



METHODIST COLLEGE
SCHOOL REPORT
2012-2013

Our School

Founded in 1958, Methodist College is the first of the eight secondary schools established by the Chinese Methodist Church (now named the Methodist Church, Hong Kong). Located in the Yau Tsim and Mongkok district, the College is an aided co-educational secondary school with an academic curriculum preparing students for the local public examinations. We are a Grant School with English as the medium of instruction for most subjects from S1 up to S6. There are four classes at each level from S1 to S6 under the New Academic Structure.

The College's motto is "*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 more than half a century of history nurturing generations of promising young minds in the Christian spirit. Today, many of our outstanding graduates have taken up prominent positions and are making their contribution in various fields. Many, feeling proud of the education that has made them what they are today, have shown their trust in the College by sending their own children back to their alma mater to enjoy the same heart-warming schooling experience. We have a strong alumni base from which rich resources can be tapped. Through donations, coaching and sharing of experiences, our graduates make a tremendous contribution to the growth of the College and raise the sense of belonging of their juniors in the Methodist College family.

The acronym **MCKLN**, standing for **M**ethodist **C**ollege **K**owloon, is used to create the following slogan, which summarizes our direction for students' development in recent years:

We are here to nurture:

Modest, Caring and Knowledgeable Leaders of the New era.



Achievements and Reflection on Major Concerns

Major Concern 1: Enhancing Teaching and Learning (3rd Year of Implementation)

Objectives:

1. To implement Assessment for Learning (AfL) in Learning and Teaching (L&T)
2. To strengthen the language skills in learning (LAC in junior forms)

Objective 1: To implement Assessment for Learning (AfL) in Learning and Teaching (L&T)

Strategies and Progress:

- a) To better focus teachers' attention on the key aspects of AfL, an AfL framework was established in our school consisting of four key terms: Expectation → Performance → Feedback → Evaluation. All planning, implementation and evaluation was based on this framework.
- b) On the subject level, the following was done throughout the year:
 - AfL was the focus for all lesson observations, whether for appraisal or for lesson study purposes.
 - All teachers formed lesson study groups. Each group chose at least one topic to develop teaching and learning materials using the AfL framework.
 - Students' works collected for annual inspection showed that the following had been done in various subjects: including learning targets in schemes of work and L&T materials, showing examples of good work, providing effective feedback to students, using rubrics to provide feedback, introducing self and peer assessment, promoting self-reflection, and requiring students to act on feedback etc.
- c) On the school level, the following was done:
 - Building on the success in the previous two years, class teachers continued to guide individual students to set goals and do regular review of their learning progress. Students were required to present their self-evaluation to their parents on Parents' Day (2 March 2013). For the first time, a Learning Evaluation Day was held on 10 July 2013 on which students met their class teachers individually or in groups to review their whole-year learning progress.
 - For the third year, S4 and S5 students were required to complete an NSS learning evaluation questionnaire, in which they reflect on their learning effectiveness, attitude and strategies for each NSS subject.
 - Trials were made on using an Excel template, courtesy of Prof. Magdalena Mok of HKIEd, for more detailed analysis of assessment data.
 - A bulletin board was made to draw students' attention to the theme "Thinking Aloud and Self-Reflection".
 - A staff development workshop titled "Assessment for Learning" was held on 27 August 2012, in which Mr. Edward Tse, a trainer from Battelle for Kids and a serving teacher, conducted learning and sharing activities for our teachers.

Evaluation:

- a) The implementation on different levels was considered successful. All teachers indicated that they had used AfL in their subject teaching. This was also evident from not only the subject evaluation meetings but also the actual student works collected for annual inspection. Overall speaking, teachers' knowledge and awareness of AfL was much higher when compared to three years ago.
- b) While different subjects will continue to develop L&T materials based on the framework, further modification may be needed to enhance L&T effectiveness. For example, how to enhance students' ability to give quality peer feedback, and how to enhance the self-reflection ability of students?
- c) The Excel template for assessment data analysis was useful but hard to promote to many teachers owing to a few constraints (e.g. applicable to multiple choice questions only, technical difficulties). The use of assessment data available from other sources (e.g. EDB and HKEAA) should be promoted first.
- d) Most class teachers agreed that the new format of the Learning Evaluation Day could effectively help students round up the year's studies, and therefore should be continued.

Objective 2: To strengthen the language skills in learning (Language Across Curriculum in junior forms)

Strategies and Progress:

- a) This was the second year of our 2-year Language Across Curriculum (LAC) project supported by the Refined English Enhancement Scheme (REES) fund. The working group continued to receive professional support from the Language Learning Support Section (LLSS) of the EDB, by which Mrs. Bridget Ip, Language Support Officer, visited our school regularly to meet with teachers for collaborative work and lesson observations.
- b) For the five subjects in the scheme, i.e. English Language, Integrated Science, Mathematics, Geography and History, more than 30 sets of teaching materials were prepared for S1-3 to cover the following areas of focus:
 - Content subject vocabulary building: Focus was given to the word parts (e.g. prefix, suffix & roots) and parts of speech. Emphasis was put on developing students' chunking skills.
 - Content subject-based writing materials: Focus was given to text structures (e.g. describing, comparing, sequencing, cause & effect, problem & solution, evaluating & justifying). Reading and writing materials were developed in English and other content subjects on themes and topics chosen by the team.
 - Revision materials were devised to help students prepare for examination in various subjects.
 - The module on "Classroom language instructions" in the Pre-S1 Preparation Pack (for S1 entrants to work on over the summer holiday in preparation for EMI) was modified.
- c) To provide language support to content subject teachers, the following were done:
 - The Language Support Officer from EDB held 7 meetings with teachers and



conducted 9 lesson observations with follow-up feedback.

- A workshop on vocabulary building was conducted for all teachers in August 2012.

Evaluation:

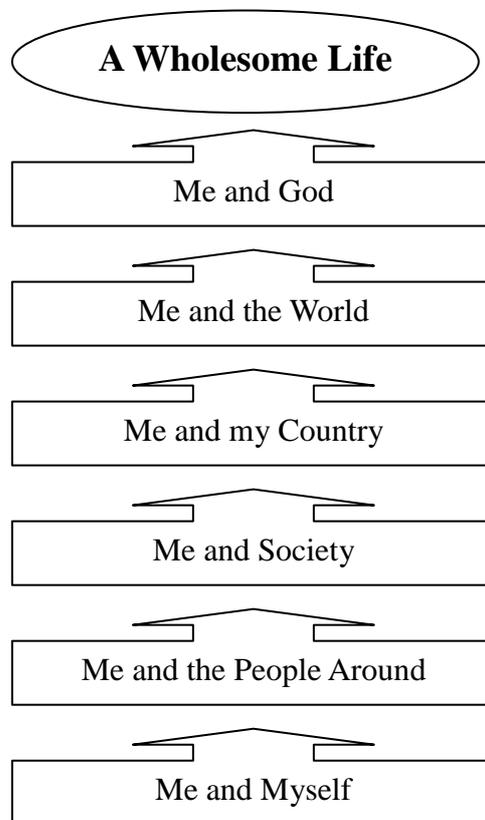
- a) A survey conducted on S2 showed the following pleasing feedback from students:
 - 76% thought that the vocabulary skills taught were useful in helping them learn the content subjects.
 - 76.8% agreed that the reading materials in the content subjects were useful in improving their performance in those subjects.
 - 81.7% agreed that teachers had made deliberate attempts to help them learn in English.
 - 73.7% expressed more confidence in learning in English.
- b) Interviews with S3 students also confirmed that they were able to learn vocabulary using the skills acquired.
- c) Teachers' awareness of students' language needs was definitely raised.
- d) Overall speaking, the project was considered successful. The project team conducted a sharing to all teachers in a staff meeting, and was then invited by LLSS to share our progress with other schools in its annual sharing to be held later on.
- e) LAC development in Integrated Science and History were considered complete, while for Mathematics and Geography, it was suggested that the project would continue in the next academic year. Even though there would not be any more funding from the REES, application would still be made to acquire support from LLSS.

Major Concern 2: Consolidating Life Education (3rd Year of Implementation)

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 informal curriculums
- 3) To consolidate the longitudinal plan for systematic progression from S1 to S6
- 4) To strengthen careers education under NSS
- 5) To provide stronger guidance and support to students with special emotional or educational needs
- 6) To promote positive value in school

Dimensions:



Elements to be incorporated:

- 1) Religious Education
- 2) Moral and Civic Education
- 3) Careers Education
- 4) National Education
- 5) Health Education
- 6) Environmental Education

Part 1: Life Education Curriculum and Programmes

Strategy 1: Form based life education curriculum

Progress:

- a) Upon evaluation from last year, the themes for each form were slightly modified again. The themes implemented were as follows:
 - S1: Self-discovery
 - S2: Leader of Yourself
 - S3: Careers Education (Be a Dreamweaver)
 - S4: Social Service & Civic Education (Be a Servant Leader)
 - S5: Global Citizenship & Environmental Education
 - S6: Health Education and Stress Management
- b) As before, the above themes were delivered through various channels: class teachers' periods (once every two cycles for junior forms), form assemblies (one morning per cycle and some assembly periods), outreaching activities etc.
- c) For S1, a family activity called "Milestones of my life" was introduced before the Growth Celebration Ceremony (13/10/2012), in which students were guided to reflect on the key stages in their growth and show love and appreciation to their parents.
- d) For S2, an adventure-based training camp (18-20/1/2013) was held to replace the military training for S2 owing to the unavailability of good and safe sites for military training.
- e) For S4, the active participation of an NGO was solicited to organize a training programme followed by outreaching social service for all students.
- f) A Life-Wide Learning Day was held on 28/3/2013 on which adventure-based training was held for S1, an out-trip for poverty experience was held for S2, job place visits were held for S3, social service was held for S4, and farm or Science Park visits were held for S5.

Evaluation:

- a) Through continuous implementation and fine-tuning in the past three years, the theme for each form is largely fixed and can be continued in future.
- b) Most of the activities received positive responses from students, though they responded less favourably to didactic means, e.g. talks, for which it was hard to ensure the effectiveness of the guest speakers. Outreaching and experiential activities, e.g. the Life-Wide Learning Day, were welcomed by many students, but it was immensely difficult to arrange such a large number of students to go on visits together. For camping activities, we also met many difficulties in camp site booking, engagement of the support from NGOs, and insufficient funding etc. However, teachers agreed that experiential activities are far more effective in bringing self-reflection to students than one-way instillation. Therefore, effort will go on to be made to provide such opportunities of learning to students as much as possible. It was suggested that Life-Wide Learning Day be continued in the next year.
- c) The family activity "Milestones of my life" preceding the S1 Growth Celebration Ceremony won tremendous applause from both parents and students. Many of them said it was heart-touching and left a very deep impression in them. This activity should become a routine chapter for S1 life education in future.

Strategy 2: Cross-level life education curriculum

Progress:

- a) Sex education appropriate to each age level was delivered separately to each form. There were talks, drama or workshops covering a wide range of topics including drugs, internet, road safety, tolerance, poverty, financial planning, mass media, intellectual property, environmental ethics, mental health and “thankfulness” etc.
- b) The Life Education Ambassadors Team, comprising 6 students from S3-5, promoted positive messages through various channels, including a Hunger Banquet (8/5/2013) attended by 30 S1-6 students, and the production of four MCTV programmes on the following themes: respect, happiness, positive thinking, thanksgiving and religion.
- c) The Big Brothers Big Sisters Scheme continued to be a successful programme bringing benefits to both the mentors (36 students from S4-5) and the mentees (all S1 students). With the training provided by an NGO over the summer holiday (3 whole days including 18, 23 & 25/8/2013), the mentors gained in the skills of cooperation, organization and presentation. Through the adaptation activities they organized for the new S1 students (on 26/8, 12/9, 19/9 & 26/9/2013 respectively), friendship and rapport was built. S1 students felt the love and care from the big brothers and big sisters, who would go on to support them in the first year of secondary school life.

Evaluation:

These cross-level life education programmes, including structured periods in the timetable, activities organized and delivered by students, as well as peer-support provided under the active guidance of an NGO, made up a good combination of a variety of means to support overall life education in the school. They are to be continued as regular functions every school year.

Part 2: Promoting Positive Values

Objective 1: To promote the values of respect and appreciation through various channels and means using a whole-school approach

Progress:

- a) The two words “Respect” and “Appreciation” were identified to be the key values to be promoted. They were featured in assemblies, teachers’ sharing, classroom board decoration and the Day 5 morning reading materials. Class teachers were reminded to organize student appreciation campaigns for their own classes. These were done for all forms.
- b) In S1, a class-based “Good People Good Deeds” Campaign was organized.
- c) With the funding from the Methodist Church, Hong Kong, a Junior Students Growth Project was organized under the support from social workers of Yang’s Memorial Social Service. The Project ran across the whole school year. 20 students from S3 were selected to be Thanksgiving Ambassadors. They attended training sessions and organized lunchtime song dedication activities and stall games to promote the “Thanksgiving” attitude. They also ran a Teachers Appreciation

Campaign to lead all students to show appreciation to the teachers.

- d) A student questionnaire was administered both at the beginning and at the end of the school year to measure the changes in students' attitudes, which was expected to be more specific than using the information from APASO.

Evaluation:

The two values were brought out through many channels. However, it was not easy to measure the outcome. Results from the second questionnaire did not show significant changes in students' attitudes. This was probably due to the faulty design of the questionnaire (which allowed only narrow scales) and the fact that the activities were mostly one-off and not done in depth.

Part 3: Improving Students' Discipline and Attitudes

Strategy 1-7: Successful strategies modified and continued from the previous year

Progress:

- a) Class teachers were encouraged to set class goals with students at the beginning of the term. The goals included enhancing self-discipline, building a respectful, loving and caring learning environment, developing sense of belonging to their own class etc. The result was very obvious in junior forms, where class teachers organized class-based award schemes. Lunch parties were also very popular in both junior and senior forms.
- b) Students who failed to submit homework on time were required to stay after school to complete their homework. Supervision and tutorial support was provided by teaching assistants.
- c) Students who were late to school were counseled by guidance teachers and required to write a pledge. For frequent late comers, parents' cooperation was sought.
- d) The Personal Tutor Scheme was continued with 10 teachers voluntarily signing up to provide closer attention and guidance to 10 students with special needs. A sharing session was held for all personal tutors on 7/6/2013 to gauge their feedback.
- e) The Prefects Training Programme was run by guidance teachers without the help of an NGO this year. 35 prefects joined the training programme which comprised one barbecue and one adventure training activity. All participants agreed that the training enhanced their skills and confidence in carrying out their duty.
- f) The Classroom Cleaning Competition was continued, with results of the 8 stages announced in school assemblies and certificates awarded to well-performing classes. Students showed rather great concern over the results of the competition as evident from their enthusiastic responses over the results announced.
- g) With the funding from the Methodist Church, Hong Kong for the Junior Students Growth Project, social workers from Yang's Memorial Social Service were engaged to run a guidance programme for those students demonstrating needs for self-esteem, interpersonal skills and resilient ability. 18 S1 and 20 S2 students were nominated to join the programme, which consisted of workshops, adventure-based activities and social service.

Evaluation:

With continuous emphasis on setting class goals and building class spirits in the past two years, class teachers all had higher awareness of their pivotal role. The stricter school policies on homework submission and lateness also yielded obvious results, though the former needed to be revised to reduce the administrative difficulty. The Personal Tutor Scheme, Prefects Training Programme and Classroom Cleaning Competitions were all well-refined after the trial years, and they could now become regular programmes for the Guidance Committee in future. It is our hope that the Methodist Church, Hong Kong could continue to provide funding for the Junior Students Growth Project, which was found to be very effective on those targeted students.

Overall speaking, from the observation of all stakeholders including students, teachers and parents, there was tremendous improvement in students' general attire and discipline. The above efforts have all borne positive fruits.

Strategy 8: Parents education programme

Progress:

Our Education Psychologist Miss Debbie Choi held a seminar for parents of S1-2 on 27/10/2013 on "How to enhance your child's learning efficiency?" 49 parents attended.

Evaluation:

The talk won great acclaim from parents. More than 90% of the participants reflected through the questionnaire that they had learned more about enhancing their children's learning motivation. The Guidance Committee would continue to organize such events for parents in future.

Part 4: Careers Education

Strategy 1-2: Successful strategies continued and modified from the previous year

Progress:

- a) The form-based careers education plan developed in the previous year were continued. In S1-3, it was carried out through Class Teacher Periods (3 in S1, 4 in S2, 6 in S3), while in S4-6, they were delivered mainly through morning line-up periods and form assemblies. For S2, the Posters Exhibition was replaced by a visit to the annual Education and Careers Expo at the Convention Centre (31/1-3/2/2013) with corresponding worksheets and tasks developed by careers teachers to be completed. For S5, a workshop called "City of Chances" was conducted by St. James' Settlement (11/4/2013). All S5 students were put into different simulated scenarios to experience decision making in face of different challenges in life and career.

- b) A total of 16 careers talks were organized. They included admission talks by tertiary institutions, sharing of alumni currently studying in universities, talks by careers teachers, as well as seminars by careers experts.
- c) The Mentoring Programme continued for S4-6 students, with 33 alumni participated as mentors and 71 students as mentees.
- d) A Mock Interview was held for S6 students on 8/12/2013. 12 alumni posed as mock interviewers while 31 S6 students were interviewed. Instant feedback was given.

Evaluation:

- a) The form-based careers plans were suitable. The success with the junior forms programmes was encouraging. However, in senior forms, since no class teachers' periods were designated for careers education, it was hard for class teachers to find time to use the contents from the book *Careers Mapping*.
- b) The careers talks received generally good feedback from students and class teachers. It was found that the morning line-up periods were a good channel for such talks for the senior forms.
- c) Both the Mentoring Programme and the Mock Interview were found to be good ways to involve our mature alumni in contributing to the growth of the current students. They are worth to be regular activities every year in future.

Strategy 3: Reforming the team structure so as to strengthen the communication with the targeted students

Progress:

- a) The following structure was adopted with the help of the form associations and class associations of students: 1 careers ambassador per class; 1 careers representative per form; 1 careers coordinator (careers teacher) per form; 1 careers manager (careers teacher) for junior forms and 1 careers manager (careers teacher) for senior forms.
- b) Information relevant to each form was disseminated through the above channels, with feedback also collected through them.

Evaluation:

This arrangement brought more efficient and effective communication when conveying careers information and conducting careers activities. It is worth continuing.



Strategy 4: Widening the job horizons of students

Progress:

- a) Speakers from four careers fields were invited to share their job natures to students: Marine Police (S1-2 on 21/9/2012), Advertising and Communication (S3-4 on 18/3/2013, S5-6 on 6/11/2012), Publication and Reporting (S3-4 on 26/2/2013) and Aviation (S3-4 on 20/11/2012, S5-6 on 22/11/2012).
- b) 3 careers visits were organized:
 - Food Industry: Visit to Tao Heung Museum of Food Culture (S4-5)
 - Management and Logistics: Visit to Tai Lam Tunnel (S4-5)
 - Civil Services: Visit to Air Traffic Control Tower (S4-5)

Evaluation:

The feedback from teachers and students was good. These should continue to be done in future. The morning line-up periods were found to be rather good channels for such sharing. The sharing and visits provided good stimulation to start students thinking about their own careers preparation.

Strategy 5: Arranging campus tours and on-site interviews in different levels of tertiary institutions

Progress:

- a) A visit was arranged to Tung Wah College on 16/11/2012. Nearly all S5-6 students joined. More than a dozen S6 students were given on-site interviews on the same day, with most of them getting conditional offers later on.
- b) A visit to City University was organized for all S5 students on 7/11/2012.

Evaluation:

Again, these brought positive feedback from students and are worth continuing.

Strategy 6: Developing and reinforcing the networking with graduates of the past few years for providing updated information and appropriate advice to students

Progress:

A Facebook group was set up, hoping to form a network of graduates where information about careers and further studies could be exchanged.

Evaluation:

This was not successful since the number of graduates joining the group was far from satisfaction. Contacting graduates through their familiar teachers was still found to be the most effective way to reach them.

Overall Evaluation on the 3-Year Cycle:

From Stakeholders' Survey:

Similar to previous years, both parents and students continued to rank the school highly on "School Climate", which showed that our effort under Major Concern 2 have yielded good results. However, there was a general and obvious trend that students would like the school to actively respond to students' comments. More channels should be opened to gauge students' opinions over school policies in future.

As for the academic focus under Major Concern 1, it was pleasing to find that in students' views, there was significant improvement in teaching since 2008. However, among teachers, parents and students, there was a common consensus that effort should continue to be made to raise students' learning motivation and learning effectiveness. Therefore, it was agreed that teaching and learning should still be our prime focus in the next planning cycle.

From APASO (Assessment Program for Affective and Social Outcomes):

While our students generally ranked themselves either higher or on par with the whole-territory norm in most aspects (i.e. achievement, experience, general satisfaction, opportunity, social integration, teacher-student relationship), they ranked themselves lower in "negative affect". This met the teachers' observation and thus it was agreed that "Promoting a positive school culture" will be one of our foci in the next planning cycle too.

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

Management and Organization

After a series of preparation work, the Incorporated Management Committee of Methodist College was established on 31/8/2013. It started off with 12 sponsoring body managers and the Principal. An election was then held to elect one teacher manager and one alternate teacher manager. In the first IMC meeting, nominations were made to include 2 independent managers. Elections will be held at a later stage to select one parent manager, one alternate parent manager and 3 alumni managers. The transition is due to complete in six months' time.

Staff Development and Achievement

- 1) There were 47 full time teachers and 4 part-time teachers.
- 2) All of our teachers were degree holders, among whom 37, including the principal, had one or more Master's Degree, accounting for 71% of the teaching staff.
- 3) The following teachers completed the respective courses below:

Name of Teacher	Course Completed
Ms Cheung Man Hing Karen	Basic Course on Catering for Diverse Learning Needs, by HKIEd (5 Days)
Mr Ching Yat Chi	Basic Course on Catering for Diverse Learning Needs, by HKIEd (5 Days)
Ms Lai Hiu Yee	Advanced Course on Catering for Diverse Learning Needs, by HKIEd (15 Days)
Ms Wong Man Fung	Basic Course on Catering for Diverse Learning Needs, by HKIEd (5 Days)
Ms Wong Wai Ping Alison	Professional Development Programme for Secondary School Teachers of English, by HKIEd (5 Days)

4) Professional network or service of our teachers:

Name of Teacher	Network / Service
Ms Lau Yin Ling	Gifted Education Teachers Network on Humanities
Ms Lee Wai Yee	Senior Secondary (SS) Visual Arts Professional Learning Community – Programme on SS Assessment for Learning in Visual Arts: Portfolio Building and Assessment (2012/13)
Mr Leung Chi Kit	Adviser of Study Group on History of Mathematics, Mathematics Education Section, EDB
Mr Leung Chi Kit	Guest Speaker for the topic “Teaching of Conditional Probability” in an EDB seminar for Mathematics teachers (14/5/2013)
Mr Li Siu Kei	Columnist for Ming Pao Education Page (明報教育版「悅讀理解」文言文專欄撰稿人)
Mr. Ng Yeung	Hangzhou Professional Study Tour for Secondary Schools Curriculum Leaders (15-19/5/2013)
Dr. Poon Ying Ming	Course Designer and Instructor for “Introductory Course in Origami Mathematics” by the Hong Kong Academy for Gifted Education (30/7-2/8/2013)

Besides, a number of teachers served as markers and assistant examiners for various subjects in the Hong Kong Diploma of Secondary Education Examination 2013.

5) Projects Joined:

	Project Title	Organizer	Teacher / Subject / KLA
1	Scheme to Support Schools in Using Putonghua to Teach Chinese Language Subject	SCOLAR & EDB	Chinese Language
2	Language Across Curriculum	Language Learning Support Section, EDB	A team comprising 2 English teachers plus the subject head and one teacher from each of the following subjects: Maths, Science, History, Geography

Our Learning and Teaching

As “Enhancing Learning and Teaching” was the major concern of the year, much of it was already covered previously in this report. Below are a few other aspects:

English continued to be 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.

This was the third and final year of the “Scheme to Support Schools in Using Putonghua to Teach Chinese Language Subject” by the Standing Committee on Language Education and Research (SCOLAR). The practice of using Putonghua as the medium of instruction in 50% of the Chinese language lessons in one class per form in S1-3 was well developed and will be continued as an academic policy.

To provide more NSS subject choices for our students, a network programme on NSS Music was offered in conjunction with Wah Yan College Kowloon and Heep Yunn School. Preparations have been made for offering the network programme on Ethics & Religious Studies jointly with six other secondary schools under the Methodist Church, Hong Kong in the 2013-2014 school year.

School Ethos and Student Support

As “Consolidating Life Education” was one of the major concerns of the year, much of it was already covered above. Below are the other aspects to be reported:

1) Extra-Curricular Activities:

There were altogether 55 student bodies formed for different purposes and on different interest areas. They were grouped into three categories: 18 Student Organizations, 16 Clubs and Societies and 21 School Teams. Together they organized various types of activities for all students, and provided good training grounds for students to enhance their leadership and skills of collaborating with others. Besides, training classes were also organized, with the largest number of students participating in musical instruments classes, followed by sports courses, foreign languages classes and art classes.

The College continued the tradition of encouraging student autonomy in extra-curricular activities. The year saw one new student body, Chinese History Club, initiated by students.

With the success from the previous two years, the ECA Committee continued with their 3-tier Leadership Training Programme for junior forms students. In Tier One, leadership training workshops were organized for S1, S2 and S3 respectively, meeting their needs at different stages of their development. In Tier Two, 65 students of S1-5 joined the leadership training scheme (named「向世界出發」新領袖體驗計劃). The scheme comprised 4 training sessions and one overnight camp. 63 students completed the scheme and were awarded certificates and titles of “MC Accredited Leaders”, which would give them an edge when they competed for positions of responsibility later on. In Tier Three, 20 selected student leaders went on an exchange trip to USA during the period 7-15/2/2013, with 8 sessions of pre-trip training, 3 sessions of pre-trip seminar and talks, one session of post-trip sharing and one MCTV programme made to share their gains from the trip. As a practicum after the trip, the young leaders coordinated a Mini-Concert for Parents (26/4/2013) and an Inter-class Musical Competition (3/7/2013) afterwards.

2) Global Exposure:

- 1) 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, Liza Marx from Austria and Jozsef Kosa from Hungary joined us as full time students for 9 months from September to May. In December, we hosted 4 students from Methodist Boys Secondary School Kuala Lumpur for two weeks, while on 12/11/2012, we received the visiting students and teachers from Methodist Girls’ School of Singapore. 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 all teachers and students.

2) In reaching out to the world, our students have gone on the following trips in this year:

Activity	Date	Participants	Location	Organizer
*Leadership Training to USA 「向世界出發」新領袖體驗計劃	7/2 – 15/2 (9 days)	20 students of S1-5	USA	Methodist College
*Beijing & Tianjin Study Tour 北京天津城市規劃考察之旅	28/3– 1/4 (5 days)	40 students of S4-5	Beijing & Tianjin, China	Methodist College
*Trip to Taiwan 台灣文化考察交流團	5/4 – 8/4 (4 days)	28 students of S1-4	Taipei	Methodist College
Immersion Programme to UK	20/6 –5/7 (16 days)	4 students of S4-5	Woodhouse Grove School, UK	Methodist College
*Trip to Nanjing 高校科學營 2013 - 優秀高中生獎勵計劃	9/7 –15 /7 (7 days)	10 students of S4-5	Nanjing, China	中國科學技術協會及國家教育部
Malaysia Exchange Programme (Focus on IT and Robotics)	13/7 –27/7 (15 days)	6 students of S1-3	Methodist Boys' Secondary School Kuala Lumpur, Malaysia	Methodist College
Immersion Programme to Singapore	13/7 – 29/7 (15 days)	4 students of S1-2	Anglo-Chinese International School, Singapore	Methodist College
Trip to Beijing & Inner Mongolia Autonomous Region 北京內蒙文化交流之旅 2013	22/7 – 29/7 (8 days)	2 students of S3	Beijing & Inner Mongolia Autonomous Region, China	Junior Police Call (JPC)
UK Cambridge English & Science Programmes	28/7 – 10/8 (14 days)	5 students of S3-4	Churchill College, Cambridge University, UK	Cambridge English & Science Programmes
Total		119		

* Trips escorted by our teachers

3) Religious Life:

We continued to be eagerly supported by Kowloon Methodist Church in our religious work. There were regular assemblies, morning prayers and Bible sharing times for the whole school, weekly meetings of the Student Christian Fellowship (SCF) and Wednesday morning prayer meetings held at the Quiet Room attended by teachers, students and parish workers from the Church.

The following special events were held in this year:

- An Alpha Course was held for S1 every Day 3 lunch time. In the first term, 68 S1 students joined and were led by 20 S2-4 helpers. They had lunch together, followed by praise, worship, gospel messages and group discussions. An Alpha Camp was held at the Methodist Retreat Centre in Mui Wo on 14-15/12/2012. 33 S1 students joined, with altogether 24 of them pledging their faith in God. In the second term, 22 S1-2 students joined study groups for beginning Christians led by 5 teachers and 1 parish worker.
- An Evangelistic Week titled “可以更精采” (from the Bible verse John 10:10) was held from 5/3 to 13/3/2013. It comprised 2 assemblies with dance performance and sharing from guest speakers, 5 lunch time concerts and sharing by students of each form and a Christian book sale. A total of 9 students confirmed their faith.
- An Easter SCF Camp was held during 3-5th April, 2013 at Cheung Chau Caritas Jockey Club Ming Fai Camp. 55 students, 7 teachers and 2 Church co-workers participated in it.
- In response to the territory-wide evangelistic movement in July, two gospel meetings were held with the help of Methodist Evangelistic Ministry (Speaker: Rev. Li Ping Kwong) for S1-2 and S3-5 respectively on 2/7/2013 and 5/7/2013. A total of 11 students pledged their faith in God, 9 students regained their faith, while another 4 students demonstrated the wish to know more about Christianity.

4) Special Educational Needs (SEN) Policies:

The whole-school approach developed in the past years was continued. Under the coordination of the Guidance Committee, class teachers helped cultivate harmonious relationships through class building activities. With the joint effort of guidance teachers, the School Social Worker, the Education Psychologist and the engagement of NGOs, various courses, games groups and outreaching activities were organized for the participation of both SEN and non-SEN students, through which their social skills were honed and their mutual acceptance developed.

With the Learning Support Grant from the EDB, homework tutoring was provided to a student with Tier 3 needs, while a part-time social worker was employed to provide closer attention to those students who demonstrated greater need for guidance.

5) Alumni Support:

Our strong alumni base has, again, proved to be effective in providing support to the current students. This year, our alumni not only continued the Mentoring Programme and Mock Interviews as reported above under careers education, a group of alumni currently residing in the US helped arrange educational and meaningful visits for our students during the Leadership Training Trip to USA. They not only met up with our students and introduced US life to them in person, some of them also made generous donations so that a few students with financial inadequacies could also go on this eye-opening trip.

Student Performance

Academic Performance

Hong Kong Diploma of Secondary Education Examination 2013:

- 136 students sat for the examination.
- Students obtained a total of 58 distinctions (Level 5* or above), 398 credits (Level 4 or above) and 762 passes (Level 2 or above). The distinction, credit and pass rates were all higher than the previous year.
- 62.5% of students satisfied the admission requirement for university (≥ 3322), while 87.5% satisfied the requirement for local sub-degree programmes (≥ 22222).
- In most subjects, our credit and pass rates were well above the territory's average. Well-performing subjects with high credit and pass rates were as follows:

Subject	MC Credit Rate (4+)	HK Credit Rate (4+)	MC Pass Rate (2+)	HK Pass Rate (2+)
English Language	50%	24.6%	99.3%	78.1%
Chinese Language	43.4%	26.4%	95.6%	80.3%
Mathematics	52.6%	35%	95.6%	80.7%
Combined Science	71.4%	26.5%	100%	78%
Visual Arts	75%	24.4%	100%	81.2%
Economics	68%	40.7%	98%	83.6%
Chemistry	73.9%	48.6%	100%	87.5%
Biology	73.7%	43.1%	94.7	89.6%

External Awards

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

Sports

2012 年度全港彈網公開錦標賽

男子乙組季軍 – 3B 文日羲
男子乙組團體冠軍 – 3B 文日羲
男子雙人同步冠軍 – 3B 文日羲
男子公開組團體季軍 – 3B 文日羲

第十四屆香港中學彈網錦標賽

男子乙組冠軍 – 3B 文日羲

第 56 屆體育節

男子組彈網亞軍及季軍 – 3B 文日羲

2012-2013 年度校際跆拳道比賽

女子色帶品勢比賽季軍 – 1G 余詩淇
女子黑帶品勢比賽冠軍 – 2R 陳曉君
女子黑帶搏擊比賽季軍 – 2R 陳曉君
女子黑帶團體品勢比賽冠軍 – 2R 陳曉君
女子黑帶品勢比賽亞軍 – 2R 鄧泳希
女子黑帶搏擊比賽冠軍 – 2R 鄧泳希
女子黑帶團體品勢比賽冠軍 – 2R 鄧泳希
男子色帶搏擊比賽季軍 – 4W 蔡旻諾
男子色帶品勢比賽季軍 – 4W 蔡旻諾
男子色帶搏擊比賽季軍 – 4R 何承恩

Asian Children Fencing Invitation Competition

Boy's Sabre Under 14 2nd Runner-up – 2W Tang Ho Cheung

Inter-School Tenpin Bowling

5th Runner-up in Hong Kong – 4W Katie Cheng

Interschool Football Competition

C Grade Champion
B Grade 4th Place
Overall 4th Place

Inter-School Badminton Championships 2012-2013

Boys Grade A 1st Runner-up

Academic

The 64th Hong Kong Schools Speech Festival

Solo Verse Speaking (Girls)

- 2nd Place — 3W Leung Cheuk Yiu
- 2nd Place — 4B Eveline Wong
- 3rd Place — 3R Shelia Lai Man Sum
- 3rd Place — 4B Yuen Kin Yan
- 3rd Place — 5W Chan Ho Yee
- 3rd Place — 5W Yu Sik Wun

Dramatic Duologue (Girls)

- 3rd Place — 4B Tso Tsun, 4W Yue Hui Yan

A total of 51 Merit and Proficiency Certificates were awarded to our students.

第六十四屆香港學校朗誦節（中文朗誦）

- 詩詞獨誦(粵語)冠軍 — 4B 湯富兒
- 詩詞獨誦(粵語)冠軍 — 3W 王珈霖
- 散文獨誦(普通話)亞軍 — 2B 劉君瀚
- 二人朗誦(粵語)季軍 — 5W 盧怡君、5G 何靜霖
- 中一二級男女詩詞合誦(普通話)季軍 — 1R 及 2R

共有 39 位同學獲優良及良好獎狀

第九屆全港校際即席演講比賽

- 初中普通話組季軍 — 1R 譚秀靜

第十五屆全港中小學普通話演講比賽

- 優異星獎 — 2R 許詠淇

Young Writers Creative Writing Awards (organized by the Chinese University of Hong Kong)

First in Junior Poetry — 3R Ada Liu

Third in Junior Story — 3W Wing Lee

《青年家書》寫作比賽

亞軍 — 2R 許詠淇

優異獎 — 5W 關敏怡

「傑師級」2013 全港慈善徵文比賽

優異文學獎 — 3W 阮翰生

第四屆全港中學生五大貧窮要聞選舉暨要聞『敢』言寫作比賽

「要聞『敢』言寫作」優異獎 — 5W 陸美欣

Hong Kong Schools Drama Festival 2012/13

Award for Outstanding Performer — 4B Janet Yuen

Award for Outstanding Performer — 4B Fiona Tong

Award for Outstanding Cooperation

Award for Outstanding Spoken English

2012-2013 香港學校戲劇節

傑出導演獎 — 4B 曹綦

傑出演員獎 — 4W 余栩欣

另外，本校還獲得傑出舞台效果獎及傑出合作獎

HK Secondary Schools Debate Competition

Best Debater Award — 2W Myra Fong, 3R Shelia Lai, 4W Zhiliang Fang, 5B Natalie Lau, 5W Tina Lam

Champion — 2W Myra Fong, 2W Jasmine Fok, 2W Christy Kwan

Secondary Schools Mathematics and Science Competition 2013

High Distinction in Chemistry — 5B Tam Yu Wo

High Distinction in Chemistry — 5B Leung Gai Wai

Distinction in Chemistry — 5B Cheung Chun

Distinction in Chemistry — 5B Ko Fei Yin

Credit in Chemistry — 5B Kwok Tsz Hin

Proficiency in Chemistry — 5B Au Wing Chun

Statistics Creative-Writing Competition for Secondary School Students (organized by Hong Kong Statistical Society)

Distinguished Prize — 4B Ng Ka Yin, 4B Tse Chiu Chun, 4W Wong Chun Wang

Music

65th Hong Kong Schools Music Festival

2nd Runner-up in Trumpet Solo for Secondary School (Senior Category) – 4B Cheung Chi Chiu

Inter-school Singing Contest (co-organized by the student unions of CCC Ming Kei College, St. Francis Xavier's College and Methodist College)

1st Runner-up — 4B Tong Fu Yi, 4W Leung Yuk Ki

Others

Inter-school Scrabble Championship 2013

Secondary Category 1st Runner-up – 3W Ryan Yongmanvong, 3W Herbert Ma, 5W Moses Ho, 6B John Lui

CCC Mong Man Wai College Inter-school Scrabble Tournament 2013

Junior Category 2nd Runner-up – 2R Kiki Hui, 2W Vinci Lam, 3W Horace Wai, 3W Ryan Yongmanvong

2012 第二屆香港中西繪畫比賽

冠軍 — 6B 楊梓晴

亞軍 — 6G 林敏儀

優異獎 — 6G 鄭潔瑜

第七屆 DV 頭青年社會觀察行動「我城」短片比賽

特別大獎：我最「Like」影片大獎及入圍嘉許 — 2R 余卓熹、2W 楊溢佳、2W 鄧皓彰、5B 陳嘉輝、5G 馮毅朗、5W 陳可兒、5W 張浩智

香港教育城舉辦之「EdV 獎勵計劃」

中學組優異獎及最受歡迎短片 — 4B 謝昭進、4B 黃明希、4G 司徒焯楠、4B 關灝麟

亮睛工程 “Eye Care, I Care” 護眼創作比賽

中學組“Vision”創作比賽冠軍 — 4W 方芷梁



METHODIST COLLEGE
SCHOOL REPORT
2012-2013

「教育承傳：老師的成長路」研習報告比賽

初中組季軍 — 2R 黃靖尉、2R 郭子晴、2R 蔡佩思、2R 楊希怡

第四屆油尖區最進步童軍獎

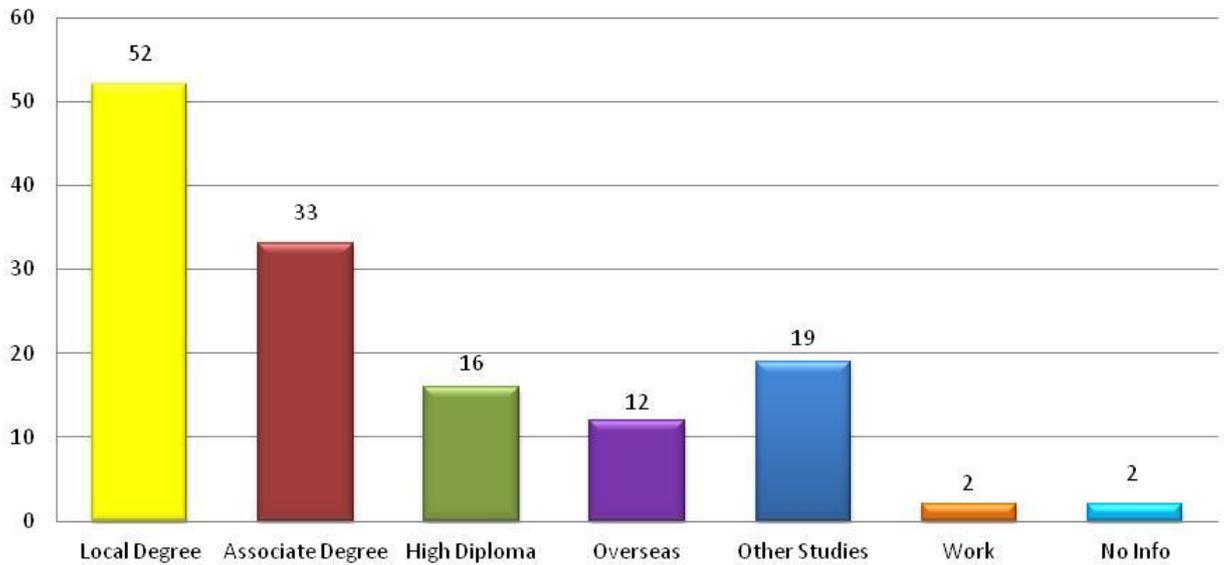
4W 張博皓



Pursuits of Graduates

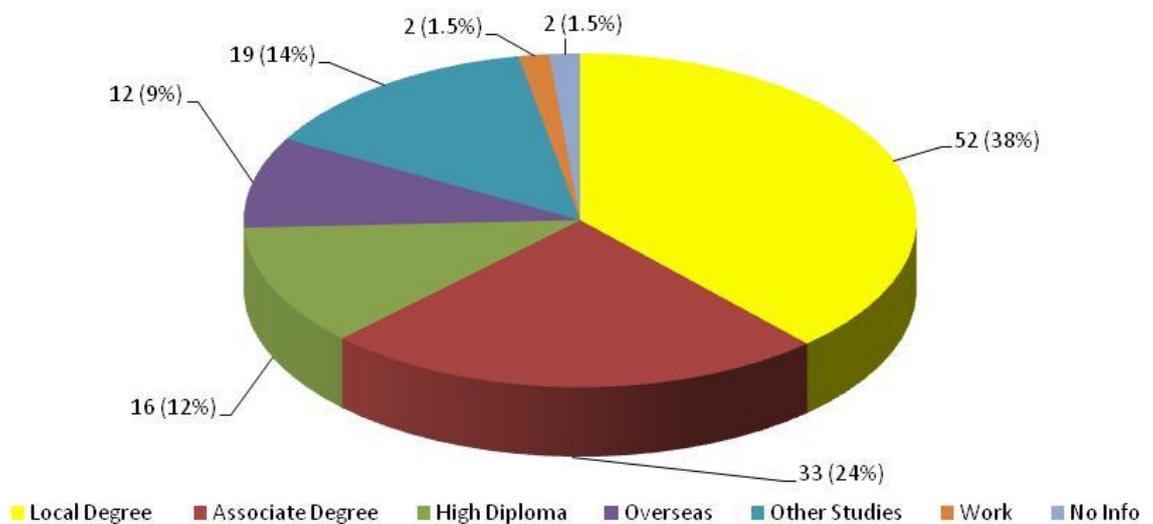
Destinations of S6 Graduates 2012-13

Total : 136



Destinations of S6 Graduates 2012-13

Total : 136



Annex – Report on the Use of Grants (2012-13)

Grant	Amount B/F (\$)	Received in 12/13 (\$)	Spent in 12/13 (\$)	Funds Set Aside for LSP (\$)	Balance (\$)
Capacity Enhancement Grant (CEG)	109,810.00	516,616.00	(349,509.00)	3,869.74	280,786.74
Senior Secondary Curriculum Support Grant (SSCSG)	273,065.19	570,816.00	(733,372.00)	-	110,509.19
Learning Support Grant	152,919.80	350,000.00	(400,405.20)	-	102,514.60

Use, Progress and Evaluation:

- 1) Following previous consensus among teachers and parents, the CEG and SSCSG grants continued to be used in employing additional teachers and teaching assistants to share all teachers' workload and to solve the problems of subject mismatch under NSS.
- 2) In the 2012-13 academic year, 2.7 teachers and 1.5 teaching assistants were employed under these 2 grants.
- 3) With additional funding from EDB's Refined English Enhancement Scheme (REES), Additional Liberal Studies Curriculum Support Grant, One-Off Grant for the Establishment of Incorporated Management Committee and SCOLAR-cum-EDB's "Scheme to Support Schools in Using Putonghua to Teach Chinese Language Subject", the College employed 2.4 more teachers and 1.5 more teaching assistants to relieve teachers for the implementation of various curriculum initiatives and IMC preparation work for the year.
- 4) Owing to the availability of other funds in this school year as mentioned in (3) above, a larger balance was deliberately kept in both the CEG and the SSCSG, so as to cover the possible deficits in the next academic year when most of those funds mentioned in (3) are no longer available.



School-based After-school Learning and Support Programmes 2012/13 s.y.
School-based Grant - Programme Report

Name of School: Methodist College

Project Coordinator: Mr Chong Chi Shing Contact Telephone No.: 2384 3543

A. The number of benefitting students under this programme is 102 (including A. 20 CSSA recipients,
B. 82 SFAS full-grant recipients and C. 0 under school's discretionary quota)

B. Information on Activities under the Programmes

*Name/type of activity	Actual no. of participating target students *			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaires, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Homework Tutoring	14	19	0	80%	3-6/2013	12,025.00	Completion & Summer Assignment Rate of participation	Methodist College	
Art & Culture	4	42	0	90%	9/2012-6/2013	38,540.00	Teachers' observation Rate of participation	Methodist College	
Sports	5	8	0	90%	9/2012-6/2013	5,800.00	Teachers' observation Rate of participation	Methodist College	
Visits & Excursions	4	22	0	100%	2/2013-5/2013	801.00	Students' feedback	Methodist College	
Confidence Building	15	69	0	95%	9/2012-6/2012	3,380.00	Students' feedback	Methodist College	
Volunteer Service	0	12	0	100%	3/2013	390.00	Teachers' observation Rate of participation	Methodist College	
Total no. of activities: <u>27</u>									
@No. of participation counts	42	172	0						
**Total no. of participation counts	214				Total Expenses	60,936.00			

Note:

* Name/type 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.