



# Methodist College

## School Report, 2019-2020

### 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.

## Special Situation of the School Year

**It is worth recording that this particular school year has been unprecedented in many ways.**

During the first term, normal school was sometimes affected by the social unrest triggered by the review of the Anti-Extradition Law. Owing to protest activities occurring in the territory and the Yau Tsim Mong vicinity, and the subsequent need to clean up the affected campus afterwards, school was suspended for a total of 11 school days in November 2019. To make up for the lost teaching time, the First Examination for S1-5 was cancelled.

The second term began with the onset of the COVID-19 pandemic. Normal school was suspended again from 3 Feb to 26 May 2020. During this period, online learning was adopted for all classes. (Hereafter in this report, the term 'school suspension' is used as a broad term to include this period of online learning without face-to-face lessons.) The Uniform Test originally scheduled for Feb was cancelled. School resumed gradually from 27 May 2020. The only examination of the year for S1-5 was finally held on 26 Jun – 10 Jul 2020.

**Below were the major strategies deployed during the period of school suspension and online learning:**

On teaching and learning, and support to teachers:

1. Teachers were given all autonomy to employ the strategies they preferred and were most comfortable with. Some conducted live lessons, some recorded their teaching in video clips, and some sent learning materials to students and followed them up by phone or other online platforms.
2. 50 Zoom licenses were bought as early as mid-Feb. As time went by, more and more teachers used Zoom to conduct live lessons, since it was found to be a better way to engage students and sustain their learning motivation.
3. Ongoing professional exchanges and online support were provided to teachers by the E-Learning Development Team. Our teachers conducted an online sharing session on e-learning strategies on 18/3/2020, which was attended by both our teachers and those of Carmel Divine Grace Foundation Secondary School.
4. When school was suspended again right after the Final Exam, our teachers did all the post-exam script reviews online. All the marked answer scripts were scanned and sent back to students online. Script reviews sessions and learning evaluation were all conducted through Zoom. Electronic copies of each student's final academic report were also sent to all students online.

On support to students:

5. Hardware: A total of 24 iPads and 21 Apple pencils were loaned out and 86 data sim cards were distributed to the needy students.
6. Online tutorials were organized for those students who need additional help to catch up. Eleven subjects were involved, with a total of 398 sessions (half-hour each) involving 22 tutors, who were mainly our graduates, and 298 students.

7. Individual counselling support was provided by class teachers as well as the school social workers.
8. Teachers and students joined hands to provide encouragement to one another: e.g.
  - a. 337 teachers and students designed and sent 'well-wishing e-cards' through LoiLoNote, the most popular learning management system used in our school, to cheer up the F.6 students.
  - b. A music video was made by joint effort of 5 teachers, 39 students and 2 alumni.

On home-school cooperation:

9. An online platform was developed to enable students and parents to check the times for lessons and the deadlines for homework submission.
10. To enable parents to learn about their children's performance during online learning, a special Student Report on Online Learning was issued to every student twice, once in early May and once in early Jun.
11. Two parent surveys were conducted through eClass to collect parents' views on online learning and school resumption arrangements. Parents were of very high opinion on our arrangements. In the second survey, among the 86% of parents who had replied, 91% were generally pleased with our arrangements.

**Owing to the prolonged period of school suspension and the uncertainties brought by COVID-19, a large number of planned school activities had to be cancelled or postponed. Hence the reduced length of this report.**

## Part 1: Achievements and Reflection on Major Concerns

### Major Concern 1: To Raise the Quality of Students' Work (Stage 1)

**Objectives:**

1. To increase students' academic self-efficacy by allowing every student to work at their own level
2. To build a more engaging classroom by allowing every student to participate in learning activities
3. To increase students' enthusiasm for learning and confidence in learning

**Strategies & Progress:**

Subject / Class-Level

Strategies:

1. To design high quality and meaningful students' work
2. To pilot the subject-based differentiated instruction strategies involving adjusting the content, process and product etc., for example,
  - (a) scaffolding
  - (b) flexible grouping and pacing
  - (c) tiered assignments
3. To provide more support to students (e.g. providing guidelines & examples, building in class time for peer support and collaborative learning etc.)
4. To review and refine the subject-based homework policy and assessment policy

Progress:

1. Different subjects have managed to design students' work based on differentiated instruction strategies during the first term and/or the suspension period. They reported the following being done:
  - a. Making use of flipped classroom / pre-lesson worksheets to cater for learners' diversity
  - b. Using different sources as input of learning content to students
  - c. Designing both compulsory (fundamental) parts and optional (challenging) parts in the assignments
  - d. Providing more guidelines and samples to students
  - e. Providing students with choices of tasks and ways of presentation
2. Although the subject meetings in January were cancelled, most subjects have shared the students' work design in the subject meeting in July.
3. Most subjects have piloted including both compulsory (fundamental) parts and optional (challenging) parts in the homework policy. Moreover, the subjects with more lesson time have piloted devoting some class time occasionally for students to complete tasks. This would provide chances for students to ask for clarification, improve understanding and consolidate learning.

School Level

Strategies:

1. To coordinate project learning across different subjects in S1-3
2. To provide training to students on certain generic skills, e.g. presentation skills, IT skills, etc.

**Progress:**

1. Workshops on project learning (4 lessons) were conducted for F.1 students in January.
2. F.1 teachers of Chi, Maths, LS, Hist, Geog, CHist and Science assigned project work to S1 students.
3. Presentation skills have been covered in English lessons (e.g. delivery skills, use of note cards, opening and ending a presentation).

**Professional Development**

**Strategies:**

1. The practice of differentiated instructions would be the focus of lesson observation and subject-based sharing.
2. Students' work design would be the focus of teachers' lesson design and students' work inspection.

**Progress:**

Because of the school suspension due to COVID-19, the students' work inspection and lesson observation have been cancelled. Also, different surveys have not been conducted.

**Evaluation:**

1. Despite the long school suspension period, most subjects have continued their plan on designing students' work based on differentiated instruction strategies, trying different ways in giving support to students so that every student can work on their own level and the tasks would become more manageable to them. Most subjects reflected in their subject meetings that with more guidelines given to students, the performance of the students had been improved.
2. Different subjects piloted including challenging questions / bonus questions for higher-achievers. More ways could be explored on how to encourage more students to take up the challenge to complete the extended part.
3. The long school suspension period made it difficult to evaluate the effectiveness of different strategies adopted this year. They would thus be continued next year and the learning tasks can be further developed with more instructions or updated materials so as to increase students' confidence in achieving good quality work.
4. Surveys on both teachers and students were conducted after the Project Learning workshops. About half of the teachers agreed that the project skills taught were what they required of students. About one-third of them thought the S1 students could apply the required skills very well in their projects, while half were neutral. From the students' survey, the S1 students were generally positive and thought that the workshops were helpful to their project work.
5. Because of the school suspension, both teachers and students faced more constraints in coaching and completing the projects. To improve the quality of project work, students should be taught with some project skills in the formal lessons before they are required to complete projects in different subjects. They can be given more good samples for reference so that they would know the standard of a good quality project. To reduce the workload of students in doing one project in every subject, the possibility of cross-subject project work can be explored. In the teachers' survey, 57.1% agree or strongly agree to assign cross-subject projects.

## Major Concern 2: To Build a Positive School Culture (Stage 1)

### Objectives:

1. To nurture a positive culture among teachers
2. To raise students' self-image and confidence
3. To promote positive parenting

### Strategies and Progress:

#### For teachers

1. An in-house Staff Development Session was conducted by the Principal on 28/8/2020, which included motivational messages as well as sharing by seven subject departments on their initial plans for Major Concern 1. There was also a discussion on the areas where teachers would like to see changes and consensus.
2. Though most of the subsequent staff meetings and staff development sessions were cancelled, teachers were invited to submit their ideas on various issues through Google forms. After rounds of consultation, consensus were achieved on the following areas:
  - Implementation details of Major Concern 1
  - Workload calculation of teachers
  - Revised appraisal system for teachers
  - Handling of online learning and school resumption

#### For students

1. Through teachers' design of quality and differentiated assignments, as well as the adjustments made to the assessment policies, students' individual needs were better catered for.
2. Two measures were put in place to value and reward students' achievements:
  - a. Two Student Reports on Online Learning were issued in May and Jun to provide feedback on students' effort and performance during online learning.
  - b. Five subject departments (Eng, Chi, Maths, Sci, PSHE) have all devised their own reward system for students' lesson participation and learning attitude.
3. Some activities were held to promote positive values:
  - a. Build a Music School (BAMS) concert: This was held on 18/10/2019 in collaboration with Ms. Angel Cheng, the founder of BAMS which raised funds for building a music school for the orphans in Myanmar. Angel and the orphan orchestra from Myanmar did a touching and inspiring sharing in our school assembly. A concert was held with the participation of our school orchestra that evening, attended by more than 400 people including many of our parents and students.
  - b. A Voluntary Service Training Program was held for S2 from Oct 2019 to Jan 2020. After a series of service briefing and training workshops, our S2 students visited elderly centres to do their service on 6<sup>th</sup> and 15<sup>th</sup> Jan 2020. With an in-depth debriefing afterwards, students got valuable experience in serving others and understood the importance of team work.
4. For class building and promotion of mutual support, apart from the two activities already mentioned under "Special Situation of the School Year" (i.e. LoLoNote cards for S6 students and music video), one CT lesson and one ERE lesson have been specially designed for students to express their feelings and treasure relationships.
5. Students' views on online learning and school resumption were mainly collected through the Students' Union. The SU had difficulty reaching out to the majority of students when their surveys could only be conducted online when students only replied on a voluntary basis.

For parents

1. Under the Healthy School Programme funded by Narcotics Division, one parent talk with the theme "Positive Parenting Family" was held on 28/9/2019, and three parent workshops were held in Oct. (For details, refer to "Promotion of Sports & Healthy Lifestyle" below.)
2. A few parent surveys were conducted online to gauge parents' views about online learning and school resumption. Since the surveys were attached as reply slips to the parent-signed e-notices, the response rates were high.

**Evaluation:**

1. While those activities that were successfully held all yielded good results, lots of activities had to be cancelled owing to the prolonged school suspension. Effort should continue to be made to implement these strategies despite the obstacles. A positive mindset is all the more important when the world continues to be under the threat of COVID-19.
2. Since our society is to run under the New Normal, we need to flexibly explore new ways to achieve the objectives.
3. One distinguished new strategy found was to resort more to online communication. It has been quite successful with teachers and parents. As for students, the Students' Union and the Student Council should continue to be regarded as important opinion leaders and an important bridge between the school and the students. They should be supported to effectively gauge the opinions of the student body.

## Part 2: Areas Outside Major Concerns

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

### Management and Organization

The management and organizational structure was the same with the previous few years, 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.

Plans were underway to revise this organization structure, with the following aims:

1. To further strengthen the leadership and coordination roles of the three vice-principals
2. To enhance the communication across different committees and teams
3. To create room for meeting the newly-arising needs
4. To nurture new blood for the middle and senior management

The progress of the revamp was stalled by the school suspension. It would continue when school was resumed.

Same as previous years, the Incorporated Management Committee of Methodist College consisted of 20 managers and 3 alternate managers. 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 53 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. Chong Chi Shing, Mr. Lam Pak Lin, Ms. Lau Lai Man & Ms. Yick Doi Pei	Intensive Training Programme on <b>STEM</b> Education for Curriculum Leaders and Middle Managers of Secondary Schools, organized by Education Bureau.

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

	Name of Teacher	Network / Service
1	Mr. Li Siu Kei & Mr. Wong Kam Fu	Presenters of the Learning Management System – LoiLoNote at the <i>Learning and Teaching Expo 2019</i>
2	E-learning Development Team and teachers of Chinese, English and Maths (Mr. Li Siu Kei, Mr. Wong Kam Fu, Ms. Liu Shuk	Presenters of e-learning strategies in a joint-schools <i>Online Staff Development Workshop</i> to teachers of Carmel Divine Grace Secondary School (18/3/2020)



	Wan Daisy, Ms. Ho Wing Fei, Ms. Chong Yiu Man, Mr. Ng Sheung Chun, Mr. Chiu Ka Wai)	
3	Mr. Li Siu Kei, Mr. Wong Kam Fu, Miss Ho Wing Fei, Mr. Chiu Ka Wai & Mr. Ng Sheung Chun	Presenters of the use of iPad in teaching and learning in the <i>Apple Online iPad Lesson Carnival</i> (12/8/2020)
4	Mr. Li Siu Kei	Presenter at 18 sharing sessions on various topics of e-learning organized by EDB, teachers' associations and other schools
5	Mr. Ng Yeung	Columnist for <i>Ming Pao Education Page</i> (《明報·語文同樂·卷二練筆》)
6	Ms. Li Lun Mei Susanna	1. Columnist for <i>Education Biweekly of Hong Kong Economic Journal</i> (香港經濟日報·教育雙周刊(校園商業)·《校園商業專題》) 2. Mentor of student teacher from CUHK
7	Mr. Li Siu Kei, Ms. Tsea Fung Yee & Ms. Lee Wai Yee	Mentors of student teachers from EdUHK
8	Ms. Ho Shuk Han	Reviewer of PEARSON BAFS Textbooks of the coming new edition
9	Ms. Wong Pui Yi	Mentor for Structured Support Programme (Part I) in the 2019/2020 School Year for Newly Appointed Principals of Secondary and Special Schools (NAPS), organized by EdUHK

Besides, a number of teachers served as markers and assistant examiners for various subjects in the Hong Kong Diploma of Secondary Education Examination 2020.

#### 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
QEF Project – Joyful @ School Programme	Methodist College in partnership with Yang Memorial Social Service	Guidance Committee

## **Learning and Teaching**

### **1) Language Policy:**

- a) English is the medium of instruction for all subjects except Chinese Language (S1-6), Chinese History (S1-6), Liberal Studies (S1-6), Religious Education (S1-6), Putonghua (S1-3), Chinese Literature (S4-6) and Ethics & Religious Studies (S4-6).
- b) All school functions were basically conducted in English, while teachers and students were encouraged to use English in informal communications but not compulsory.

### **2) Bring Your Own Designated Device (BYODD) Pilot Scheme**

- a) The scheme was extended to all S1-2 classes in this academic year. Built on the success of the last year, the majority of S1-2 students joined the scheme and had their own device for the lessons.
- b) All S1-2 classrooms were equipped with additional hardware (e.g. Apple TV, double screens and projectors, touchscreen monitor for teacher, etc.) to facilitate e-learning and interactive lessons in class.
- c) Owing to the impact of COVID-19 and the concerted effort of devoted teachers, the pace of e-learning development in the College was greatly enhanced. Most teachers were willing to adopt e-learning not only in these two levels but also in S3-6. Thus, the negative impact on learning and teaching brought by the school suspension was largely reduced. Survey results from different stakeholders also agreed that BYODD can raise students' learning motivation and facilitate interactive lessons.
- d) With support from the majority of teachers, the BYODD Scheme would be expanded to S3-4 in the next academic year.

### **3) Science, Technology, Engineering and Mathematics (STEM) Education:**

- a) STEM Education was planned to follow a tiered approach with the joint effort of the following subjects: Science, ICT, DT and Math.
  - Tier 1: Include STEM in the subject curriculum so as to reach all students.
  - Tier 2: Organize STEM activities outside the school timetable so as to raise the interest and abilities of those students who are inclined towards STEM
  - Tier 3: Select and coach students gifted in STEM to join external competitions.
- b) However, due to prolonged school suspension, the scale of the project was greatly affected especially in the second term and also in the external competitions.
- c) An in-house activity, namely, the Rocket Car Competition (mainly for S2 and some S1 and S3 students) was successfully finished in the First Term.
- d) The project "Smart Classrooms" was started in S1. Different sensors were installed in the classrooms, but the activities related to the data collection and analysis scheduled for the second term could not be carried out.
- e) Our students managed to join some external competitions in the year despite the cancellation of many events. Quite a number of students in S1-3 took part in a number of external science competitions held in the first term. In addition, eight S4-5 students joined a competition called "STEM+E 2020" organized by HKSTP. Their performance was good and two of them entered the final stage. In particular, a group of S5 students, working on

a project about neurological disorders, won the championship in the *Health Exhibition Presentation Competition 2019* organized by the Medical Society of CUSU.

- f) Application has been made to QEF for the construction of a STEM lab to facilitate the development of STEM education. It was approved, but owing to a mistake in QEF's calculations of the approved funding amount, the project has to be postponed by half a year or more.
- g) 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**

Apart from the specific plans and activities conducted under the major concerns, which were reported above, below are other aspects which were carried out on a more regular basis:

### **1) Extra-Curricular Activities:**

There were altogether 51 **student bodies** formed for different purposes and in different interest areas. They were grouped into three categories: 22 Student Organizations, 10 Clubs and Societies and 19 School Teams. Together they organized various types of activities for all students, and provided good training grounds for students to enhance their leadership and skills of collaborating with others. Besides, training classes were also organized, with the largest number of students participating in musical instruments classes, followed by sports courses 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, Meraki, as well as the Student Council formed by representatives from all classes. They were valuable bridges between the College and the students. Despite the school suspension for COVID-19 which led to the cancellation of most planned activities in the second term, the Students' Union had been active in the first term. It spearheaded a three-legged race and offered free ice buckets on Sports Day. They also organized a Talent Quest and a Christmas Ball. 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 (10/10/2019 & 11/10/2019), and Orange House emerged as the Best Performing House.

With the success from the previous years, the ECA Committee continued with the **leadership training schemes**. 97 students of S1-5 joined the Basic Leadership Training

Scheme, which 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. However, the programme that was hardest hit by COVID-19 was the overseas programme. The 24 selected student leaders were supposed to go on an exchange trip to Kazakhstan during the period 3-14/4/2020, 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. It was a great pity that it had to be cancelled at last, as did the practicum before the trip.

To increase students' participation in school activities, the "**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. Again, due to COVID-19, we could not complete this program as nearly all extra-curricular activities faced suspension in the first half of the year 2020.

## 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**, Oona Angelica Laaksonen from Finland 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. Unfortunately, due to the COVID-19 pandemic, we were just able to organize two outgoing trips. 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 we have managed to organize before the outbreak of the pandemic:

Activity	Date	Participants	Location	Organizer
14 <sup>th</sup> WESPA Youth Cup 2019 (WESPAYC 2019)	29/11 – 1/12 (3 days)	5 students of S2-6	Kuala Lumpur, Malaysia	World English Language Scrabble Players Association
* UK School Experience	19/1 – 3/2 (16 days)	20 students of S1-5	Rydal Penrhos School, Wales, UK	Methodist College

\* Trips escorted by our teachers

### **3) Religious Life:**

In the first term, there were the usual religious activities, including the religious assemblies, the Student Christian Fellowship (SCF) meetings, regular morning prayers and Bible sharing time and morning prayer meetings. However, in the second term, all usual activities, including the Evangelistic Week and the Easter SCF Camp, had to be cancelled. Some special events we managed to organize in the year were as follows:

- a) One Teacher Christian Fellowship meeting was held on 8/11/2020.
- b) F1 Alpha course was held in Sept-Nov 2019. 4 lessons were conducted before the school suspension. It was a pity that the subsequent lessons as well as the Alpha Camp were cancelled. To make up for the lost content, it is planned that the course will be continue in the RE lessons of S2 in the coming year.
- c) One prayer meeting was held on Zoom in Mar, and five live SCF programmes were broadcast through Youtube from Apr to May.
- d) Under the leadership of the Grant Schools Council (GSC), teachers and students of our school joined the GSC Prayer Chain for DSE 2020. Under the coordination of the Principal, teachers tailor-made and circulated prayers for DSE candidates of our school.
- e) The Parent Fellowship had one face-to-face meeting and two online meetings through Zoom.
- f) There were a total of 10 Christian cell groups held in different forms. This year, a cell group day was set regularly on Day 7. Both students and teachers have positive feedback on this arrangement. Christian and non-Christian students were invited to join to study Bible and share their Christian faith.

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

This year, the student support team has arranged different types of activities to help create an inclusive learning environment in the school and better support SEN students and their parents. The team has mapped out Individual Education Plans (IEP) for tier 3 SEN students; arranged case conferences, teacher's and parent's consultation sessions, special lesson observation, special curriculum arrangement and special exam arrangement to cater for learning diversity.

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 also arranged.

Furthermore, various group activities and individual counseling were organized for SEN students and their parents, including the Jockey Club Autism Support Network, career planning, parent group, executive function training, Chinese and Liberal Studies Group, physical fitness training, board game group and animal-assisted therapy.

During the school suspension period, extra support such as online teaching support, counseling and consultation sessions were also given to parents and students in order to

help students and parents to better adapt to the situation.

## 5) Gifted Education:

The Talent Pool was in its eighth year and continued to nurture those students who had special talents in areas of English and Chinese languages, Mathematics, Science, Humanities and Visual Arts. A total of 225 students were recruited into the Pool.

With the outbreak of COVID-19 since January 2020, the courses on creative and critical thinking as well as the World Class Arena problem-solving were cancelled. Despite this, teachers-in-charge did not stop honing our students' talents with the programmes available. On top of that, gifted programs offered by outside institutions continued. 3 students enrolled in the HKUST Dual Program 2019 during this academic year and one student was subsidized by the school to join the summer institute of the University of Hong Kong this year.

Apart from that, the Hong Kong Academy for Gifted Education (HKAGE) continued to stretch talents in our school. 7 out of 38 applicants in areas of Chinese, English, Mathematics & Science successfully passed the online screening programmes and finally 3 were successfully enrolled in the organization.

All in all, despite the constraints we faced, the progress this year was pleasing and we would continue to explore more opportunities to pull up the cream.

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

**Career and Life Planning Education (CLP):** For S4-6, there was one regular CLP lesson per teaching cycle for 2X classes taught by the Careers Mistress, 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. Due to school suspensions, face-to-face meetings were limited. There were about 20 meetings with students. Most were switched to online mode. There were about 15 calls with parents and 30 cases/meetings with students, covering consultation on JUPAS / E-APP application, ApL study, further studies etc. For careers counselling on DSE Result Announcement, we held ZOOM meetings. About 20 alumni offered help with the whole team of 11 careers teachers.

**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 originally planned to organize 6 events in the year, which included 4 alumni sharing sessions in the fields of Medical, Law, Business & Administration and Civil Servants.

There was also a Mock Interview Workshop and a Mock Interview. However, due to school suspension, only one Alumni Sharing (Legal Field) was held. The Mock Interview and Workshop was conducted through Zoom.

**Careers Events:** A total of 45 other activities including talks, workshops, internships and career visits were planned, but only 26 were successfully conducted. Some were switched to online mode, e.g. S3 Parents Night (video clips), S6 Careers Talk (zoom meeting by Mr Ng Po Shing of Hok Yau Club).

One special event organized was a **Careers Day** for S4 and S5 students on 17 January 2020 (Friday). We have successfully invited The City University of Hong Kong and The Chinese University of Hong Kong respectively to introduce their programmes, 3 overseas education centers (U.K. / Canada, Taiwan, Japan) to deliver updated information, and alumni of different fields to do job sharing (Health Care, Business, Design, Social Work). Students could attend the events of their choice according to their interests and aspirations. It was a great success, with 95% of students suggesting that we organize it again in future.

The **COA (Probe) PROGRAMME** was used in this year to help students understand their own career orientation. By taking a test, students understood more about their personalities. The data would help us provide better careers counselling and arrange more CRE activities in accordance with the majority of students' characteristics in the coming future.

## 7) Promotion of Sports and Healthy Lifestyle:

This was the second year in the 3-year **Healthy School Programme**, for which we got the funding support from the Narcotics Division and partnered with the TWGHs Cross Centre to organize life education programmes for students. Though many of the planned activities could not be carried out owing to the outbreak of the pandemic, we still managed to organize the following:

- a) A talk for parents, with the theme "Positive Parenting Family", was held on 28/9/2020, and 3 parent workshops were held in Oct, with 30 parents attending the talk and 10-15 parents further participating in the follow-up workshops. Most of the participants thought the talk could enrich them with ideas and give guidelines to build better relationship with their child, and that the workshops were a good platform for them to learn and share with other parents.
- b) To help students build up positive peer groups and to empower them to face adversity, two voluntary training courses were held for S1, but it was a pity that the service day had to be cancelled.
- c) Luckily, the Adventure Camp for all S1 students and the Experiential Camp held for all S2 students were carried out on 17-18/1/2020, just in time before the pandemic broke out. Through team building activities, rope training (S1), wild cooking training and night walk (S2) etc., students can experience the importance of mutual trust and cooperation in finishing each task. Students gave very positive feedback. They felt that the camps could enhance their self-understanding and build their relationship with their classmates.



However, owing to the long period of school suspension, the impact of the increase in the number of **PE lessons** could not be felt. The **Sports Legacy Scheme**, which was supposed to bring in professional athletes to provide fitness training to all our students during PE lessons, would also need to be postponed to the next year.

## 8) Alumni Support:

Owing to the unstable conditions on the streets near to our campus in Nov, the Methodist College Alumni Association (MCAA) cancelled the alumni dinner on Founders' Day 2/11/2019. The Fun Fair and the Thanksgiving Service were squeezed into the morning session, with a total of 43 alumni (graduates of 30, 40 & 50 years) returning for the Coronation Ceremony, during which the Class of 1969 presented a sum of \$506,740 as donation to support the school's development. The election of the MCAA Executive Committee was held, and 3 alumni managers were elected to join the Incorporated Management Committee of Methodist College.

In Nov, when the school campus suffered from the impact of petrol bombs and teargas during the street protests, the MCAA spearheaded a fundraising campaign, and collected a total of \$25080 from alumni and parents to help the College engage professional service to clean and disinfect the campus. The MCAA also donated 40 sets of air purifiers immediately to improve the air quality of the classrooms and special rooms. Some alumni also returned to join the staff, students and parents to clean up the campus.

In the second term, the MCAA alerted alumni to the College's need for anti-infection products. Subsequently, some alumni donated face masks, spray bottles for alcoholic hand disinfectant and face shields to the school.

Though many activities and reunion functions could not be carried out in the year, quite a large number of alumni were involved in serving younger members of the College family in many ways, including career sharing, online mock interviews, face-to-face and online tutoring, guidance on DSE results release day etc. Donations from alumni also funded the renovation work of the entrance lobby, which took place during the school suspension in April. The designer of the new lobby was also an alumnus.



## Student Performance

### Academic Performance

#### Hong Kong Diploma of Secondary Education Examination 2020

- 100 students sat for the examination. As in previous years, our students achieved pleasing results in most of the subjects, with credit and passing percentages well above the territory averages.

	<b>MC %</b>	Territory Ave. %
Students obtaining 3322 (satisfying the admission requirement for local degree programs)	<b>73 (73%)</b>	37.4%
Students obtaining 22222 (satisfying the admission requirement for local sub-degree programs)	<b>92 (92%)</b>	70.3%
Subjects Obtaining Level 5 or above	<b>90 (15.2%)</b>	12.3%
Subjects Obtaining Level 4 or above	<b>294 (49.7%)</b>	35.1%
Subjects Obtaining Level 3 or above	<b>500 (84.5%)</b>	61%
Subjects Obtaining Level 2 or above	<b>577 (97.5%)</b>	84.8%

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>44%</b>	28.3%	<b>87%</b>	53.7%	<b>100%</b>	79.9%
Chinese Language	<b>47%</b>	31.7%	<b>84%</b>	57.2%	<b>97%</b>	85.9%
Mathematics	<b>52%</b>	39.1%	<b>77%</b>	58.3%	<b>97%</b>	81.4%
Liberal Studies	<b>38%</b>	30.5%	<b>83%</b>	64.6%	<b>97%</b>	87.6%
Physics	<b>63.2%</b>	48.9%	<b>89.5%</b>	72.5%	<b>94.7%</b>	90.1%
Chemistry	<b>58.3%</b>	50.1%	<b>100%</b>	75.2%	<b>100%</b>	87.5%
Biology	<b>60%</b>	45.3%	<b>95%</b>	71.4%	<b>100%</b>	89.7%
Bus., Acc. & Fin. Studies	<b>57.7%</b>	43.7%	<b>84.6%</b>	70%	<b>96.2%</b>	91.1%
Economics	<b>70.7%</b>	46%	<b>100%</b>	68.2%	<b>100%</b>	85.4%
Geography	<b>60%</b>	38%	<b>80%</b>	64.3%	<b>100%</b>	87.7%
Chinese History	<b>88.9%</b>	36.5%	<b>100%</b>	67.2%	<b>100%</b>	90.9%
Chinese Literature	<b>45.5%</b>	33.7%	<b>72.7%</b>	65.2%	<b>81.8%</b>	88.5%
Ethics & Religious Studies	<b>100%</b>	26.1%	<b>100%</b>	60.6%	<b>100%</b>	89%
Visual Arts	<b>28.6%</b>	21.1%	<b>71.4%</b>	49.1	<b>85.7%</b>	82.4%

<b>Category B Subjects</b>	<b>Distinction II (L4)</b>	<b>Distinction I (L3)</b>	<b>Attained (L2)</b>
Applied Learning	4	1	4

Category C Subjects	A	B	C
Japanese	3	1	1
French			1

## External Awards

Despite the cancellation of many external events and competitions, our students still managed to clinch good results in those they participated. Below are some of the major external awards obtained:

### Academic

#### **71<sup>st</sup> Hong Kong Schools Speech Festival (English Speech) (With some events cancelled)**

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

Champion – 2R Tsoi Yin Ian, 4G Wong Yin Man

**Another 16 students obtained Certificates of Merit.**

#### **WESPA Youth Cup 2019 (Organized by the World English Language Scrabble® Players Association) (A global event)**

8<sup>th</sup> Place – 6B Po Chun Wo

#### **第七十一屆香港學校朗誦節中文朗誦比賽 (部分項目取消)**

##### **散文獨誦—粵語**

亞軍 – 3W 鄧悅彤

季軍 – 1W 鄧宇程

##### **詩詞獨誦—粵語**

季軍 – 1W 鄧宇程

**共有 3 位同學獲榮譽獎狀；9 位同學獲優良獎狀**

#### **中國語文菁英計劃 2019/20(初賽)**

優異獎 – 3W 陳芊悅

#### **Secondary School Mathematics and Science Competition 2019**

Distinction – 5R Trenton Lau

Proficiency – 6R Chan Yi Yan

#### **Huaxiabei National Mathematics Olympic Invitation Competition 2020**

##### **Heats**

Gold Medal – 3G He Junwei Henry, 3R Lau Trelan

Silver Medal – 2R Heung Pak Qiu, 3W Chan Cheuk Hei Ryan, 3W Yang Yat Hei Given

Bronze Medal – 2R Ngan Yan Ho

#### **Thailand International Mathematical Olympiad Heat**

Silver Medal – 1B Chan Wai Kit, 2R Ho Yuet Hang Sandy, 2R Lam Man Hei, 2W Sit Kwan Yi,  
5B Chan Ching Yeung, 5R Lau Trenton, 5R Ng Yu Hong, 5R Tsang Pak To Parco

Bronze Medal – 1B Chan Ka Kit Alex, 1G Tang Po Yee, 1R Fong Miu Hung, 1R Li Tsz Ching,  
1R Luong Yan Tong, 1W Luong Yan Tong, 1W Liao Sze Yui,  
2W Wong Yuen Ching, 3R Xing Hoi Mei, 4B Cheng Ching Yan Grace,  
4B Cheung Ka Yan, 4B Chung Lok In, 4B Leung Hang Chi

**Thailand International Mathematical Olympiad Semi-Final**

Silver Medal – 5R Lau Trenton, 5R Ng Yu Hong

Bronze Medal – 1R Luong Yan Tong, 5B Chan Ching Yeung, 5R Tsang Pak To Parco

**World Mathematics Invitational 2020**

Silver Medal – 5B Chan Ching Yeung

Bronze Medal – 1R Huen Karsten, 2R Chan Ting Lap, 4B Cheung Ka Yan,  
4B Chung Lok In, 5R Lau Trenton

**Greater Bay Area Mathematical Olympiad Preliminary Round 2020 (Hong Kong Region)**

Gold Medal – 3G He Junwei Henry, 5R Lau Trenton

Silver Medal – 1R Chung Hin Yu, 2G Chan Hung Sin, 2G Wang Yuanyuan,  
2W Cheng Wing Chi, 5B Zhao Songhua, 5B Chan Ching Yeung,  
5R Ng Yu Hong

Bronze Medal – 1B Chan Wai Kit, 1B Chan Wang Choi, 1R Cheung Yung Chit,  
1W Xie Chun Yap, 2G Lung Ka Chun Brian, 2W Li Cheuk Kiu,  
2W Suen Yuen Tung, 2W Wong Yuen Ching, 2W Tse Ching Hang,  
5B Huang Ying Fung, 5B Lau Elaine

**Greater Bay Area Mathematical Olympiad Qualifier Round 2020 (Greater Bay Area Region)**

Bronze Medal – 1B Chan Wai Kit, 1B Chan Wang Choi, 1R Chung Hin Yu,  
2G Chan Hung Sin, 2G Wang Yuanyuan, 3G He Junwei Henry,  
5B Zhao Songhua, 5R Lau Trenton

Merit Award – 2W Wong Yuen Ching, 5B Chan Ching Yeung, 5R Ng Yu Hong,  
5R Tai Wai Po

**Huaxiabei National Mathematics Olympic Invitation Competition 2020**

**Semi-Final**

Top 10 Students in Hong Kong - 3G He Junwei Henry, 3R Lau Trelan

**Hong Kong Youth Science & Technology Innovation Competition**

**Science Fiction Drawing**

Certificate of Merit – 1G Chau Siu Ling

**CUHK Health Exhibition Presentation Competition 2019**

Champion – 5B Elaine Lau, 5B Wong Hiu Lam, 5B Wong Ming Wai, 5B Zhao Songhua,  
5R Tang Ching Ying

**The HKICPA/HKABE BAFS Mock Exam for the 2019/20 session**

**Top Student Award & Level 5\*\***

Outstanding performance & Level 5\* – 6B Yu Hei Man, 6B Tam Hau Yee, 6B Lau Lai Ying,  
6B Tang Shun Wun

Outstanding performance & Level 5 – 6B Yeung Cheuk Hin, 6R Ma Kam Ho

**The Hong Kong Institute of Certified Public Accountants Accounting & Business Management Case Competition 2020**

Certificate of Appreciation – 5B Cheung Tin Wai, 5B Chiu Sin Ying, 5B Huang Ying Fung,  
5B Ng Ho Yin, 5B Ng Wai Ki

### **Sports**

#### **The Hong Kong Inter-School Dodgeball Tournament 2019**

##### **Secondary Schools (Boys and Girls Junior) Division**

Mixed Plate Champion – 1B Chan Yin Lam, 1B Hon Shi Chiu Samuel, 1B Lee Wan Hei,  
1B Zhu Hesheng, 1G Lee Ching Yin, 1W Lee Pak Ho Caleb,  
2G Ip Wing Pak, 2G Tsang Cheuk Hei, 3B Chow Hei Ting Christy,  
3B Lam Chun Yin, 3B Moy Nok Sze, 3G Lo Sze Wai

##### **Secondary Schools (Boys and Girls Senior) Division**

Mixed 1st Runner up – 2G Ng Tsz Yan, 2G Tsang Cheuk Hei, 3G Tang Tsz Yan,  
3G Wong Chi Hang, 3W Lau Wing Yan, 3W Lee Wai Yee Hannah,  
5G Tang King Hei, 5R Ho Kin Yeung Johnnie, 5W Chow Po Yee,  
6G Tai Chun Yin, 6W Hui Chi Hang, 6W Tam Sze Yuen

### **Music**

#### **School Creative Works GalaMusica Competition 2020**

Finalist – Creative Music (ECA Training Class)

### **Visual Arts**

#### **The Wharf Hong Kong Secondary School Art Exhibition 2019-2020**

First runner-up – 6G Ng Hong Hei

Outstanding Performance – 4B Chung Lok In

### **STEM**

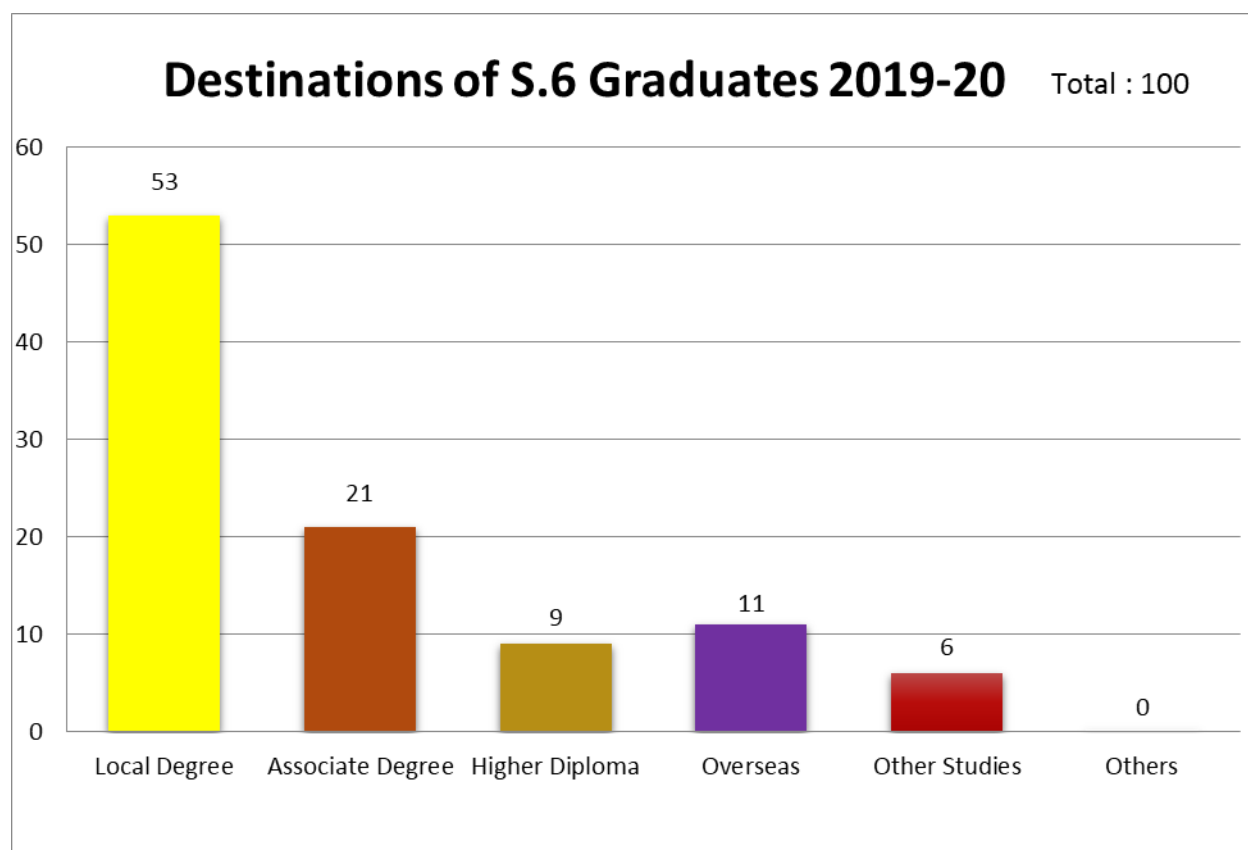
#### **Code Combat Global Code Quest 2020**

First Class Award (Global Division) and First Runner Up (Hong Kong Secondary School Division)  
- 3W Hui Ho Ming

#### **Code Combat Hong Kong 2020 ( Junior Forms )**

Top 10 students (9th place) - 3W Hui Ho Ming

## Pursuits of Graduates



JUPAS Results:

	Degree	Sub-degree	Total
Offers given to our students	65	7	72
Offers accepted by our students	49	0	49

Actual Admission into Local Degree Programmes										
HKU	CUHK	HKUST	PolyU	CityU	HKBU	LingU	EdU	SSSDP	Others	Total
7	9	8	3	9	4	2	1	5	5	53
13.2%	18.9%	13.2%	5.66%	15.1%	7.55%	3.77%	1.89%	9.43%	9.43%	100%

End of Report

# Annexes

### **Annex – Report on the Use of Grants (2019-20)**

<b>Grant</b>	<b>Amount B/F (\$)</b>	<b>Received in 19/20 (\$)</b>	<b>Spent in 19/20 (\$)</b>	<b>Funds Set Aside for LSP (\$)</b>	<b>Balance (\$)</b>
Capacity Enhancement Grant (CEG)	446,052.66	634,017.00	(597,200.00)	(21,743.37)	461,126.29
Learning Support Grant	40,678.56	515,592.00	(419,272.90)	-	136,997.66

#### **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 2019-20 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 2019/20 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 117 (including A. 18 CSSA recipients, B. 87 SFAS full-grant recipients and C. 12 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						
Visits & Excursions	4	14	0	100%	1/10/2019-30/6/2020	\$624.00	Students' feedback		
Adventure Activities	5	17	0	100%	Jan 2020	\$3,300.00	Students' feedback		
Learning Skill Training	1	12	0	98%	1/9/2019-30/6/2020	\$6,967.50	Students' feedback		
Self-confidence Development	4	14	0	100%	Jan 2020	\$2,700.00	Students' feedback		
Sports	3	25	5	95%	1/9/2019-31/8/2020	\$19,620.00	Students' feedback		
Communication Skills	2	18	0	100%	1/1/2020 – 30/6/2020	\$6,440.00	Teachers' observation		
Tutorial Service	0	23	7	95%	1/9/2019-31/8/2020	\$30,040.00	Teachers' observation		
<b>Total no. of activities:</b>									
<b>@No. of man-times</b>	19	123	12		<b>Total Expenses</b>	\$69,691.50			
<b>**Total no. of man-times</b>	154								



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)  
2019-2020

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	\$2,100.00
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 competitions. Four represented Hong Kong to attend international competition in Malaysia	\$7,500.00
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	Interschool competitions cancelled owing to COVID-19	\$15,000.00
English Language	English Drama / Musical Team	To enhance elite students' creativity, cooperation and power of expression	Students selected by English teachers	Whole Year	Training sessions	Interschool competition and school performance cancelled owing to COVID-19	\$14,600.00
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	Interschool competitions cancelled owing to COVID-19	3,300.00
Chinese Language	Creative Writing Course	To enhance elite students' creativity, cooperation and power of expression	Students selected by Chinese teachers	Whole Year	Training sessions	Good response from students	11,200.00
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	Interschool competition and school performance cancelled owing to COVID-19	4,500.00

**Methodist College**  
**Report on the Use of the Student Activities Support Grant**  
**2019-2020 School Year**

**I. Financial Overview**

A	Allocation in the Current School Year:	\$72,150.00
B	Expenditure in the Current School Year:	\$72,150.00
C	Unspent Amount to be Returned to the EDB (A – B):	\$0.00

**II. Number of Student Beneficiaries and Subsidised Amount**

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	8	\$14,284.50
Full-grant under the School Textbook Assistance Scheme	30	\$39,828.00
Meeting the school-based financially needy criteria	38	\$18,037.50 (capped at 25% of the total allocation for the school year)
<b>TOTAL</b>	<b>76</b>	<b>\$72,150.00</b> (Remark: This item should be equal to the “Expenditure in the Current School Year” in Part I B)

**III. Details of Expenses**

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)					
				I	M	P	S	C	
1.1	<b>Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises)</b>								
Language	Visit to the Crossroads Foundation	136.00	8		✓				
Biology	Understanding Hong Kong Biodiversity	19.00	1	✓					
Chinese History									

<sup>1</sup> Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
...								
Cross-KLA (e.g. STEM)								
	<b>Expenses on Item 1.1</b>	155.00						
<b>1.2</b>	<b>Local activities: To subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b>							
	Leadership Training	18,315.00	22		✓			
	Adventure Camp	600.00	8	✓	✓			
	Life Education Camp	900.00	12		✓	✓		
	School Team Training	4,712.50	17	✓				✓
	Cultural Activity	75.00	3				✓	
	Service Learning	555.00	3					✓
	Learning Skill	46,837.50	63	✓		✓		
	<b>Expenses on Item 1.2</b>	71,995.00						
<b>1.3</b>	<b>Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions</b>							
	<b>Expenses on Item 1.3</b>							
<b>1.4</b>	<b>To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities</b>							
	<b>Expenses on Item 1.4</b>							
<b>1.5</b>	<b>Others</b>							

Domain	Brief Description of the Activity	Expenses (\$)	Person Times of Student Beneficiaries <sup>1</sup>	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
				I	M	P	S	C
	<b>Expenses on Item 1.5</b>							
<b>1.6</b>	<b>To pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak under the one-off measure</b>							
	<b>Expenses on Item 1.6</b>							
	<b>Total</b>		72,150.00					

Contact Person for Life-wide Learning (Name & Post): Ms Nicole Tam (Accounts Officer)

**Methodist College**  
**Life-wide Learning Grant**  
**Report on the Use of the Grant**  
2019/20 School Year

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>Category 1</b>	<b>To organise / participate in life-wide learning activities</b>											
<b>1.1</b>	<b>Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness (e.g. field trips, arts appreciation, visits to enterprises, thematic learning day)</b>											
Biology	1. Board game activity 2. Field trips	<ul style="list-style-type: none"> <li>Enhance subject knowledge</li> </ul>	17.1.20	F.5	Questionnaire	\$4,500.00	E2	✓				
Geography	1. Field trip	<ul style="list-style-type: none"> <li>Enhance subject knowledge</li> </ul>	10.1.20	F.4-5	Questionnaire	\$1,250.00	E2	✓				
Language	1. Survival simulation program	<ul style="list-style-type: none"> <li>Enhance subject skills and knowledge of the world</li> </ul>	4.12.19	F.5	Questionnaire	\$10,700.00	E2					
Cross-KLA (e.g. STEM)												
<b>Expenses on Item 1.1</b>						<b>\$16,450.00</b>						



Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences (Please put a ✓ in the appropriate box(es); more than one option can be selected)				
								I	M	P	S	C
								I: Intellectual Development (closely linked with curriculum) M: Moral and Civic Education P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
<b>1.2</b>	<b>Local Activities: To organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes (e.g. activities on multiple intelligences; physical, aesthetic and cultural activities; leadership training; service learning; clubs and societies; school team training; uniformed groups; military camps)</b>											
	<ul style="list-style-type: none"> <li>School Picnic</li> </ul>	<ul style="list-style-type: none"> <li>Team building</li> <li>Have fun in nature</li> </ul>	28.11.19	F.1 – F.6	Questionnaire	\$31,420.00	E2		✓			
						<b>Expenses on Item 1.2</b>	<b>\$31,420.00</b>					
<b>1.3</b>	<b>Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons</b>											
	Volunteer Service Exchange Tour	<ul style="list-style-type: none"> <li>Enhance students' growth &amp; development</li> </ul>	4-8.4.20	F.1- F.5	N/A	\$787.50	COVID	✓	✓			✓
	Overseas Leadership Training Trip - Kazakhstan	<ul style="list-style-type: none"> <li>Raise awareness of environmental protection</li> <li>Increase knowledge of the world and respect of other cultures</li> <li>Develop leadership skills and social responsibility</li> </ul>	3 -14.4.20	F.1- F.5	N/A	\$139,725.00	COVID	✓	✓			✓

Domain	Brief Description of the Activity	Objective	Date	Target Student (Level and number of participants)	Evaluation Results	Actual Expenses (\$)	Nature of Expenses *	Essential Learning Experiences										
								(Please put a ✓ in the appropriate box(es); more than one option can be selected)										
								I	M	P	S	C						
						Expenses on Item 1.3	\$140,512.50											

1.4	Others																		
						Expenses on Item 1.4													
						Expenses for Category 1	\$188,382.50												

Domain	Item	Purpose	Actual Expenses (\$)
Category 2	To procure equipment, consumables or learning resources for promoting LWL		
STEM			
PE			
Arts			

Domain	Item	Purpose	Actual Expenses (\$)
Others			
		<b>Expenses for Category 2</b>	
		<b>Expenses for Categories 1 &amp; 2</b>	<b>\$188,382.50</b>

\* : Input using the following codes; more than one code can be used for each item.

Code for Expenses			
E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc. )	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify )
E5	Fees for hiring expert / professionals / coaches	COVID	Fees chargeable under the one-off measure to pay the expenses incurred from the cancellation of learning activities due to the COVID-19 outbreak

### Number of Student Beneficiaries

Total number of students in the school:	714
Number of student beneficiaries:	714
Percentage of students benefitting from the Grant (%):	100%

Contact Person for Life-wide Learning (Name & Post):

Miss Nicole Tam  
(Accounts Officer)

**Methodist College**  
**Report on Sister School Exchanges**  
2019/20 School Year

Name of the Mainland Sister School (1): Xi'an Senior High School  
 (2): ZhuZhou No. 2 High School of Hunan (ZZ2Z)  
 (3): JianNing Experiment Middle School of ZhuZhou City

**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><b>Heart to Heart Sister Schools Exchange</b></p> <p>Original Plan: MC students would visit Xi'an Senior High School and conduct the following activities:</p> <ul style="list-style-type: none"> <li>a. Joint school music show (Xi'an Senior High School and Methodist College Orchestras conduct a joint performance)</li> <li>b. English Games Stalls (MC S5 students organize games for Xi'an secondary 1 classes)</li> <li>c. Class visits</li> <li>d. Sharing with Xi'an buddies</li> </ul>		The exchange activity was cancelled owing to COVID-19.	It is still hoped that the exchange activity could be held when circumstances allowed.

<p>2</p>	<p><b>Sister Schools Online E-learning Exchange Activity 2020</b>  「友好交流携手抗疫，线上课程同心筑梦」- 港株两地姊妹学校2020年网络在线学习交流活</p> <p>a. Conducting live English lessons by using “Zoom” app.</p> <p>b. Conducting live sports team members sharing session by using “Zoom” app.</p> <p>c. Other Anti-COVID-19 activities such as sign language song and poster design</p>	<p>a. To exchange ideas on the use of eLearning in English lessons.</p> <p>b. To deepen understanding of the culture on the mainland.</p> <p>c. To foster friendship with teachers and students on the mainland by using the “Zoom” app to share our daily life while fighting COVID-19.</p>	<p>a. Two English live lessons were held by MC teachers on 18 and 19 March respectively. A trial lesson was also conducted on 16 March to ensure the running of the lesson was smooth. The two live English lessons were successful with a large number of participants from ZZ2Z. Both teachers and students were eager to participate in the lessons. There were two professional exchange sessions conducted after each lesson for teachers from both schools to share ideas on teaching and learning.</p> <p>Here are the number of participants:</p> <p>i. <u>16 March 2020 Trial lesson</u>  ZZ2Z: 110 (Ss &amp; Ts)</p> <p>ii. <u>18 March 2020 Form 1 English</u>  ZZ2Z: 49 (Ss) / 10 (Ts)  MC : 33 (Ss) / 4 (Ts)</p> <p>iii. <u>19 March 2020 Form 4 English</u>  ZZ2Z:60 (Ss) / 11 (Ts)  MC : 32 (Ss) / 4 (Ts)</p> <p>Students from ZZ2Z gave positive feedback on their English eLearning experience.</p> <p>b. In April, a live sharing session was held inviting students from both schools to join. Before the live sharing session, students were required to submit their sharing content in the format of powerpoint or video. In the sharing session, students shared their daily life under COVID-19, such as their studies, diet, leisure activities, anti-epidemic practices, sports training and their feelings.</p> <p><u>5 April 2020 Live sports sharing session</u>  ZZ2Z:4 (Ss) / 1 (T)  MC : 5 (Ss) / 1 (T)</p>	<p>1. ZZ2Z students found both Live English lessons very fruitful and practical. They gained insight to enhance students’ participation by using different eLearning platforms, such as LoiLoNote, Quizziz &amp; Padlet. Through the provision of immediate feedback from teachers, students made progress in the learning process. The feedback also informed teaching, with which teachers could adjust teaching based on students’ learning pace.</p> <p>2. Students were excited to share both school life and family life under the COVID-19 through the Zoom sharing session.</p> <p>3. Zhuzhou teachers appreciated the great enthusiasm of MC teachers, who opened their live English lessons, and the E-learning Team who provided support and helped to solve the Zoom app technical problems.</p>
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**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.	<b>Sister Schools Online E-learning</b>	Cost of video conferencing facilities (Zoom license)	\$35 141.79	
2.	<b>Exchange Activity 2020</b>	Book Coupons (as prizes for activities)	\$3 000	
			Total:	
			\$38 141.79	
			Annual Balance of Grant:	
			\$111 858.21	

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

**2019-20 School Year**

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

1. Evaluation of the objective:

Thanks to the Reading Grant, our school was able to have ample resources to promote reading and nurturing students' reading habit. With the grant, we acquired a wealth of attractive reading materials for the library's collection which made students' trips to the library something students look forward to. Students enjoy seeing a wide selection of good reads from all around the world from which they can get knowledge, literacy and entertainment. In view of the school suspension this year, we purchased an additional e-books package with the reading grant that enabled students to access quality books from home during the demanding times. Students are also always keen to participate in reading activities which further enhance their interest in books.

2. Evaluation of strategies:

A good portion of newly added books purchased with the reading grant was chosen through students', teachers' and student librarians' recommendations. This proved effective as it ensured a varied and age appropriate selection catering to the different tastes and interests of today's students and helped boost students' interest in borrowing books from the school library. Reading activities such as The Battle of the Books, 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 expose students to a wide variety of reading materials on a deeper level. Most importantly, these activities succeed in promoting reading as a fun pastime and spread the reading atmosphere in school.

**Part 2: Financial Report**

	Item*	Actual expenses (\$)
1.	Purchase of Books	\$33670.7
	Printed books	
2.	Web-based Reading Schemes	\$31240
	HKEdcity e-Read Scheme Benchmark Universe Talking Books	
3	Reading Activities	\$1317.6
		<b>Total:</b> \$66228.3
		<b>Unspent Balance:</b> \$19385.53