

**CCC Ming Yin College
School Report
(Web Version)**

2018/19

The Church of Christ in China Ming Yin College
Annual School Report
2018/2019

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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 76 members of staff: the Principal, 52 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:

Qualifications	Number of Teachers	Percentage
Holding a first degree	52	98.1%
With teacher training	52	98.1%
Holding a higher degree	26	49.1%

1.3.3 Their teaching experience is listed below:

Teaching Experience	Number of Teachers	Percentage
0 – 4 years	3	5.7%
5 – 9 years	4	7.5%
10 years or over	46	86.8%

Average years of teaching experience: 18.86 years.

1.4. Class Structure (2018-2019)

1.4.1 There were 24 classes with a total of 773 students in September 2018: 405 boys and 368 girls.

1.4.2 The class structure is shown below:

Form	F.1	F.2	F.3	F.4	F.5	F.6	Total
No. of classes	4	4	4	4	4	4	24
No. of boys	66	69	64	73	60	73	405
No. of girls	66	61	63	55	69	54	368

2. Achievements and Reflection on Major Concerns

2.1. Major Concern 1:

Optimizing students' potentials through refined curriculum and pedagogies

Targets:

- 2.1.1 Reviewing and refining the school curriculum and timetable so as to enhance better interface between junior and senior forms
- 2.1.2 Strengthening teachers' professional development in curriculum and pedagogies to facilitate learning and teaching effectiveness.
- 2.1.3 Refining the schedule for the implementation of e-learning

Achievements and Reflection

- A. Different KLA heads revise their curricular to cater for students' needs in response to the fine-tuning of DSE syllabus.** Different KLAs have been requested to revise their junior form curricular to meet the needs of the DSE syllabus and EDB's Curriculum Guide 2018. According to the feedback from subject evaluation forms, over 70% of teachers agreed that curriculum plans are smoothly implemented at junior and senior levels. Most subjects have revised their curricular to cater for students' needs in response to the fine-tuning of DSE syllabus. The collaboration between the English Department and EDB's Language Learning Support Section stood as a good example in the revision of the English Language curriculum in the junior forms. With the input of the EDB officers, English teachers collaborated to devise learning materials and to fit in the requirements of the 2017 curriculum guide. More reading across the curriculum materials have been adopted in the school timetable.
- B. The school refines the timetable to accommodate morning Reading Sessions and Reading across the Curriculum (RaC) to facilitate self-directed learning.** In this school year, the school has refined the timetable to accommodate morning Reading Sessions and Reading across the Curriculum (RaC) to facilitate self-directed learning. F.1 to F.3 students were arranged to use the 15-minute Morning Reading Sessions to read books and do reflections in the Reading Log provided. The morning sessions help the junior students to develop the habit of self-directed learning. Moreover, more structured RaC reading activities (e.g. book sharing with the Principal) were conducted in the second term which helped to enhance our students' reading skills. According to the student survey, 56.82% of F.1 students, 32.79% of F.2 students and 33.33% of F.3 students agreed that self-directed learning helps with their studies. The low satisfactory rate in Self-directed Learning arising from the 15 minutes Morning Reading reflected that students had not been able to accommodate focus reading in a loosely controlled environment. Their reading motivation (especially reading in English) had not been well addressed. It is hoped that more collaboration among subject teachers in promotion of subject matters in relation to the learning of English in context could address the issue of Self-directed learning better over a period of time.
- C. More collaboration among various KLAs are encouraged to improve smooth transition between junior and senior levels.** More collaboration among various KLAs have been encouraged to improve smooth transition between junior and senior levels in this school year. These activities include competitions, visits, cross-boundary tours and talks. Students can learn cross-curricular knowledge from these activities. Positive feedback was collected

from both teachers and students. For example, collaboration with Chinese, Geography and History subjects in organizing Wanchai heritage trip for F.3 students in May 2019 was successful in encouraging our students to learn the 3 subjects through experiential learning.

- D. Teachers were encouraged to refer to the ACTEQ framework and to address the needs of Continuous Professional Development by referring to the courses recommended by COTAP.** All teachers have completed their Professional Development Plan at the end of this school year. They were also requested to discuss their plans with the appraisers in the appraisal meetings at the end of the school year. CPD was made the direction of school improvement. All teaching staff were encouraged to continue their CPD in connection with curriculum – pedagogy – and assessment. Besides, experienced teachers were encouraged to learn more in the domain of Student Support (Domain 3) as well as School Administration (Domain 1).
- E. More interactive lesson designs are encouraged through teachers' more in-depth study on students' self-directed learning strategies.** More interactive lesson designs are encouraged through teachers' more in-depth study on students' self-directed learning strategies. According to the student survey, 90.32% of the students agreed that different classroom activities and interactions can enhance their learning horizons. The percentage has increased from 86.92% in last year to 90.32% in this year. This indicates that the students appreciate the interactive lesson designs adopted by teachers.
- F. Teachers are encouraged to cater for students' learning diversities through understanding the concept of Tier One intervention in EDB's Gifted Education and other on-line programmes.** Teachers are encouraged to cater for students' learning diversities through understanding the concept of Tier One intervention in EDB's Gifted Education and other on-line programmes. Various enhancement programmes and enrichment classes were organized by the four core subjects to our senior form students. According to the student survey, 70.32% of the students agreed that the school has arranged appropriate enrichment programmes and enhancement programmes to cater for learning diversity. Moreover, 77.26% of the students agreed that the school has arranged appropriate e-learning activities to cater for curriculum, pedagogies and assessment. It shows that these learning programmes can cater for students' learning diversities. Also, gifted students were nominated to attend the gifted programmes and competitions organized by other organizations and they have obtained prizes and awards in these competitions. Caters for learners' diversity and whole school approach to implement EDB's direction of Gifted Education may be considered in the coming years' Major Concern of the school.
- G. The school aligns e-learning and teaching cycles through the revision the curriculum of junior forms, pedagogies and assessment.** The school encourages teachers to explore more access to e-resources in lesson preparation and peer discussions. Teachers use various e-learning teaching and learning materials more effectively. More teachers have made use of different apps like Quizlet, Edpuzzle, Kahoot and Socrative in learning and teaching. According to the student survey, 75.81% of the students agreed that these e-learning activities and resources can increase their interests in learning. However, some teachers reported that some of the IT facilities in the classrooms are rather old and unreliable, which may affect the learning and teaching effectiveness. Moreover, it is reported that the quality of the classroom projectors is not satisfactory, the image is either too small or tilted, which will affect learning and teaching effectiveness. Thus, the school needs to continue to improve the quality of these facilities.
- H. The school encourages teachers to explore more access to e-resources in lesson**

preparation and peer discussions. Our teachers have adopted more e-resources in lesson preparation and peer discussion. Goggle classrooms, flipped classrooms and e-class are widely used by subject teachers to share teaching and learning resources. Moreover, i-pads and various apps are also used to promote e-learning and self-directed learning. The feedback from students is positive.

2.2. Major Concern 2:

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

Targets:

- 2.2.1 Providing an effective technology-infused environment conducive to the full implementation of e-learning
- 2.2.2 Enhancing teacher-student interactions by providing more teacher-student conference time
- 2.2.3 Providing a reliable Information Technology infrastructure to ensure sustainable development of e-learning and e-Administration needs of the school

Achievements

A. Providing an effective technology-infused environment conducive to the full implementation of e-learning

The school investigates the possibilities of setting up an e-learning centre by applying QEF and refining the school-based curriculum. A working committee has been set up to co-ordinate the whole school including all KLAs and all functional committees to launch this project. Applications has been submitted to the EDB in the second school term and the result is expected to be released in the first term of the 2019-2020 school year.

The school has replaced projectors and visualizers of all classrooms. According to the Student Survey, 94.84% agreed that the replacement of those could improve their learning environment. At the same time, teachers generally find that the new facilities enhance their teaching effectiveness and enjoy in using them for teaching activities in lessons too.

B. Enhancing teacher-student interactions by providing more teacher-student conference time

Teachers are encouraged to make use of the 15-minute morning self-study time to carry out teacher-student conference in junior forms for students with learning difficulties or needs. However, according to the Student Survey, only 40.32% of students agreed for the effectiveness of such a claim. Teachers also find it difficult to utilize such a short period of time to effectively cater for students' needs. For some occasions though, some crisis management tasks may actually be facilitated due to the help of the assistant form teacher in this session and the form teachers are freed to join the meetings to deal with some special cases in a timely manner.

In the second school term, the School Principal had made use of this 15-minute session to interview students from various classes in the lower forms, to enquire for their progress as

well as their school life. Positive effects could be seen both in terms of enhancing the learning skills and motivation of students, as well as serving as a channel for the students to know more about the directions and culture of our school.

The school also organizes more form-based activities to allow more teacher-student interactions such as the F.3 Chinese History study tour to Guangdong Province during the Easter Holiday, which offers good chance for teacher-student interactions to be enhanced among form teachers as well as subject teachers in the form as a whole. Unsurprisingly, in the Student Survey, 86.12% of students agreed to the statement 'Form-based activities can enhance the teacher-student interactions'.

C. Providing a reliable Information Technology infrastructure to ensure sustainable development of e-learning and e-Administrative needs of the school

The campus WiFi network system has been upgraded to meet the needs and the use of e-resources. According to the Student Survey, as high as 91.29% of the students agreed that the upgrading of IT and Wi-Fi infrastructure can enhance various kinds of e-resources in teaching and learning. 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. However, only 69.68% of the students agreed that different e-platform, mobile devices and educational Apps can enhance their self-study or revision. The lower rating may be due to the fact that mobile devices such as smartphones are not yet being freely used by students in the school campus. With the installation of more tablet computers for students to use, this drawback will be expected to be solved to a great extent.

In this school year, we have tried to promote the use of e-circular and Parent Apps in F.1 as a trial and the results are promising. It is proven to be effective, efficient and paper saving. We are confident that this policy could be made feasible for the school as a whole in the school year 2019-2020 with this successful experiences gained.

With the running of the MYNET system, a central archiving system is to a certain extent established, such as for the statistical analysis for students' academic performance, the membership management of the ECA clubs and societies and some of the essential functions of the Discipline Committee. It is, however, not yet a perfect system in terms of data sharing with the assigned WebSams system and the long established eClass system. We may need to further investigate on the related policy and adjustments or even restructuring may be needed for more efficient performances and more effective results to be gained.

The school has also evaluated the effectiveness of adopting e-learning and teaching for all the KLAs as a whole in this school year. All KLAs have submitted quality lesson plans for this issue. This is on the one hand serve the purpose of a 'stock-taking' before we applied for the QEF project mentioned above and on the other hand, it served as good and timely reflections done together on what one could be done or even what one should be done in this scope. The effects of professional development and upgrading of learning and teaching practices are obvious.

Reflection

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 these years. 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.

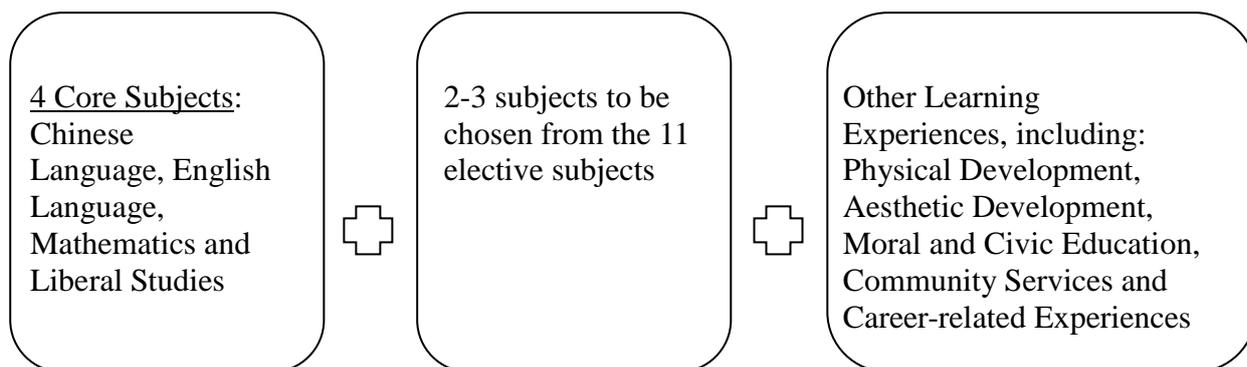
3. Our Learning and Teaching

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		✓
Home Economics	*			✓
Applied Learning Courses		Δ	✓	
Music	*			✓
Physical Education	*		✓	
Visual Arts	*	Δ		✓
Putonghua	*		✓	
Religious Education	*	*	✓	
Other Learning Experiences				
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. 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 panel, 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, 15-minute Reading Sessions have been introduced for F.1 to F.3 students every school day 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. Religious Ethics (F.4-F.6) – for nurturing students' positive moral and civic values and attitudes
 - 3.2.5.4.2. SEBS (F.1-F.3) – for developing students' understanding of the political, economic and social developments of Hong Kong and equipping students with foundation PSHE and business education knowledge at S1-S3.
 - 3.2.5.4.3. 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 26th to 30th November 2018. The programmes included Hong Kong Gospel Festival 2018, Blessing in Ming Yin, sermons and hymn sharing sessions. The Gospel Camp was held from 5th to 6th April 2019 at Hong Kong.

4.3.3 May our Lord strengthen our evangelistic work through the present Minister-in-charge, Rev. CHAN Ka-yan and Preacher, Mr. YEUNG Ming-Kei. May God guide us in the direction and planning of the School Chaplaincy Programme.

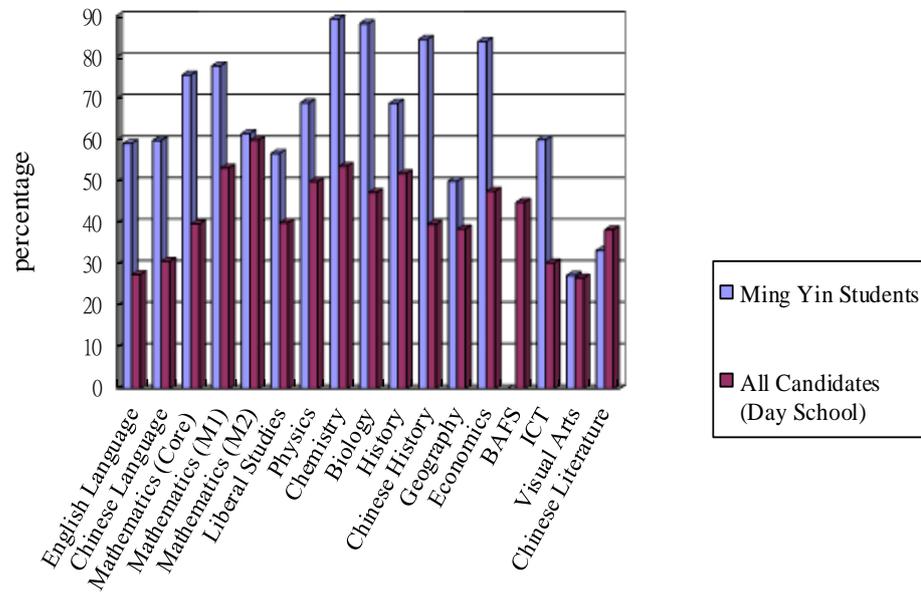
5. Students' Performance

5.1. Hong Kong Diploma of Secondary Education Examination 2019

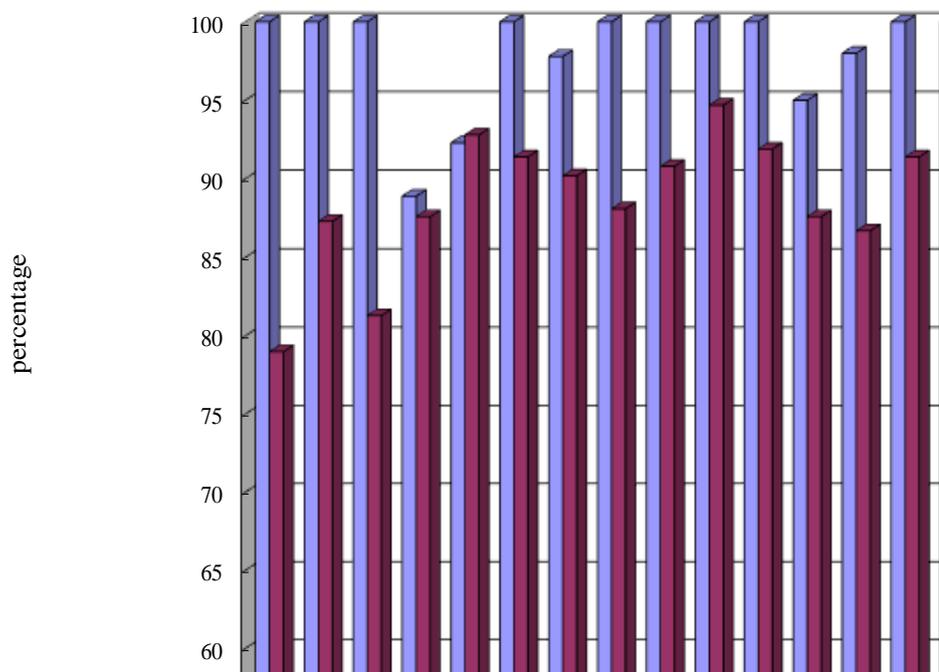
In 2019, 127 students sat for the HKDSE. 100% of our students attained level 2 or above in 5 subjects, including Chinese and English. 89.8% of our students met the minimum entrance requirements for degree programmes. Level 2 or above attainment for all subjects has reached 99.6%, compared with the Hong Kong average of 85.9% (Day School Candidates), while Level 5 or above attainment reaching 29.2%, compared with the Hong Kong average of 13.3% (Day School Candidates).

Subject	Results	Percentage	
		Ming Yin Students (127 Students)	All Candidates (Day School)
English Language	Level 4 or above	59.1 (75)	27.5
	Level 2 or above	100 (127)	79.0
Chinese Language	Level 4 or above	59.8 (76)	30.7
	Level 2 or above	100 (127)	87.3
Mathematics (Core)	Level 4 or above	75.6 (96)	39.7
	Level 2 or above	100 (127)	81.3
Mathematics (M1)	Level 4 or above	77.8 (7)	53.2
	Level 2 or above	88.9 (8)	87.6
Mathematics (M2)	Level 4 or above	61.5 (8)	59.9
	Level 2 or above	92.3 (12)	92.8
Liberal Studies	Level 4 or above	56.7 (72)	40.0
	Level 2 or above	100 (127)	91.4
Physics	Level 4 or above	68.9 (31)	49.9
	Level 2 or above	97.8 (44)	90.2
Chemistry	Level 4 or above	89.1 (41)	53.6
	Level 2 or above	100 (46)	88.1
Biology	Level 4 or above	88 (22)	47.3
	Level 2 or above	100 (25)	90.8
History	Level 4 or above	68.8 (11)	51.8
	Level 2 or above	100 (16)	94.7
Chinese History	Level 4 or above	84.2 (16)	39.6
	Level 2 or above	100 (19)	91.9
Geography	Level 4 or above	50.0 (10)	38.5
	Level 2 or above	95.0 (15)	87.6
Economics	Level 4 or above	83.7 (41)	47.6
	Level 2 or above	98.0 (48)	86.7
BAFS	Level 4 or above	96.4 (27)	44.9
	Level 2 or above	100 (28)	91.4
ICT	Level 4 or above	60.0 (6)	30.3
	Level 2 or above	100 (10)	83.0
Visual Arts	Level 4 or above	27.3 (3)	26.7
	Level 2 or above	100 (11)	87.2
Chinese Literature	Level 4 or above	33.3 (6)	38.3
	Level 2 or above	100 (18)	89.6

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



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

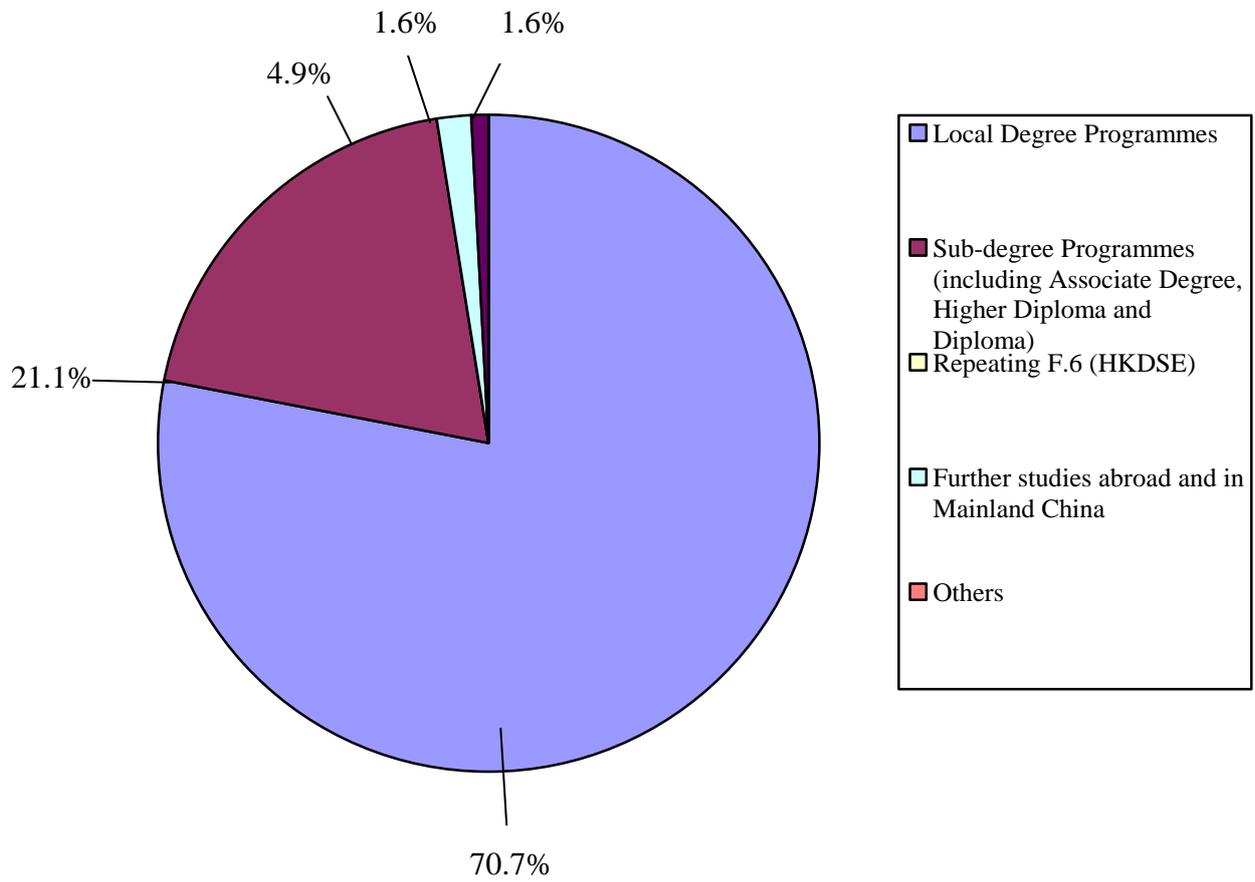


	No. of Students	% of Students
Core subjects at 3322 or better	114	89.8
Core subjects at 3322 or better, with one elective at level 3+	113	89.0
Core subjects at 3322 or better, with two elective at level 3+	94	74.0
5 subjects with level 2 or better, including Chinese Language and English Language	127	100

F.6 Graduates' Pathway (as at 20/9/2019)

	No. of Students	% of Students
Local Degree Programmes	99	78.0%
Sub-degree Programmes (including Associate Degree, Higher Diploma and Diploma)	25	19.7%
Repeating F.6 (HKDSE)	0	0%
Further studies abroad and in Mainland China	2	1.6%
Employment	1	0.8%
Others	0	0%

University / Institute	Number of students with degree offer	Percentage of students with degree offer
The University of Hong Kong	18	14.2%
The Chinese University of Hong Kong	21	16.5%
The Hong Kong University of Science and Technology	7	5.5%
The Hong Kong Polytechnic University	15	11.8%
City University of Hong Kong	7	5.5%
Hong Kong Baptist University	4	3.1%
Lingnan University	2	1.6%
The Education University of Hong Kong	2	1.6%
The Open University of Hong Kong	11	8.6%
SSSDP	12	9.4%
Other Local Educational Institutes	5	3.9%
Institutes outside Hong Kong	2	1.6%



5.2. External Prizes 2018-2019

5.2.1 Science and Mathematics

No.	Contest/Competition/Organizer 比賽項目及主辦機構	Name of Student(s)/Group 得獎者			Details of Award 獎項
1.	Australian National Chemistry Quiz 2018 澳洲國家化學測試 2018	LEUNG CHUN HEI	梁俊熙	5B	High Distinction Excellence 卓越表現
		LI WAI HON	李維翰	5B	
		TSOI YUK CHIU	蔡煜釗	5B	
		CHOW KING WANG	周景宏	5A	High Distinction 特別優異
		NG KAM U	吳錦儒	5A	
		YUEN CHUN NOK	阮俊諾	5A	
		MAK CHEUK LAM	麥卓琳	5A	
		YIU FOR YUI	姚科蕊	5A	
		LEE MING HIN	李明軒	5A	Distinction 優異
		TONG MAN KIN	唐文健	5A	
		WONG KIN FUNG	黃健豐	5A	
		CHUNG SIN YING	鍾倩盈	5A	
		FONG WING YAN	方穎欣	5A	
		SITU YAN YEE	司徒欣儀	5A	
WONG YIU HANG	黃耀亨	5B			
2.	Junior Science Olympiad – HK Screening 國際初中科學奧林匹克- 香港選拔賽	WONG TIN YAU	黃天佑	3A	Second Class Honours 二等獎
3.	香港初中數學奧林匹克全國青少年數學論壇選拔賽—數學解題技能展示比賽	LOO SUM	羅琛	2A	二等獎
		WONG TIN YAU	黃天佑	3A	
		LI SUNG HEI	李崇熙	3B	
		WONG WING YAN	黃穎欣	1C	三等獎
		HON TSZ HANG	韓子恒	2D	
4.	「華夏盃」總決賽 香港奧林匹克數學協會主辦	MENG ZIJUN	孟子鈞	3D	特等獎
		WONG TIN YAU	黃天佑	3A	一等獎
		LI HO YUEN	李浩源	1B	三等獎
		WONG WING YAN	黃穎欣	1C	
		YIP WING HO	葉詠豪	3A	
		YAU CHAK KONG	邱澤剛	3B	
		YE MAN HONG	叶敏航	3B	
5.	「港澳盃」決賽 香港奧林匹克數學協會主辦	ZHANG KA MING	張嘉明	2B	金獎
		WONG TIN YAU	黃天佑	3A	
		YIP WING HO	葉詠豪	3A	
		MENG ZIJUN	孟子鈞	3D	
		KUNG KIN SHING	龔健誠	4B	
6.	Hong Kong Mathematical Games Open 香港數學遊戲公開賽	WONG TIN YAU	黃天佑	3A	1 st Runner-up 亞軍
		HUI KUI SHING	許鉅城	1A	Silver Medal 銀獎
		HON TSZ HANG	韓子恒	2D	
		WONG TIN YAU	黃天佑	3A	
		YE MAN HONG	叶敏航	3B	
		YAU CHAK KONG	邱澤剛	3B	
		HUI MAN YAN	許雯欣	3D	
		KWOK WAI TSUN	郭煒浚	1A	Bronze Medal 銅獎
		NG TSZ FUNG	吳梓鋒	1A	
		TSOI YUK HANG	蔡旭恒	2C	
		LIU KA WING	廖嘉穎	3C	

No.	Contest/Competition/Organizer 比賽項目及主辦機構	Name of Student(s)/Group 得獎者			Details of Award 獎項
7.	International Biology Olympiad- HK Screening 國際生物奧林匹克- 香港選拔賽	MAK CHEUK LAM	麥卓琳	5A	Bronze Award 銅獎
8.	Hong Kong Biology Literacy Award 生物學素養競賽	LAU MING CHI	劉銘智	4A	First Class Honours 一級榮譽
9.	Pui Ching Invitational Mathematics Competition – Final 培正數學邀請賽決賽	LI SUNG HEI	李崇熙	3B	Silver Medal 銀獎
		MENG ZIJUN	孟子鈞	3D	Bronze Medal 銅獎
10.	2018/19 Statistical Project Competition for Secondary School Students by Hong Kong Statistical Society	WONG YIU HANG	黃耀亨	5B	First Prize (Senior Section)
		WONG MEI YAN	黃美茵	5B	
		FANG BAOYING	方寶瑩	5B	
11.	中華基督教會聯校魔力橋(Rummikub)比賽	HUI MAN YAN	許雯欣	3D	二等獎
		HON TSZ HANG	韓子恒	2D	三等獎

5.2.2 Information and Communication Technology

No.	Contest/Competition/Organizer 主辦機構及比賽項目	Name of Student(s)/Group 得獎者			Details of Award 獎項
12.	Hong Kong Olympiad in Informatics (HKOI)	MENG ZIJUN	孟子鈞	3D	Bronze Award 銅獎
13.	Discovery, Creature Sham Shui Po 創意追蹤深水埗定向比賽	KWOK HO MING BOSCO	郭灝銘	3A	2 nd Runner-up 季軍

5.2.3 Sports

No.	Contest/Competition/Organizer 主辦機構及比賽項目	Name of Student(s)/Group 得獎者			Details of Award 獎項
14.	Win Win Run 2018 (10km race Female Junior) 皇者之戰馬拉松 2018 (十公里女子青年組)	LAM NGAN FUN	林銀歡	4C	2 nd Runner-up 季軍
	Win Win Run 2018 (2km race Male Junior) 皇者之戰馬拉松 2018(兩公里男子少年組)	HO CHUN YIN	何俊賢	6C	2 nd Runner-up 季軍
15.	A.S. Watson Group HK Student Sports Award (Secondary School) 屈臣氏集團香港學生運動員獎 2018-2019 (中學組)	CHAN PAK YU	陳栢宇	5C	
16.	全港正道青少年黑帶及色帶比賽 2018 女子組搏擊 雛量級	LAM SZE KI	林詩騏	4D	季軍
17.	全港跆拳道觀摩邀請賽 2018-19	LAM SZE KI	林詩騏	4D	亞軍
18.	Inter-school Cross Country Competition (Girls A Grade) 校際越野比賽 (女子甲組)	LAM NGAN FU	林銀歡	4C	2 nd Runner-up 第三名

5.2.4 Civic Education and Community Services

No.	Contest/Competition/Organizer 主辦機構及比賽項目	Name of Student(s)/Group 得獎者	Details of Award 獎項		
19.	香港童軍總會九龍地域	147 th Kowloon Group 九龍第 147 旅	2018 傑出旅團金獎		
20.	Charity Sales Campaign in Community Youth Club 公益少年團慈善花卉義賣	MYC Community Youth Club 本校公益少年團	Gold Award 金獎		
21.	九龍地域傑出學生選舉	SZE CHIN YU	施千予	3D	初中組優秀學生
		WONG YIU HANG	黃耀亨	5B	高中組優秀學生
		CHEN CHI KIU	陳滋蕎	6B	
22.	Sham Shui Po Outstanding Students Award 2018 2018 年深水埗區優秀青年選舉	YIU FOR YUI	姚科蕊	5A	Junior Form Commendable Student 優秀青年
23.	Hok Yau Chub 2018-2019 Outstanding Student Leaders Award 學友社傑出中學生領袖選舉 2018-2019	CHUNG WAI LAM	鍾慧琳	4A	Outstanding Student Leader 中學生領袖
		CHAN LEONG YIN	陳量賢	5A	

5.2.5 2018-2019 Hong Kong Speech Festival

No.	Contest/Competition/Organizer 比賽項目及主辦機構	Name of Student(s)/Group 得獎者	Details of Award 獎項		
24.	Hong Kong School Speech Festival 2018-2019 (English) (Solo Verse Speaking) 香港學校朗誦節 2018-2019(英語)(獨誦)	SZE CHIN YU	施千予	3D	2nd Place 第二名
		LAM PUI YEE	林沛儀	4C	
		CHAN WING YAN	陳榮恩	5C	
		KWAN CHING SAN	關清榮	5D	
		LAU TZE SUM	劉梓琛	6B	
		TAM YAN HEI	譚恩熙	1A	3th Place 第三名
25.	Hong Kong School Speech Festival 2018-2019 (Cantonese)(Solo Verse Speaking) 香港學校朗誦節 2018-2018(粵語)(詩詞獨誦)	LIU LOK LAM YUKI	劉樂霖	1D	Champion 冠軍
		HO HIU WUN	何曉媛	6C	3rd Place 第三名
		CHU PUI SHAN	朱佩嫻	6D	
		YU PO YAN	余寶茵	1D	
		FOK CHIU PANG	霍超鵬	3B	
		LIU YI CHUAN	劉伊川	4B	
		LEUNG CHEUK HO	梁卓浩	6B	
CHEUNG YU HAN	張瑜閑	6C			
26.	Hong Kong School Speech Festival 2018-2019 (Cantonese) 香港學校朗誦節 2018-2019(粵語)(二人對誦)	CHOI TSZ HIN	蔡子軒	5B	3rd Place 第三名
		KWONG TUNG WING	鄺棟榮	5B	
		WONG MEI YAN	黃美茵	5B	
		LI KIT TING	李潔婷	5D	
27.	Hong Kong School Speech Festival 2018-2019 (Putonghua)(Prose Speaking) 香港學校朗誦節 2018-2019(普通話)(散文獨誦)	LEUNG WING YAN	梁泳欣	6C	3rd Place 第三名

5.2.6 Drama

No.	Contest/Competition/Organizer 比賽項目及主辦機構	Name of Student(s)/Group 得獎者			Details of Award 獎項
28.	Hong Kong School Drama Festival (2018/19) 香港學校戲劇節 2018/19	LAU TSZ FUNG	劉梓楓	4B	Award for Outstanding Performer 傑出表演獎
		CHEUNG PAK HIN	張柏軒	4C	
		CHAN WING SUM SAMANTHA	陳穎芯	4D	
		LEE SZ KIU	李偲翹	5B	
		CHONG HEI SEN	莊希晨	5B	
		KO YEUK MEI	高若薇	5D	
		本校戲劇組			Award for Outstanding Stage Effect 傑出舞台效果獎
本校戲劇組			Award for Outstanding Cooperation 傑出合作獎		
本校戲劇組			Award for Commendable Overall Performance 傑出整體演出獎		

5.2.7 2018-2019 Music

No.	Contest/Competition/Organizer 主辦機構及比賽項目	Name of Student(s)/Group 得獎者	Details of Award 獎項
29.	2018 Hong Kong Youth Music Interflows- Symphony Orchestra Contest 2018 香港青年音樂匯演 -交響樂團比賽	School Orchestra 本校管弦樂團	Third Class Honours 銅獎

5.2.8 2018-2019 Others

No.	Contest/Competition/Organizer 主辦機構及比賽項目	Name of Student(s)/Group 得獎者			Details of Award 獎項
30.	The 8th English Writing Competition (Sing Tao)	LAW TSZ YING	羅紫瑩	4A	Senior Group Category Award (Drama)
31.	Hong Kong Primary and Secondary English Writing Competition organized by Synergy Education and HK Observatory)	TONG MAN KIN	唐文健	5A	Gold Medal
		HO YIK HUEN JENNY	何翊瑄	4A	Best Writer
		FOK CHIU PANG	霍超鵬	3B	Most Creative Writer

6. Financial Summary

The IMC of CCC Ming Yin College Month End Financial Report as at 31 August 2019

Particulars	Income (\$)	Expenditure (\$)
I. Government Funds		
(i) EOEBG Non-School Specific		
Baseline Reference Grant	1,789,115.54	1,914,255.81
ECA Other Income	275.73	-
40% Hire of School Premises	90,895.20	-
SFAA Travelling Allowance Received	45.00	-
Sub Total	1,880,331.47	1,914,255.81
(ii) EOEBG School Specific Grant		
Administration Grant	3,370,920.00	3,343,620.00
Air-conditioning Grant (Balance of Noise Abatement Grant)	531,772.00	445,517.21
Capacity Enhancement Grant	613,766.00	166,231.35
Composite IT Grant	407,214.00	454,976.80
School-based Educational Psychology Service	104,550.00	105,330.00
Sub Total	5,028,222.00	4,515,675.36
EOEBG Total	6,908,553.47	6,429,931.17
(iii) Outside EOEBG		
Diversity Learning - ApL	87,850.00	87,850.00
Diversity Learning - OP	93,600.00	29,576.00
Extra Recurrent Grant for Enhancing WiFi Infrastructure (ITE4 WiFi900)	66,740.00	66,740.00
EDF School Support Partners Scheme Allowance (LCY-Secondment)	758,136.60	758,136.60
Fractional Post Cash Grant	487,920.00	154,669.20
HKJC Life-Wide Learning	147,919.00	147,919.00
IT Staffing Support Grant	307,200.00	218,832.60
HK School Drama Festival	3,400.00	3,697.59
Learning Support Grant for Secondary Schools	358,050.00	346,677.30
Other Recurrent Grant A/C (Rent & Rates)	731,200.00	731,200.00
One-off IT Grant for e-Learning in Schools (OITG)	-	107,540.00
One-off Grant for Promote STEM	-	68,930.00
One-off Grant for Promotion Chinese History & Culture	-	94,098.20
Promote of Reading Grant	60,000.00	35,105.00
School-based After-school Learning & Support Grant	207,600.00	207,600.00
Senior Secondary Curriculum Support Grant (SSCSG)	731,880.00	666,741.27
Senior Secondary School Mainland Exchange Programme 2018	43,200.00	43,200.00
Sister School Scheme	87,500.00	87,500.00
Supply Teacher Salary	197,308.60	192,874.00
SEN-Teacher Training Grant	17,669.50	17,669.50
Transitional Career and Life Planning Grant	2,100.00	75,671.90
Teacher Relief Grant - Basic	199,865.50	38,527.07
Teacher Relief Grant - Optional	1,730,160.00	1,133,747.47
Territory-Wide System Assessment	5,127.00	345.00
Outside EOEBG Total	6,324,426.20	5,314,847.70
Add : Accumulative Surplus	2,607,181.29	
Surplus of Government Funds of 2018/19 School Year:	4,095,382.09	
II. School Funds		
Approved Collection for Specific Purposes	237,770.00	-
Subscriptions Account	1,561,930.36	866,176.45
School Funds Total	1,799,700.36	866,176.45
Surplus of School Funds of 2018/19 School Year:	933,523.91	

7. Feedback on Future Planning

In 2018-2019, the school has been trying to refocus on reviewing the school-based curriculum and to align staff development with the latest curriculum change (EDB Curriculum Guide 2017).

With concerted effort, more collaboration among teachers and with external professional communities was launched. The middle managers' team have gradually taken up the leadership role in curriculum planning. The school is well aware of our students' diverse needs and various teams have been trying to stretch students' learning potential with curriculum refinement. However, the issue of learners' diversity still requires more frontline learning and teaching research to ensure the effectiveness the measures taken.

In order to sustain teachers' continuous professional development, the school may consider taking a Whole-school Approach to address Gifted Learning in its coming School Development Plan. As stated in EDB's guide, the concept of multiple intelligence should be introduced in Level 1 (School-based curriculum) before pulling out students with outstanding performance in special domains. A Whole-school Approach to implement Gifted Education may further support the school goal of stretching students' potential and addressing their diverse needs.

Various campus improvements construction works had been carried out to make the school campus a more pleasant and technology friendly learning hub. It is hoped that the improved learning environment can facilitate students to learn better with their own pace and learning goals. In order to help students with different learning styles and different learning pace, more e-learning (including teacher produced school-based learning materials) materials will be used in connection with the implementation of the refined school-based curriculum.

The notion of teachers' continuous professional development has been well accepted as the key for helping students to learn better. Besides taking refresher courses on various subjects, teachers are encouraged to enrich their scope in education by doing more inter-domain learning. The implementation of Career and Life Education and the address of SEN needs will need all teachers' support and engagement. Other than the appointed person in charge, all teachers should be setting a timetable to enhance their professional knowledge.

Major Concerns (2019 – 2020)

Major Concern 1:

Optimizing students' potentials through extended life-wide learning experiences

Major Concern 2:

Refining the school's learning and teaching environment by making effective and flexible use of school space