Methodist College
School Report
2009-10
Our School

Founded in 1958, Methodist College is the first of the eight secondary schools established by the Chinese Methodist Church (now named the Methodist Church, Hong Kong). Located in the Yau Tsim and Mongkok district, the College is an aided co-educational secondary school with an academic curriculum preparing students for the local public examinations. We are a Grant School with English as the medium of instruction for most subjects from F.1 up to F.7. There are four classes at each level from F.1 to F.5 and three classes at each level from F.6 to F.7.

The College’s motto is “Crede 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 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 Methodist College Kowloon, is used to create the following slogan, which summarizes our direction for students’ development in the next few years:

We are here to nurture:

Modest, Caring and Knowledgeable Leaders of the New era.
**Achievements and Reflection on Major Concerns**

**Major Concern 1: Life Education**

**Objectives:**
1) To achieve the school’s mission: To develop whole-person education based on Christian principles, and to nurture wholesome life through the preaching of the Gospel.
2) To develop a whole-school approach: To carry out life education through both the formal and the informal curriculums.
3) To construct a comprehensive longitudinal plan for systematic progression from S1 to S7.
4) To bring in support from the Church, the alumni and the NGOs.

**Dimensions:**

![Diagram of A Wholesome Life]

- Me and God
- Me and the World
- Me and my Country
- Me and Society
- Me and the People Around
- Me and Myself

**Elements to be incorporated:**
1) Religious Education
2) Moral and Civic Education
3) Careers Education
4) National Education
5) Health Education
6) Environmental Education
Life Education in the Formal Curriculum:

**Strategy 1: To construct a comprehensive longitudinal plan for systematic progression from S1 to S7, with one theme to be focused on in each year level.**

**Progress:**
1) The following themes were identified for each form:
   - S1: Self-discovery Journey
   - S2: National Education
   - S3: Be a Dreamer (Careers Education)
   - S4: Be a Servant Leader (Social Service)
   - S5: Health Education and Stress Management
   - S6: Environmental Education
   - S7: Health Education and Stress Management

   The above themes became the focus for planning the life education curriculum of each form, delivered through class teachers’ periods, form assemblies, outreaching activities, as well as for incorporation into the academic subjects.

2) For better coordination of work within each form, one Class Teacher (CT) or Assistant Class Teacher (ACT) was picked to be the Life Education Coordinator.

**Evaluation:**
Feedback from both CT/ACT and students confirmed that the theme for each form was relevant and suited the students’ developmental needs. It provided a focus for them to plan the activities without worrying that some topics were left out, as they knew these topics would be covered sooner or later when students grew up in the school. It was suggested that the above themes be continued, with the addition of study skills and careers education into F.6.

The LE Coordinator did play an effective role in initiating and coordinating the activities within the form. The practice could be continued.

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**Strategy 2: Taught through designated curriculum time**

**Progress:**
1) In F. 1-3, period 9 of every Day 4 was designated for life education to be taught by the CT. Books from the ICAN Programme were used as the major teaching materials.

2) The school-based Religious Education Curriculum (with one period per cycle) was also tailored to specifically correspond to the theme of each form.

3) A total of 18 assemblies were held throughout the year. The topics were mostly related to the themes under life education.
4) In the cycles with no assembly, talks and also outreaching activities were also held for each form (from 5 times for F.5 and F.7, to 8 times for F.1-4 and F.6 respectively, based on the different theme of each form.
5) 4 MCTV programmes were made and broadcast on themes related to Life Education.

Evaluation:
For the ICAN Programme, CTs’ feedback was mostly negative. They found the teaching materials difficult to follow. They also expressed that the “self” concept was over-emphasized. Therefore, it was suggested that the ICAN Programme be scrapped in the next year and be replaced by school-based self-developed materials.

Feedback from the RE teachers was very positive. They found the life education themes very relevant to the content and values to be brought out in the subject. As for the assemblies, feedback was generally positive too. The topics covered enhanced the themes to be focused on. However, there were slightly too many talks with a didactic approach. It was suggested that more student presentations be arranged so as to provide chances of reflection and sharing among students. The form-based talks and outreaching activities related to the theme of each form, as well as the MCTV programmes, were very well-received by both teachers and students. These should continue in the coming school year.

Strategy 3: Infiltrated into subjects / KLAs

Progress:
Each subject / KLA did a stock taking on the topics or elements in their normal curriculum that were relevant to the themes of life education (LE), and incorporated such elements into their schemes of work as much as possible. On average, at least one or two topics of each subject could be used to infiltrate LE elements. For other subjects, the following subjects, in particular, reported that they had successfully incorporated topics or elements that could be used to infiltrate life education into their schemes of work: English; Biology, Integrated Science, Economics, Home economics, Geography.

Evaluation:
As the content and nature of different subjects were diversified, the amount of LE-related topics or elements that could be incorporated into the subject curriculums was also very much diversified. In subjects such as Liberal Studies and Religious Education, most of the issues explored were relevant to LE, whereas in subjects like Mathematics, less relevance could be found. Nevertheless, as Life Education would continue to be a major concern in the coming years, this would be an area that all subjects need to explore further.
Strategy 4: Continuous input through morning reading

Progress:
The morning reading period of every Day 5 was reserved for reading materials related to Life Education. In F.1-3, the book ‘Life Belongs to Me’ 「生命屬我 — 一本記載生命的事件簿」 published by Centre on Behavioural Health of HKU was used to guide students to appreciate their individuality and reflect on the value of their own lives, whereas in F.4-7, 18 articles were adapted from magazines, newspapers as well as books to help students reflect on life, relationships, society and the world. These morning reading periods were conducted in the format of silent reading followed by a few minutes of class discussion led by the CT/ACT.

Evaluation:
The topics chosen were relevant to students’ growth needs. The articles chosen for the senior forms could tie in closely with the current issues, and thus were good materials not only for students to reflect upon their life attitudes, human relationship etc., but also for raising their awareness of current issues as well as critical thinking. The 5-minute discussion time at the end of each silent reading was found very effective in helping students consolidate what they had read. However, it was too short and thus teachers often could not round up the views. It was suggested that this strategy be continued even though the time constraint could not be resolved for the time being.

Life Education in the Informal Curriculum:

Strategy 1: Increase students’ attachment to a group

Progress:
1) A few student organizations were set up to provide opportunities for students to work and organize activities together, so as to strengthen their attachment and sense of belonging. Apart from the English Ambassadors, which were established in 2008-09, the newly-established organizations included the Careers Ambassadors and the Life Education Ambassadors.
2) English Ambassadors comprised a total of 28 students. They helped to organize various types of English activities in school. (For details, see under Major Concern 2: English-Rich Environment below.)
3) A total of 8 Careers Ambassadors were recruited. They underwent more than 10 hours of training by Yang Memorial Social Service as well as continuous coaching by the Careers teachers. They provided careers guidance services to fellow students through different means, including careers talks to different forms, exhibitions on various careers, experience
sharing to F.3 and F.5 parents and peer mentorship scheme to F.3 students on NSS choices.

4) A total of 18 Life Education Ambassadors were recruited. They organized two Hunger Banquets in March, together with video shows and teachers and students’ sharing on the theme of poverty and inequality. They also organized fund-raising for Haiti earthquake victims and Operation Santa Claus. LE Ambassadors were also involved heavily in the string of Gospel Week activities in April.

5) Two Hip Hop Dance Groups were organized. One group comprised 15 F.1 students, while the other comprised 15 F.2-3 students. They had 10 sessions of training from March to June and one performance in June.

Evaluation:
While the activities organized by these groups were found to be popular and useful to many students, it was usually the senior forms students (i.e. F.4 or above) who were recruited into them. Therefore, except for the Hip Hop Dance Groups, the newly-established organizations served the purpose of developing student leaders more than providing a sense of attachment to those younger ones. As these organizations were already well-established, they should be continued. However, it was suggested that in future, more attention would have to be paid to strengthening the existing co-curricular and extra-curricular activity groups, so as to provide more comprehensive coverage of students’ diverse interests and needs, and to create more colourful school lives for our students.

Strategy 2: Strengthening the Mentoring Programme

Progress:
1) With the success of the trial programme in 2008-09, the Mentoring Programme went full length and was launched at the beginning of the school year. This time, apart from alumni, professionals from Kowloon Methodist Church were also recruited to be mentors. A total of 32 mentors provided guidance and exposure to 75 F.4-7 students.

2) An orientation with sharing of mentees on their gains from both the local and the overseas programme was held on 26th September 2009. On 9th December 2009, a forum was held for mentors and a thematic seminar was held for all mentees, followed by a tea reception. Most mentors and mentees responded favourably to both events.

3) In summer 2010, 4 students went on a 3-week Overseas Mentoring Programme. They were warmly received by our alumni in Canada and USA.

Evaluation:
There had been much success with the Mentoring Programme in this year. Reports from students showed that their mentors had largely increased their exposure to different careers and enhanced their self-understanding. The enthusiastic reception our overseas alumni provided to our students was also impressive. Some mentors, on the other hand, also reported that they, rather
unexpectedly, felt blessed while blessing others in the process. The programme was also commented very favourably by teachers and parents. It was expected to continue. However, in order to raise the quality of the programme and to make sure that the participating students value it, it was suggested that more stringent selection should be conducted and more responsibilities should be put on the students.

Strategy 3: Community Service

**Progress:**
1) To develop students into good leaders of the student bodies, leadership training was organized for all F.3 students. A leadership training package was also provided to the prefects. 20 prefects from F.3 to F.6 went on a trip to Singapore from 28 June to 1 July 2010, during which they did exploration and community service activities and had exchanges with the local students.
2) To make students more caring individuals, the English Department organized a Buddy Reading Programme, which involved 40 (number) F.4 students playing the role of reading tutors to the pupils in Methodist School. A total of 16 buddy reading sessions were held in the year.
3) Community service was organized for F.1, F.2 and F.4 students in collaboration with various NGOs.

**Evaluation:**
The leadership training programmes were found to be essential for students’ development. It was suggested that they would be expanded into a more structured programme for F. 1-3 students in the coming year. The Buddy Reading Programme received excellent responses from the teachers and pupils of Methodist School. It also provided very good opportunities for our students to hone their communication skills and develop their leadership. The English Department would keep in close contact with the teachers of MS to further strengthen the ties.

Strategy 4: Developmental Programmes

**Progress:**
1) To strengthen junior students’ characters and build their team spirit, two growth camps were organized for all F.1 students (at Noah’s Ark 13-15 January 2010, and at Pak Tam Chung Holiday Camp 1-3 July 2010), while F.2 students went on a Military Training Camp (at Whampoa Junior Military Academy 1-3 July 2010). All F.1 and F.2 students were required to participate.
2) Students with learning, emotional or behavioural problems were required to join pull-put programmes that tailored to their needs. In 2009-10, a total of 5 such programmes were held especially for F.1-2, benefiting 60 F.1 and 40 F.2 students. There were also a few more groups and
workshops for SEN students and a Peer Sex Counsellors Scheme joined by 19 F. 3-4 students.

3) A total of 39 structured programmes of various kinds were held for different forms, relating to the theme of each form. Such activities included talks, courses, visits and camps.

Evaluation:
The camps for F.1 and F.2 students were found to be very fruitful and unforgettable experiences to them. For the programmes tailored to meet certain students’ needs, they were also effective in reducing discipline and learning problems. They were all worth continuing.

Strategy 5: Parent Education

Progress:
We collaborated with Breakthrough Ltd. and organized a talk series named 還看這一代. Three talks for our parents as well as members of the public were held on 2nd December 2009, 17th December 2009 and 14th January 2010.

Evaluation:
The talks attracted large audiences. Though most of the audience was from the public, more than 30 of our parents also attended. Such talks were worth organizing. The model of collaborating with a renowned organization was also practicable. However, the frequency of the talks held within a short time frame had affected parents’ attendance. It was suggested that a course for parents be organized in the next year for a change.

Strategy 6: Teacher Development

Progress:
1) Training was provided for teachers by the ICAN Programme. A 3-hour talk was held for all teachers, and all CTs attended another 3-hour training workshop.
2) An overnight camp was held for all teachers in Tai Tong Holiday Camp on 15-16 October 2009. There were talks, team building activities and sharing sessions.
3) The Bible Study Group for teachers met every Thursday after school. An overnight camp for Christian teachers was also held in July 2010.

Evaluation:
It was originally envisaged that the support provided by the ICAN Programme would not only equip teachers for teaching the programme, but also improve their own emotional well being. It turned out that although some teachers found the training inspiring, most did not respond positively to it.
The overnight camp for teachers was rated quite positively by most of the teachers, as evidenced from the questionnaires collected. Team building activities carried out in a fresh and relaxing environment were found very useful in relieving teachers’ stress and improving staff relationship. It was worth organizing, though not necessarily overnight.

The Bible Study Group had attracted a steady group of participants. It became a relaxing and inspiring channel of communication among teachers. It was found worth continuing.
Major Concern 2: English-Rich Environment

Objectives:
1) To create an English-rich environment so as to give students the greatest exposure to English.
2) To provide more opportunities for both teachers and students to practice and improve their English.
3) To establish the role of English as the official medium of communication in the school.

Strategy 1: To establish a clear Language Policy for the school

Progress:
A clear language policy was discussed and agreed among all staff. It was a comprehensive one covering medium of instruction, languages for school functions, documents, meetings, broadcast and student activities, communication among staff and students, as well as measures to cultivate an English-rich environment.

Evaluation:
The policy was implemented successfully this year. The required language was adhered to most of the time. Both teachers and students saw the need to increase the use of English as the major channel of communication. It was found suitable for our school and it would continue to be implemented.

Strategy 2: To use English as the Channel of Communication
Strategy 3: To increase teacher talk in English

Progress:
1) All staff meetings were conducted in English.
2) Almost all documents in the school were turned into English.
3) All parents’ letters were turned into bilingual.
4) Most of the posters and promotion materials by students were in English.
5) Large-scale school events and assemblies were all conducted in English, with the exception of Cantonese-speaking guest speakers only.
6) With the installation of the new public address system, announcements were broadcast every morning, and English was the usual language for the broadcast.
7) At least half of the MCTV productions were in English.
8) Over half of the morning line-up assemblies of each form were conducted in English.
9) More English teachers and other teachers were heard speaking English to students both within and outside the classroom.
Evaluation:
This had been very successful too. Both teachers and students recognized the importance of using English. With the competence and cooperation of most teachers and the enthusiastic involvement of the NET teacher, English was well-established to be the medium of communication in all formal functions and operations. However, in informal communications between teachers and students outside the classroom, there was still room for improvement.

Strategy 4: To increase students’ chances of using English

Progress:
1) A wide range of English activities were organized with students being the hosts and organizers. There were whole-school events like English Time (lunch time of every Day 6), English announcements, Song Dedication (every Friday lunch), MCTV programmes and English Activity Day (21 Dec).

2) Each form organized or attended at least one whole-form English activity under the guidance of the English teacher:
   - Form One: Creative Writing (Poems)
   - Form Two: International Food Fair
   - Form Three: Inter-class Drama Festival
   - Form Four: Dream Tour Presentation
   - Form Six: Conflict Management Day Camp (at Li Po Chun United World College)
   - Forms Five & Seven: Interschool oral exam practices

3) Students were encouraged to join the HK Schools Speech Festival. A large number of students joined the events. (For results, see under Student Performance below.)

4) The English Society also organized large-scale English events for the whole school. There was a film appreciation, Christmas Charity Sale for Operation Santa Claus, Valentine’s Day Flower Sale and Easter Egg Hunt.

5) An English Scrabble Team was set up. Regular training was conducted. The team attended interschool Scrabble competitions.

6) An English Drama Team was set up and coached by the NET Teacher. They participated in Drama Fest 2010 organized by the Association of English Medium Secondary Schools and the Inter-school Drama Festival. They also staged 2 performances in the Variety Show of the school.

7) The English Debating Team had regular meetings and training. They participated in various inter-school debates and obtained pleasing results. They also participated in the Mock Trial Programme.

Evaluation:
The flourishing of English activities in the school has largely enhanced the English-speaking atmosphere and provided plenty of chances for different
students to use English. The deployment of a teaching assistant to help run the logistics was essential to the success of these activities. These efforts should go on in future.

Strategy 5: To increase exchange opportunities

Progress:
1) An Overseas Immersion Programme was organized for selected outstanding students of each form, with all expenses paid by the Miss Sito Education Fund of the school. 4 students from F.1-2 went to the ACS International School in Singapore and 4 students from F.3-5 went to Woodhouse Grove School in the UK for a 2-week immersion programme during summer 2010.

2) Preparations were started for the admission of an exchange student from overseas through AFS. A school assembly was organized to introduce the exchange programme, while an AFS exchange student from Germany was invited to speak in the assembly. He then visited the school again on 31st March 2010 and had a day’s interactions with our students. It was confirmed later on that two exchange students would study in our school for one year in 2010-11.

3) We were also contacted by the Methodist Boys’ Secondary School Kuala Lumpur to send students on exchange visits to it. With subsidies from the Miss Sito Fund, 3 students from F.3 and one teacher went on a 2-week immersion programme to Kuala Lumpur, where they interacted with the teachers, alumni and students there extensively in English.

Evaluation:
It had been a fruitful year for overseas exchange programmes. These opportunities widened students’ horizons and largely enhanced their confidence in speaking English. Those students who were not selected to attend the immersion programmes also benefited from listening to the sharing of those who went. With the inclusion of 2 overseas students in our student body next year, and the possibility of exchange visits by students from Kuala Lumpur, more students would benefit from the day to day interactions with them.
Management and Organization

This year saw growing team work among the teachers in the committees and teams. Heads of these committees and teams were given autonomy in planning the areas of their charge with the guidance and support of the Principal. A stratum of middle managers was developed. It was pleasing to see from the Stakeholders’ Survey that teachers’ views on subject panel / committee head’s professional leadership had risen from 3.6 in 2007-08 and 2008-09, to 3.8 in 2009-10.

For systematic storage and convenient retrieval of essential information from both the intranet and eClass on the internet, the Teachers’ Handbook was revised into a soft copy with an online version. There were plans to proceed to the compilation of an Office Handbook and Parents’ Handbook.

Continuous effort was made to improve the school’s physical environment. Tendering and application procedures for an Engineer Inspection of the nine pieces of slopes were finished, and the work would be carried out in October 2010. A comprehensive survey on the trees within the school boundary was carried out, with problem trees followed up and the slopes cleaned up. Plans were made to create a greener campus. With the relocation of Methodist School to its new campus in 2011, we were given approval by the EDB to take over part of its existing premises. Elaborate plans were made regarding the renovation and alteration works needed.
# Staff Development and Achievement

1) There were 51 full time teachers, 7 part-time teachers and one teacher on secondment to EDB.
2) All of our teachers were degree holders, among whom, 40, including the principal, had one or more Master’s Degree.
3) The following teachers completed the respective courses below:

<table>
<thead>
<tr>
<th>Name of Teachers</th>
<th>Master Degree</th>
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<tbody>
<tr>
<td>Ms Chan Lai Ngor</td>
<td>MSc (2009)</td>
</tr>
<tr>
<td>Mr Ching Yat Chi</td>
<td>MA in LS (2009)</td>
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<tr>
<td>Ms Ko Siu Man</td>
<td>MA in Chi Lang and Lit (2010)</td>
</tr>
<tr>
<td>Ms Lai Hiu Yee</td>
<td>M Ed in Math (2009)</td>
</tr>
<tr>
<td>Mr Lam Pak Nin</td>
<td>M Sc (Hon) in Biochemical &amp; Biomedical Science (2009)</td>
</tr>
<tr>
<td>Ms Lee Wai Yee</td>
<td>MA in Visual Cultural Studies (2009)</td>
</tr>
<tr>
<td>Ms Li Hoi Sai</td>
<td>M Ed (2009)</td>
</tr>
<tr>
<td>Ms Li Lun Mei Susanna</td>
<td>M Sc (2009)</td>
</tr>
<tr>
<td>Mr Li Siu Kei</td>
<td>M Ed (2009)</td>
</tr>
<tr>
<td>Ms Lo Wai Kwan</td>
<td>M Ed in LS (2009)</td>
</tr>
<tr>
<td>Ms Wong Man Fung</td>
<td>MSSc (2009)</td>
</tr>
<tr>
<td>Mr. Wong Kam Fu</td>
<td>MA in LS (2009)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Teacher</th>
<th>Course Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms Chan Kwan Ying</td>
<td>以心理學方法處理學生行為問題的有效策略</td>
</tr>
<tr>
<td>Mr Kan Fuk Man</td>
<td>Professional Development Course for Teachers Using English as the Medium of Instruction in Secondary Schools</td>
</tr>
<tr>
<td>Miss Lee Wai Sum</td>
<td>Professional Development Course on Teaching English through Language Arts at Secondary Level 2009/10</td>
</tr>
<tr>
<td>Ms Ma Chui Yan</td>
<td>Thematic Course on Education of Students with Specific Learning Difficulties for Chinese and English Language Teachers</td>
</tr>
<tr>
<td>Ms Tsea Fung Yee</td>
<td>Education of Students with Autism Spectrum Disorders</td>
</tr>
</tbody>
</table>

4) Miss Lau Yin Ling and Miss Tang Suk Ling Ellen were elected by teachers and students respectively to receive the Teacher Commendation Award from the Committee on Respect Our Teachers Campaign.

5) Apart from the staff camp and other staff development seminars, our teachers also engaged in peer lesson observations and collaborated in developing teaching and learning materials. Collaborative lesson preparation was practiced extensively in the subject Liberal Studies.
1) Language Policy:

English was used as the medium of instruction in all subjects except Chinese Language, Chinese History, Putonghua, Liberal Studies and Religious Education. The extensive use of English in both the lessons and the school activities was emphasized.

In F.1, a trial scheme of using Putonghua to teach 50% of the Chinese Language lessons was run in one class. Owing to the positive feedback from parents and students to this scheme, we applied for joining SCOLAR’s ‘Using Putonghua to Teach Chinese Language’ Scheme, and was granted additional funding and manpower to eventually extend the scheme to cover three classes from F.1 to F.3 in 2012-13.

2) Curriculum Development:

There has been general consensus among all stakeholders that enhancing the quality of teaching and learning has to be the school’s major concern in the next 3-year School Development Plan. This has been a year of preparations for it. Stock taking of the present situation was done through lesson observations, student questionnaires, teacher questionnaires and subject evaluation meetings. The Academic Development Committee started its research into strategies to bring about effective learning. The focuses of the 3-year plan were identified.

Language-Across-Curriculum (LAC) was identified to be the focus of development under the support of the English Enhancement Grant in 2011. The need for developing IT in education was also recognized.
1) Caring Culture:

A whole-school approach to guidance and life education continued to be adopted, with each class taken care of by one Class Teacher and one Assistant Class Teacher, who were responsible not only for delivering the life education programmes, but also for improving students’ general well being and meeting their whole-person needs.

Developmental programmes (see under Life Education) were organized for the more challenging students. Remedial courses on Chinese, Mathematics and English were run for lower achievers, while examination preparation classes were organized before the final examination to help junior forms students with their revision. For gifted learners, a reading class was delivered by the Education Psychologist to cater for their affective development. Careers and mentoring programmes offered by senior students and alumni helped students to gain more self-understanding and knowledge of the working world. To help new F.1 students adapt to the new school life and learning in the English medium, an orientation programme, summer bridging courses and a Big Brothers Big Sisters Scheme were organized. In general, the school has been adamant in living out the mission “To develop whole-person education based on Christian principles, and to nurture wholesome life through the preaching of the Gospel.” Results from the Stakeholders Survey also showed gradual rise in both teachers’ and students’ views on “support for student development” and “school climate”.

2) Extra-Curricular Activities:

The various student bodies were grouped into three categories. There were altogether 15 Student Organizations, 18 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 foreign languages classes and sports courses. After consulting the students through various means and the ECA Open Forum held on 8th July 2010, it was suggested that more opportunities be provided for students to establish new student bodies to cater for their changing interests. Also, students expressed a strong wish to strengthen the music development of the school, especially the Western and Chinese Orchestras. These would be followed up in the next academic year.
This year has been a fruitful year in our students’ global exposure. An unprecedented number of trips out of Hong Kong have been made by our students:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Participants</th>
<th>Location</th>
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<tbody>
<tr>
<td>Trip to Liannan* 同根同心：「連南瑶族農家莊」</td>
<td>24/9 – 26/9 (3 days)</td>
<td>35 students of F.1-3</td>
<td>Liannan, China</td>
</tr>
<tr>
<td>Trip to Shenzhen* 同根同心：歷史改革開放前後的變遷</td>
<td>16/10 – 17/10 (2 days)</td>
<td>35 students of F.1-3</td>
<td>Shenzhen, China</td>
</tr>
<tr>
<td>National Education Course for School Prefects 香港領袖生獎勵計劃：國情教育課程</td>
<td>30/3 – 8/4 (10 days)</td>
<td>2 prefects of F.6</td>
<td>Beijing, China</td>
</tr>
<tr>
<td>Big East 21st Century Youth Exchange Programme 21世紀東亞青少年大交流計劃</td>
<td>22/6 – 30/6 (9 days)</td>
<td>1 student of F.6</td>
<td>Japan</td>
</tr>
<tr>
<td>Prefects’ Overseas Training Trip*</td>
<td>28/6 – 1/7 (4 days)</td>
<td>20 school prefects of F.3-6</td>
<td>Singapore</td>
</tr>
<tr>
<td>Expo Trip for Youth 青年專列直通上海世博</td>
<td>29/6 – 4/7 (6 days)</td>
<td>2 students of F.4 &amp; 6</td>
<td>Shanghai, China</td>
</tr>
<tr>
<td>Military Training Camp* (Whampoa Military Academy) 國內軍事體驗訓練營（黃埔軍校）</td>
<td>1/7 – 3/7 (3 days)</td>
<td>128 students of F.2</td>
<td>Shenzhen, China</td>
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<tr>
<td>Expo Shanghai* 上海博覽會遊學團</td>
<td>7/7 – 13/7 (7 days)</td>
<td>21 students of F.3</td>
<td>Shanghai, China</td>
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<tr>
<td>UK Immersion Programme</td>
<td>22/6 – 8/7 (17 days)</td>
<td>4 students of F.3-5</td>
<td>Woodhouse Grove School, UK</td>
</tr>
<tr>
<td>Singapore Immersion Programme</td>
<td>18/7 – 31/7 (14 days)</td>
<td>4 students of F.1-2</td>
<td>ACS International School, Singapore</td>
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<tr>
<td>Malaysia Exchange Programme*</td>
<td>15/7 – 28/7 (14 days)</td>
<td>3 students of F.3</td>
<td>Methodist Boys’ Secondary School Kuala Lumpur, Malaysia</td>
</tr>
<tr>
<td>Overseas Mentoring Programme</td>
<td>10/7 – 31/7 (22 days)</td>
<td>4 students of F.5-6</td>
<td>USA and Canada</td>
</tr>
<tr>
<td>Passing on the Torch* 薪火相傳：「上海世博－滬港雙城文化及長三角規劃與發展之旅」*</td>
<td>16/8 – 20/8 (5 days)</td>
<td>9 students of F.6</td>
<td>Shanghai, China</td>
</tr>
</tbody>
</table>

* Trips escorted by our teachers
4) Religious Life:

With the support of Kowloon Methodist Church, there were religious assemblies throughout the year and the Student Christian Fellowship (SCF) meetings were held every Friday after school. With the support of the staff from Kowloon Methodist Church, gospel elements were added into the two life education camps held for F.1 students in January and July 2010. An Easter Gospel Camp was held from 7th to 9th April 2010, which 68 students attended. A Gospel Week with a series of evangelistic events was held from 16th to 24th March 2010, after which a total of 40 students were converted to Christianity and a total of 107 students pledged that they wished to know more about the faith. Some students continued to join the summer programmes and camps held by Kowloon Methodist Church.

As for teachers, the Bible Study Group met every Thursday after school. A Summer Retreat Camp for Christian teachers was held from 21st to 22nd July 2010, which 9 teachers participated.
Student Performance

Academic Performance

Hong Kong Advanced Level Examination 2010:

- 82 students sat for the examination.
- Of all the 14 subjects (8 AL and 6 AS) attempted, the most distinguished subjects with high credit rates were as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>MC Credit Rate</th>
<th>HK Credit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of English</td>
<td>28%</td>
<td>13.3%</td>
</tr>
<tr>
<td>Economics</td>
<td>48.5%</td>
<td>24.5%</td>
</tr>
<tr>
<td>Computer Applications</td>
<td>33.3%</td>
<td>18.2%</td>
</tr>
<tr>
<td>Chi. Lang. &amp; Culture</td>
<td>37.8%</td>
<td>24.8%</td>
</tr>
</tbody>
</table>

- The best individual result was obtained by Jason Cheung of 7G and John Lo of 7A. They both obtained 2As and 1B.

Hong Kong Certificate of Education Examination 2010:

- 149 students sat for the examination.
- Of all the 15 subjects attempted, the most distinguished subjects with high credit rates were as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>MC Credit Rate</th>
<th>HK Credit Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td>33.8%</td>
<td>17.3%</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>42.9%</td>
<td>25.9%</td>
</tr>
<tr>
<td>Chinese Language</td>
<td>26.8%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>39.6%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Academic Awards:

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

The Second HK Mathematics Creative Problem Solving Competition for Secondary Schools
Silver Medal – 1W Chan Kwok Cheung, Tse Chiu Chun; 2R Cheung Ho Chi; 2W Chan Ting Yan

Mathematics and Science Trail 2010
Third-runner-up – 3R Kwan Tsz Him, Lau Chi Pang, Tse Yau Ngai
2010 港澳數學奧林匹克公開賽
金獎 – 3R Tse Yau Ngai

Mathematics Project Competition for Secondary Schools (2009/10)
Outstanding Performance – 1W Mok Tsz Ching Andrea, Shakya So Sze Ho Rowena, Shek Wing Toa, Yue Hui Yan, Lai Ka Chun
Good Performance – 1W Au Wing Yin, Chan Kwok Ho, Choi Ming Ting, Liu Pak Yin, Tse Chiu Chun; 1R Chow Chun Leung; 2R Cheung Cheuk Lam Sabrina; 2W Chan Ting Yan, Cheung Geoffrey Kai Laam, Kwok Chun Wai, Liu Tsz Him; 3R Chan Ka Yee, Ho Chi King, Lau Natalie Yee Tak, Kwan Tsz Him, Lau Chi Pang, Mok Kin Long Aaron

EMI 2010 Drama Fest
Outstanding Original Script Award

中文校際戲劇節 2009-2010
傑出女演員 - 4W 葉恩怡
傑出男演員 - 6A 鄭凱陽
另外，本校還獲得傑出合作獎

Language Awards:

Bank of East Asia International English Contest (HK)
English Ambassador of HK – 7G Cheung Wing (selected to be one of the 5 winners from Hong Kong to participate in the international speech contest held in Beijing)

61st Hong Kong Schools Speech Festival
• Solo Verse Speaking (Girls)
  2nd runner-up – 1R Yuen Kin Yan
  1st runner-up – 3B Yau Lap Nam, 3R Lau Yee Tak Natalie, 6A Yeung Ching Hei
• Solo Verse Speaking (Boys)
  1st runner-up – 2R Chan King Cheung Lawrence
  Champion – 3B Li Hao Yuan Henry
• Choral Speaking (F.6, Mixed Voice)
  2nd runner-up – F.6A/S/G
• Solo Prose Reading (Girls)
  1st runner-up – 3R Lau Yee Tak Natalie
• Another 38 students obtained certificates of merits.

第六十一屆香港學校朗誦節
• 詩詞獨誦（粵語）中學一年級女子組
  冠軍 – 1R 湯富兒
  亞軍 – 1B 張沅蓉
• 散文獨誦（普通話）中學一、二年級女子組
  亞軍 – 1R 謝子慧
  季軍 – 1B 張沅蓉
• 另有二十六位同學獲優良獎狀
Inter-School Scrabble Championship 2010 – Sponsored by Broad Learning Ltd.
Highest Word Score Award – 3R Lui Kwan Hon

2010 Secondary School Mock Trial Competition
Awarded ‘Witness of the Trial’ & ‘Lawyer of the Trial’ – 4B Janet Ma Wai Yan
Awarded ‘Witness of the Trial’ – 4W Michael Tsang Pak Ho
Participant – 4W John Tang Siu Kei, 6G Rosa Man Ka Lee, 6S Maggie Kwok Chiu Yu

2010 SCMP NESTA Inter-school Debating Competition
Winner Debaters & Participants – 1B Fang Zhi Liang; 4B Janet Ma Wai Yan,
Sunny Lau Kin Sing; 4W John Tang Siu Kei; 6A Hana Wong Tsz Yan, Kaman Chu Ka Man; 6G Rosa Man Ka Lee; 6S Charmaine Lo Kam Yin, Royal Iu Man Kit

Non-academic Performance

Sports Awards:
Inter-school Athletics Meet
Boys A Grade 4 x 100m Relay Champion – 7S Lin Yiu Ho, 6S Chung Cheuk Wang, 5W Choi Tsz Yin, 3G Chow Chun Hong
Boys A grade Long Jump and Triple Jump – 6S Chung Cheuk Wang
Girls A grade 800m 1st runner up and 1500m 2nd runner up – 7S Cheung Pok Wing

Inter-School Swimming Championships 2009-2010
Girls B Grade – Overall 2nd runner up
Silver Medal 50m Breaststroke – 4G Lau Ching Ning
Bronze Medal 50m Freestyle – 4G Lau Ching Ning
Silver Medal 50m Backstroke – 3B Tai Long Yuet
Bronze Medal 4 x 50m Medley Relay – 4G Lau Ching Ning, 3B Tai Long Yuet, 4R Yu Yik Man, 3R Chan Yi Kei

2009-2010 年度校際跆拳道邀請賽
男子組鰭量級季軍 – 2G 邱浩銓
女子組輕量級冠軍 – 4R 邱苡嫚
男子組重量級冠軍 – 4G 謝成欣

Inter-school Badminton Competition
Overall – 1st runner up
Boys B grade – Champion
The representatives are: 2W Chan Ka Fai; 4B Wong Chi Kit; 4G Lee Pak Yin, Lee Yin Cho, Ho Chun Him and 4W Wong Chee Kwan.

YMCA OF HONG KONG Age Group Youth Badminton Doubles Tournament 2010
Boy's A Grade (Ages 14-15) 2nd runner up – 2B Yuk Chi Ho Ryan, 2G Yau Chun Hong
Other Awards:
生命有您至 Qee 設計比賽
Merit Certificate - 4R Lam Wing Ho
校際「滅罪環保袋」設計比賽
中學初級組優異獎 - 1R WONG CHUN WANG
油尖旺民政事務處主辦暑期創作比賽書籤設計比賽
冠軍 - 2R Tai Tsz Shuen
優異獎 - 3B Lam Hei Tung

Harvard Book Prize 2009-2010
Champion - 6G Rosa Ma
1st runner-up - 6A Kathy Chui, 6S Louise Chu

2009 NanYang Commercial Bank Student Drawing Competition
Merit Certificate - 3G Hung Chit Yu

Schools Creative Music Showcase 2009-2010:
Merit Prize - 2B Chiu Koon Suen Audris, 2B Wong Chi Ching, 2R Chan King Cheung Lawrence, 2R Chan Kin Cheung Keith, 2R Li Tsz Yau, 2R Cho Ka Yi, 2W Yu Sik Wun, 3B Li Hok Chung, 3G Chan Yiu, 3R Wong Oi Man
Individual Composition Prize - 3R Lau Yee Tak Natalie, 3R Lau Chi Pang, 3W Cheung Tin Yan, 3W Ng Yat Fan
Silver Award of Most Original Creative Ideas Prize - 3R Lau Yee Tak Natalie, 3R Lau Chi Pang, 3W Cheung Tin Yan, 3W Ng Yat Fan

62nd Hong Kong Schools Music Festival:
Piano Solo (Chinese Composers-Intermediate) Champion (Honours) - 2W Yeung Hiu Ching
Piano Duet (Intermediate) Champion (Merit) - 2W Yeung Hiu Ching
Secondary School Choir (Girls Age 14 or under) Merit - School choir
Recorder Ensemble (Secondary School) Merit - 2W Leung Cheuk Kwan, 2W Yeung Hiu Ching, 2W Yeung Tsz Lam, 2W Yiu Sze Man
Vocal Solo (Age 15 or under) Female voice Merit - 3B Cheung Yee Ki
Trumpet Solo (Secondary School-Junior) Merit - 1R Cheung Chi Chiu Alan
Violin Solo (Grade 3) Merit - 2W Cheng Wai Sze
Piano Duet (Junior) Merit - 1R Chan Lok Hei, 1R Tong Fu Yi
Piano Duet (Intermediate) Merit - 3R Ng Lok Yan
Piano Solo (Grade 4) Merit - 3B Li Henry Hao Yuan
Piano Solo (Grade 4) Merit - 1B Cheung Yuen Yung
Piano Solo (Grade 4) Merit - 1B Leung Hiu Yi
Piano Solo (Grade 5) Merit - 1W Tso Tsun Tramy
Piano Solo (Grade 5) Merit - 1R Eveline Wong
Piano Solo (Grade 6) Merit - 2W Yeung Tsz Lam
Piano Solo (Grade 8) Merit - 2R Chung Ho Nam
Pursuits of Graduates

**F.7** (No. of students: 83)

- 46 (55%) Tertiary Institutions
- 8 (10%) Work
- 6 (7%) Overseas
- 0 (0%) Self-study
- 3 (4%) Others
- 20 (24%) Degree

**F.5** (No. of students: 150)

- 71 (48%) Degree
- 27 (18%) Tertiary Institutions
- 20 (13%) Work
- 17 (11%) Overseas
- 13 (9%) Others
- 2 (1%) Self-study

Income & Expenditure Summary:

<table>
<thead>
<tr>
<th>Grant</th>
<th>Amount B/F</th>
<th>Received in 09/10</th>
<th>Spent in 09/10</th>
<th>Balance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capacity Enhancement Grant (CEG)</td>
<td>$57,330.91</td>
<td>$458,927.00</td>
<td>$510,580.50</td>
<td>$5,677.41</td>
</tr>
<tr>
<td>Senior Secondary Curriculum Support Grant</td>
<td>$36,400.25</td>
<td>$421,140.00</td>
<td>$452,655.00</td>
<td>$4,885.25</td>
</tr>
</tbody>
</table>

Uses, Progress & Evaluation:

According to the survey on teachers’ needs and preferences, most teachers preferred to use the grants to employ additional staff to relieve teachers’ workload and to provide space for them to collaborate in preparing and implementing NSS. Therefore, the grants were used to employ 3.5 additional teachers and one teaching assistant. The additional teachers and teaching assistant shared the workload of all teachers, and have allowed us more flexibility in deploying teachers to teach NSS subjects. In future, most of the grants would continue to be used to employ additional teaching staff.