits & Excursions	5	19	0	100%	1/10/2018-30/6/2019	\$946.80	Students' feedback		
Adventure Activities	0	15	0	100%	1/10/2018-30/6/2019	\$1,800.00	Students' feedback		
Learning Skill Training	3	42	0	98%	1/9/2018-30/6/2019	\$12,684.00	Students' feedback		
Self-confidence Development	9	47	0	100%	1/9/2018-30/6/2019	\$5,515.30	Students' feedback		
Sports	6	51	0	95%	1/9/2018-31/8/2019	\$21,400.00	Students' feedback		
Volunteer Service	0	1	0	100%	23-27/04/2019	\$5,214.00	Students' feedback		
<b>Total no. of activities:</b>									
<b>@No. of man-times</b>	39	262	0			\$84,326.10			
<b>**Total no. of man-times</b>	301				<b>Total Expenses</b>				

Note:

\* Types of activities are categorized as follows: tutorial service, learning skill training, languages training, visits, art /culture activities, sports, self-confidence development, volunteer service,

adventure activities, leadership training, and communication skills training courses.

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

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

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

## C. Project Effectiveness

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

Please put a “✓” against the most appropriate box.	Improved			No Change	Declining	Not Applicable
	Significant	Moderate	Slight			
<b>Learning Effectiveness</b>						
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	✓					
<b>Personal and Social Development</b>						
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		✓				
<b>Community Involvement</b>						
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)**

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Methodist College  
Report on DLG-funded Other Programmes (Gifted Education)  
2018-2019

Domain	Programme	Objective(s)	Targets & Selection	Duration	Deliverables	Evaluation	Expenditure
All	Subsidizing students in external fee-paying competitions and courses	To enlarge the exposure of elite students in various aspects	Recommended by relevant teachers on an individual case-by-case basis	Whole Year	A total of 8 students of F.4 and F.5 were subsidized to join elite programmes offered by universities.	Students responded very positively after joining these programmes. This should be continued as long as the funding amount allows.	\$17,100.00
English Language	Scrabble Team	To increase elite students' vocabulary and word awareness	Students selected by the Teacher i/c based on recommendation by teachers and students	Whole Year	Training sessions plus interschool & international competitions	Students performed well and won interschool and even international competitions. Two students received commendation from the Chief Executive.	\$18,000.00
English Language	English Debate Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	10 students, selected by English teachers	Whole Year	Debate training sessions plus interschool debate competitions	Students performed well and won a debate against Immaculate Heart of Mary College in the 2nd round of the HK Sec Sch Debating Competition	\$20,250.00
Chinese Language	Chinese Debate Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	Students selected by Chinese teachers	Whole Year	Training sessions plus interschool competitions	- Good results in interschool competition. - Performance to whole school.	2,100.00
Chinese Language	Chinese Drama Team	To enhance elite students' analytical thinking, power of expression and confidence in delivery	Students selected by Chinese teachers	Whole Year	Training sessions plus interschool competitions	- Good response from students. - Performance to whole school.	8,600.00

## **Report on the Use of the Promotion of Reading Grant**

**2018-19 School Year**

### **Part 1: Evaluation of the Effectiveness**

1. Evaluation of the objective:

The reading grant has indeed helped to achieve the goal of nurturing students' reading habit with the possibility to acquire a wealth of attractive reading materials for students. Students enjoy seeing a wide selection of books and magazines from all around the world from which they can get knowledge, literacy and entertainment. Students also are keen to participate in reading activities and showed much enthusiasm. Though not all reading activities are costly, the reading grant expands the opportunity for the school to engage in activities that need to be funded.

2. Evaluation of strategies:

A good portion of newly added books purchased with the reading grant were chosen through students', teachers' and student librarians' recommendations. This proved effective as it ensured a varied and age appropriate selection catering to the tastes and different interests of today's students (provided the books are of decency) and helped boost students' interest in borrowing books from the library. Reading activities such as The Battle of the Books, Reading Forum, Reading Trivia and Book Sharing were also effective in promoting a reading culture in our school as they help raise awareness of the importance of a reading habit and exposes students to a wide variety of books on a deeper level. Most importantly of all, these activities are able to promote reading as fun and enhance the reading atmosphere in school.



**Part 2: Financial Report**

	Item*	Actual expenses (\$)
1.	Purchase of Books	\$28366.17
	Printed books	
2.	Web-based Reading Schemes	\$8000
	e-Read Scheme	
		<b>Total:</b> \$36366.17
		<b>Unspent Balance:</b> \$23633.83

**Methodist College**  
**Report on Sister School Exchanges**  
2018/19 School Year

Name of the Mainland Sister School (1): ZhuZhou No. 2 High School of Hunan

(2): JianNing Experiment Middle School of ZhuZhou City

(3): Xi'an Senior High School

**Part 1: Details of Exchange Activities**

Item No.	Name and Content of the Exchange Activity	Intended Objective(s)	Evaluation Results	Reflection and Follow-up
1.	<p>Sports Exchange Program with Sister Schools in ZhuZhou.            School sports teams of PE Department (badminton, table tennis and dodgeball) paid a visit to ZhuZhou No. 2 High School in April 2019. They had sports exchange with joint training and friendly matches with the students there.            Our students were assigned to different classes of their corresponding levels to have a taste of the lessons there such as mock driving lessons, cultural lessons etc.            Our students also went to families of ZhuZhou students for dinner and some of them stayed overnight.</p> <p>Students: <u>    33    </u>            Teachers &amp; chaperons: <u>    4    </u></p>	<ul style="list-style-type: none"> <li>• To have an exchange of the sports training on badminton and table tennis</li> <li>• To enhance the sports skills of the school team members</li> <li>• To enhance the spirit of sportsmanship among the school team members</li> <li>• To experience a different culture</li> <li>• To foster friendship with teachers and students on the mainland</li> </ul>	<ul style="list-style-type: none"> <li>• 33 students participated in the badminton and table tennis training sessions, and dodgeball sharing sessions held by our students.</li> <li>• Students took part in the friendly matches with the sister schools</li> <li>• Both teachers and students experienced a different culture, e.g learning culture, Chinese culture, food, etc.</li> <li>• Feedback from sister schools</li> <li>• Reflection and sharing was written by students after the trip.</li> </ul>	<ul style="list-style-type: none"> <li>• Students found it practical and useful to have training under the coaches of the sister schools.</li> <li>• Dodgeball team members were excited to promote the new ball game – dodgeball to Zhuzhou students.</li> <li>• Students were excited to exchange ideas and feel the difference in both school life and family life through the school experience and the one-night homestay arranged in local students' families.</li> <li>• Students found the 3D printing lesson and mock driving lesson very interesting and practical. The cultural lessons such as calligraphy, Chinese etiquette and Chinese tea ceremony were also impressive.</li> <li>• Teachers appreciated the great enthusiasm of Zhuzhou teachers who organized a very fruitful schedule. However, as the schedule was too packed, students felt very tired. It was suggested that there should be less activities or add one more day for the trip.</li> </ul>

**Part 2: Financial Report**

<b>Item No.</b>	<b>Name of the exchange</b>	<b>Expenditure Item</b>	<b>Amount</b>	<b>Remarks</b>
1.	Sports Exchange Program with Sister Schools in ZhuZhou	Package tour service from travel agency for transport, meals and accommodation for students and teachers	\$136,080	
		Total:	\$136,080	
		Annual Balance of Grant:	\$13,920	