




**CCC Ming Yin College  
School Report**

**2017/18**





**The Church of Christ in China Ming Yin College**  
**Annual School Report**  
**2017/2018**

**CONTENT**

|  |            |
|--|------------|
| 1. Our School                                    | P. 1 – 2   |
| 2. Achievements and Reflection on Major Concerns | P. 3 – 7   |
| 3. Our Learning and Teaching                     | P. 8 – 11  |
| 4. Support for Student Development               | P. 12 – 13 |
| 5. Student Performance                           | P. 14 - 26 |
| 6. Financial Summary                             | P. 27      |
| 7. Feedback on Future Planning                   | P. 28 - 29 |

# 1. Our School

The Church of Christ in China Ming Yin College was established in 1966. It is an aided Christian co-educational secondary school.

## 1.1. School Mission

1.1.1 Ming Yin College is a Christian grammar school founded by the Hong Kong Council of the Church of Christ in China (HKCCCC) in 1966. Embracing the HKCCCC's philosophy of "holistic education" and "To Minister and Serve Through Schools", we are committed to the provision of quality education services.

1.1.2 We strive to provide our students a pleasant and harmonious learning environment, filled with respect, appreciation, love and care. We also work in partnership with parents, the church, the community and related organizations to foster the moral, intellectual, physical, social, aesthetic and spiritual development of our students. We strive to nurture our students by developing their potential in self-discipline, autonomy, self-enhancement, independent thinking as well as their creativity and leadership so as to help them develop a positive attitude towards learning and active participation. It is our aspiration that our students will grow into individuals of integrity and noble character, whose love extends from self to neighbour, to our nation and to God. They will always strive for excellence, exemplifying our school motto "Learn to perceive the Word of God; Glorify Him and do good to others."

## 1.2. Incorporated Management Committee

There are 15 members in the Incorporated Management Committee, including 7 managers nominated by HKCCCC, 1 manager elected by the school teaching staff, 1 manager by Ming Yin College Parent-Teacher Association, 1 manager by Ming Yin College Old Students' Association, the Principal and 1 independent manager. Among the 15 members are also the three alternate managers from the Sponsoring Body, Parents and Teachers. Professor Chan Ying Shing, has been appointed as the School Supervisor and Chairman of the Incorporated Management Committee since the 2015 – 2016 school year.

## 1.3. Staff

1.3.1 There were 75 members of staff: the Principal, 51 teachers (including a Native English-speaking Teacher and 3 contract teachers), 2 laboratory technicians, 1 IT technician, 1 IT assistant, 6 clerks, 1 school librarian, 2 teaching assistants and 10 janitors.

1.3.2 The qualifications of the teaching staff (including the Principal) are as follows:

| <b>Qualifications</b>   | <b>Number of Teachers</b> | <b>Percentage</b> |
|-------------------------|---------------------------|-------------------|
| Holding a first degree  | 51                        | 98.07%            |
| With teacher training   | 52                        | 100%              |
| Holding a higher degree | 27                        | 51.92%            |

1.3.3 Their teaching experience is listed below:

| <b>Teaching Experience</b> | <b>Number of Teachers</b> | <b>Percentage</b> |
|----------------------------|---------------------------|-------------------|
| 0 – 4 years                | 1                         | 1.92%             |
| 5 – 9 years                | 6                         | 11.54%            |
| 10 years or over           | 45                        | 86.54%            |

Average years of teaching experience: 18.98 years.

#### 1.4. Class Structure (2017-2018)

1.4.1 There were 24 classes with a total of 780 students in September 2017: 418 boys and 362 girls.

1.4.2 The class structure is shown below:

| <b>Form</b>    | <b>F.1</b> | <b>F.2</b> | <b>F.3</b> | <b>F.4</b> | <b>F.5</b> | <b>F.6</b> | <b>Total</b> |
|----------------|------------|------------|------------|------------|------------|------------|--------------|
| No. of classes | 4          | 4          | 4          | 4          | 4          | 4          | 24           |
| No. of boys    | 73         | 64         | 73         | 64         | 76         | 68         | 418          |
| No. of girls   | 59         | 66         | 54         | 70         | 58         | 55         | 362          |

## 2. Achievements and Reflection on Major Concerns

### 2.1. Major Concern 1:

Optimizing students' potentials through various activities and programmes

Targets:

2.1.1 Maximizing students' talents and learning capacities through various aspects of their school life

2.1.2 Promoting students' intellectual curiosity by establishing a proactive learning attitude

2.1.3 Strengthening Career and Life Planning programmes to enhance students' understanding of their strengths and weaknesses

#### Achievements

- A. **Different subject panels provide a wide range of learning experiences for students' holistic development.** Referring to the students' survey results, 67.39% of students agreed to the statement "My learning is optimized and enriched through relevant, authentic and meaningful life-wide and career experiences" while 80.77% agreed to the statement "Subject teachers adopt different strategies to motivate my participation in classroom activities and enhance the learning effectiveness". We can say that this target is in general successfully met, while in terms of "authentic" and "career-related" experiences, the provisions have just reaching the satisfactory baseline.
- B. **Students are provided with more opportunities to participate in different leadership programmes inside and outside school.** Students' participation in leadership programmes has been maximized to cover all of the F.5 students and also some other focused training programmes offered by the five major students' leadership bodies, namely, Prefect, Guidance Prefect, Student Union, Life Education Ambassador and Leaders of Students' Fellowship. Only 33.54% of students agreed to the statement "Leadership training programs in this year have enhanced my leadership skills and self-confidence", while there were a high rates of 46.62% who claimed to be not applicable. If we do not consider the 'not applicable' part of the data, then the success rate is actually 62.83%. The issue being that not all students will consider themselves as leaders.
- C. **Teaching materials and pedagogies are refined to arouse students' interests in learning, e.g. the use of e-learning resources.** Generally speaking, for the statement "Subject teachers adopt different strategies to motivate my participation in classroom activities and enhance the learning effectiveness", there was a success rate of 80.77% which is very high. However, concerning about the provisions of "E-books, online-learning resources, media sharing portals and different mobile learning applications can increase my interests in learning", the success rates is only 67.39%. We can say that this target is in general successfully met, while in terms of the provisions of "E-books" and "online-learning resources" etc., the provisions have just reaching the satisfactory baseline.
- D. **More active classroom interactions are encouraged through pre-lesson preparations and post-lesson activities.** Students did participated more actively in lessons. 86.92% of students agreed to the successful implementation of this scope of "Different classroom

activities or interactions can enhance my lesson participation” in the survey. We can confirm the efforts of our subject teachers in their professional development especially in the improvement of pedagogies to be implemented in their classroom teaching practices.

- E. **Students are encouraged to attend workshops and expose themselves to different learning environments outside school, e.g. field trips, orienteering and overseas study tours.** We hoped that over 70% of students would agree that they understand better their strengths and weaknesses by joining these activities. The results being that 67.39% of students agreed to “My learning is optimized and enriched through relevant, authentic and meaningful life-wide and career experiences” while 66% agreed to “School has arranged appropriate enrichment programmes and enhancement programmes to cater for learning diversity”. These have just been reaching the satisfactory baseline in these scopes.
- F. **Students are able to acquire learning skills and positive attitude through planned careers activities and mentorship programmes.** We hoped that 70% of students would agree that the activities and programmes are useful, while students have better understanding of their personality traits and are able to identify their goals and interests for future development. Only 59.7% of students agreed to the statement “School has guided me to set goals for learning and devise their own study plans” while 58% of students agreed to the statement “Career and life planning activities can broaden me with the ideas of self-management and self-development goals”. These can only be considered as barely satisfactory.

#### Reflection

Students are generally longing for more authentic and life-wide experiences in learning and especially related to their further studies rather than instant careers development. As the teacher mentorship programme offered to F.6 students are proven to be effective by the past few years’ experiences, the practices should be carried on or even extended to other forms. Career and life planning, however, will turn to be more focused on students’ tertiary educational needs and experiences rather than guiding them to the instant ‘job hunt’ after their secondary education.

Form teachers should bear an important role for the upbringing of students, the effects of which should start from their work in the junior forms. Starting with the training of basic life skills like time management, reading to learn as well as designing and implementations of plans in the lower forms and basic self-discipline, then students could be better equipped for training up to be recognized leaders in the Senior Secondary stage by the form teachers as well as the various committees and societies. For the effectiveness to be enhanced, a double form-teacher policy and a Self-Directed Learning Session in the lower form will be needed.

KLA or subject panel heads should refine the school-based curriculum to address learners’ diversity. More e-learning elements should be included as reflected by the results of the students’ survey. In response to the curriculum renewal advocated by the EDB, the junior forms’ curriculum should be restructured together with a fine-tuned time table for the effective implementation of which. More collaboration among the STEM subjects as well as subjects that can enhance entrepreneurship should be catered for. Gifted education, in turns, will be a bridge linking up all these new development. We hope that a talent pool could be designed and more in-school pull-out programmes may be able to be arranged to address the needs of the above developments. There could also be more professional exchange on pedagogical strategies for supporting students’ different learning needs.

As there are good progresses both in terms of the pedagogical developments of subject

teachers and in terms of the self-directed lesson preparations done by students before attending classes, the conditions for carrying out a flipped-mode of classroom learning and teaching can said to be mature. More demonstrations of successful lessons to the ‘lag-behind’ teaching staff may be able to mobilize the effective change and build a culture that suits the learning and teaching in the new era too. The use of MYNET, at the same time, may provide more data evidence needed for such a change.

2.2. Major Concern 2:  
Refining the school’s learning and teaching environment through campus enhancement

Targets:

- 2.2.1 Providing a nourishing environment to enhance learning and teaching efficiencies
- 2.2.2 Fostering a culture of sharing to facilitate the building of a professional learning community
- 2.2.3 Reviewing and upgrading the IT communication system in the school
- 2.2.4 The school’s campus and physical facilities which support curriculum development are well-maintained
- 2.2.5 The school provides students with a happy and supportive learning environment

**Achievements**

A. Providing a nourishing environment to enhance learning and teaching efficiencies

In the 2017-18 school year, a central archiving e-platform called Ming Yin Net (MY Net) has been developed for storage of students’ data from various KLAs to facilitate teaching and learning effectiveness and students’ development. Two training courses on the use of MY Net and analysis of the HKDSE results were organised on the Staff Development Days in November 2017 and March 2018 to equip the teachers with the skills of using the e-platform. According to the Teacher Survey, 77.8% of the teachers agreed that MY Net can enhance their teaching effectiveness as in-depth analysis of assessment data collected from consecutive years could be used for reviewing and revising their existing curriculum and pedagogy.

The school has also replaced students’ lockers and visualizers of some classrooms. According to the Student Survey, 90.2% agreed that the replacement of new lockers and visualizers could improve their learning environment.

B. Fostering a culture of sharing to facilitate the building of a professional learning community.

Teachers are encouraged to appreciate and share good teaching practices with other staff members. Well-focused peer lesson observations were held by various subject departments. According to the Teacher Survey, 80.6% of the teaching staff reported that their KLA meetings consist of professional sharing. Moreover, professional



dialogue was sparked in the post-lesson observation meetings among participants to share teaching techniques and enhance teaching effectiveness. It is expected that more teachers from different subject departments would be invited to conduct lesson observation to promote mutual growth and development. Aiming at strengthening the subject teachers' teaching competency, the Chinese Language Department has joined the school-based support services offered by the EDB Language Support Section in this school year. According to the Teacher Survey, all participating teachers agreed that the support services can enhance their teaching effectiveness and can help them to develop strategies catering for students' learning diversity. Because of the positive feedback, the Chinese Language Department has continued to apply for the support services in the next school year and the English Language Department has also been offered with the support services by the Language Support Section in the next school year. The school will continue to develop internal and external resources to strengthen our teachers' professional development and professional exchange.

C. Reviewing and upgrading the IT communication system in the school

The campus WiFi network system has been reviewed and upgraded to meet the needs and the use of e-resources. According to the Teacher Survey, 86.1% of the teaching staff agreed the IT infrastructure of the school has become more reliable. Good practices such as the use of i-pads, Apps and Google Suite for Education were deployed by some subject departments, such as English, Mathematics, Integrated Science, ICT and Chemistry. According to the Student Survey, 83.7% of the students agreed that their interests and ability to integrate and apply knowledge to IT related disciplines, have been raised. Moreover, 80.5% of the students agreed that these mobile devices and Apps are helpful for promoting their self-directed learning and fostering their proactive learning attitude.

D. The school's campus and physical facilities which support curriculum development are well-maintained.

A medium-term Revival and Maintenance Plan has been developed to ensure a high standard and sustainable upkeep of the school campus. The plan covers the school's major repair works, renovation work and the replacement of the air-conditioning system in the School Hall. The following facilities and learning resources have been upgraded in this school year:

- i. New plastic lockers which are rust-resistant and stand up to humidity were installed for students.
- ii. An Aquaponics was established in the School Garden to promote STEM education in school.
- iii. The school office was renovated to further enhance working efficiency of our clerical staff.
- iv. 45 iPads were purchased to facilitate interactive learning in classrooms.
- v. New visualizers and projectors were installed in some classrooms to improve the quality of classroom learning and teaching.
- vi. The tiles on the 1<sup>st</sup>/F and 3<sup>rd</sup>/F and all classroom doors were replaced.
- vii. All ECA Group noticeboards have been replaced.
- viii. The school exterior wall was repainted.

It is hoped that the Revival and Maintenance Plan will be developed and implemented effectively to revitalize the school campus in different phases in the coming school years.

E. The school provides students with a happy and supportive learning environment.

In the 2017-18 school year, the school has provided students various kinds of supportive services and education programmes on Positive Psychology and resilience through the Life Ambassador Project and Joyful@School Campaign. According to the Student Survey, 76.8% of the students agreed that these programmes can help the school build up a happy and supportive learning environment. They agreed that the programmes helped promote positive values among students. It is hoped that more students could be involved in these programmes in order to create more opportunities for them to build up their resilience strength .

### **Reflection**

The school strives to provide a supportive learning environment, with adequate resources and an appropriate infrastructure to facilitate quality teaching and learning. To develop e-learning for effective self-directed learning, it is necessary to have adequate supply of both the hardware and software. For hardware, more mobile devices should be provided for students' mobile learning and classroom sharing, and plans should be taken to ensure the whole school campus with stable and reliable WiFi assess. All teachers should be further encouraged and finally, being able to make use of the MY Net to analyze assessment data so as to revise and improve their teaching plans.

As for software, teachers should be given more room and support to enable them to apply e-resources in raising their lesson effectiveness. More useful and user-friendly Apps for educational and instructional purposes should be purchased. Support from HK EdCity would be sought to facilitate the implementation of flipped classroom.

To further foster a sharing culture to facilitate the building of a professional learning community, the school should continue to bring teachers' attention to EDB's training for Continuous Professional Development and programmes introduced by COTAP.

Other than encouraging teachers to share good practices through the e-platforms, more professional discussions and focused lesson observations should be carried out

Some renovation works and major repairs programmes have been carried out last year. To plan and address the need for space and facilities, the school will continue to collaborate with various stakeholders to review and implement the Revival and Maintenance Plan to ensure that the campus and its facilities are in support of the school's vision and missions in the long term. With the support from various stakeholders and the EDB, we will further improve our teaching facilities and learning environment in order to uplift learning efficiency.

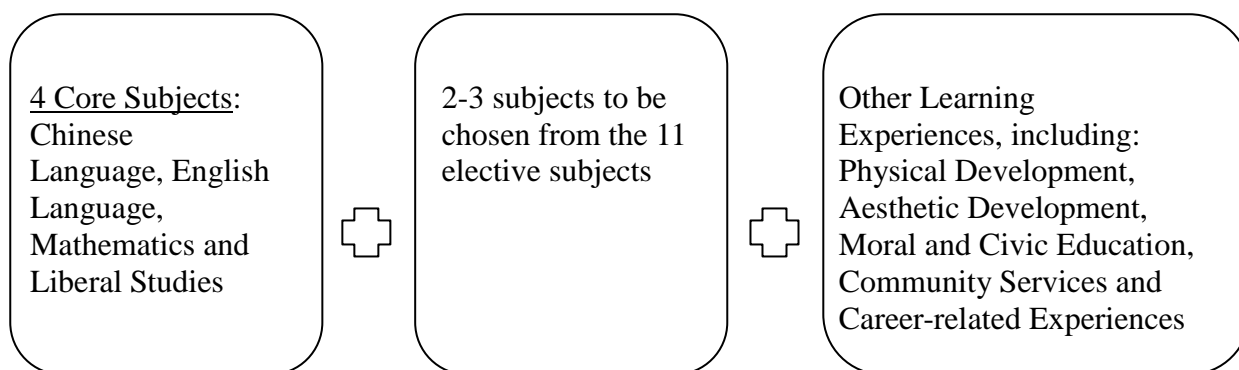
### 3. Our Learning and Teaching

#### 3.1. The School Curriculum

3.1.1 The school has been providing a broad and well-balanced curriculum to all students. The Junior Secondary curriculum is ever improving, while the Senior Secondary curriculum is thoroughly planned. The curriculum integrates students' learning with their daily lives, provides them with diversified learning opportunities, and develops their critical and high order thinking skills. Students learn through Other Learning Experiences (OLE) such as participating in English drama, variety show performances and all sorts of life-wide learning activities.

3.1.2 The school conducts surveys on F.3 students' preferences in subject selection every school year. The Senior Secondary curriculum is formulated to meet the needs and interests of the students. The following shows the curriculum framework of the senior forms:

#### 3.1.3 The Senior Secondary Curriculum



3.1.4 The elective subjects that the school offers include: Chinese History, Economics, Geography, History, Biology, Chemistry, Physics, Business, Accounting and Financial Studies (BAFS), Information and Communication Technology (ICT), Chinese Literature and Visual Arts.

3.1.5 English is used as the medium of instruction, except in the following subjects: Chinese Language, Chinese History, Putonghua, Moral & Civic Education, Liberal Studies, Religious Education and Physical Education.

## School Curriculum (F.1-F.6)

| Subject  | Form 1 to Form 3 | Form 4 to Form 6 | Chinese as the medium of instruction | English as the medium of instruction |
|--|------------------|------------------|--------------------------------------|--------------------------------------|
| Chinese Language   | *                | *                | ✓                                    |                                      |
| English Language   | *                | *                |                                      | ✓                                    |
| Mathematics  | *                | *                |                                      | ✓                                    |
| Mathematics and Extended Modules                                       |                  | Δ                |                                      | ✓                                    |
| Liberal Studies  | *                | *                | ✓                                    |                                      |
| Integrated Science   | *                |                  |                                      | ✓                                    |
| Physics  |                  | Δ                |                                      | ✓                                    |
| Chemistry  |                  | Δ                |                                      | ✓                                    |
| Biology  |                  | Δ                |                                      | ✓                                    |
| Chinese Literature   |                  | Δ                | ✓                                    |                                      |
| Chinese History  | *                | Δ                | ✓                                    |                                      |
| History  | *                | Δ                |                                      | ✓                                    |
| Geography  | *                | Δ                |                                      | ✓                                    |
| Social, Economic and Business Studies                                  | *                |                  |                                      | ✓                                    |
| Economics  |                  | Δ                |                                      | ✓                                    |
| Business, Accounting and Financial Studies                             |                  | Δ                |                                      | ✓                                    |
| Computer Literacy  | *                |                  |                                      | ✓                                    |
| Information and Communication Technology                               |                  | Δ                |                                      | ✓                                    |
| Moral and Civic Education  | *                |                  | ✓                                    |                                      |
| Home Economics   | *                |                  |                                      | ✓                                    |
| Applied Learning Courses   |                  | Δ                | ✓                                    |                                      |
| Music  | *                |                  |                                      | ✓                                    |
| Physical Education   | *                |                  | ✓                                    |                                      |
| Visual Arts  | *                | Δ                |                                      | ✓                                    |
| Putonghua  | *                |                  | ✓                                    |                                      |
| Religious Education  | *                | *                | ✓                                    |                                      |
| <b>Other Learning Experiences</b>                                      |                  |                  |                                      |                                      |
| Physical Development   |                  | *                | ✓                                    |                                      |
| Aesthetic Development  |                  | *                | ✓                                    |                                      |
| Moral and Civic Education/Community Service/Career-related Experiences |                  | *                | ✓                                    |                                      |

\* Core Subject

Δ Elective Subject

## 3.2. Interface of junior and senior secondary curricular

### 3.2.1 A balanced junior curriculum

3.2.1.1. The junior curriculum covers the 8 key learning areas which provide students with a solid knowledge base on which the senior form curriculum can be built on. Subjects in the PSHE learning area, like Chinese History, Geography, SEBS and History are all retained as an independent subject. The curriculum of Moral and Civic Education and Liberal Studies have also been restructured since 2006 to raise students' civic awareness and enhance their critical thinking skills through issue-enquiry learning. In the coming years, more effort will be channeled to strengthen the interface in the 8 key learning areas.

### 3.2.2 Nurturing students' generic skills

3.2.2.1. The teaching of various generic skills has been our major concerns in the junior forms education. The mastery of these skills could surely help students get better prepared for their senior secondary learning. In the 2013/14 and 2014/15 school year, the SEBS and Economics panel and BAFS panel joined the school-based support services scheme of the EDB and QSIP, which helped to develop a school-based curriculum with emphasis on nurturing various skills through lots of enquiry learning and experiential learning materials and activities. To further develop the essential skills related to cross curricular project-based learning, F.2 and F.3 students are required to conduct an investigative study on the topic given which is related to the PSHE learning area.

### 3.2.3 Enhancing teaching and learning effectiveness

3.2.3.1. Information and data in relation to curriculum and performance assessment are collected and used to evaluate the curriculum plans and their implementation. Subject panels have been required to conduct a holistic review on the implementation of their major concerns and formulate strategic measures in their teaching programmes so as to strive for higher teaching and learning effectiveness. At the end of the school year, the strategic measures will be evaluated. The evaluation findings will be used to inform curriculum planning and the various policies to enhance the effectiveness of learning and teaching.

### 3.2.4 Co-curricular activities

3.2.4.1. Apart from the formal curriculum, the school has offered a wide range of co-curricular activities like field camps, cross-boundary tours, visits and workshops to enrich the learning experiences of students.

### 3.2.5 The Rationale for the Recent School Curriculum Development

#### 3.2.5.1. Reading to Learn and Reading across the Curriculum

To develop a reading culture, Reading Sessions have been introduced for students every Friday so that they can read books

and the articles suggested by the teachers, or have book sharing with their classmates. Moreover, a list of ‘must read’ recommended by different subjects is given out to students. Reading promotion team has been set up to organize various activities which promote reading culture and cross-curricular reading in the school.

- 3.2.5.2. To cater for learner’s diversity and to enhance their language proficiency, remedial teaching is adopted at junior forms in both Chinese and English lessons.
- 3.2.5.3. As a school using English as the main medium of instruction, more school-based support is given to promote Reading across the Curriculum in English. In addition, e-reading has been employed to further enhance students’ reading effectiveness.
- 3.2.5.4. To create time and space for students and to cater for whole-person development, the following school-based subjects are introduced:
  - 3.2.5.4.1. MCE (F.1-F.3) & Religious Ethics (F.4-F.6) – for nurturing students’ positive moral and civic values and attitudes
  - 3.2.5.4.2. Liberal Studies (F.1-F.3) – for developing students’ critical thinking and analytical skills
  - 3.2.5.4.3. SEBS (F.1-F.3) – for developing students’ understanding of the political, economic and social developments of Hong Kong and equipping students with foundation knowledge at S1-S3 for the NSS Economics and BAFS.
  - 3.2.5.4.4. Music & Arts Appreciation (F.4-F.5) – for enhancing students’ life-wide learning experiences in Arts Education.
- 3.2.5.5. To promote career and life planning education, the school will continue to review the existing curriculum and incorporate life planning education into the school curriculum.
- 3.2.5.6. The school has adopted a whole school approach in the promotion of self-directed learning and student-centred curriculum since the 2015/16 school year. The main principles of self-directed learning and student-centred learning are as follows:
  - 3.2.5.6.1. The reliance on active rather than passive learning
  - 3.2.5.6.2. An emphasis on deep learning and understanding
  - 3.2.5.6.3. Increased responsibility and accountability on the part of the students
  - 3.2.5.6.4. An increased sense of autonomy in the learners
  - 3.2.5.6.5. An interdependence between teacher and learners
  - 3.2.5.6.6. Mutual respect within the learner-teacher relationship,
  - 3.2.5.6.7. A reflective approach to the teaching and learning process on the part of both teachers and learners.

## **4. Support for Student Development**

### **4.1. Holistic Education**

- 4.1.1 It has been our school mission to realize Christ's 'education with love' by providing our students with an all-round education. We nurture our students whole-heartedly and lay equal emphasis on the spiritual, moral, intellectual, physical, social and aesthetic aspects of life.
- 4.1.2 As a member of the C.C.C. Schools, we nurture students to have an optimistic and upright character, be a life-long learner and commit to society and the nation. Different functional groups such as Discipline Committee with the Prefect Team, Counseling Committee, Careers and Life Planning with the Guidance Prefect Team, Extra-curricular Activities Committee with the Student Union, Life (Civic) Education with the Life Education Ambassador Team, and Religious Affairs Committee with the Student's Fellowship implemented different measures. Cross-group collaboration and resource allocation were coordinated by the Student Affairs Committee.

### **4.2. Liaison With Parents And Alumni**

- 4.2.1 Established in 1993, the MYC Parent-Teacher Association (MYCPTA) aims at strengthening the communication between parents and the school. Over the years, the association has organized a wide variety of activities, including annual Christmas dinner, educational visits, tours, seminars and workshops for both parents and students. Every year, the association makes generous donations to the school library for the purchase of books. It has been a very enthusiastic sponsor of school activities, facilities and scholarships to students who excel in their academic performance.
- 4.2.2 Reunited in 1994, the MYC Old Students' Association (MYCOSA) has a good network of coordination among its alumni, keeping past students well-connected to their beloved Alma Mater. Apart from donating scholarships and awards to the current students in recognition of their remarkable performance, MYCOSA never hesitates to sponsor school activities and give ardent support to the school by arranging career talks and 'Mentorship Scheme' to the senior form students and keeping them abreast of the latest trends of the commercial world.

### **4.3. Evangelistic Work**

- 4.3.1 In order to bring our students to Christ, student-fellowship and religious groups have been established in our school. Guests and teachers are invited to deliver sermons in the evangelistic morning assemblies. The School Choir has been organized to praise our Lord through hymn sharing and to enhance the religious atmosphere in the school. In addition, the

Gospel Week and the Gospel Camp are held every year so that Lord Christ can be introduced to students in various ways.

- 4.3.2 The Gospel Week of the current school year was held from 27<sup>th</sup> November to 1<sup>st</sup> December 2017. The programmes included Hong Kong Gospel Festival 2017, Blessing in Ming Yin, sermons and hymn sharing sessions. The Gospel Camp was held from 23<sup>th</sup> to 25<sup>th</sup> March 2018 at Hong Kong.
- 4.3.3 May our Lord strengthen our evangelistic work through the present Minister-in-charge, Rev. CHAN Ka-yan. May God guide us in the direction and planning of the School Chaplaincy Programme.



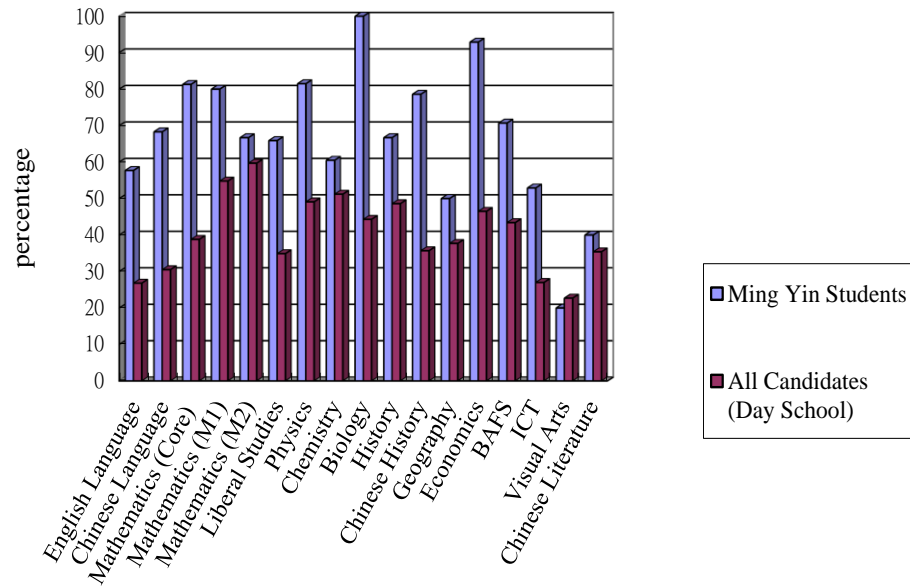
## 5. Students' Performance

### 5.1. Hong Kong Diploma of Secondary Education Examination 2018

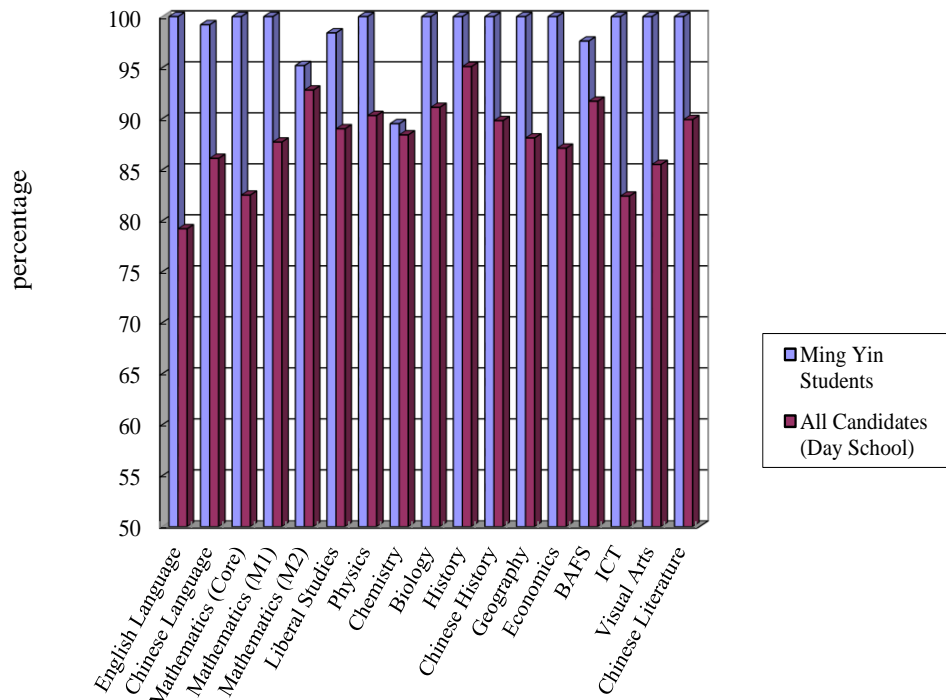
In 2018, 123 students sat for the HKDSE. 98.4% of our students attained level 2 or above in 5 subjects, including Chinese and English. 90.2% of our students met the minimum entrance requirements for degree programmes. Level 2 or above attainment for all subjects has reached 98.9%, compared with the Hong Kong average of 85.62% (Day School Candidates), while Level 5 or above attainment reaching 31.3%, compared with the Hong Kong average of 12.3% (Day School Candidates).

| Subject            | Results          | Percentage                          |                                |
|--------------------|------------------|-------------------------------------|--------------------------------|
|                    |                  | Ming Yin Students<br>(123 Students) | All Candidates<br>(Day School) |
| English Language   | Level 4 or above | 57.7 (71)                           | 26.8                           |
|                    | Level 2 or above | 100 (123)                           | 79.2                           |
| Chinese Language   | Level 4 or above | 68.3 (84)                           | 30.5                           |
|                    | Level 2 or above | 99.2 (122)                          | 86.1                           |
| Mathematics (Core) | Level 4 or above | 81.3 (135)                          | 38.8                           |
|                    | Level 2 or above | 100 (123)                           | 82.5                           |
| Mathematics (M1)   | Level 4 or above | 80 (4)                              | 54.8                           |
|                    | Level 2 or above | 100 (5)                             | 87.7                           |
| Mathematics (M2)   | Level 4 or above | 66.7 (14)                           | 59.7                           |
|                    | Level 2 or above | 95.2 (20)                           | 92.8                           |
| Liberal Studies    | Level 4 or above | 65.9 (81)                           | 34.9                           |
|                    | Level 2 or above | 98.4 (121)                          | 89.0                           |
| Physics            | Level 4 or above | 81.5 (22)                           | 49.1                           |
|                    | Level 2 or above | 100 (27)                            | 90.3                           |
| Chemistry          | Level 4 or above | 60.5 (23)                           | 51.2                           |
|                    | Level 2 or above | 89.5 (34)                           | 88.4                           |
| Biology            | Level 4 or above | 100 (21)                            | 44.3                           |
|                    | Level 2 or above | 100 (21)                            | 91.1                           |
| History            | Level 4 or above | 66.7 (16)                           | 48.6                           |
|                    | Level 2 or above | 100 (24)                            | 95.1                           |
| Chinese History    | Level 4 or above | 78.6 (22)                           | 35.7                           |
|                    | Level 2 or above | 100 (28)                            | 89.8                           |
| Geography          | Level 4 or above | 50 (6)                              | 37.7                           |
|                    | Level 2 or above | 100 (12)                            | 88.1                           |
| Economics          | Level 4 or above | 92.9 (52)                           | 46.5                           |
|                    | Level 2 or above | 100 (56)                            | 87.1                           |
| BAFS               | Level 4 or above | 70.7 (29)                           | 43.4                           |
|                    | Level 2 or above | 97.6 (40)                           | 91.7                           |
| ICT                | Level 4 or above | 52.9 (9)                            | 27.0                           |
|                    | Level 2 or above | 100 (17)                            | 82.4                           |
| Visual Arts        | Level 4 or above | 20 (2)                              | 22.7                           |
|                    | Level 2 or above | 100 (10)                            | 85.5                           |
| Chinese Literature | Level 4 or above | 40 (4)                              | 35.4                           |
|                    | Level 2 or above | 100 (10)                            | 89.9                           |

## Hong Kong Diploma of Secondary Education Examination (Level 4 or above)



Hong Kong Diploma of Secondary Education Examination  
(Level 2 or above)

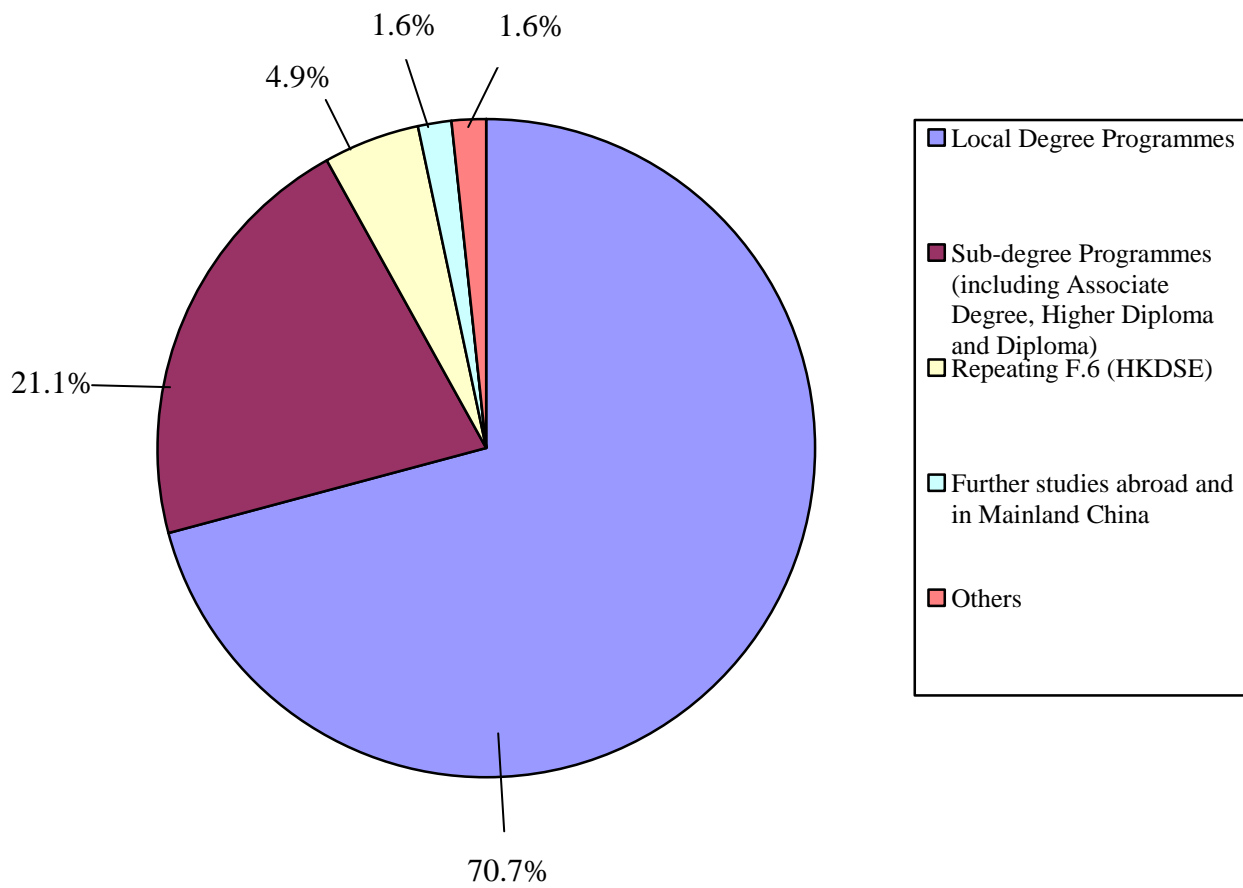


|  | No. of Students | % of Students |
|--|-----------------|---------------|
| Core subjects at 3322 or better  | 111             | 90.2          |
| Core subjects at 3322 or better, with one elective at level 3+                     | 109             | 88.6          |
| Core subjects at 3322 or better, with two elective at level 3+                     | 100             | 81.3          |
| 5 subjects with level 2 or better, including Chinese Language and English Language | 121             | 98.4          |

F.6 Graduates' Pathway (as at 20/9/2018)

|  | No. of Students | % of Students |
|--|-----------------|---------------|
| Local Degree Programmes  | 87              | 70.7%         |
| Sub-degree Programmes (including Associate Degree, Higher Diploma and Diploma) | 26              | 21.1%         |
| Repeating F.6 (HKDSE)  | 6               | 4.9%          |
| Further studies abroad and in Mainland China                                   | 2               | 1.6%          |
| Employment   | 0               | 0             |
| Others   | 2               | 1.6%          |

| University / Institute                             | Number of students with degree offer | Percentage of students with degree offer |
|--|--------------------------------------|--|
| The University of Hong Kong                        | 13                                   | 14.6%                                    |
| The Chinese University of Hong Kong                | 18                                   | 20.2%                                    |
| The Hong Kong University of Science and Technology | 7                                    | 7.9%                                     |
| The Hong Kong Polytechnic University               | 13                                   | 14.6%                                    |
| City University of Hong Kong                       | 15                                   | 16.9%                                    |
| Hong Kong Baptist University                       | 6                                    | 6.7%                                     |
| Lingnan University                                 | 1                                    | 1.1%                                     |
| The Education University of Hong Kong              | 5                                    | 5.6%                                     |
| The Open University of Hong Kong                   | 4                                    | 4.5%                                     |
| SSSDP  | 2                                    | 2.2%                                     |
| Other Local Educational Institutes                 | 3                                    | 3.4%                                     |
| Institutes outside Hong Kong                       | 2                                    | 2.2%                                     |



## 5.2. External Prizes 2017-2018

### 5.2.1 Science and Mathematics

| No.                 | Contest/Competition/Organizer<br>比賽項目及主辦機構  | Name of Student(s)/Group<br>得獎者 |   |    | Details of Award<br>獎項                      |
|---------------------|---|---------------------------------|---|----|---|
| 1.                  | Secondary School Mathematics and Science Competition 2017 organized by The Hong Kong Polytechnic University<br>香港理工大學主辦全港中學數理問答比賽 | HEUNG CHEUK HANG                | 張卓恒                                       | 5D | Medal in Mathematics<br>獎牌(數學)              |
|                     |   | TIER HIN CHING                  | 卓軒正                                       | 5A | High Distinction in Mathematics<br>高等優異(數學) |
|                     |   | HO KWUN YIN                     | 何冠言                                       | 5B |   |
|                     |   | TSUI HOI HIN                    | 徐凱軒                                       | 5B |   |
|                     |   | LEUNG HO KWAN                   | 梁浩堃                                       | 5C |   |
|                     |   | KWONG WAI TAT                   | 鄭威達                                       | 5A | Distinction in Mathematics<br>優異(數學)        |
|                     |   | YEUNG TSZ HO                    | 楊梓灝                                       | 5A |   |
|                     |   | CHOI NGA TUNG ANGEL             | 蔡雅桐                                       | 5A |   |
|                     |   | LEUNG POK YIN                   | 梁博然                                       | 5B |   |
|                     |   | CHUNG WANG TO                   | 鍾宏濤                                       | 5C |   |
|                     |   | KAM SING FUNG DEREK             | 甘乘風                                       | 5C |   |
| LAI WAI SZE         | 黎惠思   | 5C                              |   |    |   |
| CHUNG WANG TO       | 鍾宏濤   | 5C                              | High Distinction in Physics<br>高等優異(物理)   |    |   |
| HO CHI WAI          | 何智維   | 5A                              | High Distinction in Chemistry<br>高等優異(化學) |    |   |
| KWOK HO YIN         | 郭浩然   | 5A                              |   |    |   |
| MA PUI HANG ROY     | 馬培鏗   | 5A                              |   |    |   |
| WONG CHI HIN        | 黃志軒   | 5A                              |   |    |   |
| YEUNG TSZ HO        | 楊梓灝   | 5A                              |   |    |   |
| CHOI NGA TUNG ANGEL | 蔡雅桐   | 5A                              |   |    |   |
| HO KWUN YIN         | 何冠言   | 5B                              |   |    |   |
| KWONG WAI TAT       | 鄭威達   | 5A                              | Distinction in Chemistry<br>優異(化學)        |    |   |
| LAU HO KAI          | 劉浩楷   | 5A                              |   |    |   |
| CHAN WIN YIN        | 陳穎妍   | 5A                              |   |    |   |
| LEUNG POK YIN       | 梁博然   | 5B                              |   |    |   |
| HO KWUN YIN         | 何冠言   | 5B                              | High Distinction in Biology<br>高等優異(生物)   |    |   |
| PAO HO LAI          | 包浩禮   | 5B                              |   |    |   |
| YU MING             | 余銘  | 5B                              |   |    |   |
| CHEN CHI KIU        | 陳滋蕎   | 5B                              |   |    |   |
| LO ON KI IRIS       | 盧安琪   | 5B                              |   |    |   |
| LUI CHEUK HIM       | 呂卓謙   | 5B                              | Distinction in Biology<br>優異(生物)          |    |   |
| LEE WAI SZE         | 李慧詩   | 5B                              |   |    |   |
| LEUNG WING MAN      | 梁穎雯   | 5B                              |   |    |   |
| LIU YUEN YING       | 廖婉盈   | 5B                              |   |    |   |
| SO YING YEE         | 蘇影儀   | 5B                              |   |    |   |
| YU IN WAI           | 余妍葦   | 5B                              |   |    |   |
| 2.                  | Pui Ching Invitational Mathematics Competition 2017 by Pui Ching Middle School<br>(培正數學邀請賽—培正中學主辦)                                | MENG ZIJUN                      | 孟子鈞                                       | 2C | Bronze<br>銅獎                                |
|                     |   | CHEUNG CHEUK HANG               | 張卓恒                                       | 5D |   |
| 3.                  | 「華夏盃」總決賽<br>香港奧林匹克數學協會主辦  | MENG ZIJUN                      | 孟子鈞                                       | 2C | 1st Class<br>一等獎                            |
|                     |   | WONG TIN YAU                    | 黃天佑                                       | 2B | 2nd Class<br>二等獎                            |
|                     |   | YIP WING HO                     | 葉詠豪                                       | 2D |   |
|                     |   | YE MAN HONG                     | 叶敏航                                       | 2D | 3rd Class<br>三等獎                            |

| No. | Contest/Competition/Organizer<br>比賽項目及主辦機構   | Name of Student(s)/Group<br>得獎者 |     |    | Details of Award<br>獎項                                   |
|-----|--|---------------------------------|-----|----|--|
| 4.  | 「港澳盃」總決賽<br>香港奧林匹克數學協會主辦   | HON TSZ HANG                    | 韓子恒 | 1B | Gold Award<br>金獎   |
|     |  | WONG TIN YAU                    | 黃天佑 | 2B |  |
|     |  | MENG ZIJUN                      | 孟子鈞 | 2C | Silver Award<br>銀獎                                       |
|     |  | YIP WING HO                     | 葉詠豪 | 2D |  |
| 5.  | 2017-2018 Hong Kong Mathematics Olympiad<br>National Youth Forumla-Solving Teaching Uses<br>Demonstration Competition<br>2017-2018 香港數學奧林匹克全國青少年數學<br>解題技能展示比賽 | YE MAN HONG                     | 叶敏航 | 2D | 2nd Runner-up and<br>1st Class<br>季軍及一等獎                 |
|     |  | KUNG KIN SHING                  | 龔健誠 | 3A |  |
|     |  | WONG TIN YAU                    | 黃天佑 | 2B | 2nd Class<br>二等獎   |
|     |  | MENG ZIJUN                      | 孟子鈞 | 2C |  |
|     |  | LAI MAN HEI                     | 賴文熙 | 4A |  |
|     |  | LEUNG HO KWAN                   | 梁浩堃 | 5C | 3rd Class<br>三等獎   |
|     |  | LEUNG CHUN HEI                  | 梁俊熙 | 4B |  |
|     |  | WONG MEI YAN                    | 黃美茵 | 4B |  |
| 6.  | 2017-2018 Hong Kong Mathematics Olympiad<br>National Youth Mathematics Forum Competition<br>2017-2018 香港數學奧林匹克全國青少年數學論<br>壇選拔賽                                 | CHUNG WANG TO                   | 鍾宏濤 | 5C | 2nd Runner-up<br>季軍                                      |
|     |  | WONG TIN YAU                    | 黃天佑 | 2B |  |
| 7.  | Internaional Mathematical Olympiad Preliminary<br>Selection Contest - Hong Kong 2018<br>(COM/IMOHK)<br>國際數學奧林匹克—香港選拔賽初賽 2018<br>(COM/IMOHK)                    | MENG ZIJUN                      | 孟子鈞 | 2C | Honorable Mention<br>優異獎                                 |
|     |  | CHEUNG CHEUK HANG               | 張卓恒 | 5D |  |
| 8.  | 35th Mathematics Olympiad<br>第三十五屆香港數學競賽   | WONG TIN YAU                    | 黃天佑 | 2B | Merit<br>優異  |
|     |  | MENG ZIJUN                      | 孟子鈞 | 2C |  |
| 9.  | 「兩岸菁英奧林匹克數學邀請賽」總決賽<br>香港奧林匹克數學協會主辦   | TIER HIN CHING                  | 卓軒正 | 5A | Grand Prize<br>特等獎                                       |
|     |  | YEUNG TSZ HO                    | 楊梓灝 | 5A |  |
| 10. | 「香港青少年數學精英選拔賽」總決賽<br>保良局及香港數理教育學會主辦  | HO KWUN YIN                     | 何冠言 | 5B | Second Class Honor<br>Award<br>二等榮譽獎                     |
|     |  | CHUNG WANG TO                   | 鍾宏濤 | 5C |  |
| 11. | Australian National Chemistry Quiz 2017<br>澳洲國家化學測試 2017   | LEUNG HO KWAN                   | 梁浩堃 | 5C | High Distinction<br>高等優異成績獎                              |
|     |  | CHEUNG CHEUK HANG               | 張卓恒 | 5D |  |
| 9.  | 「兩岸菁英奧林匹克數學邀請賽」總決賽<br>香港奧林匹克數學協會主辦   | MENG ZIJUN                      | 孟子鈞 | 2C | Grand Prize<br>特等獎                                       |
|     |  | FOK HIU YING                    | 霍曉瑩 | 2D |  |
| 10. | 「香港青少年數學精英選拔賽」總決賽<br>保良局及香港數理教育學會主辦  | LI TIN YU                       | 李天宇 | 4B | Second Class Honor<br>Award<br>二等榮譽獎                     |
|     |  | LEUNG CHUN HEI                  | 梁俊熙 | 4B |  |
| 11. | Australian National Chemistry Quiz 2017<br>澳洲國家化學測試 2017   | TIER HIN CHING                  | 卓軒正 | 5A | High Distinction<br>高等優異成績獎                              |
|     |  | YEUNG TSZ HO                    | 楊梓灝 | 5A |  |
|     |  | LEUNG POK YIN                   | 梁博然 | 5B | Class Excellence<br>(Top 1 % in HK)<br>卓越級別<br>香港首 1% 名次 |
|     |  | CHUNG WANG TO                   | 鍾宏濤 | 5C |  |
| 12. | International Junior Science Olympiad 2018 (HK<br>Screening)<br>國際初中科學奧林匹克 2018-香港區選拔賽   | TING LUNG NGAI                  | 丁龍毅 | 6B | Second Class Honor<br>二等獎                                |
|     |  | PAO HO LAI                      | 包浩禮 | 5B |  |
| 12. | International Junior Science Olympiad 2018 (HK<br>Screening)<br>國際初中科學奧林匹克 2018-香港區選拔賽   | MENG ZIJUN                      | 孟子鈞 | 2C | Second Class Honor<br>二等獎                                |
|     |  | LAU PAK FUNG                    | 劉柏峯 | 3B |  |
|     |  | CHAN MAN CHING                  | 陳岷鈺 | 3D | Third Class Honor<br>三等獎                                 |

| No.         | Contest/Competition/Organizer<br>比賽項目及主辦機構   | Name of Student(s)/Group<br>得獎者   |  |  | Details of Award<br>獎項        |
|-------------|--|---|--|--|-------------------------------|
| 13.         | The Chemist Online Self-study Award Scheme<br>「化學家在線」自學獎勵計劃  | YEUNG TSZ HO<br>CHOI NGA TUNG ANGEL<br>LEUNG POK YIN<br>LAU TZE SUM<br>PAO HO LAI<br>YU MING<br>LAU YUNG YAN<br>LIU YUEN YING<br>CHUNG WANG TO<br>KAM SING FUNG DEREK<br>CHUNG KIN CHI<br>PANG KA YAM<br>TING LUNG NGAI<br>CHAN HO LAM<br>LEE MIU CHI | 楊梓灝<br>蔡雅桐<br>梁博然<br>劉梓琛<br>包浩禮<br>余銘<br>劉容甄<br>廖婉盈<br>鍾宏濤<br>甘乘風<br>鍾建智<br>彭嘉欽<br>丁龍毅<br>陳皓琳<br>李妙芝 | 5A<br>5A<br>5B<br>5B<br>5B<br>5B<br>5B<br>5B<br>5C<br>5C<br>6A<br>6A<br>6B<br>6B<br>6D | Diamond<br>鑽石獎                |
| 14.         | Hong Kong Biology Literacy Award 2017-2018<br>by The Hong Kong Association for Science and<br>Mathematics Education (HKASME)<br>香港生物文學獎 2017-2018 (香港數理教育學<br>會主辦) | YU MING   | 余銘   | 5B   | Second Class<br>Honours<br>銀獎 |
|             |  | CHAN LEONG YIN  | 陳量賢  | 4A   | Third Class Honours<br>銅獎     |
|             |  | HO KWUN YIN   | 何冠言  | 5B   |                               |
|             |  | CHEN CHI KIU  | 陳滋蕎  | 5B   | Merit<br>優異                   |
| PAO HO LAI  | 包浩禮  | 5B  |  |  |                               |
| 15.         | Inter-school Science Problem Solving<br>Competition<br>聯校科學問題解難比賽  | LEE SAI TIM   | 李世添  | 3A   | First Runner-up<br>亞軍         |
|             |  | LAU MING CHI  | 劉銘智  | 3C   |                               |
|             |  | CHAN MAN CHING  | 陳岷鈺  | 3D   |                               |
|             |  | MANG HO LAM   | 孟浩林  | 3D   |                               |
|             |  | NG JACKY HO WANG  | 吳浩宏  | 2C   | Second Runner-up<br>季軍        |
|             |  | CHEN KA TUNG  | 陳嘉東  | 2D   |                               |
|             |  | FOK CHIU PANG   | 霍超鵬  | 2D   |                               |
| YE MAN HONG | 叶敏航  | 2D  |  |  |                               |



5.2.2 Language, Debate, Drama and Music  
5.2.2.1. Language

| No. | Contest/Competition/Organizer<br>比賽項目及主辦機構   | Name of Student(s)/Group<br>得獎者   |   |  | Details of Award<br>獎項 |
|-----|--|---|---|--|------------------------|
| 16. | Hong Kong School Speech Festival 2017-2018<br>(English) (Solo Verse Speaking)<br>香港學校朗誦節 2017-2018(英語)(獨誦) | LAU HOI KIT   | 劉凱杰   | 2D   | 1st Place<br>第一名       |
|     |  | NG CHAK MIU<br>LAU TSZ FUNG<br>LAM CHIU CHUN<br>LEUNG CHUN HEI<br>CHONG HEI SEN<br>SZETO WING YI  | 吳澤妙<br>劉梓楓<br>藍超駿<br>梁俊熙<br>莊希晨<br>司徒泳怡   | 2C<br>3C<br>4A<br>4B<br>4B<br>5B   | 2nd Place<br>第二名       |
|     |  | TSOI YUK HANG<br>HO NGA MAN<br>CHAN HIU TUNG<br>YIU FOR YUI<br>SZE HOI LO<br>MA HO LUNG   | 蔡旭恒<br>何雅雯<br>陳曉桐<br>姚科蕊<br>施海璐<br>馬浩龍  | 1A<br>2A<br>2B<br>4A<br>4C<br>5B   | 3th Place<br>第三名       |
|     |  | CHOW SZE WING<br>LEUNG KWAN FUN<br>CHIU KA LAM<br>CHAN NGA MAN<br>LEE SZE YUEN<br>LAM MEI TUNG<br>CHAN PO LAM<br>SZE CHIN YU<br>WONG SZE WAN<br>CHOW CHEUK YIN<br>LING HAU MAN<br>LI CHI KIT<br>TAN HAO YANG<br>YIP CHI LONG<br>CHAN HOI TONG<br>LAM PUI YEE<br>MAK HOI YING<br>FOK KIN SIN<br>CHEUNG YAT CHI<br>SITU YAN YEE<br>YUNG WAI YIU<br>LEUNG WAI IN<br>CHAN WING YAN<br>LEE YUEN CHAU<br>NG KA KI<br>KWAN CHING SAN<br>FOK KIN YIN<br>CHAN PO YI<br>LAU TZE SUM<br>LEUNG POK YIN<br>CHEN CHI KIU<br>HUNG TING TING<br>KWOK WING YEE<br>LO ON KI IRIS<br>SHUM HANG YING<br>WONG CHI TUNG<br>CHAN MAN HEI<br>CHOI HOK HEI | 鄒思穎<br>梁群歡<br>趙嘉琳<br>陳雅文<br>李思源<br>林美彤<br>陳葆霖<br>施千予<br>黃詩韻<br>周焯然<br>凌巧文<br>李智傑<br>譚皓洋<br>葉智朗<br>陳海同<br>林沛儀<br>麥鎧盈<br>霍建善<br>張逸芝<br>司徒欣儀<br>容惠瑤<br>梁慧妍<br>陳榮恩<br>李炫宙<br>伍家琪<br>關清榮<br>霍建諺<br>陳普怡<br>劉梓琛<br>梁博然<br>陳滋蕃<br>洪婷婷<br>郭穎怡<br>盧安琪<br>岑幸瑩<br>王梓潼<br>陳民熙<br>蔡學曦 | 1A<br>1A<br>1B<br>1C<br>1C<br>2A<br>2B<br>2B<br>2B<br>2C<br>2C<br>2D<br>3A<br>3B<br>3B<br>3B<br>3B<br>3D<br>4A<br>4A<br>4A<br>4B<br>4C<br>4C<br>4C<br>4D<br>5A<br>5B<br>5B<br>5B<br>5B<br>5B<br>5B<br>5B<br>5B<br>5B<br>6D<br>6D | Merit<br>優良            |

| No.          | Contest/Competition/Organizer<br>比賽項目及主辦機構   | Name of Student(s)/Group<br>得獎者 |                   |    | Details of Award<br>獎項 |
|--------------|--|---------------------------------|-------------------|----|------------------------|
| 17.          | Hong Kong School Speech Festival 2017-2018<br>(Cantonese)(Solo Verse Speaking)<br>香港學校朗誦節 2017-2018(粵語)(詩詞獨誦)  | CHU PUI SHAN                    | 朱佩珊               | 5D | 1st Runner-up<br>亞軍    |
|              |  | LI KIT TING                     | 李潔婷               | 4D | 3rd Place<br>第三名       |
|              |  | TANG WING YEUNG                 | 鄧詠揚               | 1B | Merit<br>優良            |
|              |  | LEE SZE YUEN                    | 李思源               | 1C |                        |
|              |  | LI CHING YI                     | 李靖宜               | 1C |                        |
| CHOI HOK HEI | 蔡學曦  | 6D                              |                   |    |                        |
| LAM CHIN YUI | 林展裔  | 1B                              | Proficiency<br>良好 |    |                        |
| 18.          | Hong Kong School Speech Festival 2017-2018<br>(Cantonese)(Prose Speaking)<br>香港學校朗誦節 2017-2018(粵語)(散文獨誦)       | CHEUNG TSZ YAN                  | 張子欣               | 1B | Merit<br>優良            |
|              |  | TSUI YING YI                    | 徐影怡               | 1C |                        |
|              |  | CHEUNG PAK HIN                  | 張柏軒               | 3C |                        |
|              |  | CHAN YI LAM                     | 陳伊霖               | 5C |                        |
| 19.          | Hong Kong School Speech Festival 2017-2018<br>(Cantonese)<br>香港學校朗誦節 2017-2018(粵語)(二人對誦)                       | WONG MEI YAN                    | 黃美茵               | 4B | 1st Runner-up<br>亞軍    |
|              |  | LI KIT TING                     | 李潔婷               | 4D |                        |
| 20.          | Hong Kong School Speech Festival 2017-2018<br>(Cantonese)( Religious Speaking)<br>香港學校朗誦節 2017-2018(粵語)(宗教作品)  | CHU PUI SHAN                    | 朱佩珊               | 5D | Proficiency<br>良好      |
| 21.          | Hong Kong School Speech Festival 2017-2018<br>(Putonghua)(Solo Verse Speaking)<br>香港學校朗誦節 2017-2018(普通話)(詩詞獨誦) | CHAN NGA MAN                    | 陳雅文               | 1C | Merit<br>優良            |
|              |  | LAM WING YAN                    | 林詠恩               | 1C |                        |
|              |  | CHOW YAN CHING                  | 鄒欣晴               | 1D |                        |
|              |  | LI XIAOQING                     | 利曉晴               | 1D |                        |
|              |  | LIANG QIANYING                  | 梁倩盈               | 2A |                        |
|              |  | YU SZE LEE                      | 余詩莉               | 2A |                        |
|              |  | CHEUNG YU HAN                   | 張瑜閑               | 5C |                        |
| LIU YI CHUAN | 劉伊川  | 3D                              | Proficiency<br>良好 |    |                        |
| 22.          | Hong Kong School Speech Festival 2017-2018<br>(Putonghua)(Prose Speaking)<br>香港學校朗誦節 2017-2018(普通話)(散文獨誦)      | LEUNG WING YAN                  | 梁泳欣               | 5C | 3rd Place<br>第三名       |
|              |  | CHAN WIN YIN                    | 陳穎妍               | 5A |                        |
|              |  | MENG ZIJUN                      | 孟子鈞               | 2C | Merit<br>優良            |
|              |  | WU HAI LIN                      | 吳海琳               | 2C |                        |
|              |  | LUNG WING HANG                  | 龍永恒               | 3B |                        |
|              |  | CHUNG WAI LAM                   | 鍾慧琳               | 3C |                        |
| WONG MEI YAN | 黃美茵  | 4B                              |                   |    |                        |
| 23.          | 文協盃「紀念余光中」朗誦比賽 2018  | ZHU SIN IU                      | 朱倩嫻               | 3A |                        |
|              |  | CHEUNG PAK HIN                  | 張柏軒               | 3C |                        |
|              |  | CHUNG WAI LAM                   | 鍾慧琳               | 3C |                        |
| 中華基督教會銘賢書院   |  |                                 |                   |    | 最踴躍<br>參與學校獎           |

#### 5.2.2.2. Debate

| No. | Contest/Competition/Organizer<br>比賽項目及主辦機構                        | Name of Student(s)/Group<br>得獎者 | Details of Award<br>獎項 | Contest/Competition/Organizer<br>比賽項目及主辦機構 |  |
|-----|---|---------------------------------|------------------------|--|--|
| 24. | The 32nd Sing Tao Inter-School Debating Competition<br>星島全港校際辯論比賽 | CHEN XIAODI                     | 陳孝狄                    | 5B   | Best Debater<br>最佳辯論員<br>Best Interrogative Debater<br>最佳交互答問辯論員 |

### 5.2.2.3. Drama

| No. | Contest/Competition/Organizer<br>主辦機構及比賽項目                   | Name of Student(s)/Group<br>得獎者   |            |          | Details of Award<br>獎項                         |
|-----|--|-----------------------------------|------------|----------|--|
| 25. | Hong Kong School Drama Festival (2017/18)<br>香港學校戲劇節 2017/18 | CHEUNG YAT CHI<br>KWONG TUNG WING | 張逸芝<br>鄭棟榮 | 4A<br>4B | Award for<br>Outstanding<br>Performer<br>傑出表演獎 |

### 5.2.2.4. Music

| No. | Contest/Competition/Organizer<br>主辦機構及比賽項目   | Name of Student(s)/Group<br>得獎者 |     |    | Details of Award<br>獎項    |
|-----|--|---------------------------------|-----|----|---------------------------|
| 26. | HK Schools Music Festival<br>Piano Solo-Junior Exhibition Award<br>香港學校音樂節鋼琴獨奏                                       | YU CHING YIN MATTHEW            | 余菁賢 | 1A | Champion<br>冠軍            |
| 27. | 'Grandmaster Cup', the Hong Kong District<br>Preliminary of the HKIMF "Piano<br>Competition"<br>香港國際音樂節 2018 藝韻盃鋼琴比賽 | YU CHING YIN MATTHEW            | 余菁賢 | 1A | Champion<br>冠軍            |
| 28. | 2017 Hong Kong Youth Music Interflows-<br>Symphony Orchestra Contest<br>2017 香港青年音樂匯演 -交響樂團比賽                        | School Orchestra<br>本校管弦樂團      |     |    | Third Class Honours<br>銅獎 |
| 29. | The Greater Bay Area Youth Music Tour<br>粵港澳大灣區青少年音樂會  | School Orchestra<br>本校管弦樂團      |     |    | 3rd Place<br>第三名          |

### 5.2.3 Community Services

| No. | Contest/Competition/Organizer<br>主辦機構及比賽項目   | Name of Student(s)/Group<br>得獎者   |                                 |                            | Details of Award<br>獎項                           |
|-----|--|---|---------------------------------|----------------------------|--|
| 30. | History and Cultural Scheme 2017<br>"History Scenario Simulation" (by Shanghai<br>Commercial Bank & Jao Tsung-I Academy)<br>( Junior Form)<br>上海商業銀行與饒宗頤文化館歷史文化獎勵計<br>劃 2017「模擬歷史場景」活動 (初中組) | CHAN HOI TONG<br>TAM SHU NGAI<br>SZE TO KIN CHIU<br>WONG KA CHUNG           | 陳海同<br>譚舒毅<br>司徒健超<br>黃嘉聰       | 3B<br>3C<br>3D<br>3D       | Certificate of<br>Distinction<br>優異證書            |
| 31. | History and Cultural Scheme 2017<br>"History Scenario Simulation" (by Shanghai<br>Commercial Bank & Jao Tsung-I Academy)<br>(Senior Form)<br>上海商業銀行與饒宗頤文化館歷史文化獎勵計<br>劃 2017「模擬歷史場景」活動 (高中組)  | LAI MAN HEI<br>YIU FOR YUI<br>WONG YIU HANG<br>TANG HOI SZE<br>WONG MEI YAN | 賴文熙<br>姚科蕊<br>黃耀亨<br>鄧凱詩<br>黃美茵 | 4A<br>4A<br>4B<br>4B<br>4B | Certificate of<br>Distinction<br>優異證書            |
| 32. | Charity Sales Campaign in Community Youth<br>Club<br>公益少年團慈善花卉義賣   | MYC Community Youth Club<br>本校公益少年團   |                                 |                            | Gold Award<br>金獎                                 |
| 33. | Service Competition in Community Youth Club<br>公益少年團主題活動比賽   |   |                                 |                            | Merit Award<br>優異獎                               |
| 34. | 10th Sham Shui Po Outstanding Students Award<br>第十屆深水埗區傑出學生選舉  | LAM MEI TUNG  | 林美彤                             | 2A                         | Junior Form<br>Commendable<br>Student<br>初中組優秀學生 |
|     |  | SZE CHIN YU   | 施千予                             | 2B                         | Junior Form<br>Outstanding Student<br>初中組傑出學生    |
|     |  | WONG YIU HANG<br>CHEN CHI KIU   | 黃耀亨<br>陳滋蕃                      | 4B<br>5B                   | Senior Form<br>Outstanding Student<br>高中組傑出學生    |

## 5.2.4 Sports

| No.                 | Contest/Competition/Organizer<br>主辦機構及比賽項目  | Name of Student(s)/Group<br>得獎者 |   |             | Details of Award<br>獎項 |     |    |                     |
|---------------------|---|---------------------------------|---|-------------|------------------------|-----|----|---------------------|
| 35.                 | 5678 Zer0-gap Sports Day (for the seniors)<br>5678 零距運動日  | LEUNG WING MAN                  | 梁穎雯   | 5B          | 4th Place<br>第四名       |     |    |                     |
|                     |   | YUNG KIT YIU                    | 翁潔瑤   | 5B          | 5th Place<br>第五名       |     |    |                     |
| 36.                 | Walk Up Jardine House (Girls' Relay)<br>齊步上怡廈 2018 (女子組接力)  | LAM NGAN FUN                    | 林銀歡   | 4C          | Champion<br>冠軍         |     |    |                     |
|                     |   | LEUNG WING MAN                  | 梁穎雯   | 5B          |                        |     |    |                     |
|                     |   | YUNG KIT YIU                    | 翁潔瑤   | 5B          |                        |     |    |                     |
|                     |   | CHAN YI LAM                     | 陳伊霖   | 5C          |                        |     |    |                     |
|                     |   | LAM KOM YU                      | 林淦余   | 5D          |                        |     |    |                     |
|                     |   | YU SZE LEE                      | 余詩莉   | 2A          | First Runner-up<br>亞軍  |     |    |                     |
|                     |   | LAM WUN YEE                     | 林垣儀   | 2D          |                        |     |    |                     |
| 37.                 | Inter-School Swimming Competition<br>(Boys B Grade 50m Backstroke)<br>學界游泳比賽 (男子乙組 50 米背泳)                  | WONG NGA YEE                    | 黃雅儀   | 2D          | Second Runner-up<br>季軍 |     |    |                     |
|                     |   | YEUNG WING YIN                  | 楊穎妍   | 2D          |                        |     |    |                     |
| 38.                 | Activist Association WINWINRUN 2017<br>(2Km Boys Junior 3)<br>力行社皇者之戰馬拉松 2017<br>(兩公里男子少年三組)                | LAM SZE KI                      | 林詩騏   | 3A          | First Runner-up<br>亞軍  |     |    |                     |
|                     |   | KWOK HO MING BOSCO              | 郭灝銘   | 2D          |                        |     |    |                     |
| 39.                 | Activist Association WINWINRUN 2017<br>(10Km Girls Junior)<br>力行社皇者之戰馬拉松 2017<br>(十公里女子少年組)                 | LAU KAI HANG                    | 劉啟恒   | 5C          | 7th Place<br>第七名       |     |    |                     |
| 40.                 | HKSSF Inter-school Basketball Competition<br>2017-2018 (Boys A Grade)<br>香港學校體育聯會校際籃球比賽 2017-2018<br>(男子甲組) | FENG XING LANG                  | 馮興朗   | 3C          | 3rd Runner-up<br>殿軍    |     |    |                     |
|                     |   | KWOK HO YIN                     | 郭浩然   | 5A          |                        |     |    |                     |
|                     |   | CHEUNG CHUN HOI                 | 張俊海   | 5B          |                        |     |    |                     |
|                     |   | LAW HO HIM                      | 羅皓謙   | 5B          |                        |     |    |                     |
|                     |   | FOK HIU YIN                     | 霍曉賢   | 5D          |                        |     |    |                     |
|                     |   | LUK CHUN YEUNG                  | 陸俊揚   | 5D          |                        |     |    |                     |
|                     |   | TAN KELVIN KA HAY               | 譚嘉熙   | 5D          |                        |     |    |                     |
|                     |   | WU FENG DAVID                   | 吳君源   | 6C          |                        |     |    |                     |
|                     |   | NG KA LEONG                     | 吳家亮   | 6D          |                        |     |    |                     |
|                     |   | TANG ADRIAN                     | 鄧加禧   | 6D          |                        |     |    |                     |
|                     |   | 41.                             | HKSSF Inter-school Basketball Competition<br>2017-2018 (Boys B Grade)<br>香港學校體育聯會校際籃球比賽 2017-2018<br>(男子乙組) | MENG ZIJUN  |                        | 孟子鈞 | 2C | 1st Runner-up<br>亞軍 |
|                     |   |                                 |   | NG KA CHUNG |                        | 伍家聰 | 3A |                     |
| PANG YAN HEI        | 彭胤羲   |                                 |   | 3A          |                        |     |    |                     |
| SO WING FAI         | 蘇穎輝   |                                 |   | 3A          |                        |     |    |                     |
| FONG CHIN PANG JACK | 方展鵬   |                                 |   | 3B          |                        |     |    |                     |
| YIU PAK YIN         | 饒柏然   |                                 |   | 3B          |                        |     |    |                     |
| CHEN YUM LUNG       | 陳鑫隆   |                                 |   | 3C          |                        |     |    |                     |
| YIP HO HIM          | 叶浩謙   |                                 |   | 3C          |                        |     |    |                     |
| CHAN SIU KWAN       | 陳韶君   |                                 |   | 3D          |                        |     |    |                     |
| LEUNG TSZ YAT       | 梁梓溢   |                                 |   | 3D          |                        |     |    |                     |
| YU LONG TIN         | 余朗天   |                                 |   | 3D          |                        |     |    |                     |
| LAM CHIU CHUN       | 藍超駿   |                                 |   | 4A          |                        |     |    |                     |
| LAU HO WAI          | 劉鎬璋   |                                 |   | 4D          |                        |     |    |                     |

| No. | Contest/Competition/Organizer<br>主辦機構及比賽項目   | Name of Student(s)/Group<br>得獎者   |   |  | Details of Award<br>獎項 |
|-----|--|---|---|--|------------------------|
| 42. | HKSSF Inter-school Basketball Competition 2017-2018 (Boys Overall)<br>香港學校體育聯會校際籃球比賽 2017-2018 (男子總成績)     | MENG ZIJUN<br>NG KA CHUNG<br>PANG YAN HEI<br>SO WING FAI<br>FONG CHIN PANG<br>YIU PAK YIN<br>CHEN YUM LUNG<br>FENG XING LANG<br>YIP HO HIM<br>CHAN SIU KWAN<br>LEUNG TSZ YAT<br>YU LONG TIN<br>LAM CHIU CHUN<br>LAU HO WAI<br>KWOK HO YIN<br>LAW HO HIM<br>CHEUNG CHUN HOI<br>FOK HIU YIN<br>LUK CHUN YEUNG<br>TAN KELVIN KA HAY<br>WU FENG DAVID<br>NG KA LEONG<br>TANG ADRIAN | 孟子鈞<br>伍家聰<br>彭胤羲<br>蘇穎輝<br>方展鵬<br>饒柏然<br>陳鑫隆<br>馮興朗<br>叶浩謙<br>陳韶君<br>梁梓溢<br>余朗天<br>藍超俊<br>劉鎬瑋<br>郭浩然<br>羅皓謙<br>張俊海<br>霍曉賢<br>陸俊揚<br>譚嘉熙<br>吳君源<br>吳家亮<br>鄧加禧 | 2C<br>3A<br>3A<br>3A<br>3B<br>3B<br>3C<br>3C<br>3C<br>3D<br>3D<br>3D<br>4A<br>4D<br>5A<br>5B<br>5C<br>5D<br>5D<br>5D<br>6C<br>6D<br>6D | 2nd Runner-up<br>季軍    |
| 43. | HKSSF Inter-school Table Tennis Competition 2017-2018 (Boys A Grade)<br>香港學校體育聯會中學校際乒乓球比賽 2017-2018 (男子甲組) | MAK HOI KIT<br>FOK HIU YIN<br>TSANG KWOK HO<br>TANG ADRIAN  | 麥凱傑<br>霍曉賢<br>曾國浩<br>鄧加禧  | 5C<br>5D<br>6D<br>6D   | Champion<br>冠軍         |
| 44. | 屈臣氏集團香港學生運動員獎 2017-2018 (中學組)  | TSOI YUK KIT KEVIN  | 蔡旭杰   | 4D   |                        |
| 45. | 2017 – 2018 Hong Kong Taekwondo Invitational Pattern Competition<br>2017 至 2018 年度全港中學學界跆拳道品勢比賽            | LAM SZE KI  | 林詩騏   | 3A   | Third Runner-up<br>殿軍  |
| 46. | Inter-school Cross Country Competition (Girls A Grade)<br>校際越野比賽(女子甲組)                                     | LAM NGAN FU   | 林銀歡   | 4C   | 10th Place<br>第十名      |

### 5.2.5 Information and Communication Technology

| No. | Contest/Competition/Organizer<br>主辦機構及比賽項目   | Name of Student(s)/Group<br>得獎者                        |                          |                      | Details of Award<br>獎項 |
|-----|--|--|--------------------------|----------------------|------------------------|
| 47. | Samsung Solve for Tomorrow Competition 2017<br>Samsung 創新科技概念設計比賽  | LEUNG CHEUK HO<br>PAO HO LAI<br>TSUI HOI HIN           | 梁卓浩<br>包浩禮<br>徐凱軒        | 5B<br>5B<br>5B       | Merit Award<br>優異獎     |
| 48. | "Microsoft × HKEdCity" Master Code 2017 – Smart City for All<br>Master Code 編程大賽 2017 - 創建智慧城市 (香港教育城與 Microsoft 合辦)   | HO YIU MAN<br>LAM MAN ON<br>LI TIN YU<br>CHAN WING YAN | 何耀文<br>林文安<br>李天宇<br>陳榮恩 | 4B<br>4B<br>4B<br>4C | Second Runner-up<br>季軍 |
| 49. | "Octopus Kids' Nurturing Programme - Curating our Smart City" 2018 Mobile Application Design Contest (Secondary Junior Category)<br>「八達通育苗展才—建構智慧香港」2018 全港中小學手機應用程式設計比賽 (初中組) | SZE TO KIN CHIU  | 司徒健超                     | 3D                   | Second Runner-up<br>季軍 |
| 50. | 第十八屆消費文化考察報告獎  | CHEUNG YAT CHI   | 張逸芝                      | 4A                   | 初級組表現優越嘉許獎             |

**6. Financial Summary**

**(Pending Audit)**

## 7. Feedback on Future Planning

The efforts spent of optimizing students' potentials through various activities and programs were well appreciated by our stakeholders; especially our parents and alumni groups. They supported the 'Let Me See the World' overseas trips by sponsoring the activities, giving donations and setting up new school funds. We trust that by exposing our students' vision, their potentials could be optimized. However, from the students' survey feedback, we were informed that some of our students, especially the senior forms students, did concern the 'immediate learning effectiveness' these 'activities' could actually bring.

Feedback from MY students helped us to reflect and adjust our school development policy in future. MY students love to learn. Anyhow, most of the senior forms students are very concerned about their academic achievements in the public examinations as it is vital to their career choices. In future, when we design our extended learning activities, we will focus more on the learning loop of positive reinforcement.

After the effort paid on improving the physical learning environment of the school campus, the school will focus more on stretching students' learning potential through flipping the traditional classroom teaching and exploring different kinds of pedagogical approaches to fit the various gifted and special needs students. In 2018-2019, more systematic approaches will be given to launch SEN and Gifted education. The 3-tier implementation concept of gifted education will be more widely explored in various subjects.

A new school-based junior form curriculum and a new school timetable will be implemented in 2018-2019. It is hope that with more sharing on Self-directed learning and more induction on Reading across the Curriculum, the junior forms students can have more opportunities to enhance their basic competencies and their learning skills before they go for the HKDSE curriculum in the senior forms.

In order to encourage students, especially the junior forms students, to do more reading on RaC (Reading across Curriculum), the school library will replace the old subject reference books with more popular Science and Social Science readers. Moving towards the whole school approach in e-communications, more e-learning and mobile learning modules will be introduced. It is hope that with enhanced motivation and improved self-direction, each and every one student in Ming Yin College can achieve excellence in their performance.

## **Major Concerns (2018 – 2019)**

### **Major Concern 1:**

**Optimizing students' potentials through refined curriculum and padagogies**

### **Major Concern 2:**

**Refining the school's learning and teaching environment by creating an interactive and technology-infused campus**