

**Sha Tin Methodist
College
School Report**

2023-2024

(1) Our School

Sha Tin Methodist College is an aided co-educational EMI secondary school founded in 1983. It is sponsored by the Methodist Church, Hong Kong to serve the local community together with churches and service centres in the Sha Tin parish. In 2022-23, there are a total of 665 students in 25 classes from Form One to Form Six.

Vision

To develop a holistic education based upon the Christian faith; to nurture our students to live an abundant life through the preaching of the Gospel.

本基督精神，發展全人教育；藉宣講福音，培育豐盛生命。

Mission and beliefs

Provide whole-person education according to the spirit of Jesus Christ; Nurture abundant lives by teaching the gospel.

We believe:

That each and every student is the love of God and endowed individually. We therefore respect each of them and help them develop their potential to the fullest.

That through whole-person education on moral, intellectual, physical, social, aesthetic and spiritual aspects, every student will be able to model themselves after Jesus Christ, to “grow in wisdom and stature, and in favor with God and men.” (Luke 2:52)

That the meaning of life does not lie in material affluence but in the quality of life. The gospel of Jesus Christ is the basis for development of a holistic life: “I have come that they may have life, and have it to the full.” (John 10:10)

That education is teaching by word and deed, just as what Jesus Christ did to his disciples.

(2) Achievements and Reflection on Major Concerns

Priority Task 1: Strengthen students' learning ownership and unleash learning potential by optimizing teaching and learning pedagogy.

Achievements

✧ **The 3 targets in Priority Task 1 were largely achieved. Positive response was seen from the students' and teachers in various survey such as APASO and SHS surveys conducted in Dec 2023 respectively.**

a. The target 'To brush up English proficiency and capability to enhance students' learning' was achieved greatly as seen in the positive feedback.

- As seen in the APASO survey 2024, it was grateful to see that our students across all Forms had a higher self-concept of learning and using English compared to that of the last year and the rest of the schools in Hong Kong, indicating our students' belief in their confidence and capability to learn in English. It proved that EMI teachers had paid great efforts to brush up students' English proficiency. Individual subjects such as IS and English subjects had aligned with tertiary institutes such as HKU and Polytechnic University to design worksheets and activities to enhance EMI learning. LAC professional development activities were also conducted for all EMI teachers twice in August 2023 and June 2024 separately with the professional help of EDB English section.
- As seen in book inspection, EMI teachers had provided frequent and sufficient exercises to enhance students' learning. Besides, by deliberate arrangements, English broadcasts on every day 6 by English ambassadors to the whole school and English announcement on every Day 2 and Day 5 assemblies, and English sharing sessions by various subjects and committees throughout the whole year achieved its original goal to create a proactive and rich English environment and atmosphere at school.
- By observation, students and teachers expressed appreciation and admiration for their schoolmates who were able to present fluently and eloquently in English on different occasions such as morning assemblies, cyclic assemblies, and various activities throughout the whole year. Students saw the schoolmates as role models and had confidence and willingness that they could do the same sooner or later with efforts paid.

b. The target 'To conduct collaborative peer learning and experiential learning so that students have a greater sense of ownership in learning and their talent and potential can be stretched' was also achieved greatly as seen in the positive feedback.

- As seen in the APASO survey 2024, Students generally had a strong sense of belonging to the school's learning environment. F.1-5 students scored very high in

learning and teaching, with cooperative and self-directed learning outperforming the entire city. According to the APASO 2024, teachers provided clear instructional guidance, which facilitated knowledge transmission and construction.

- Through class visits of about 2/3 teaching staff throughout the whole year, it was envisaged that most teachers allocated great time and a lot of opportunities for interactive learning and teaching in the lessons. The teachers provided guidelines and scaffolding questions to facilitate peer-to-peer interactive activities.
- From the class visits, it was found that most students were engaged to share, present before the others, and could get positive feedback and appreciation from fellow students. Most of the classroom settings, groupings and atmosphere facilitated communication and collaboration among students. Students' sense of ownership and knowledge co-construction among students were largely achieved.
- In addition to the ASP survey 2024, the SHS (stakeholders' survey) also showed that students had a very positive view towards teachers' teaching, rating even higher than that of last year. Students appreciated the use of mind-maps, pre-study materials, resources, various learning activities, constructive feedback on students' formative assessments, and in particular the teachers' encouragement.
- Besides, as seen in the arrangement and implementation of subject-based activities throughout the whole year, all subject teachers deliberately arranged many experiential and extended-learning activities in the lessons and after lessons from September to May, such as RAC Week, LAC week, STEM Week, inter-disciplinary projects, STEM and science-related subjects' hands-on experiments, Biology and Geography field trips, PSHE and Citizenship and Social development community visits, Music concerts, Model United Nations Conferences, Chinese and English debates, academic forums, assemblies and seminars, community services by RME subject, pull-off gifted program by Chinese, English, mathematics, Science, Computer and STEM subjects, inter-class and inter-school competitions of various subjects and workshops etc.. A greater sense of ownership in learning and stretching the talent and potential of students were also achieved greatly.
- A few overseas excursions were also organized such as Germany tour by Chemistry subject, Korean trip by Geography subject, Mainland tours by Chinese Literature, Chinese History, and Citizenship & Social Development subjects, an inter-school Chinese Literature trip to Japan. Students found all these learning experiences very interesting, inspiring, and fruitful. Not only could such experiences enrich their knowledge, but these excursions also facilitated the students to apply subject concepts and relate them to daily life.
- In addition, **the Friday Life-wide Learning (LWL) zone has received similar positive feedback** from both teachers and students, just like that of last year. The Friday LWL zone provided diversified learning activities to enhance self-directed learning motivation, stretch and extend students' learning potential, and had a great

sense of ownership in the learning outcomes. Students agreed that the Friday LWL zone was meaningful and inspired students. Among all forms, F.2 and F.3 students were the keenest about the Friday LWL zone as seen in the questionnaire sent by the LWL committee.

- This year, **the frequency and timing of** the Friday LWL zone **was adjusted** which limited to 10 times in the whole year and a half-day timetable was adopted during these 10 days. There were clear goals and focus of each Form to achieve. Thus, the overall coordination and, consequently, the quality of activities were greatly improved.

c. The target ‘To optimize blended learning and increase sharing and presentation platforms so that students would break through the learning walls and become confident, self-directed and active learners’ was again achieved to a great extent.

- As seen in APASO 2024, students generally performed well in various common competencies, with junior Forms’ students performing particularly well. Junior Forms’ students were proactive in learning, self-monitoring, and enjoy creative thinking.
- In addition to the ASP survey 2024, the SHS (stakeholders’ survey) 2024 also showed that in teaching, both teachers and students found the quality of teaching to be ideal. Teachers adjusted their teaching strategies based on students’ progress and used different levels of questioning to stimulate students’ thinking. They also provided timely and specific feedback to promote students’ reflection on their learning. Students appreciated the encouragement from teachers, which helped them to try their best to break through the learning walls and overcome learning difficulties.
- By class visits, it was found that nearly all subject teachers were familiar with the use of interactive TVs and various eLearning apps and able to blend both conventional learning and online learning for the sake of students’ learning.
- By observation and book inspection, it was seen that teachers had made good use of various and diversified platforms and timeslots to let students share the learning outcomes and such opportunities were completed smoothly and with positive impact on students, i.e. strengthening students’ learning ownership and unleashing their learning potential.

Reflection

- ❖ This was **the second year of implementing** the School Development Plan (2022-25), and Priority Task 1 were all on smooth progress and **will continue in the coming year**. It is gratifying to see that all teachers have done their best and contributed greatly to organizing numerous learning activities both inside and outside the classroom, through formal and informal curricula, to unleash students’ potential and talent, strengthen their sense of

ownership, and help students break through the learning walls to become confident and proactive learners.

- ✧ **By optimizing teaching pedagogy and stretching students' learning potential, most students were found to be flourishing and engaged in their learning this year.** As seen in SHS Survey 2024, regarding the ratings for teachers' professional development, they ranged from good to excellent. The professional development activities arranged by the school aligned well with the school's development and the needs of the students. While the overall atmosphere of professional exchange has improved, there is still room for further enhancement and collaborative studies.
- ✧ Among the 10 questions asking students' perception of their learning effectiveness in the SHS Survey 2024, the ratings in 8 out of the 10 questions increased. Among these 8 items, students' confidence in their learning increased the most. This was the happiest news and greatest achievement to us. It is hoped that the students will continue to have breakthroughs and set their own learning goals and pace, eventually becoming independent self-directed learners in the future.
- ✧ In the large-scale global academic study (PISA), 15-year-old students in Hong Kong are among the top performers worldwide in mathematics and science. However, their reading ability has significantly declined compared to four years ago. The reading habits of our school's students are below the citywide average, which may reflect a significant regression in reading ability in the broader environment. There is an opportunity to promote a reading culture more actively.

Feedback and follow up

- ✧ **Enhancing students' English proficiency** is still our main target in the final year of the school development plan as English is the window to the world. More efforts and professional collaboration in the design of formal curriculum, pedagogy and LWL learning activities in the English subject and EMI subjects should continue in the coming year so that students would enjoy and engage more in learning, and all could be empowered. EMI colleagues are encouraged to take the EMI professional development courses to update their teaching pedagogy.
- ✧ **As teachers' professionalism is always the most crucial to empower the students at school**, therefore, lesson study and peer observation to improve teaching pedagogy will continue to be conducted so that, eventually, the students' sense of efficacy and ownership of learning can be further achieved in the coming year.
- ✧ Detailed analysis shows that reading habits received unsatisfactory ratings from all three stakeholder categories, indicating a need to continue promoting a reading culture at school.
- ✧ Finally, there showed a growing tension and clashes of time between the pursuit of academic excellence and the pursuit of talents development. Thus, a better planning, coordination and streamlining of school activities are in needed and essential for the sustainable development and a and whole-person balance to be achieved.

Priority Task 2: Open-up global perspectives; Deepen learning’s meaning by reimagining the curriculum.

Achievements
<p>✧ The 2 targets in Priority Task 2 were largely achieved. Positive response was seen from the students’ and teachers in various survey such as APASO and SHS surveys conducted in Dec 2023 respectively.</p> <p>a. The first target ‘to inspire students to explore community and global issues, commit to the identity of global citizenship, and reflect the meaning and importance of their study’ was achieved successfully.</p> <ul style="list-style-type: none">➤ This year, our school has become one of the Member School Network under the UNESCO Hong Kong Association. Because of this, some of our students joined the ESD learning programs. Two students were fortunate enough to be selected in the ‘Hi 17 DSGs’ video shooting in Jan 2024.➤ As seen from the subjects’ schemes of work and by class visits, a number of subjects connected and embedded global issues or UN Sustainable Development Goals (SDGs) into the formal curriculum and assemblies naturally. Students found the topics have close relationships with the contemporary world. They shared a greater sense and awareness of global citizenship.➤ LAC weeks, RAC weeks, ADC lunch seminars and cyclic assemblies with themes on global concerns and SDGs, such as HK Cultural conservation by Professor Ting Sun Pao, Chief Curator of the Hong Kong Museum, Climate Action by our Alumnus, War and Peace by our History teacher, Biodiversity and Spaced exposed Seeds Nursery Project by HK Institute of Education for Sustainable (the Movement of Centres of UNESCO) Development etc., were all well-received by students and teachers alike.➤ As seen in the APASO survey 2024, students excelled in both national and global identity, which was indeed encouraging. This proves that teachers effectively integrated and naturally connected different learning environments. Among the school's focus areas, the promotion of broadening learning horizons and the advancement of the 17 Sustainable Development Goals have shown significant results. <p>b. The second target ‘To develop and equip the students with 6 Global Competencies (6C) to embrace challenges of today and tomorrow, and act as change agents of the community and the world’ was largely achieved.</p> <ul style="list-style-type: none">➤ 6C refers to Creativity, Critical thinking, Collaboration, Communication, Global Citizenship, and Characters such as life-long learning, responsible, inclusive and compassionate, etc.➤ Interdisciplinary learning designs enhanced students’ 6 global competencies

(6C). By observation, F.1 and F.3 students enjoyed doing the challenging projects, ie. F.1 inter-disciplinary project “I am a global citizen’ and F.3 project on HK cultural conservation and tourism respectively. F.1 and F.2 students engaged in the STEM subject projects. A few of F.2 students joined Smart City Seminar Project Competition 2023/24 and entered the final round by the end of the academic year. The projects equipped the students’ 6 global competencies, increased their awareness, knowledge, and values of being a global citizen and engaged them to learn and think critically and holistically about the sustainability of their community and humankind.

- In celebration of our school’s 40th anniversary, an Academic Forum with the theme ‘Education for the Future – towards sustainable development ’ was launched on 29th June 2024. Professor Lee Chi Kin of HKEDU made a keynote speech on it. 4 Parallel sessions, i.e. Future City, Future World, Future Technology, and Future Science were delivered by our alumni. More than 100 teachers including Principals from other schools in Hong Kong joined our school function. The whole Form 4 students (total about 110) and other students from different forms (total about 70) joined the event on voluntary basis. The audience were inspired by the Forum and reflected deeply about the meaning and importance of education and embraced challenges of tomorrow and committed to act as change agents.
- Various **reading across the curriculum activities** such as Reading Week in September, Reading Day in April, Book Exhibition, online reading materials with SDG themes were held or distributed to students and a Fountain Tree language and arts digital journal was proudly posted on the school website to promote reading. The efforts were appreciated.

Reflection

- ✧ **The mission of the school has always been to enable students to embrace diversity, understand the challenges of today and tomorrow, and empower them to act as change agents in their community and the world. The second major concern was deepening in the campus this year.** It’s believed that small steps in the right direction can lead to successful implementation.
- ✧ Students were easily shaped. When they were exposed to various SDG goals and global issues, the identity of global citizenship was raised remarkably.
- ✧ Assemblies, activities, posters and reading materials all showed the determination and actions of the teachers and students to deepen the understanding and meaning of studies. Their efforts made the implementation successful.

Feedback and follow up

- ✧ **Interdisciplinary projects** were found to be effective in framing students’ global perspectives and raising their concern for the community. The curriculum not only enhanced their skills, but also instilled values that promote building a better community and improving

living quality. **The theme ‘To build a better me, a better family, a better community and a better world’ through F.1 project learning helped raise students’ awareness about the meaning and importance of their studies. It was a rigorous strategy to start global citizenship education from the young hearts. Thus, project learning should be continued without hesitation.**

- ✧ Finally, it is recommended that more debates, forums, and assemblies be organized, inviting people from diverse ethnic groups or nationalities to discuss SDGs and global issues. **These platforms are great opportunities to inspire students to think more empathetically and broaden their perspectives even impactfully.**

Priority Task 3: Nurture positive attitudes and let students live a flourishing life through positive education.

Achievements

✧ **The 4 targets in Priority Task 3 were largely achieved. Positive response was seen from the students' and teachers in various survey such as APASO and SHS surveys conducted in Dec 2023 respectively.**

a. The first target to “create positive class culture and boost students’ sense of belonging towards their classes” was achieved successfully.

- According to the Form Teacher meetings, form teachers reported that class goals and positive class rules were set up in September. Positive interpersonal relationships and a positive class atmosphere were established.
- According to the Form Teacher meetings, form teachers reported that at least one class-based activity is organized in the first term and second term to boost students' sense of belonging to their class. According to the SHS survey, students reflected that the school actively taught them how to get along with others, such as respecting and being considerate of others. According to the APASO survey, the relationships between teachers and students, as well as peer relationships, were highly rated. Students have a sense of belonging to the school. According to the SHS survey, students reflected that they were willing to help each other, and harmonious relationships were established among classmates.
- It was the second year of promoting the 7 wellness. It is observed that students' awareness of developing a balanced lifestyle and promoting positive health has increased, as reflected in their Form Teacher's Lesson booklets. According to the APASO survey, students have developed the good habit of eating breakfast. However, the survey also indicates that students have insufficient time for sleep and exercise.
- Each student has a duty in class. According to teachers' observations, students are highly responsible for their duties.
- According to observations, many classes completed the display board on time, and class photos were displayed. Displaying photos of class activities can create a positive classroom environment and strengthen students' sense of belonging to their class.

b. The target to “create a positive learning environment through setting up class rules and routines” was achieved successfully.

- According to the APASO survey, students agreed that teachers always facilitate their learning.
- According to the APASO survey, students reflected that they respect teachers and receive encouragement and support from them. It is evident that a positive learning environment has been established. Teachers have provided clear instructions on

what needs to be learned, with reasonable expectations of students. Teachers often guide students on appropriate learning methods, such as lesson preparation, using mind maps and online resources, etc. Students also reflected that teachers often give them feedback on their learning performance and provide guidance on improvement. Students value teachers' opinions, such as homework comments and reflections, to enhance their learning. Teachers frequently encourage students to try their best to overcome learning difficulties, and students make efforts to overcome these challenges. It is evident that a growth mindset has been cultivated in their studies. Students also reflected that they have confidence in their learning. Furthermore, students commented that teachers always help them solve growth problems, including friendship and academic aspects.

- According to Form Teacher meetings, students with different learning abilities were arranged to sit together, and students were willing to teach one another. Study groups were organized by senior students to facilitate revision. It is evident that a positive learning atmosphere was created.

c. Incorporate the elements of Positive Relationships, Positive Engagement and Positive Health through the planning and design of extra-curricular activities to maximize students' positive experiences. Strengthen positive relationships and promote positive health.

- According to the ECAC club advisor survey, club advisors have promoted the 7 wellness while organizing activities. According to the SHS survey, students claimed that they have a healthy lifestyle with appropriate rest, exercise, and knowledge of how to relieve stress. By participating in extracurricular activities, students can develop their interests and life skills through different learning opportunities provided by the school. However, according to the APASO survey, many students reported inadequate sleeping time and time for exercise. The importance and implementation of time management need to be emphasized in the coming academic year.
- According to the SHS survey, students commented that the school actively cultivates their leadership skills, such as providing training for monitors, prefects, big brothers and sisters, committee members of student fellowship, campus TV, etc.

d. The target to “create a positive culture and environment on the campus. Promote positive health” was partly successful.

- According to the SHS survey, a caring and loving school environment is also treasured by students. Through observation, it is evident that students enjoy activities such as having dinner, playing the piano, and gathering in the Student Activity Room. Students' perception of the school atmosphere is positive, with good peer relationships.
- The F.1 Bridging Programme received positive feedback. It helps students

establish positive relationships and better understand the requirements of the school and daily lessons.

- F.1 students who participated in the .b Mindfulness course agreed that mindfulness could help them manage their emotions, increase self-awareness, and nurture positive emotions. A comparison of pre and post-lesson surveys organized by the Peace And Awareness Mindfulness Culture in Schools Initiative showed a significant improvement in students' self-awareness, teacher-student relationships, optimism, and emotion control after participating in the .b mindfulness course. By observing the Day 1 Mindfulness broadcast, it was evident that students were highly engaged, which raised their self-awareness of emotions and the body.

Reflection

- ✧ According to the APASO survey, feelings of depression and anxiety were high among students. Organizing class activities could help students establish positive relationships and enhance their sense of belonging. It will create a positive environment that enhances students' security in their self-esteem, helping to stabilize their emotions. It is necessary to continue implementing the above strategies in the coming year.
- ✧ Developing positive health with a balanced lifestyle is important for students. More implementation activities should be organized in the coming year, including time management and the importance of getting enough sleep and exercise.
- ✧ Students having duties in class can enhance positive engagement and develop a sense of responsibility in the class. This measure will be continued in the coming year.
- ✧ A positive learning environment was cultivated through class collaboration and the implementation of class rules and routines. A respectful and trusting relationship between teachers and students has been established in the classroom. Teachers have cultivated a growth mindset and learning skills in each subject to enhance students' learning confidence. Teachers have also taught problem-solving methods, life skills, and social skills when appropriate, to establish positive relationships and enhance students' self-efficacy. Study groups and showcasing students' good work can create a motivating learning attitude within the class.
- ✧ Students enjoy being in school. F.1 students can build positive relationships, develop learning skills, understand school and class rules, and develop a sense of security. The F.1 .b Mindfulness course, as well as the Day 1 mindfulness broadcast, can help students manage their emotions, increase self-awareness, and nurture positive emotions. These measures will continue in the coming academic year.

Feedback and follow up

- ✧ Priority Task 3 was on the right track and **developing Positive Relationship and Positive Health will continue in the coming year.** According to APASO and SHS survey, most of

the tasks are successfully carry out. Developing Positive Relationship and Positive Health meet the need of students. Strengthen Positive relationship will continue be the focus of class and school activities.

- ❖ According to the APASO survey, feelings of depression and anxiety were high among students. Creating a positive environment that enhances students' security in their self-esteem could help students to stabilize their emotions. Mindfulness is also a way to release stress and raise the self-awareness of students.
- ❖ According to APASO survey, the relationship between parents and children was not so good. Students claimed that their parents do not understand them. It would affect the emotional stability of students. Parents education would be enhanced in the coming academic year.
- ❖ It was the second year of promoting the 7 wellness. It is believed that the importance of a healthy lifestyle has been recognized by students. However, good time management is crucial for maintaining a balanced lifestyle. It will be emphasized in the coming academic year.

(3) Our Learning and Teaching

In response to the School Development Plan and the Four Key Tasks and Major Renewed Emphases (MRE) by the EDB, a number of initiatives and curriculums have been conducted this year with success and achievements, as seen in the following:

1. “Reading across the Curriculum”

The teacher-librarian and the Reading Group have devised a holistic plan to promote reading. The implementation of Reading across the Curriculum (RaC) initiatives such as the **Wiseman Reading Scheme for Junior Forms, Reading Time** (Day 4 and Day 6 morning periods every cycle) and regular Life-wide Learning (LWL) Friday afternoon sessions, **inter- and intra-school book clubs, writer talks, book exhibitions / displays, RaC Week and RaC & LWL Day** this year all foster reading habits and develop students’ interest in reading, while broadening their horizons regarding cross-disciplinary topics. From 2022-2023 onwards, our RaC Team launched a digital journal called **The Fountain Tree Language and Art Journal**, which is a magazine by and for students, teachers (including retired and substitute teachers), pastors and alumni. This provides a platform and community to express and celebrate our thoughts and feelings using language and arts. Students can witness how these two media can be mastered to communicate with others in different academic disciplines and life experiences.

2. “Language across the Curriculum”

In addition to ‘Reading to learn’, STMC implements **“Language across the Curriculum” (LaC)**. The English subject panel takes the initiative to identify the needs of EMI subjects and LaC is promoted through Day 6 English Day every cycle. This involves enhancing collaboration between different KLAs, with English language teachers focusing on the development of language skills that are essential for students to apply in KLA contexts. The

F.2 Digital Stories Project and F.3 HK Cultural Tourism Project are good examples. To strengthen collaboration among the EMI subject panels and facilitate classroom learning in EMI subjects, a booklet focusing on different learning strategies for different EMI subjects in F.1 was devised this year. This booklet features strategies that can help raise students' awareness of text structures, rhetorical functions, and language items commonly used in different academic texts.

3. Promoting STEM education

The STEM subject is formally introduced in STMC in F.1 and F.2 to strengthen students' ability to integrate and apply knowledge and skills, and to nurture their creativity, collaboration and problem-solving skills, as well as to foster their innovation spirit as required in the 21st century. **Hands-on and minds-on activities** that may be theme-based or problem-based are introduced for students to solve problems and produce designs through **scientific investigation, computer programming (coding), mathematics modeling, design and creation**, etc., in formal lessons, extra-curricular clubs and gifted programs. STMC students have **participated in and won awards in local, national, and/or international competitions** related to STEM in recent years; for example, the AIoT Competition organized by City University of Hong Kong (Au Ka Long) and the 4D Frame International Mathematical Science Creativity Competition (2017 Tang Cheuk Hang & Chiu Lok Yin, 2018 Tang Cheuk Hang & Siu Yu Hang, 2021 Lam Yau Wai Hugo & Chen Chi Yin Sam) catering to their interests and abilities, and unleashing their potential. **STEM Week** is launched every April to cultivate students' interest and curiosity in science and technology.

4. **Project Learning (PL) is an enquiry-based learning strategy that promotes self-directed, active and self-reflective learning.** It can be contextualized within and across KLAs and beyond, making it a powerful tool. PL fosters students' development of all nine generic skills, including collaboration skills, communication skills, mathematical skills, problem-solving skills, self-learning skills, self-management skills and six global competencies. **Interdisciplinary Projects were conducted in F.1-3 at STMC, and they all garnered positive feedback from the students.**

Forms	Projects across Discipline	Subject panels
F1 Tracing our Roots	STEM Project	STEM & Computer
	F.1 Global Citizenship Education 'We are global citizens' Project	All F.1 subjects
F2 Exploring our World	STEM Project	IS, STEM, Mathematics
	Digital Story Video Project	English, Music, Visual Arts
F3 Transforming our Future	Better City: HK Cultural Tourism Project	Chinese History, History, Computer, Chinese Language, English language

5. **Fostering an entrepreneurial spirit**

Through entrepreneurship in education, we aim to develop important personal qualities and attitudes in our students to meet future challenges. These include **the ability to create and innovate** and **the willingness to take risks**. In STMC, entrepreneurship in education is integrated into the F.2 and F.3 Life & Society Subject, which provides meaningful contexts for students to acquire foundational knowledge in personal finance, the HK business environment, and entrepreneurship. By organizing the **STMC Fair Trade Campus Sale every year**, our senior form students have a taste of what it's like to be an entrepreneur. They can apply what they have learnt in authentic contexts. They gain valuable experiences and have great fun too.

6. **Stepping up gifted education**

We believe that every student is a gift from God, and all of our students are gifted. The school has adopted the Three-Tier Implementation Model of Gifted Education, which includes three levels of engagement: school-based whole-class learning (Level I*), supplemented by school-based pull-out enrichment and extension programs (Level II), and off-site intensive support services (Level 3). We've been using this model for many years. Pull-Out Gifted Education Programs (Level II) were held after-school at STMC every Monday this year. About 120 junior form students were recruited to nurture their giftedness in five specific subjects or domains: Chinese and English languages, Mathematics, Science, Computer programming, and STEM. The learning experience and performance of students, as well as reflections, were kept as a part of their student portfolio. We were pleased to receive a visit from the EDB Gifted education team on May 24th, 2023. The team was amazed by our 'talent pool' and impressed by our comprehensive formal and informal curriculum. They praised us highly for our gifted education program.

7. **Strengthening values education**

Positive and Christian values education has always been our main focus, and it is delivered across different KLAs, subjects, and committees at STMC. For Basic Law and national security education, the PSHE KLA and the Citizenship and Social Development subject in all levels enable our students to acquire fundamental knowledge about the Basic Law and awareness of national security. F.4-5 students have visited the National Security Centre, which is adjacent to the main campus at Sun Tin Wai Estate. In addition, global citizenship values education has been a major concern this year. We have instilled in students the awareness of being a global citizen and building a better world and future.

8. **Information Technology for Interactive Learning**

STMC has incorporated e-learning into the school curriculum and developed e-resources, such as eClass, Google Classroom platforms, and education apps. All teachers are allocated iPads to facilitate teaching, and all students are entitled to **'Bring your own device' (BYOD)**, using iPads as a learning tool to facilitate self-directed learning, peer learning, assessment, and quick feedback. All F.1 classrooms and special rooms have **interactive TVs** set up to

facilitate learning, and it is part of the school plan to install interactive TVs in all classrooms in the near future.

***Level I: Gifted education for all** – Provide rich learning experiences through diversified programmes and provisions to nurture all students’ potential.

KLA	Diversified School-based Formal curriculum
Chinese KLA	<p><i>F.1-3 Chinese Literature & Classics Curriculum</i></p> <ul style="list-style-type: none"> Develop students’ appreciation of Chinese Classics and literature and increase their higher order thinking and creativity in writing.
English KLA	<p><i>F.1-3 English Language Arts Curriculum</i></p> <ul style="list-style-type: none"> Develop students’ appreciation of English literature and increase their creativity and analytical thinking skills through poem writing, creative showcase.
Science KLA	<p><i>F.1-2 Science Investigation</i></p> <ul style="list-style-type: none"> Students carry out investigations on science topics, such as coral fish, parachutes and aquaponics projects. Through questioning and problem-solving, students acquire skills in data collection, analysis, and presentation. <p><i>F.2 Chinese Medicine and Herbs curriculum</i></p> <ul style="list-style-type: none"> A general education of introductory lessons on Chinese Medicine, coupled with studies in the school’s Chinese Herbal Medicine Gallery and greenhouse to achieve the dual aims of cultural heritage preservation and health education. Develop students’ appreciation of Chinese traditional culture, i.e. Chinese medicine and herbs and broaden their knowledge base of Chinese and Western medicine.
PSHE KLA	<p><i>F.2 Exploring our local community-Sham Shui Po Project</i> Broaden students’ knowledge base of the community and reflect on issues such as food problems and the disparity between poor and rich to develop students’ higher order thinking skills.</p>
Arts KLA	<p><i>F.1-3 Music Composing program</i></p> <ul style="list-style-type: none"> Develop students’ appreciation of and creativity in music composition.
Technology KLA	<p><i>F1 STEM Project – From Smart watering to Smart living</i></p> <ul style="list-style-type: none"> The Design & Technology and Computer Literacy subjects work collaboratively to develop students’ creativity and problem-solving skills by the captioned projects.
PE KLA	<ul style="list-style-type: none"> Students’ personal-social competency and creativity are nurtured through inter-class Cheering Team competitions during the annual Sports Day and Swimming Gala.
Inter-Disciplinary KLA	<p>The three gifted elements of creativity, higher-order thinking and personal-social competency are infused and developed in the inter-disciplinary projects.</p> <ul style="list-style-type: none"> F.2 STEM Project on Rocket Car and Water study (IS, STEM, Mathematics subjects) F.2 English Creative Showcase/Digital Story Project (ENG, Music, Visual Arts subjects) F3 HK Cultural Tourism Project (Chinese History, History, Computer, Chinese, English subjects)

****Level II: Education for the gifted** – the school has established a Talent Pool and provides special learning experiences for identified gifted students to enhance their performance and achievements. Pull-Out Gifted Education Programs are held after-school at STMC every Monday. About 120 students are recruited to nurture their giftedness in specific domains every year.

Specific domains	Implementation programs	
Chinese	Students can develop creativity and higher-order thinking through writing workshops and publications.	Workshops are provided which place emphasis on the development of generic elements such as: personal-social competency, emotional intelligence and leadership skills.
English	Students can develop critical thinking through debates, in-depth discussion of global issues and joining various Model United Nations locally and overseas.	
Mathematics	Students can excel their Mathematical thinking skills, logic and problem-solving skills through intensive training and local and overseas competitions.	
Science	Students can develop creativity and divergent thinking skills through inventions and field trips.	
Computer literacy & STEM	Students can develop creativity and innovative power through designing smart devices, coding and artificial intelligence application.	

Level III: Education for the gifted - Off-site intensive support services are offered.

<i>Name-list of current F.1-6 students who are selected for the HK Gifted Academy (HKAGE) & tertiary institutes</i>	
F.1 Jong Lok Ching	F.4 Tsang Tsz Hong
F.1 Koo Yiu Loong Michael	F.4 Tsui Yuk Ying
F.2 Chan Alphen	F.5 CHING Hau Laam
F.2 Wong Sheung Ning Sandy	F.5 TSOI Hiu Ying
F.3 Tang Yat Long	F.5 NG Chapman
F.3 Tam Ho Tin	F.6 CHAN Tse Long
F.3 Wong Leong Hang	F.6 LAU Chun Yin
F.4 Chung Yan Lam	F.6 LI Man Hei
F.4 Lee Cheuk Shin	F.6 LEUNG Ka Ki
F.4 Mak Ho Kiu	F.6 LEUNG Ka Wai
F.4 Tse Lok Yiu	

(4) Support for Student Development

Life Education

Our school aims to implement Life Education, which serves as a platform to provide Value Education. Through the School-based Formal Curriculum, which includes Form Teacher Lessons and Religious and Moral Education, as well as the Informal Curriculum that offers a variety of experiential learning activities and immerses etiquette to enrich the featured learning elements of Life Education, students can develop holistically, fulfilling the mission and values of our school. Aligned with the school development plan, our school emphasizes nurturing positive attitudes and allowing students to live a flourishing life through positive education. Promote positive health, a balanced life through implement 7 wellness is highlighted in this year.

Form Teacher Lessons are designed based on Positive Psychology to address the developmental needs of students at different phases. The four aspects, including ‘Self-esteem and Self-awareness’, ‘Interpersonal Relationships’, ‘Life Planning’ and ‘Life Skills’, are covered and introduced respectively in each form to align with the School Development Plan’s design. The implementation of positive education (PERMAH) is integrated into Form Teachers Lessons. Topics covering Value Education include: Perseverance, Respect for Others, Responsibility, Commitment, Integrity, Benevolence, Law-abidingness, Empathy, Diligence, Unity and Filial Piety. The implement of positive education (PERMAH) is integrated in Form Teachers Lessons.

Junior form students are guided to learn more about Christianity in Religious and Moral Education, integrating Christianity into their life experiences, nurturing positive life values, and reflecting on popular culture and its value. Senior form students are guided to explore life-related issues by getting exposed to movies as featured by RME Teachers.

Our school participated in the Jockey Club “Peace and Awareness” Mindfulness Culture in Schools Initiative this year, providing Mindfulness Lessons for Form 1 students and Day 1 Mindfulness broadcasts to cultivate a positive attitude through strengthening their self-awareness, emotional management skills and making favorable choices in times of difficulties.

Experiential learning activities for Life Education are organized for students to build knowledge with experiences, deepening the meaning of Value Education. The relevant activities include:

- F.1 Activity Day (Teamwork and positive class culture)
- F.1 Benediction Ceremony (Thankfulness and giving others a blessing)
- F.2 Inclusion Volunteer Service (Care and respect)
- F.4 Life Camp (Team spirit)
- F.4 Volunteer Service (Thankfulness and care)

- F.5 Life Planning Workshop (Life Planning)
- F.6 Celebration of Adulthood (The spirit of becoming servant leaders)

Religious Education

Aiming to implement Religious Education, our school held the Christian Union in September and organized the Gospel Week themed as ‘A Good Life’ in November respectively. Through hymns, sharing and prayers, students were encouraged to trust in God and having a good life from religious beliefs at difficult times. The most important goal is that our students trust in God and connect with God in our daily life.

For Student Fellowship and Girls’ Brigade, students are having their regular meeting every Tuesday and Saturday respectively. Through a wide range of featured activities and various sharing sessions, students can benefit from religious beliefs and are encouraged to support their companions.

Benediction Ceremony was held on 20 October 2023, F.1 students gain some blessing from God and hope they enjoy their secondary school life. F.6 Celebration of Adulthood was held on 23 and 24 November 2023, the school principal, pastors and teachers washed the graduating students’ feet as an example of servant-leaders. After this rite of passage, students gained maturity while self-centeredness is much reduced.

The Methodist Church works in close collaboration with our school. Their works include leading School Fellowship and Girls’ Brigade, getting involved in F.1 Religious and Moral Education lessons as well as organizing life camp.

Discipline Committee

With the aim of cultivating perseverance and gratitude among students, our school has participated in the ‘Enhanced Smart Teen Project’. As part of this initiative, we organized various follow-up activities this year. One of the highlights was allowing students to make boards and brochures to reflect on the moments they had throughout the intensive training, shared their thoughts, feelings and experiences with the others and expressed heartfelt appreciation to their teachers and coaches.

In addition, students also engaged in voluntary services, e.g. beach cleaning. They learned to help others in need, fostering a sense of social responsibility.

Moreover, they were provided with the opportunity to learn Mountaineering and canoeing, enabling them to experience trendy sports and broaden their horizon.

Overall, the ‘Enhanced Smart Teen Project’ has proven to be a valuable platform for our students,
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allowing them to develop essential qualities and a thirst for knowledge.

Guidance Committee

The 'Big Brothers and Big Sisters' Scheme helps F.1 students transition into their new secondary school life. Senior students not only meet their junior counterparts in classrooms, but also promote school traditions and activities through a newly created Instagram page in dynamic and interesting ways. They even invite Form Teachers to encourage students after tests, and care for their junior classmates in various ways.

To put Positive Education into practice, the Guidance Committee has been training the 7-wellness Ambassadors to promote 7-wellness to the whole school through various activities; thus, to encourage our students to establish a balanced and mindful lifestyle. The Guidance Committee encourages F.3 students to step out from their comfort zone through organizing the group activities themed as 'Looking for New Changes', of which students can push themselves and unleash their potential. Ideally, students can grow better by deepening their experiences during the experiential learning activities.

Our school-based social workers launched the 'Power Up' activities for F.1 students, aiming to create a positive class atmosphere among F.1 classes through various games. They also organized the F.1 and F.2 'Power UP Teams' in the hope of enriching students' learning experiences. Hence, students can learn to manage their emotions, build confidence and unleash their potential.

Extra-curricular Activities

Focusing on leadership training, our school arranges leadership training activities for prefects, Big Brothers and Big Sisters in the school, Student Union, students fellowship members, Campus TV members, class monitors, F.1 & F.2 students with leadership potential and F.1 class committee members in an effort to strengthen students' leadership skills and cooperation skills.

With the aim of promoting the healthy and balanced development of students, there is a wide range of extra-curricular activities launched during the afternoons on Wednesdays and Thursdays, such as sports team training and online extra-curricular activities which can encourage students to strike a balance between study and life during the pandemic.

Dedicated to facilitating F.4 students to adapt to the senior form learning mode, the F.4 Life Camp is annually organized in late August to boost students' sense of belonging towards their school and help them stay perseverant and cultivate the spirit of perseverance.

Careers Committee

There are a wide variety of career talks and activities offered to F.3 to F.6 students, such as personality assessment tools, counselling for Subjects Selection, workshops on Joint-school Mock University Interviews, Universities Campus Tours, Job Shadowing, Job Place Visit and Careers Week. Students are given useful information to make ideal career plans.

The 'Life Planning Workshop' experiential learning activities are launched for F.5 students to explore various life stages after graduation and make favorable career plans. Individual guidance is offered to F.6 students to assist them in prioritizing their JUPAS choices.

Provide Support for Students with Special Learning Needs

Our school establishes SENSST which is formed by a group of professionals with various specialties including an Education Psychologist, Speech Therapist, Registered Social Worker and Student Counsellor and activity assistant. The SENSST works closely with the Guidance Committee to support less capable students to cultivate positive self-values and a sense of self-efficacy through launching different group activities like Art Therapy, Drama Workshop and Board Game Master. It also offers learning support by adjusting homework and examinations.

**Policies, Resources and Support Measures of Implementing Whole School Approach to
Integrated Education
2023/24 School Year**

I. Policy	Our school is committed to building an inclusive culture. Resources are used flexibly to provide appropriate and diversified support to students. The school has established a regular communication mechanism with parents and multidisciplinary professionals to discuss and develop strategies to support students to enhance their learning and personal growth.
II. Resources	To facilitate our school’s support to students with SEN and academic low achievers (ALAs), the following additional resources are provided by the Education Bureau: 1. Learning Support Grant 2. Enhanced Speech Therapy Grant 3. School-based After School Learning & Support Programme, etc.
III. Support measures and allocation of resources	Students with SEN and ALAs are provided with the following support measures: 1. A Student Support Team comprising the Vice Principal, the SEN Co-ordinator, the Guidance teacher, SEN support teacher and teachers, the Educational Psychologist, Social Worker, Student Counsellor and Activity Assistant. 2. A School Counsellor and an activity assistant are employed and closely work with the school-based Educational Psychologist in the implementation of the Whole School Approach to catering for student diversity. Workshops and therapeutic groups, individual counselling, social behaviour and emotional training groups, and individual learning programmes are provided for those students in need. 3. Special examination arrangements and assessment adjustments are provided to students with special educational needs. 4. A school-based speech therapist provides individual or group training sessions to students with speech and language impairments throughout the year. 5. A wide range of programmes focusing on mental health, sex education, life education and inclusive education as well as S.1 adjustment is organized for all students. 6. Teachers are trained in different programmes conducted by the EDB & other NGOs. These include: Implementing the Whole School Approach to support students with SEN and special attention to teaching strategies for students with different special educational needs. 7. The school organizes educational talks and activities, professional training for teachers on special learning needs and emotional well-being and parent groups to raise the awareness of students, teachers and parents on the promotion of an inclusive culture and spiritual well-being, and to create a positive and harmonious school atmosphere.

(5) Student Performance

Academic Performance

Hong Kong Diploma of Secondary Education (DSE) Results 2023

Our students (Total 98) reaped impressive results in the 2023 HKDSE. Below is the overall performance of our students compared with the territory-wide day school figures.

Performance in HKDSE 2023	STMC% (2023)	HK Day School candidates (%)
英國語文科達 3 級或以上 English Language (Level 3 or above)	91.8%	53.4%
中國語文科達 3 級或以上 Chinese Language (Level 3 or above)	90.8%	60.4%
數學科 (必修) 達2級或以上 Mathematics (Compulsory) (Level 2 or above)	99.0%	82.2%
通識科達 2 級或以上 Liberal Studies (Level 2 or above)	96.9%	90.4%
學生符合大學副學士基本入學要求 (22222或以上) Students attaining Level 22222 or above (4 Core and 1 elective)	96.0%	71.9%
學生符合大學學士基本入學要求 Students attaining Level 33222 or above (4 Core and 1 elective)	84.8%	42.3%
所有科目整體達3級或以上 Accumulated total subjects of attaining Level 3 or above	91.0%	62.4%
所有科目整體達4級或以上 Accumulated total subjects of attaining Level 4 or above	70.2%	36.8%
所有科目整體達5級或以上 Accumulated total subjects of attaining level 5 or above	34.4%	13.4%
學生獲得聯招學位學士課程錄取 JUPAS offers %	83.7%	
● 獲得學士學位課程錄取 (香港大學/香港中文大學/香港科技大學) HKU, CUHK & HKUST JUPAS offers %	46%	
● 獲得學士學位課程錄取 (香港理工大學/香港浸會大學/香港城市大學) HK Polytechnic U, BUHK & City U JUPAS offers %	34%	
● 獲得學士學位課程錄取 (香港都會大學/香港教育大學/其他大專院校) MU, HKEDU, & other tertiary Institutes JUPAS offers %	20%	



Photo on the left: STMC Top students with DSE results' total grade points 40-45.

Photo on the right: The 3 F.6 graduates, namely Yu Tung Ho, Cheung Soloman Sheung Han, Kwok Tsun Ming Jay, were awarded the 'Best HKDSE Result Scholarship' with the total amount of \$20,000.

Overall, our students' performance in 2023 DSE was outstanding, and the tertiary offers were brilliant. We are proud of our students for their perseverance and diligence in times of adversity. We are also thankful for the teachers' dedication to educate our students throughout all the years.

Student Achievements
(September 2023 – June 2024)

1. Academic

Organizer and Activity / Contest	Award	Student Name
Federation of New Territories Youth The Outstanding Student Election of New Territories 2023	Outstanding Student of New Territories	LEUNG KA KI NICOLE (6B)
The Hong Kong Federation of Youth Groups International Mathematical Science & Creativity Competition	Silver Award	LAM YAN HO (4A) DING CHARLES (4B)
	Encouragement Award	SUNG HOI LONG (4B) WONG MAN LOK RICO (4B)
The Hong Kong Federation of Youth Groups Hong Kong Mathematical Science & Creativity Competition	Silver Award	LAM YAN HO (4A) DING CHARLES (4B) SUNG HOI LONG (4B) WONG MAN LOK RICO (4B)
College of Science, City University of Hong Kong CityU Science Video Competition	Gold Medal	CHAN CHUN YIN (6A) WU TSZ HONG (6A) LAM PAK MING (6D)
Hong Kong Mathematical Olympiad Association Huaxiabei National Mathematics Olympic Invitation Competition (Hong Kong District)	First Honor Award	CHAN KA HIM (3D)
	Second Honor Award	LAM YU CHING CARLY (1A) CHAN NGO WAI OWEN (1C) KO HIU CHING (3D) LAM CHUN HEI (3D)
	Third Honor Award	KONG TSZ LAAM (1A) LAM TSZ HONG (3D)
EDB & Hong Kong Federation of Education Workers HK Mathematics Creative Problem Solving Competition for Secondary Schools	Silver Award	CHAN NGO WAI OWEN (1C) FANG LING HUNG (1C) HUNG SAU FUNG (2B) TAM HO YEN (2C)
Hong Kong Mathematical Olympiad Association Asia International Mathematical Olympiad Open Contest	Silver Award	CHUNG TAO TED (1A) CHAN NGO WAI OWEN (1C) FANG LING HUNG (1C) LAM TSZ HONG (3D) CHUNG HON HANG (4B)
Hong Kong Child Mathematics Association Inter-school Mathematics Olympiad	Silver Award	TSANG TSZ YUI (4B)

EDB and The Hong Kong Academy for Gifted Education International Biology Olympiad - Hong Kong Contest	Bronze Award	CHAN TSZ LONG (6B)
	Honourable Mention	CHEUNG SIN KEI (6A)
Po Leung Kuk & HKASME Hong Kong Youth Mathematical High Achievers Selection Contest	Second Honour Award	TAM HO TIN (3D)
	Third Honour Award	CHEUNG YAN NAM (2C) KO HIU CHING (3D)
World Green Organization Social Innovation Inventor Design Competition	Merit Award	LEUNG YU CHING SONUS (4A) TSE LOK YIU (4A)
The Chinese University of Hong Kong, The Society of Language Education Inter-school Chinese Writing Contest, Festival of Teachers 2023	Merit Award	NG CHAPMAN (5B)
EDB Hong Kong Mathematics Olympiad	Honourable Mention	HO HOI YAN (5B) CHAN SZE YIN (5B) TSE TUN SIU (5B)
Hong Kong Education Development Association Mathematics Elite Cup Championship for Guangdong-Hong Kong-Macau Greater Bay Area (Hong Kong Division)	Bronze Award	LAM CHUN HEI (3D)
	Merit Award	CHEUNG SAU YEUK (1B) LAI CHEUK KIU (1B)
Hong Kong Science Museum 2024 Fun Science Competition	Third Honor Award	WONG HO HIN (5B) HO KA HO (5C)
EDB Chinese History Online Reading Scheme	Merit	SHEK YU HIM (1A)
HKICPA & HKABE Joint Scholarship for BAFS	Scholarship	LEUNG SZE MAN (5A)

Organizer and Activity / Contest	Award	Student Name
EDB Junior Secondary History e-Reading Award Scheme 2023	Award of Appreciation	LO PUI YAN (3A) KHU YUET WA (3B) SAM HO HIM (3B) LEE CHEUK SHIN (4C) HUI TSZ HEI (4D) YEUNG KWONG CASTOR (4B) LEUNG JINGSI (4D) CHUNG HON HANG (4B)
Union Holdings Limited Education New Millennium Robotic Challenge Cup 2024	Outstanding Performance Award	KOO YIU LOONG MICHAEL (1D) FONG CHAK (1B) WONG TSZ HIM (1B)
Wiseman Wiseman Education Inspire E-Learning	Outstanding Achievement Award	LI SHING TSUN (1B) LAU KIN LONG (1B) FUNG CHI WO (2D) CHEUNG YAN NAM (2C) TSANG PAK TO (2A) TAM HO TIN (3D) YU TSZ YIN (3E) CHONG HO CHEUNG (3E)
AAHK X Christ's College X Cathay AAHK X Christ's College X Cathay Essay Competition	Certificate	PANG HONG YIU (5D)

2. Speech

A. The 75th Hong Kong Schools Speech Festival

i. Chinese Speech

Class	Award	Student Name
Chinese Solo Prose Speaking	Second Runner-up	CHOY HONG CHING (3C) LEUNG TSZ KI (3C)
	Merit	CHAN MAN CHIT (1D)
	Certificate	HUA TSZ FUNG (1D)
Chinese Solo Verse Speaking	Champion	NG YUN KIU (1A)
	First-runner up	CHAN LOK CHING (1A)
	Second-runner up	HUI YAN KIU (1A)

Chinese Solo Verse Speaking	Merit	CHAN ALPHEN (2A) LAU YAN TING (2A) YU KA KEI (2B) LEE HOI CHING (2C) LAM BO KI (3D)
	Certificate	CHAN HEI SHUN HASAN (1A) WONG HEI KIU (1A) CHAN SUM YAU (1B) ZHANG CHUI TING (1C) CHAN STELICE (1C) CHOW CHING LEONG (1C) KWAN YAT WAI (1C)

ii. English Speech

Class	Award	Student Name
English Solo Verse Speaking	Champion	FONG MICHAEL BALIN (1B) CHAN ALPHEN (2A)
	Second Runner-up	CHAN STELICE (1C)
	Merit	CHEUNG YI NING (1B) CHEN LOK YAN (2C) WU KA HUEN VANESSA (2D) LAM BO KI (3D) CHENG HOI YING (6B)
Hong Kong Schools Speech Festival (English Solo Prose Reading)	Merit	TSANG WAI KI (1D) WONG YI HANG (1D) CHOY HONG CHING (3C) LEUNG TSZ KI (3C)
English Public Speaking	Merit	SHEK YU HIM (1A) ZHAN TERRY (1A)
	Certificate	LAW WAI SHUN (1A) SO CHIT HEI (1A)
English News Feature Presentation	Second Runner-up	LEE CHEUK SHIN (4C)
	Merit	FUNG HIU WING (4D)

iii. Putonghua Speech

Class	Award	Student Name
Putonghua Solo Prose Speaking	Merit	ZHANG CHUI TING (1C) HUA TSZ FUNG (1D) OR MING CHING (2C)
	Certificate	LEE TSZ KI RUBY (1C)

Putonghua Solo Verse Speaking	Merit	ZHU KI YUI (2C) ZHANG CHAOJIE (2B)
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B. The 30th Bible Reading Festival -- Chinese Bible International Ltd

Class	Award	Student Name
Solo Speaking	Merit	CHAN LOK CHING (1A) LAU YAN TING (2A)

C. Others

Organizer and Activity / Contest	Award	Student Name
The HKFYG Leadership Institute The HKFYG English Public Speaking Contest 2024	Certificate of District Semi-Finalists	CHAN STELICE (1C) CHAN ALPHEN (2A)

3. Aesthetic

Organizer and Activity / Contest	Award	Student Name
Hong Kong Art School Hong Kong School Drama Festival	Award for Outstanding Cooperation	Drama Club
	Award for Outstanding Performer	CHEN WING TUNG (3C) LAU YEE DEBBIE (5D)
Hong Kong Children And Youth Arts Association The 5th Hong Kong Calligraphy Competition	Silver Award	LIANG WENTING (1A) NG YUN KIU (1A) JIANG FAN (3E)
	Bronze Award	LO PAK CHING (1C) FANG LING HUNG (1C) CHAN STELICE (1C) LAU SHUN YAN (5B)
	Merit	FUNG HO NUM (5B)
Hang Seng University of Hong Kong Chinese Literature Award of Hang Seng University of Hong Kong 2023	Merit award	LAM KA KI (6C)
Preparatory Committee on Dandelion Joint School Literary Award Dandelion Joint School Literary Award 2023	Merit	HO PUI YING (4A) LAU SHUN YAN (5B) TSANG HEI YIN (3A) HU YANQI (4C)

4. Music

A. The 76th Hong Kong Schools Music Festival

Class	Award	Student Name
Treble Voice Choir, Church Music singing in Chinese	First Runner-up	Treble Voice Choir
Senior Girls' Choir, singing in Chinese	Silver Award	Senior Girl's Choir
Senior Mixed Voice Choir, singing in Foreign Language	Silver Award	Senior Mixed Voice Choir
Treble Voice Choir, singing in Chinese	Bronze Award	Treble Voice Choir

Woodwind Ensemble	Silver Award	TSANG HANNAH (4D) FUNG KING YAU (5B) LAU SHUN YAN (5B) NG CHAPMAN (5B)
Vocal Ensemble	Silver Award	LI YU HIN ALEX (2B) LUNG HOI YI (3A) CHEN WING TUNG (3C) CHUNG HOI YAT (3C) YAU HIU YAU (3C) CHUNG HOI TONG (3D) YUE YAT CHING (3D) IP CHING (4A) WONG LIK CHUN (4A)
Female Voice Duet	First Runner-up	LUNG HOI YI (3A) HUI TSZ CHING (3B)
	Second Runner-up	CHAN SEA BLUE (3C) CHEUNG TSZ YAU (4D)
	Silver Award	OR MING CHING (2C) TSANG HEI YIN (3A) CHUNG HOI YAT (3C) CHUNG HOI TONG (3D)
Vocal Solo in Chinese	Silver Award	LUNG HOI YI (3A)
Vocal Solo in Foreign Language	Silver Award	YUE YAT CHING (3D)
Grade 8 Piano Solo	Silver Award	CHAN ALPHEN (2A)
Grade 7 Piano Solo	First Runner-up	CHENG YIN CHIT (5B)
	Silver Award	ZHU KI YUI (2C)
	Bronze Award	CHEN CHI YIN (5B)
Grade 6 Piano Solo	Silver Award	YANG TSZ HIM (2D)
	Bronze Award	LI YU HIN ALEX (2B) HO SZE LONG (3A) YUE YAT CHING (3D)
Grade 5 Piano Solo	Silver Award	YIP SUM WING (1A)
	Bronze Award	HO SZE CHING (1C) CHEUNG KIU (3C)
Grade 4 Piano Solo	Silver Award	FUNG KIN HEI (1B)
	Bronze Award	WAN PAK YIN (1A) LAU SUM YEE (1D)
Grade 2 Piano Solo	Silver Award	YUEN SHUN HIM (1C)

Violin Duet	Silver Award	LAW YUET YI CRESCENI (1C) MA BO SZE BEATRICE (3D)
Grade 7 Violin Solo	Bronze Award	LAW WAI SHUN (1A)
Grade 6 Violin Solo	Silver Award	YEUNG HOI CHING (5C)
Flute Solo	Gold Award	CHEUNG CHIN YAU (2B)
Guitar Solo	Silver Award	TSANG LOK HIM (1D)
Zheng Solo	Silver Award	FAN HEUNG WUN (2A)
Cello Solo	Bronze Award	CHAN WING TUNG (4D) SUM KA HEI (5B)
Oboe Solo	Bronze Award	TSANG HANNAH (4D)

B. Joint School Music Association

Class	Award	Student Name
Joint School Music Competition (Woodwind Ensemble)	Gold Award	Woodwind Ensemble
Joint School Music Competition (Woodwind Ensemble)	Silver Award	Woodwind Ensemble
Joint School Music Competition (Recorder Ensemble)	Silver Medal	Recorder Ensemble

C. The Hong Kong Inter-School Choral Festival

Activity / Contest	Award	Student Name
HKICF Choral Competition cum Masterclass (Mixed Voice Choir)	Gold Award	Mixed Voice Choir
HKICF Choral Competition cum Masterclass (Boys' Choir)	Silver Award	Boys' Choir
HKICF Choral Competition cum Masterclass (Girls' Choir)	Silver Award	Girls' Choir
HKICF Choral Competition cum Masterclass (Treble Voice Choir)	Silver Award	Treble Voice Choir

5. Sports

A. The Schools Sports Federation of Hong Kong, China

i. Individual

Activity / Contest	Award	Student Name
Inter-school Swimming Championships (100M Backstroke)	Champion	LEE HOI LAM (2A)
Inter-school Athletics Championships (Discus)	First Runner-up	TANG KAM HEI (4A)
Inter-school Athletics Championships (High Jump)	Fourth Place	CHOI PAK HEI (4D)

Inter-school Swimming Championships (50M Breaststroke)	Merit (Fifth Place)	CHOI TSZ KING AUDREY (6A)
Inter-school Swimming Championships (200M Breaststroke)	Merit (Sixth Place)	LEE PUI HIM (1D)
Inter-school Swimming Championships (100M Breaststroke)	Merit (Eighth Place)	SIU CHEUK WAN ALVIN (1C)

ii. Team

Activity / Contest	Award	Student Name
Inter-School Handball Competition (Girls B Grade)	First Runner-up	Girls B Grade Handball Team
Inter-School Volleyball Competition (Boys B Grade)	Second Runner-up	Boys B Grade Volleyball Team
Inter-school Volleyball Competition (Boys A Grade)	Third Runner-up	Boys A Grade Volleyball Team
Inter-School Volleyball Competition (Girls B Grade)	Merit	Girls B Grade Volleyball Team
Inter-School Handball Competition (Girls C Grade)	Merit (Fifth Place)	Girls C Grade Handball Team
Inter-school Long Distance Run Competition (Girls C Grade)	Merit (Eighth Place)	KONG TSZ LAAM (1A) HO YAN YIN (1A) YIP SUM WING (1A) LAM TSZ KEI KYLIE (1B) LO PAK CHING (1C) LEE HOI LAM (2A)
Inter-School Beach Volleyball Competition (Boys Team)	Merit (Eighth Place)	Boys Volleyball Team

B. Hong Kong Dodgeball Association

Activity / Contest	Award	Student Name
All Hong Kong Schools Dodgeball Rookie Competition (Girls Team)	Champion	Girls Dodgeball Team
All Hong Kong Schools Dodgeball Rookie Competition (Boys Junior)	First Runner-up	Boys Junior Dodgeball Team
All Hong Kong Schools Dodgeball Rookie Competition (Mixed Junior)	First Runner-up	Mixed Junior Dodgeball Team
All Hong Kong Schools Dodgeball District Competition - NT District (Mixed Senior)	Champion	Mixed Senior Dodgeball Team
All Hong Kong Schools Dodgeball District Competition - NT District (Girls Team)	Third Runner-up	Girls Dodgeball Team
All Hong Kong Schools Dodgeball District Competition - NT District (Mixed Junior)	Third Runner-up	Mixed Junior Dodgeball Team

Hong Kong Dodgeball Junior Open (Mixed U16)	Champion	Mixed U16 Dodgeball Team
Methodist College Methodist Cup Dodgeball Invitation Tournament (Boys Team)	Third Runner-up	Boys Dodgeball Team
Methodist College Methodist Cup Dodgeball Invitation Tournament (Girls Team)	Champion	Girls Dodgeball Team
	MVP	IP SUET CHING (1C)
Methodist College Methodist Cup Dodgeball Invitation Tournament (Mixed Team)	Second Runner-up	Mixed Dodgeball Team
Dodgeball Federation of Asia Asian Dodgeball Championship 2024 (Women's Category)	Silver Medal	TSANG TSZ YING (5C)
Dodgeball Federation of Asia Asian Dodgeball Championship 2024 (Mixed Category)	Fourth Place	TUNG CHEUK WA (4C) LAI HIU CHING (5A)

C. Leisure and Cultural Services Department

Activity / Contest	Award	Student Name
Sha Tin District Age Group Athletic Meet 2023 (100M)	Champion	XU KA LOK (6B)
Sha Tin District Age Group Athletic Meet 2023 (Discus)	Champion	TANG KAM HEI (4A)
Kwun Tong District Age Group Athletic Meet 2023 (Long Jump)	Champion	XU KA LOK (6B)
Kwun Tong District Age Group Athletic Meet 2023 (Javelin)	Champion	WONG HO YIU (2D)
Tsuen Wan District Age Group Athletic Meet 2023 (Long Jump)	Champion	XU KA LOK (6B)
Tsuen Wan District Age Group Athletic Meet 2023 (High Jump)	Champion	CHAN SZE WING VALERIE (4D)
North District Age Group Athletic Meet 2023 (Javelin)	Champion	POON KAY YIN (3E)
Yau Tsim Mong District Age Group Athletic Meet 2023 (100M)	Champion	XU KA LOK (6B)
Yau Tsim Mong District Age Group Athletic Meet 2023 (Long Jump)	Champion	XU KA LOK (6B)
Yau Tsim Mong District Age Group Athletic Meet 2023 (Shot Put)	Champion	TANG KAM HEI (4A)
Yau Tsim Mong District Age Group Athletic Meet 2023 (High Jump)	Champion	CHAN SZE WING VALERIE (4D)
	Second Runner Up	WONG YUNG (4D)
Sha Tin District Age Group Athletic Meet 2023 (Long Jump)	First Runner-up	XU KA LOK (6B)

Sha Tin District Age Group Athletic Meet 2023 (Javelin)	First Runner-up	POON KAY YIN (3E) WONG HO YIU (2D)
Kwun Tong District Age Group Athletic Meet 2023 (100M)	First Runner-up	POON KAY YIN (3E)
Kwun Tong District Age Group Athletic Meet 2023 (200M)	First Runner-up	POON KAY YIN (3E)
Kwun Tong District Age Group Athletic Meet 2023 (1500M)	First Runner-up	LAM YAN HO (4A)
North District Age Group Athletic Meet 2023 (800M)	First Runner-up	LAM YAN HO (4A)
North District Age Group Athletic Meet 2023 (Discus)	First Runner-up	TANG KAM HEI (4A)
North District Age Group Athletic Meet 2023 (Shot Put)	First Runner-up	TANG KAM HEI (4A)
Yau Tsim Mong District Age Group Athletic Meet 2023 (Discus)	First Runner Up	TANG KAM HEI (4A)
North District Age Group Athletic Meet 2023 (High Jump)	First Runner-up	CHAN SZE WING VALERIE (4D)
	Second Runner-up	WONG YUNG (4D)
Kwun Tong District Age Group Athletic Meet 2023 (800M)	Second Runner-up	LAM YAN HO (4A)
Kwun Tong District Age Group Athletic Meet 2023 (800M)	Second Runner-up	YIU HO CHIT JOSH (5B)
Kwun Tong District Age Group Athletic Meet 2023 (Discus)	Second Runner-up	CHENG I KIT (5D)
Tsuen Wan District Age Group Athletic Meet 2023 (400M)	Second Runner-up	LO PAK CHING (1C)
Yau Tsim Mong District Age Group Athletic Meet 2023 (400M)	Second Runner-up	HO E CHING ELISE (3B)

D. Dance Sport Association of Hong Kong, China

Organizer and Activity / Contest	Award	Student Name
School DanceSport Championships (16-18 Solo 5-dance Standard)	Champion	WONG LOK HIN (3B)
School DanceSport Championships (16-18 Solo 3-dance Latin Group A)	Champion	WONG LOK HIN (3B)
School DanceSport Championships (16-18 Solo 3-dance Latin)	First Runner-up	WONG LOK HIN (3B)
School DanceSport Championships (16-18 Couple 3-dance Latin)	First Runner-up	WONG LOK HIN (3B)

E. Others

Organizer and Activity / Contest	Award	Student Name
A.S.Watson Group Hong Kong Student Sports Award	Hong Kong Student Sports Award	TSANG TSZ YING (5C)
Volleyball Association of Hong Kong, China The 18 th Youth Beach Volleyball Competition (Boys U17 Group)	Second Runner-up	LAM YAN HO (4A) CHENG I KIT (5D)
Handball Association of Hong Kong, China Youth Handball Association Cup	Second Runner-up	HO YAN YIN (1A) CHENG HAU WUN (1A) IP SUET CHING (1C) LO PAK CHING (1C) CHOI WING SHAN (2B) WONG CHING TUNG (2C) LOK HOI YING (2C) WONG SHEUNG NING SANDY (2D) CHEUNG HOI CHING CHERRY (3A) MAHMOOD SADIA (3B) CHAN KA KI (3E) HUNG YEE SUM (3E) POON KAY YIN (3E) YU TSZ YIN (3E)
International Christian School Warrior Boys Volleyball Invitational Tournament (U16 Group)	First Runner-up	FONG TSAI (3A) SHUM KI HING (3B) LEE HONG WANG HORUS (3D) CHEUNG CHEUK HIN (4A) CHOI CHUN LONG (4A) CHU TSZ HIM (4B) YU CHUN NGAI (4B) YUEN NOK HANG (4D)
Greenery Sports Men's Biore Schools Boys Dodgeball Preseason Competition	Third Runner-up	WONG KING HEI (2B) SHEN JINFENG (2C) FAN CHEUK HEI (3C) CHEUNG CHEUK HIN (4A) CHAN PAK HEI (4B) LAU KA FU (4B) YEUNG LOK HIN (4B) WU TSZ YEUNG (4C) FONG LOK HANG (4D) PANG TSZ WAH (4D) TAN YEE MAN (5C)

Best Sports And Recreation Limited Inter-School Timing Challenge Competition (50M Freestyle)	First Runner-up	CHEN LOK YAN (2C)
	Second Runner-up	OR MING CHING (2C)
YMCA of Hong Kong YMCA King's Park 3x3 Basketball Tournament	Second Runner-up	WONG YIK TUNG (3A) ZHOU TSZ HIN (3B) HO CHING KWAN (3E) CHU TSZ HIM (4B)
The Board of Management of the Chinese Permanent Cemeteries (BMCPC) Jump Rope Tournament (4X30s Sprint Relay)	First Runner-up	LAW WAI SHUN (1A) LAI HIU HEI (1B) CHAN HO HIM (2B) LAI HIU WAI (3E)
The Board of Management of the Chinese Permanent Cemeteries (BMCPC) Jump Rope Tournament (30s Sprint)	First Runner-up	LAW WAI SHUN (1A)
The Board of Management of the Chinese Permanent Cemeteries (BMCPC) Jump Rope Tournament (Alternate Jump)	First Runner-up	FUNG TSZ HONG (3A) FUNG PIU HIN (3C)

6. Moral and Civic Education

Organizer and Activity / Contest	Award	Student Name
The Chinese University of Hong Kong, CUHK CUHK "Eliminate poverty. zero hunger generation Proposal Competition"	Best Proposal Design Award	TAM HO YEN (2C) LAM CHUN MING (2A) CHANG PAK HANG (2C) WU TAO (2C)
STMC/Yang Memorial Methodist Social Service Volunteer Squard	Certificate of Excellence	CHAN HOI LAM (4A) WONG LIK CHUN (4A) CHUNG HON HANG (4B) MAK HO KIU (4B) CHAN YEE LAM MEKO (4C) CHUNG HEI MAN (4C) CHU TSZ HO (4D) FONG LOK HANG (4D)
	Certificate of Merit	CHENG HOI YAU (4A) LEUNG WING SUM (4A) LEUNG YU CHING SONUS (4A) SHUM PUI QIU (4A) TSE LOK YIU (4A) CHAN LOK HIN (4A) CHEN CHING MONG (4A) IP CHING (4A) LAW TSZ SHUN (4A) CHAN PAK HEI (4B) CHU TSZ HIM (4B) DING CHARLES (4B) FU CHUEN WANG (4B) TSANG TSZ HONG (4B) TSANG TSZ YUI (4B) WAI HIM YAU (4B) WONG MAN LOK RICO (4B) WONG WAI TO JACKY (4B) YU CHUN NGAI (4B) CHAN YAN YU (4C) CHUNG YAN LAM (4C) MA KA WING (4C) TUNG CHEUK WA (4C) WU SIN YEE (4C) CHUN HO (4C) FONG KWAI HEI (4C)

		HO HO LAM (4C) LOK TSZ HIN (4C) LO SZE WING (4D) TSANG TSZ YAN (4D) TSUI YUK YING (4D) WONG YUNG (4D) CHEUNG CHUN HO (4D) FUNG PAK SANG (4D) MAK TSZ HIM ISAAC (4D) PANG TSZ WAH (4D)
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7. Others

Organizer and Activity / Contest	Award	Student Name
Hong Kong Airlines Hong Kong Airlines Junior Programme and STEM Workshop at HKA Training Academy	Certificate	TONG KAI YAU (6B)

(6) Financial Summary

(7) Feedback on Future Planning

It is gratifying to see that all teachers have done their best and contributed greatly to organizing numerous learning activities both inside and outside the classrooms, through formal and informal curricula, to unleash students' potential and talent, strengthen their sense of ownership, and help students break through the learning walls to become confident and proactive learners.

As Concern 1 was on smooth progress, most strategies will continue in the coming year 2024-25 as the final year of implementation:

- i) Brush up English proficiency and capability to enhance students' learning potential
- ii) Conduct interactive and collaborative peer learning and experiential learning so that students have a greater sense of ownership in learning and their talent and potential can be stretched.
- iii) Optimize blended learning and Increase sharing and presentation platforms so that students would break through the learning obstacles (walls) and become confident, self-directed and active learners.

Students were more inclined to the identities of global and national citizenship. When they were exposed to various SDG goals and global issues, the identity of global citizenship was raised. It's believed that in the right direction and mission of the school has always been to enable students to embrace diversity, understand the challenges of today and tomorrow, and empower them to act as change agents in their community and the world:

- i) Inspire students to explore community and global issues, commit to the identities of national and global citizenship, and reflect the meaning and importance of their studies.
- ii) Develop and equip the students with 6 Global Competencies* to embrace challenges of today and tomorrow, and empower them to act as change agents for their community and the world.

All teachers have made efforts in classroom management to foster a positive classroom atmosphere, enhance students' sense of belonging to their classes, establish classroom norms, create a positive learning environment, and build a safe and trusting relationship between teachers and students. Students' awareness of "7 Wellness" for a balanced lifestyle has increased. Students also enjoy staying on campus and participating in various activities.

Concern Area 3 is heading in the right direction and meets the students' needs, so most of the implemented strategies will continue to be carried out in the coming year 2024-25:

- i) Create a positive classroom atmosphere and promote positive engagement that assists students in establishing positive relationships and enhances students' sense of belonging towards their classes, promote positive health (seven wellness: balanced life), and establish a positive environment.
- ii) Create a positive learning environment, establish a safe and trusting relationship between teachers and students, develop a growth mindset, enhance students learning confidence and self-efficacy, enhance positive accomplishment.
- iii) Incorporate the elements of Positive Relationships and Positive Health (7 wellness: a balanced lifestyle) into the planning and design of extra-curricular activities to maximize students' positive

experiences. This will help strengthen positive relationships, promote positive engagement and improve overall positive health.

- iv) Create a positive culture and environment on the campus. Promote positive emotion, positive relationship and positive health.

HIGHLIGHTED STMC ACTIVITIES OF SEPTEMBER-NOVEMBER 2023



Macau Model United Nations Conference

Our students participated in a 3-day Model United Nations Conference by the Macau Model United Nations Promotion Association, where they discussed how to tackle population ageing and cultivate an ageing-friendly society as country delegates in the Social, Humanitarian, and Cultural Committee (SOCHUM). They vehemently enjoyed every aspect of the conference, including the debates, interactions with other delegates, and delivering speeches on behalf of their respective nations, and described the trip as a fun and fruitful experience.



HIGHLIGHTED STMC ACTIVITIES OF SEPTEMBER-NOVEMBER 2023



F3 to F4 Bridging Camp

Transiting from junior form to senior form, students need to adapt to the new syllabus and adopt their new leader roles. Entering a new stage of school life, some may feel a sense of uncertainty. Therefore, a camp is held for them so that they are more prepared psychologically and mentally. In one of the activities, students and their form teachers assemble a "race car" together, building trust and unity. With the support from their peers and teachers, they are more prepared for the new challenges ahead. They are never alone!





Welcome Back to School with Mobile Ice-cream Vans



Our school celebrates 40th Anniversary in this academic year. To show a special welcome to everyone back to school and implement "love well", we have arranged two ice-cream cars in school to distribute ice-cream to all the staff and students on Class Affairs Day. We thank God for preparing a fine weather on that day. All the members of our school enjoy eating ice-cream, taking photos and we all share the joyful moment together. "Gratitude, Love, Legacy" is the slogan of 40th Anniversary of our school. Let's begin our school year with gratitude, love, and joy.



Good news from Shatin Outstanding Students Election



Aligning with our school's mission to train servant leaders, serving the school and community with a humble heart as a leader, we are honoured to receive news from "Shatin Outstanding Students Election", in which our student leaders Tsoi Hiu Ying and Nicole are awarded with "Outstanding Student Awards" while Lam Yan Ho and Lau Chun Yin have successfully made to the finalists. Their outstanding performance in academics and leadership are recognized, serving as role models for our schoolmates.



Reading-across-Curriculum Week

To celebrate 40th anniversary of our school and align with the current curriculum, this year's RAC week is titled, "Nature". A series of activities are held including promoting and reading the updated issues of our digital journal entitled with the name of our school's iconic tree, the Fountain Tree, holding an assembly of students' sharing on cross-curricular projects, prize presentation on an e-reading platform and summer challenge, launching the plant bookmark workshop, erasure poetry workshop, haiku challenge, a lunchtime pop-up stall and online discussion forums on an award-winning story about an SEN student and the school tree. These activities highlight the natural connection among different subjects and facilitate the growth of students' knowledge on language and non-language subjects.





Awards to Wiseman's top scorers

Not only do our students learn within lesson time, but they are also committed to self-learning from quality online resources promoted by RAC (Reading across curriculum) Committee.



Those top scorers in Wiseman's online English learning scheme are awarded with prizes in the morning assembly, encouraging these winners to keep it up and other students to engage in the same way!



School-Based Gifted Programme

"Learning without walls" and "Learning beyond tomorrow" are not only slogans for STMC, but the spirit is put into practice through various schemes, one of which is "School-Based Gifted Programme". Students gifted in different aspects, such as Chinese, English, Maths and STEM can specialize in their strengths and further explore their potential.



RaC Plant Bookmark Workshop



Reading across Curriculum (RaC) Committee encourages students to read broadly to broaden their horizons. In this workshop, students make their own bookmarks with dried leaves and flowers. With a unique bookmark, we hope students can start their reading journey to a bigger world!



Eraser Poetry Workshop

Language art is an essential element for language learning. Guided by Story Jungle, students learn how to create their own poems using existing texts. Why do students find eraser poems so different from ordinary ones? Instead of writing a poem totally in their own words, students erase a text and leave some remaining words as a poem. Students enjoy themselves while making use of their creativity.





RaC Lunch Promotion

Aiming to arouse students' interest in reading across curriculum, a promotion is set up to introduce some quality resources for students to learn actively. Fountain Tree Journal and Wiseman e-reading are some highlights of the year for students to enjoy reading while SCMP Journalist Scheme provides a platform for students to learn to write professionally.



Christian Union

We're grateful that the Religious Committee has held a Christian Union to start our school year. The theme of Christian Union of this year is "A Good Life". First, we have worship led by students. Then, we have some messages from Assistant School Chaplain, Mr. K.H. Ng. At the end, we pray for students of each form and teachers. May God's words and power be with all of us throughout this year.



F3 COA Briefing

The Careers Committee aims to guide students to plan for their further studies and future careers. COA, which stands for Cambridge Occupational Analysts, is a test introduced by the committee for F3 students to understand their characters and strengths, as well as their inclinations to certain academic and career fields.



Club Expo

School-life can be fun with various clubs and teams. In the Expo, students promote their clubs and teams to other students, igniting others' passion to build up interests and learn outside classroom.





PTA BBQ

Eventually, our annual BBQ held by Parent-Teacher Association resumes. After the pandemic, students, parents and teachers can enjoy BBQ together. We share our joy and enjoy each other's company, knowing that we are a team in students' personal growth.



Inauguration Assembly



On 26 September, we have the inauguration of the Student Union, Prefects, Academic Prefects, English Ambassadors, Student Fellowship, Sports Association, Campus TV, and Big Brothers and Sisters. Nearly 200 student leaders were involved.



F5 History Group Explores Japanese Culture Through Experiential Learning with Mrs. Wong

On Friday, September 26th, under the guidance of their teacher, Mrs. Wong, the F5 History group embarked on an enriching experiential learning journey led by the Hong Kong Japanese Culture Society. The day has proved to be a remarkable experience for the students. Engaging in various activities, such as the tea ceremony, practicing the Bushido spirit through sword fighting, and trying their hand at archery, the students were captivated by the depth and intricacies of Japanese culture. The activity has left a lasting impression, fostering a newfound appreciation for Japanese heritage among them.



JUPAS briefing



With updated information on JUPAS provided by the Careers Committee, F6 students can make better planning and decisions for the further studies.



National Day Assembly

To celebrate the National Day, a flag-raising ceremony is held. During this special assembly, Principal Cheung shares her learning experiences in different parts of China, reflecting on the strong bond between Hong Kong and the Mainland and inspiring students to gain a better understanding of our home country.



F5 Lwl Human Library



To align with one of the major concerns of our annual school plan, we aim to broaden students' global vision. Rather than reading books from a traditional library, F5 students can communicate face-to-face with people from different countries in this "Human Library" event, learning more about various important issues across the world.



Mindfulness Workshop



Facing a busy life is a challenge for many Hong Kong students, so how can they handle it? "Mindfulness", which is a skill to focus on one's own mind in the present moment, is introduced at STMC. With this practice, students can feel relaxed and refreshed despite the fast pace of life.



Morning Assembly: Religious Sharing by Ms Wong

Thank Ms Wong for her sharing on how she has built up faith in God in spite of her illness. She is also grateful for the love and support she has received from other teachers throughout her difficult time. All teachers and students are indeed impressed by her sincere sharing.



Talk on HK Cultural Heritage

One highlight of F3 curriculum is the inter-disciplinary project themed "Hong Kong Cultural Tourism", which involves not only the English Language subject, but also Chinese History, History, Chinese Language and Computer Literacy. To kick off the project, we are honoured to have Dr Ting Sun Pao, a respected scholar to share with us the cultural heritage of Hong Kong.



Visit to Kowloon Methodist Church

In the visit to Kowloon Methodist Church, students have a chance to see the Church's Grace Gallery and know more about their Youth Programme. Students are inspired to think about their spiritual growth and life direction.



Cambridge Occupational Analysts (COA) debriefing



The debriefing talk held by the Careers Committee aims to analyze the data retrieved from the COA test that F3 students did earlier. Based on these objective data, we hope students can make informed decisions on their further studies as they are going to choose the field to study for F4 New Senior Secondary (NSS) studies.

"Yakult" as a token of encouragement

Faced with the upcoming DSE exam, F6 students may feel uncertain or even stressed, but we want to let them know they are not alone. Principal Cheung, Vice principals Mrs Wong, Mrs Kwok and Mr Tsang, give F6 students Yakult, symbolizing the school's support to them. Principal and Vice Principals also step into their classrooms to give them words of encouragement and listen to their concerns.





PTA Inauguration Ceremony, F1 and F6 Parents' Talk



Thanks to our supportive parents for joining the Parent-Teacher Association. Not only are they active in their children's personal development, but they are also devoted to the school development. In the Inauguration Ceremony, we teachers and parents show support to each other. Taking this opportunity, we teachers and F2-5 parents learn together from a talk on the recent development of Artificial intelligence in education. For F1 parents, there is a sharing session with the class and assistant class teachers. For F6 parents, a special talk is organized for them to understand the possible future study paths for their children.



Morning Assembly "Filmit"

Our F5 students have joined the "Filmit" Contest themed "Ode to life: A World of Possibility" organized by EDB. In the project, they can make use of English creatively through presentation and filmmaking while building up positive values in love for the country, love for the natural world, love for their family and friends, and love for learning.



Chinese Literary Awards



Encouraged to appreciate Chinese literature, quite a number of students have developed passion for writing. Some students are awarded with prizes for their literary works in an inter-school writing competition. Principal Cheung and their teachers are pleased to share their joy in the prize presentation ceremony, showing support to them.



Let's celebrate our 40th anniversary

In celebration of the school's 40th Anniversary, a series of activities has been in progress. Here, we are excited to announce that our school mascot, which represents our school spirit, has finally come out! Congratulations to the mascot designer, our alumni Chan Chun Wai Matthew! Our celebration, of course, doesn't stop here. All the teachers and students pose and cheer for the anniversary video and album! We all share the joy together!





F1 Benediction Ceremony

Entering secondary school is the rite of passage for all F1 students. They face new opportunities. They face new challenges. However, never are they alone! In the Benediction Ceremony, F1 students are blessed with the love from their schoolmates, parents, teachers and the Methodist Church. With the support, they are empowered to face the new stage!



Alumni Sharing for anniversary video

To celebrate the 40th anniversary and record the school development, a special video is being produced. Alumni are invited to be filmed, sharing their beautiful memories and fruitful career experiences.



F6 Interview Skills Talk

To expose F6 students to the new trend of university admission, a workshop is held by our Careers Committee. Our experienced teachers and the experts from Hok Yau Club give concrete information on some admission schemes and share practical skills for interviews so that the students are more confident and prepared.





UNESCO Hong Kong Association Member School Network

To enrich students' learning experiences and raise their awareness of global issues, the Academic Committee has joined the UNESCO Member School Network and has enrolled all F.4 and F.5 Academic Prefects in the ESD Learning Programme 2023/24. To start off, we attend the Opening Ceremony, where Professor Karen Q. Cheung, Director of Hong Kong Institute of Education for Sustainable Development and President of UNESCO Hong Kong Association, presents the Member School Certificate to us.



Gospel Week



As a Christian school, STMC is devoted to spreading gospel to students and nurturing their spiritual growth. One highlight of the Gospel Week is the lunchtime concert, in which the churchmates play music, sing hymns and share messages to students.



Joint-School Mock JUPAS Interview Day



Eager to strive for the best performance in JUPAS interviews for university admissions, a group of F6 students join the Joint-School Mock JUPAS Interview Day. They find the talk and workshop practical to prepare them for JUPAS interviews.



Forum on Artificial Intelligence and Education: Trends and Challenges

Facing the ever-evolving artificial intelligence, the education sector has been making revolutionary changes. In the forum, our principal and other principals from Shenzhen Hong Kong discuss the opportunities and challenges brought by AI. Our teachers in charge of IT are also invited to join related events including visits to Shenzhen Smart Airport Exhibition Hall, and AI Carnival and Competition with Principal Cheung. Through the visits, they are inspired to contemplate how to put the use of AI into practice and how to promote effective use of AI at school.



HIGHLIGHTED STMC ACTIVITIES OF

DECEMBER 2023-JANUARY 2024



40th Anniversary Service



Happy birthday to STMC. Here comes the 40th Anniversary since its establishment! In the Anniversary, we express our earnest gratitude to God for all His blessings throughout all the years. Meanwhile, we pray for the school's future and students' personal development.

To show our appreciation to God's grace, our Gratia (meaning Grace in Latin) Gallery has been set up to display the history of STMC with representative school events. The Opening Ceremony of this gallery kicks off with the ribbon-cutting ceremony.



Round Estate Run

After some years of suspension due to the pandemic, Round Estate Run has finally resumed. As it is a traditional event to celebrate the school's anniversary and train students' perseverance and physical health, all the schoolmates are encouraged to join the event. Student and teacher participants all share the joy of finishing the event with sweet and juicy pears, symbolizing the "sweet rewards" after hard work.





SingTao Inter-School Debating Competition

With a team of enthusiastic students, our school has joined SingTao Inter-School Debating Competition. We hope our students' English proficiency and thinking skills can be nurtured through debating contests, which aligns with SingTao Debating Competition's goal—"Language and critical thinking in action".



F.3 Subject Selection Talk

In this talk, our vice Principal Mrs Wong informs F3 students of the availability of elective subject combinations and the system of subject selection for senior-form studies.



Taking this opportunity, Mrs Wong also encourages the students to explore and develop their strengths and interests, getting equipped for the future.



LET'S CELEBRATE CHRISTMAS

To commemorate the birth of Jesus Christ, we all celebrate Christmas joyfully. With the beautiful Christmas tree decorated by Principal Cheung and students, our schoolmates are reminded the importance of this festival and the significant meaning behind.



CLASS TEACHER LESSON: MOOD MANAGEMENT



For students' mental health and personal development, F1 and F2 students can gain a better understanding of emotion management in this workshop held by Breakthrough in the Class Teacher Lessons.





F1 Reading Aloud Competition



The Reading Aloud Competition is STMC's tradition for F1 students. Through this competition, not only can F1 students learn to present confidently in public, but they are exposed to Chinese Literature works, provoking their interest in Chinese Language and Chinese Culture.



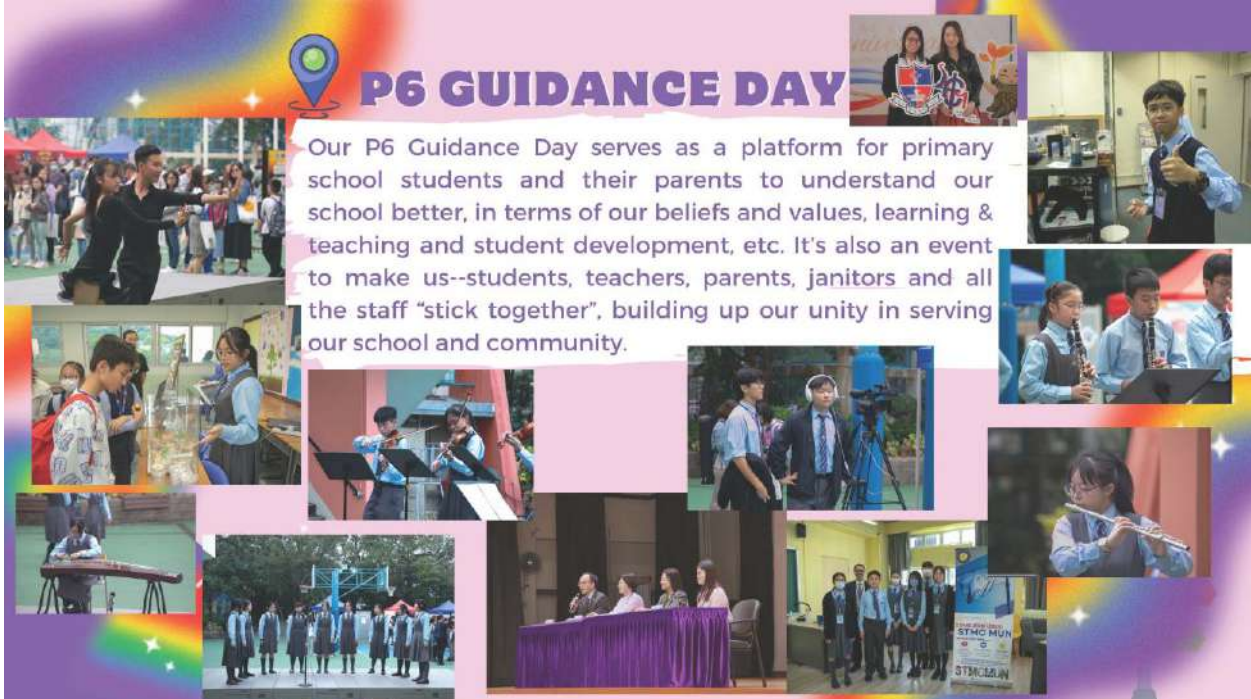
Workshop on Financial Management for F2 Students

While financial management may seem to be a topic only for adults, students should learn this concept as early as possible. Therefore, we are delighted to have invited Hong Kong Deposit Protection Board to hold a workshop in which F2 students can gain a better understanding of such knowledge through interactive games.



P6 GUIDANCE DAY

Our P6 Guidance Day serves as a platform for primary school students and their parents to understand our school better, in terms of our beliefs and values, learning & teaching and student development, etc. It's also an event to make us--students, teachers, parents, janitors and all the staff "stick together", building up our unity in serving our school and community.





Principal Fellowship

Our Principal Cheung and principals from other schools gather at STMC in this Fellowship, where they can share their beliefs and practices in education, as well as the Christian values, which enrich students and teachers.



Talk on Parenting for Senior-form Parents



Our school and parents work closely together in students' growth. This talk delivers some important parenting messages. Besides, there is a sharing session between the school and parents. Our Vice Principals Mrs Wong, Mr Tsang and Mrs Kwok, together with our Careers Committee Mistress Ms Fan are here to communicate with the parents, listening to their concerns and answering their queries.



Morning Assembly: Sharing by Students



Not only do teachers share in morning assemblies, but students are also given chances. Students talented in STEM and sports are here to share how they can excel in their strengths through passion and perseverance. We hope these students can become inspirations for others and learn from each other.



Sports Days

Our Sports Days have been held successfully thanks to various parties including our PE Panel, athletes, parents, the staff of the sports ground together with all the teaching and non-teaching staff. Talking about the highlights of the Sports Days, they must be the events competed by students, parents and teachers! The events have been completed amidst a chorus of applause, showing unity among different parties! Our closing ceremony ends with a prize presentation celebrating the efforts of athletes and a speech about sportsmanship by Mr Szeto Shui-ki, Charles, a former member of the Hong Kong Swimming Team.





Christmas Service

“Christmas is a time to love...” The beautiful lyrics are from students and teachers singing a hymn together in the Christmas Service. Taking this opportunity, we emphasize the joy of the birth of Jesus Christ as well as how we can spread love in our life.



E-App Talk for F6 students



To prepare F6 students for further studies, an online application system Electronic Advance Application System for Post-secondary Programmes (E-APP) has been introduced. Students are encouraged to plan for the future with more practical information.



Morning Assembly: Mrs Kwok's Sharing

Thanks to Vice Principal Mrs Kwok's religious sharing, students can learn how Christian value is practised in her daily life. We hope students are inspired to have spiritual growth, benefiting their well-being. Taking the same platform, students' achievements in academics, STEM and sports are praised. Congratulations to these students who have outstanding performance in CityU Science Video Competition, International Biology Olympiad and sports events.



Sharing with Ma On Shan Methodist Primary School



Welcome Principal Hui and teachers from Ma On Shan Methodist Primary School to our school for a professional exchange. This exchange aims to provide a clearer understanding of students' learning progress at different stages for both primary and secondary school teachers. It will contribute to enhancing the teaching effectiveness in Chinese, English, and Mathematics subjects between the two schools. Teachers from Ma On Shan Methodist Primary School and our school engage in sincere discussions, creating an enjoyable and memorable time together.

HIGHLIGHTED STMC ACTIVITIES OF

FEBRUARY-MARCH 2024



Board Game Experiential Day

Board Game Experiential Day is an activity co-organized by Community Youth Club and STMC. Primary school students are invited to join this special day and they can learn how to make use of strategies and logical skills to play some board games while gaining some knowledge in Maths and marine life. Students can enjoy the fun and thrill of the games while learning actively.



Mountaineering Course by Discipline Committee



The Level 1 Mountaineering Course, organized by the Discipline Committee, has been held successfully. After attending a three-hour theoretical class, these students completed the practical sessions of the Course on two consecutive Saturdays. During the sessions, they could put the theories of mountain safety into practice, including making use of basic hiking equipment, planning hiking trips, mapping routes, dealing with emergencies in the mountains, and learning how to use maps and compasses effectively.



Hymn Sharing by Girls' Brigade



A group of enthusiastic Girls' Brigade members are delighted to lead us to sing a hymn to praise God, expressing their sincere gratitude for their fruitful experiences in the team and the spiritual growth in the religion.



Fair Trade

By participating in the Fair Trade Campus Sale, students studying BAFS and Economics can put their knowledge into action. This event not only allows them to apply their expertise, but also helps cultivate awareness among our schoolmates regarding their responsibilities as conscientious consumers. This initiative highlights the importance of fair trade in fostering sustainable trade relationships and supporting producers in developing countries.





Sharing by Student Fellowship & Prize Presentation of Anniversary Writing Contest

We are pleased to have the Student Fellowship to share with us their thrilling and inspiring experiences in the Life Camp where they could build up unity among themselves and faith in God. Taking this opportunity, we proudly present prizes to the winners of the 40th Anniversary Chinese and English Writing Contest on the theme "Love Gratitude Legacy". Their writings are posted at the school entrance for everyone to read and enjoy.



Talk on Biodiversity Space Exposed Seeds Program

Thank Professor Karen Cheung for sharing with us Biodiversity Space Exposed Seeds Program, which is to send seeds to the space for scientific research and discovery. Through the talk, students' curiosity is aroused and their awareness of nature and biodiversity conservation is raised.



Forum on Environmental Issues

In the forum, environmental issues including the use of fossil fuels and sustainable development are discussed. Our students are inspired to think more about their role in these issues by the speakers who actively voice out their concerns on international platforms.





NSS Subjects Introduction Talk

F3 students are introduced to different subject combinations for their senior-form studies. How each subject is related to tertiary studies is also explained. With more understanding, students can plan further for their future and make informed decision.



Chinese Debate Contest F3

Following the weekly assembly on Debate, there is a Chinese Debate Contest concerning the issues of Informational technology. Through the contest, students can learn to do research, apply critical thinking and practise public speaking skills.



HIGHLIGHTED STMC ACTIVITIES OF

MARCH 2024

TICKET

Charity Show held by Student Union

Our Student Union proudly presents Charity Show involving students' and teachers' performances. The audience are thrilled to watch the show, enjoying the dancing, singing and drama. Not only can they enjoy the show, but they can also contribute to charity as the ticket fees they have paid will be donated to charity.



Competition on Presentation in Chinese

Our Student Union proudly presents Charity Show involving students' and teachers' performances. The audience are thrilled to watch the show, enjoying the dancing, singing and drama. Not only can they enjoy the show, but they can also contribute to charity as the ticket fees they have paid will be donated to charity.



Subject Selection Talk for F3 Students



F3 students are reminded of the relationship between subject choices for senior forms, their further studies and future careers by Hok Yau Club. Students are inspired to research on their interested subjects and careers in order that they can set up a clear goal and plan for future.

Inter-school Board Games Contest and BBQ

The Inter-school Board Games Contest for primary school students, co-organized by Community Youth Club (CYC) and our school, has been held successfully. We are pleased to see these students' enjoyment in playing the games and the eagerness to win. Following the contest, our school holds a BBQ event for the contestants, helpers and teachers for sharing and enjoying time together.



F5 Prospect Talk

To expose F5 students to different options for further studies, Hau Yau Club and an overseas education centre are invited to provide up-to-date information.



F3 Prospect Talk

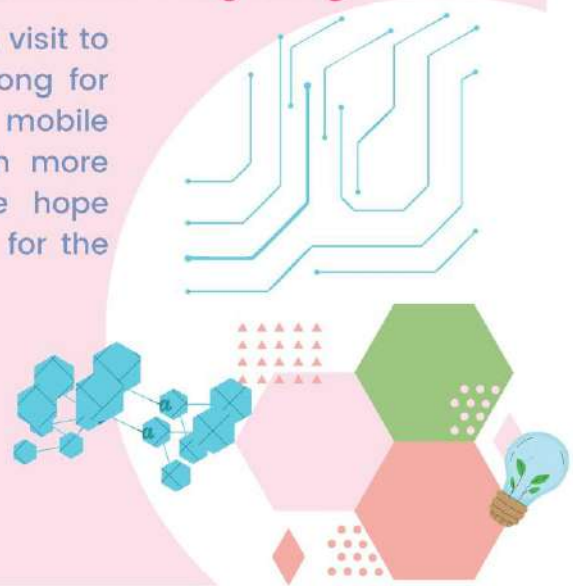
To ensure students to have enough understanding of different senior-form subject choices, there is a talk for the subject teachers to give them more information of their subjects' syllabus and requirements so that students can make wise informed choice for their studies.





Visit to Hutchison Telecommunications Hong Kong

Our Careers Committee has arranged a visit to Hutchison Telecommunications Hong Kong for students to learn more about evolving mobile technologies and related careers. With more exposure to various career fields, we hope students can be inspired to think more for the future.



Talk by the Hong Kong Polytechnic University

As our students show interest in courses in the medical field, PolyU is invited to conduct a talk so that students can learn more about various professions such as physiotherapy and occupational therapy.



Alumni's Sharing on Entrepreneurial Pathways

We are delighted to have invited our alumni Anthony Fung and Kenny Huang to share their entrepreneurial pathways from gaining insights from university to their start-ups. Kenny is a co-founder of companies related to environment protection while Anthony is a co-founder of a digital marketing company. Anthony is also a co-founder of Grief Me Light, a non-governmental organization which provides support programmes for relieving psychological grievances of the needy. We feel proud of them for their contribution to society.



Ms Wong's sharing



Thank Ms Wong for her touching sharing about her family and her faith in God. She is grateful for God's companion and comfort during the challenging time of her family. Together with Ms Wong is her lovely class showing support by singing hymns with her, fun dancing and playing musical instruments. It is such a delightful picture to see their class unity and trust in God.

APRIL 2024



Weekly Assembly: Dr Siu's Sharing on Chinese Food Culture

In our weekly assembly, Dr Siu shares with us the history and fun parts of Chinese food culture, how it is related to literature and our daily life. Students are inspired and are eager to ask Dr Siu's questions to learn more.



Study Tour Sharing and Prize Presentation

In the morning assembly, students share their reflection on their study tour to China, explaining how important some tourist sites are in Chinese History and Chinese Literature. We are pleased that students can learn outside the classroom and deepen their learning as active learners. Following the sharing is the prize presentation for the winners of Maths contests and sports events. Congratulations to all the winners. Their smiles show their gratification with their efforts and achievements.



Chinese Writing Course Sharing

After joining a Chinese writing course by a writer, our students share with us their pleasurable experiences in exploring and learning. They are amazed by a wide range of contents and writing skills they can make use of. Finally, they thank the writer for his creative approach to guide them in writing.



RAC & LWL Day

RAC stands for Reading-across-curriculum while LWL stands for Life-wide learning. The RAC and LWL Day was successfully held on 19th April. The event manifests how much emphasis our school places on these two areas, encouraging students' self-learning and enriching their learning experiences.

Reading-across-curriculum

To promote reading, there were a book fair and a students' book sharing session. The highlight of the reading event was the games stalls about poem appreciation, arousing students' interest in literary texts.

Life-wide learning

To celebrate our students' fruitful learning outcomes, the Life-wide Learning event featured five brilliant presentations by our senior form students who shared their experiences and reflections on the overseas trips they took in this academic year. These trips included visits to Singapore, Macau, Hubei, Jeju, Germany, and Incheon. In addition, our junior form students had the opportunity to showcase their talents and skills acquired from the Life-wide learning lessons throughout the year. During the afternoon session, we were delighted to have Ms. Dora Choi, one of the directors of the movie 'To Be Continued' as our guest speaker. Our students enjoyed the movie and engaged in the meaningful discussion on heritage conservation in Hong Kong led by Ms. Choi.



The 29th Shatin Primary Schools Maths Contest

The 29th Shatin Primary Schools Maths Contest organized by STMC has been held successfully thanks to all the participating primary schools' teachers and students, our teachers and students, especially these Maths Club's members who engage a lot in setting the questions. We would also like to show our heartfelt gratitude to our guest--our previous principal Mr. Ho. His speech is motivational, inspiring students to explore the amazing world of Maths more.

After the exciting tests, here comes the results:

Champion Baptist (Sha Tin Wai) Lui Ming Choi Primary School

Champion PLK Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School

Third prize Leung Kui Kau Lutheran Primary School

Third prize Immaculate Heart of Mary School

Congratulations to all the winners! We hope more primary schools will join our Maths contest, providing an opportunity for students to explore Maths.



F4 Volunteer Service Thanksgiving Ceremony

Co-organized with the Methodist Church Social Services Centre, our school provides an opportunity for F4 students to join volunteer service. The aim is to engage students in contributing to society echoing the bible's message of serving the needy. After the service, F4 students share their reflection and show gratitude to the social workers who have guided them. Through this activity, we hope students' serving heart can be ignited and social awareness can be raised.



Poolside Cheerleading Contest

A fun part of Swimming Gala is the Poolside Cheering Contest! It has become our traditional event for which each class designs their choreography matching their chosen songs. All the classes join it, showcasing their class energy, unity and creativity.



HIGHLIGHTED STMC ACTIVITIES OF Morning Assembly Sharing by Mr Shanahan

May 2024

We are all immersed in Mr Shanahan's sharing, taking us to Europe live with his rich knowledge and vivid description of European culture. He shares with us his European trip, highlighting some unique architecture styles and iconic tourism spots.



F.1 & F.2 LaC Spelling Bee Contests



Hosted by our English Ambassadors, two Spelling Bee Contests are held. The contests test students' spelling of common words in different subjects. We hope the contests enable students to understand the importance of English spelling and motivate them to learn across curriculum (LaC).



Sharing on Volunteer Work by Students

To show care to our schoolmates and concern to our society, students initiated some activities to serve the school and community. They designed and carried out some activities, such as cleaning the streets and cheering for DSE students. In the sharing session, they share their passion and encourage others to devote to society and join their effort.



Cyclic Assembly: What do you like?

“What do you like?” seems to be a simple question, but indeed triggers students to explore and understand themselves more. In the assembly, artist Ms So inspires students by showing her passion for arts. In the end, she demonstrates her artistic sense by drawing a comic version of Principal Cheung. We are all amazed by her quick yet cute drawing.



ART

Cyclic Assembly on F3 Tourism Project Presentation

A highlight of the F.3 curriculum is the interdisciplinary project themed “Hong Kong Cultural Tourism”, which involves not only the English Language subject, but also Chinese History, History, Chinese Language and Computer Literacy. After some investigation and on-site visits to local tourist spots, students make use of multimodal texts, creating videos, presentation slides and websites in English to promote these spots to foreigners. Here comes the final of the project, where representatives from each class show their learning outcomes, presenting their tourist spots in a lively way. Not only is it a golden opportunity for the representatives to speak in public, but all the students can also learn more about Hong Kong in a unique way and how to present effectively.



Morning Assembly on Prize Presentation



Students are encouraged not only to excel in academics, but also to explore their interests and talents in various aspects. In the morning assembly, students' awards in Maths and sports competitions outside school are presented, praising their effort and setting examples for other students.



F5 Self Account Workshop

For Joint University Programmes Admissions System (JUPAS) application, students are required to write their self-accounts. Therefore, a training workshop on writing skills is organized for them.



Ms Chu's Religious Sharing in Morning Assembly

Day 2 morning assemblies are arranged for religious purposes. This time, Ms Chu shares with us her relationship and childhood memory with parents, showing their mutual love for each other. That's why she keeps spreading the gospel to them, extending God's love to her family.

Thanking-giving Ceremony for "Big Brothers and Sisters Scheme"

Under the "Big Brothers and Sisters Scheme", F1 students are taken care of by higher-form students so that they can get adapted to the new stage of school life. At the end of this year, here comes the Thanks-giving Ceremony, providing a chance for F1 students to recall their sweet memories together and show heartfelt gratitude to their "big bros and sisters". Big Bro and Sisters' caring heart and F1 students' grateful heart are contagious, building a loving and harmonious atmosphere at STMC.



Thanks
giving

HIGHLIGHTED STMC ACTIVITIES OF JUNE 2024

Graduation Ceremony

Congratulations!

The graduation ceremony is a significant milestone that celebrates F6 students' completion of secondary school years. On this special occasion, they are also blessed by the school, church and their families. With all the support, we hope they can transit to the next phase of their lives smoothly and confidently.



40th Anniversary Academic Forum

To celebrate the 40th anniversary of STMC, we held "40th Anniversary Academic Forum" on 29th June with the theme of "Education for the Future." The keynote speaker for the event was Professor John Lee Chi Kin, JP, presenting on the topic of "Education for the Future - Towards Sustainable Development." Hundreds of educators, parents, teachers and students attended the forum at our school hall to gain a deeper understanding of the various challenges of future education.

In addition, several outstanding alumni of our school returned to their alma mater to serve as alumni speakers for some thematic seminars. These alumni speakers included Professor Tam Ka Chai, Ms. Jess Mak Kei Yan, Dr. Leung Po Kin, and Professor Edith Cheuk Han Ngai, who explored the possibilities of future education from four perspectives: Future City, Future Science, Future Technology and Future World. Their unique and forward-looking perspectives have brought valuable insights to our teachers and students.



HIGHLIGHTED STMC ACTIVITIES OF JULY 2024

Annual Concert: Nature Tapestry



As the sun set on another remarkable academic year, our school's music society proudly presented its grand finale: "Nature Tapestry," a mesmerizing year-end concert that showcased the incredible talent and dedication of our young musicians. The auditorium buzzed with anticipation as parents, teachers, and friends gathered to witness the months of hard work and artistic growth.

Through the powerful combination of choirs and orchestral performances, our young musicians took the audience on a captivating journey, exploring life's various chapters and the lessons they impart. Each season's unique character was mirrored in the melodies, weaving together an unforgettable tapestry that celebrates the cyclical nature of life.

As the final applause faded, "Nature Tapestry" stood as a testament to the power of music education and the bright potential of our young artists. We close this chapter with pride, eagerly anticipating the harmonies that will unfold in the coming year.

"Teen Docents" experiential learning (2nd – 3rd July, 2024) **CULTURE**

The "Teen Docents" experiential learning in Sha Tin was a successful post-exam activity organized by the Life-wide Learning Committee. As an extension of the F.3 Sha Tin tours, we collaborated with the charity organization "Mobile Schooling" to train seven F.4 students as docents. These students took on the service of guiding eighteen primary students from Shatin Tsung Tsin School during a Tsang Tai Uk tour.

We are grateful for the trust and partnership with Shatin Tsung Tsin School. Together, we promote life-wide learning activities that raise students' awareness of our society and encourage reflection on history and cultural conservation. On the event day, we gathered at STMC for a warm welcome before a guided walk to Tsang Tai Uk. Our Teen Docents provided an hour-long tour, sharing the history of Tsang Tai Uk. At the end, we concluded with an engaging Q&A competition, creating a fruitful and memorable experience for all.

