

**CCC Ming Yin College
School Report
2020/21**

(Web Version)

The Church of Christ in China Ming Yin College
Annual School Report
2020/2021
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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

The 15 members in the Incorporated Management Committee are as follows: 7 managers nominated by the HKCCCC, 3 managers elected by the school teaching staff, Ming Yin College Parent-Teacher Association and Ming Yin College Old Students' Association respectively, 1 ex-officio manager (the Principal), 1 independent manager, and 3 alternate managers from the sponsoring body, parents and teachers respectively.

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 I.T. technician, 1 I.T. assistant, 1 school executive officer, 5 clerks, 1 school librarian, 2 teaching assistants, 1 school premises maintenance staff and 9 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	100%
With teacher training	52	100%
Holding a higher degree	25	48%

1.3.3 Their teaching experience is listed below:

Teaching Experience	Number of Teachers	Percentage
0 – 4 years	3	5.8%
5 – 9 years	1	1.9%
10 years or above	48	92.3%

Average years of teaching experience: 20.5 years.

1.4. Class Structure (2020-2021)

1.4.1 There were 24 classes with a total of 770 students (411 boys and 359 girls) in September 2020.

1.4.2 The class structure is shown below:

Secondary	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
No. of boys	74	73	63	71	64	66	411
No. of girls	62	60	67	60	58	52	359

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

2. Achievements and Reflection on Major Concerns

2.1. Major Concern 1:

Promoting holistic school-based gifted education (GE)

Targets:

- 2.1.1 To achieve consensus among all teachers about the importance and need for school-based provision for gifted students so as to prepare them for subsequent implementation of GE programmes
- 2.1.2 To foster the planning and implementation of school-based GE at school level, curriculum level and subject level
- 2.1.3 To enhance students' talents and learning capacities with a variety of GE opportunities at the school and inter-school levels
- 2.1.4 To help students set clear, challenging and achievable goals
- 2.1.5 To promote STEM Education

Achievements
<p>A. To achieve consensus among all teachers about the importance and need for school-based provision for gifted students so as to prepare them for subsequent implementation of GE programmes</p> <ul style="list-style-type: none">• Most of the teachers have attended courses on understanding of the rationale, goals and dual purposes of school-based GE provided by the EDB. The school will continue to encourage teachers to related staff development programmes.
<p>B. To foster the planning and implementation of school-based GE at the school level, curriculum level and subject level</p> <ul style="list-style-type: none">• Under the curriculum reform, all S.3 students have the opportunities to study 3 electives in S.4 from 2021 onwards. The curricula are refined to let all students who are talented in Mathematics have the opportunities to study M1 or M2.• The school management has devised a school-based GE policy to help reach a consensus among teachers on catering for gifted students. As it is difficult to collect information about students' giftedness during the COVID-19 school suspension period, the work of refining the school-based student talent pool has been postponed. It is hoped that the refinement can be implemented in the next school year.
<p>C. To enhance students' talents and learning capacities with a variety of GE opportunities at the school and inter-school levels</p> <ul style="list-style-type: none">• Different KLAs and subject panels have organized various LWL activities and competitions (both online and face-to-face, though face-to-face activities were severely affected because of Covid-19) to stretch students' potentials. Many students were required to join Zoom elite classes for enrichment.• Effective Study Skills Training Programmes for S.5 and S.4 students were held in October 2020 and March 2021 respectively. According to the S.5 programme evaluation report, 93% of the students agree that the programme is useful and 90% of them believe

that the skills learnt are practical. For S.4, 90% of the students agreed that the programme was useful and 86% of them believed that the skills learnt were practical.

- During the COVID-19 school suspension period, subject teachers were adopted a variety of e-learning platforms and tools such as Zoom, Google Classrooms, Explain Everything, Kahoot, EduVenture, Edmondo to cater for learner diversity. The increased usage of these platforms and Apps could enhance the teaching effectiveness of the virtual lessons.

D. To help students set clear, challenging and achievable goals

- Due to the Covid-19 pandemic, some face-to-face GE activities, especially inter-school competitions and activities held by other organizations, were cancelled. However, some subjects continued to organize online enhancement classes for the gifted students. This could help to nurture the gifted students' knowledge, skills and attitudes in the gifted areas.
- The S.6 Mentorship Program organized by the Careers and Life Planning Committee helped students set goals for their pathways to further studies and careers path.

E. To promote STEM Education

- Most face-to-face STEM-related programmes were cancelled because of Covid-19. However, many teachers tried to explore various opportunities so that students could still join numerous STEM-related activities:
 1. HKedCity Master Code 2020
 2. Samsung Solve for Tomorrow 2020
 3. Hong Kong Secondary Schools Software Development Invitational Contest (SDIC) 2020/2021
 4. Civil Engineering and Development Department (CEDD) & Amazon Web Service (AWS) Deep Racer 2020
 5. Ocean Park Conservation Alliance (Artificial Intelligence and Coral Restoration)Students found the activities interesting and they were awarded merits and medals in these competitions.

Reflection

The Staff Development Committee can organize school-based sharing sessions on GE to enhance teachers' professional development to cater to the students with special education needs in learning and teaching.

It is hoped that the refinement of the school-based student talent pool can let the school identify students' strengths and talents so that pull-out programmes for the gifted students can be organized systematically. The 3-tier implementation model for gifted education should be strengthened so that school-based whole-class teaching, school-based pull-out programmes and off-school support can be practiced simultaneously at different scales.

More opportunities can be provided to students to explore and develop their talents through comprehensive nomination schemes, e.g. awards, trainings and career attachment programmes.

The importance of coding should be more emphasized. The junior Computer Literacy curriculum can be enhanced to integrate more elements related to coding and robotics.

2.2. Major Concern 2:

Establishing a healthy campus framework

Targets:

- 2.2.1 To develop and establish a good life-long personal hygiene attitude and habits, and cultivate the school culture based on such knowledge, practices and skills
- 2.2.2 To build a whole-school health policy with the related curriculum, extra-curricular activities and pedagogy
- 2.2.3 To renovate and maintain the campus as a health and wellness induced physical entity

Achievements

Due to the continual COVID-19 school closure, school planning in 2020-2021 was seriously affected. Most face-to-face learning and teaching activities, as well as the LWL and ECA plans, were called off. However, despite the unfavourable situations, colleagues of KLAs and Committees tried their best to achieve the following goals by grasping every chance they had. Although sophisticated coordination and alignments among different parties were difficult, the target of establishing a healthy campus framework was in the mind of our colleagues and was generally met by examining the evidence gathered.

A. To develop and establish a good life-long personal hygiene attitude and habits, and cultivate the school culture based on such knowledge, practices and skills

- To support the enhancement and expansion of current health and well-being practices and efforts
- To provide students with different kinds of supportive services and education programs on Positive Psychology, bonding, collaboration, and resilience
- To offer new and exciting approaches to life skills, exercise, mental health, and eating healthy schemes
- To improve students' health with a holistic view on beauty, fitness, mental health, nutrition, social responsibility, bonding, study-life balance, work-rest balance, and personal sustainability
- To make the healthy campus framework an unprecedented collaboration among all Other Learning Experiences (OLE) domains, related experts in student counselling team and related stakeholders of parents and alumni, and together with associated churches shared knowledge, expertise, and best practices and insights
- To enhance conditions for meaningful social connection and sense of belonging, being respected and recognised as individuals and functionally effective when working together

The achievements of different KLAs and Committees are as follows:

BAFS

Twenty-one S.3 and S.4 students joined the activities held by Junior Achievement - JA Planning With Purpose. The training provided students with practical information about the importance of identifying education and career goals based on their skills, interests and values, and their connection with personal finance in a healthy and balanced manner.

Biology

The topic of health and hygiene was immersed in S.3 and S.5 Biology curriculum with positive feedback observed.

Home Economics

All students in S.1 have learnt the functions of nutrients and the importance of a balanced diet.

All S.2 and S.3 students have learnt meal planning and could plan a nutritionally balanced meal, an essential habit for healthy lifestyles.

Integrated Science

We have tried to enrich of the IS curriculum with more emphasis on health-related topics, for example, effects of drugs, eye care.

Liberal Studies

Though the Module Five "Public Health", health concepts, social immunity, and prevention of infectious diseases were mentioned. In "Personal Growth", young people's life skills and interpersonal relationships were also discussed to enrich the basic knowledge of this major concern.

Physical Education

Sport psychology was taught to S.6's PE lessons, which could help students face challenges, including the HKDSE. All students were requested to record their exercise such as running, TABATA or HIIT regularly and upload them onto Google Classrooms to help students keep a persistent exercise habit.

Religious Education

Distribute daily Bible verses through the school website and Apps for students and parents to encourage students and parents to face each day positively with Bible words. This practice is the basis of nurturing good spiritual health among our students and their parents too.

Career and Life-Planning Committee

Aptitude tests/surveys from external sources were conducted in S.3 and S.5. As a result, the students could understand more about their interests and aptitude in various careers, which could help them choose the most suitable DSE electives and university programmes under a balanced and healthy self-esteem consideration.

Civic and Life Education Committee

All S.2 students financially supported two children, one from Jiangxi of China and the other one, one from Cambodia, through the World Vision Sponsorship Program. This program is a good way for them to learn empathy and to maintain a balanced world view. This program is also a good foundation for students to taste how social health is possible through the practice of compassion and respect for others.

Counselling and Guidance Committee

Guidance Prefects and Social Workers organised a S.1 after-school friendship (social health) building workshop via Zoom platform in the first term. Four Guidance Prefect (2019/20 and 2020/ 21) made a video clip about learning on the school campus. It delivered in the Form Teacher Period in September 2020.

Life skills and interpersonal skills and career prospect questionnaire was conducted in S.5. Reports were generated and analysed, which could help students understand themselves better, and gain self-esteem and interpersonal skills after completing the survey.

Discipline Committee

Through the thematic activities provided to junior forms, students were cultivated with school culture, respecting others, respecting the authorities, and establishing good personal habits, which are crucial elements of interpersonal and emotional well-being.

Student Affairs Committee

Mass counselling and individual case follow-up tasks have been implemented through online and virtual modes and phone calls. Form teachers could use the Form Teacher Period to carry out the planned strategies and tasks. After a year of online lessons, everyone has already familiarised themselves with the essential operation of online classes. We can see the continuous improvements in the effectiveness of online lessons and Form Teacher's periods for delivering healthy lifestyle teachings.

Sham Oi Church, church for our school chaplaincy and MYCOSA, our alumni organisation offered online health-related talks and seminars to our students as well as their parents. We have conveyed practical and essential health education information to the students' families through the publication of our PTA Newsletters. Form Teachers and student leaders such as Guidance Prefects continued to maintain a close relationship with the students they are taking care of was still retained.

The areas for improvement from different KLAs and Committees, are as follows:

BAFS

The topics and contents of the Junior Achievement - JA Planning with Purpose workshop is a bit difficult for S.3 student. As a result, some of them showed little interest in it.

Home Economics

More exciting case studies in meal planning could have aroused the students' interest, and the F. 2 students said more information about food choices should be provided in the future.

Civic and Life Education Committee

More interaction between our S.2 students and the supported children could be made, such as sending letters and cards.

Counselling and Guidance Committee

More fine-tune and modification of the health-related program is needed. A training session using zoom platforms for Guidance Prefects can be organised. Moreover, more refinement and improvement are also required too.

Student Affairs Committee

Whole-school comprehensive and detailed planning is needed for the coming school year even if the pandemic persists.

Discipline Committee

Due to the pandemic, coordination and collaboration among all LWL and Other Learning Experiences (OLE) domains in this year were complex. It is suggested that related experts in the student counselling team and related stakeholders of parents, alumni, and associated churches share knowledge, expertise, and good practices and insights when the situation returns to normal.

B. To build a whole-school health policy with the related curricula, extra-curricular activities and pedagogy

- To enhance all aspects of well-being for students and the campus community at large through the MY+ Healthy Campus Framework (MY+HCF)
- To reverse the trend of teens compromising their health during their academic attainments, a concrete policy that can produce a positive impact on their lives and lifestyles will be constructed
- To cater to the diverse demands of students and staff, the MY+HCF has established a cross-cutting approach that includes not only physical activities but also healthy campus management, mental and social health, nutrition, disease prevention, risk behaviour, clean and green environment, social responsibility and sustainability
- To lead, facilitate and participate in collective, systemic and innovative action through the advanced information technology setup for improving health and well-being in our school
- To equip teachers and parents with the knowledge and skills they need to identify students with difficulties, to do referrals, and at the same time to promote a positive attitude to strengthen their resilience

The achievements from different KLAs and Committees are as follows:

Music

The virtual choir and orchestra project let students have a chance to share their blessings with others, which is a good basis to enhance social health and practice collaboration.

Religious Education

Assist the Religious Ministries Committee to establish positive values of students' healthy lifestyle through school-wide gospel activities (Gospel Week, Christmas Evangelism Meeting, Fellowship Staff Training and Gospel Weekly Meeting).

Home Economics

All F. 2 and F. 3 students have done a meal planning project to find the information from the internet.

Civic and Life Education Committee

The central theme for Form Two students was "Move Well". Miss Leung Yu Yan Cathy, the Hong Kong Darts Athlete, was invited to share her training experiences and life attitude in the junior assembly on 6/11/2020. The aim was to broaden students' horizons of Hong Kong elite athletes' struggles and challenges to consolidate students' mindset.

ECA Committee

Several online activities were conducted using Zoom and other platforms. For example, the New Media Reporter Seminar was conducted on Zoom on 7/5/2021 for S.2 – 4 students. In addition, Chemistry Society members conducted same online experiments. These activities could cultivate students' interpersonal communication and leadership skills.

Student Affairs Committee

Messages and critical points about the Healthy Campus Framework have been conveyed through various platforms such as assemblies involving students and staff, meetings involving staff, parents, school manager, and some related publications. Strategic division of tasks to be implemented by various Committees, groups and KLAs have also been notified and discussed. To maintain ultra-clean and hygienic conditions to cope with the pandemic is in itself self-explanatory which showcases our effort in building a healthy campus for all.

Form Teachers and School Social Workers grasped the chances when there were face-to-face lessons to advise and educate the students with diverse needs on developing good habits of maintaining a tidy classroom, personal hygiene, and a green and clean environment through different levels of implementation.

As it was challenging to organise face-to-face interactive and experiential activities for our students in this school year, it might be a good chance for teachers to expose themselves and learn more about the related topics. Colleagues were advised to find suitable seminars and courses from the Training Calendar in the CPD Section of the EDB for development needs. In addition, we have used occasions like Staff Meetings and Staff Development Days to invite professionals to share practical skills to deal with mental health problems and personal relationship matters among students and their families.

The area for improvement from different KLAs and Committees are as follows:

Chinese Language

The school's Healthy Campus Framework Campaign needs to have more explanation and more publicity. During the epidemic, we should take more care of students' mental health and teach them positive thinking by all means.

Home Economics

More guidance and resources can be provided to students for health-related topics.

Civic and Life Education Committee

Q & A section may have improved the interactions between the guest and students to understand the athlete deeper. Real-time demonstration by the guest can better draw students' attention and arouse their interests in sports and even physical exercise.

ECA Committee

More in-person communication and activities besides the Zoom activities are needed to allow for a more significant impact on students.

Student Affairs Committee

As we have abundant reserves from the left-over of the various grants from the EDB this year, we may think out of the box and try to be more innovative to benefit our students. Therefore, a detailed and comprehensive plan to sustain the 'new normal' conditions is crucial.

A whole-school comprehensive and detailed planning is needed for the coming school year, even if the pandemic persists.

C. To renovate and maintain the campus as a health and wellness induced physical entity

- To develop a comprehensive maintenance plan to ensure a professionally high standard and sustainable upkeep of the school campus
- To provide practical life skills education to our students on how to keep our campus clean and well-maintained, and make them become a good habit as well as the culture of our school
- To improve the campus culture and the environment for wellness through the implementation of policies, innovative ideas on shaping the learning and working environments, physical spaces as well as services
- To provide warmer, more friendly and supportive administrators, professionals and student helpers, who will be role models to students, in classrooms, among peers and in student support services
- To promote, track and improve students health and well-being through digital platforms such as e-Class, Campus TV and live broadcasting
- To run campaigns and organise competitions to help students develop good habits of maintaining tidy classrooms as well as a green and clean environment through different levels of implementation

The achievements from different Committees, are as follows:

IT Committee

We are enhancing the school Wi-Fi network connectivity and stability by replacing new network devices. Health-related activities can be implemented more effectively through the improvement of the physical entity.

Student Affairs Committee

We have done well in keeping the campus hygienic and perfectly safe during this pandemic period. It is a good demonstration as well as a chance to educate for the students and their families. These implementations have set up a good atmosphere and a guideline for the students to follow and learn from when they return to the face-to-face lessons in the second term. Form Teachers have also given necessary guidance to the students on this matter too.

We have long successfully developed the culture and tradition of a warm, friendly, and supportive atmosphere in our school. A healthy relationship is a significant characteristic of our school members.

Form Teachers and Committees have grasped the chances when there were face-to-face lessons to advise and educate the students on developing good habits of maintaining a tidy classroom, personal hygiene, and a green and clean environment through different levels of implementation.

General Affairs Committee

Whole School sterilisation and spraying of anti-bacterial/virus layer work were done in December.

Successfully applied for the replacement of electronic faucet, which would be installed in the summer holiday.

Regular sterilisation and cleaning of air conditioners, water tanks and public areas were adopted.

There was outsourcing of the sterilisation and cleaning of all classrooms and five unique rooms after school days.

There were the replacement of the old air conditioning system in the school hall.

There were the replacement of drinking fountains with those with better sterilising and cleaning efficiency.

Discipline Committee

The Discipline Committee and the Counselling Committee have played a vital role in supporting and instilling positive values and a healthy lifestyle to students, especially for the students with educational needs and behavioural problems.

From different Committees, the areas for improvement are as follows:

IT Committee

Improve the fibre network backbone by the new QEF project, which is still yet to be completed.

Student Affairs Committee

We still have a vast sum of money available for any sorts of activities for Life-wide Learning and OLE or ECA to be carried out this school year. Colleagues are encouraged to use these for any actual or virtual activities that can benefit our students in the next school year. An example of this is from the Religious Affairs Committee. They are thinking of converting the Gospel Camp of the coming school year into an online mode for students. We can as a whole investigate any of these similar possibilities in the coming school term.

As the campus improvement renovation projects have almost been completed in this school term, we believe that every member could enjoy a high-quality school life when face-to-face meetings are allowed again. However, the construction project of Campus TV offered by the QEF has not started. We hope that with the completion of this project in the future, the effects of the planned strategies and tasks can further be enhanced and the school can reach a higher level of success.

Reflection

This year was the starting point of a 3-year School Development Plan, and as concerning the Healthy Campus advocates, we were only aiming at constructing a 'Framework' in this school year.

'Framework' could be, in a broad sense, a physical entity such as the physical setting of the school. It could be an administrative construct of the running of the whole school as a system. It could be a curriculum in which we have delivered the mission and vision we held together under this theme. It could also be a sense of ownership among all teaching and non-teaching staff in implementing the set goals in a life-wide and daily manner.

Referring to the previous information supplied by MYC's teaching and non-teaching staff, we could firmly declare that we have achieved 'Framework', especially in such a year when the outbreak of the Covid-19 pandemic has significantly hit the whole world.

There are many interpretations of what is meant by health, but we believe that good health is not merely the absence of disease or symptoms. Health is the active, alive, and vital presence of well-being and dignity in the lives of individuals, community, and cultures. It is the holistic integration of the six dimensions of wellness - physical, emotional, intellectual, social, spiritual and environmental.

Healthy people need healthy communities to thrive, and healthy communities require healthy people to thrive.

There are different variables that influence student's health status.

One set of variables includes individual factors such as genetics, health behaviours, beliefs, attitudes, values, and family relationships. The campus environment and atmosphere itself, on the other hand, becomes another influential factor that influences health status. Thus, the dynamic relationships among individuals, people and all their settings are powerful health determinants.

The School Management and the Student Affairs Committees are responsible for ensuring that the campus environment optimally organised, supports, strengthens and enhances health, enabling students to achieve, learn, and serve.

What is a Healthy Campus Framework? The Healthy Campus Framework provides a structure, curriculum and co-curriculum for our school to support the holistic well-being of our students, their families and also our staff. The Healthy Campus Framework uses a collaborative approach to construct a Healthy Campus Community, Healthy Campus Culture, and build a sustainable capacity for holistic well-being. This year has been a perfect starting point, and we have evidence that our colleagues have been working hard in the scope that they could operate to meet the goals of building a Healthy Campus Framework, as said.

In definition, a **Healthy Campus Community** demonstrates an embedded culture of well-being and recognises that health and well-being are vital to students' success. It sets the groundwork for a systemic, structural, and organisational approach to deal with complex health problems that may affect the well-being of our students, especially the issue of worsening mental health and interpersonal relationship in society nowadays. With the long tradition of excellent interpersonal relationship among all people in MYC, we are blessed that Healthy Campus Community has long been a reality rather than an unreached dream for MYC.

On the other hand, a **Healthy Campus Culture** adheres to and builds structures, systems policies and a socio-ecological model that focuses on improving the well-being of students, staff, families and the neighbourhood, which are in a sense the larger campus community. The Healthy Campus Culture is at enhanced level we still need to attain through the 3-year School Development Plan.

We have engraved well-being as a priority in the school's major concerns and the PIE processes in the 3-year School Development Plan. It will be taken care of in the coming two years and even beyond. Though the staff may change, the school continues to operate with a systemic orientation to health and wellness in a Healthy Campus Culture.

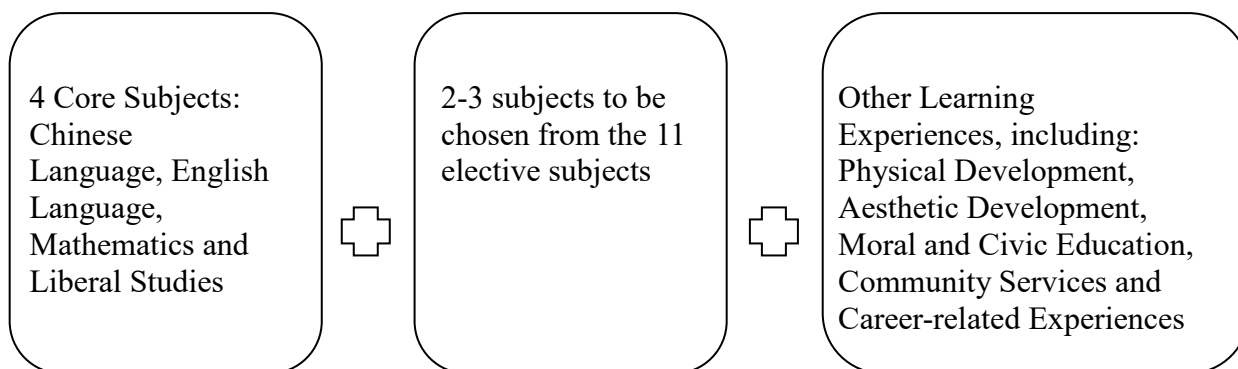
3. Our Learning and Teaching

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 S.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 (S.1-S.6)

Subject	S.1 to S.3	S.4 to S.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, S.2 and S.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 S.1 to S.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 (S.4-S.6) – for nurturing students' positive moral and civic values and attitudes
 - 3.2.5.4.2. SEBS (S.1-S.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 (S.4-S.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 Our school mission has been to realise Christ's 'education with love' by providing our students with a comprehensive education. Therefore, we nurture our students whole-heartedly and emphasise the spiritual, moral, intellectual, physical, social and aesthetic aspects of life.
- 4.1.2 As a member of the CCC Schools, we nurture students to have an optimistic and upright character, be a lifelong 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 Prefects 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. In addition, the Student Affairs Committee coordinated Cross-group collaboration and resource allocation.

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 organised various 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. In addition, it has been a very enthusiastic sponsor of school activities, facilities and scholarships to students who excel academically.
- 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 Student fellowship and religious groups have been established in our school to bring our students to Christ. Guests and teachers are invited to deliver sermons in the evangelistic morning assemblies. The School Choir has been organised to praise our Lord through hymn sharing and enhance the school's religious atmosphere. 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 23 November to 1 December 2020. The programmes included MY Family Time, Class Visits by the minister from the church, blessing in Ming Yin, sermons and hymn sharing sessions. In addition, in the second school term, we have started the daily sharing Bible verses through the Parent's App and Student's App, which is a concrete encouragement to each of them in such a difficult time of social unrest and the Covid-19 pandemic.
- 4.3.3 The School Chaplaincy Scheme is a powerful and effective tool through which our students can gain support both from the school campus setting and through the background of a church. Teachers and ministers alike offer their professional assistance to the students in a complementary sense or somewhat 'round the clock' manner, inside and outside the campus.

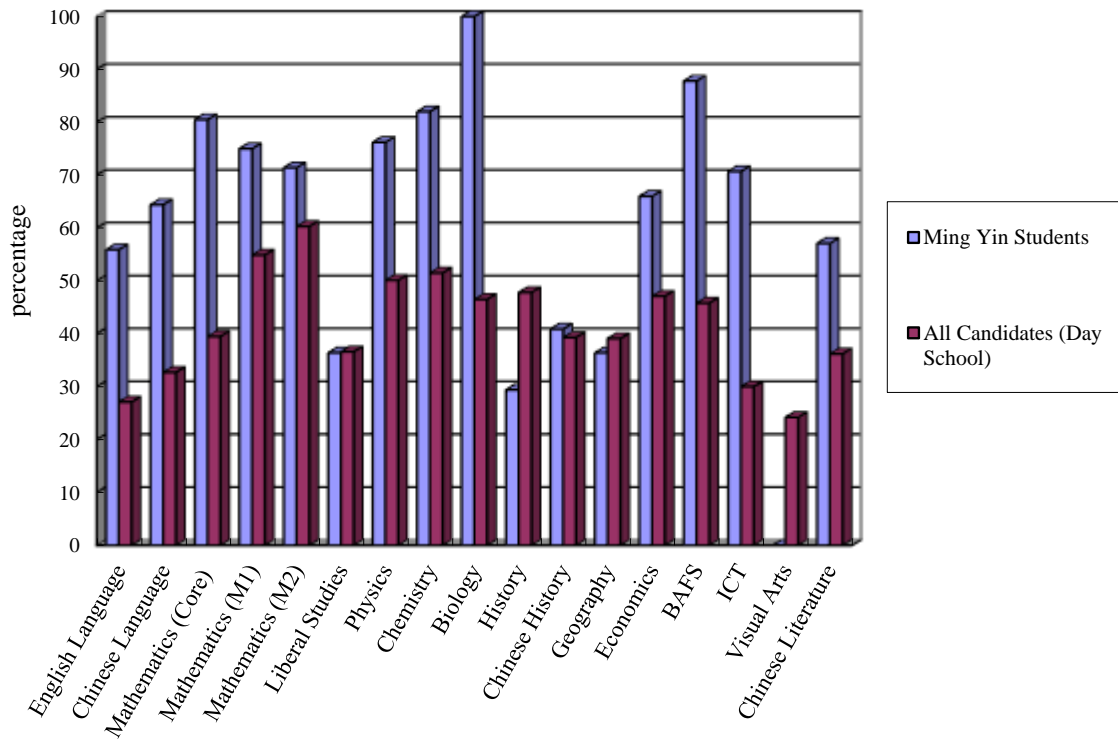
5. Students' Performance

5.1. Hong Kong Diploma of Secondary Education Examination 2021

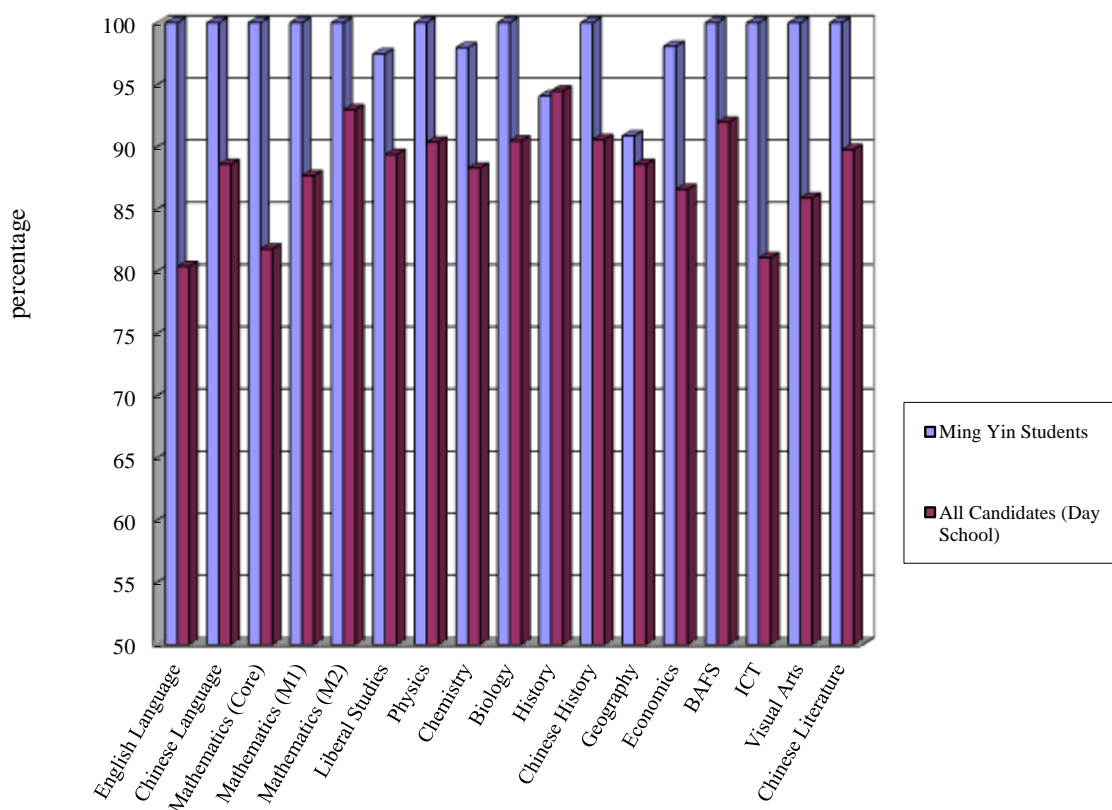
In 2021, 118 students sat for the HKDSE. 96.6% of our students attained level 2 or above in 5 subjects, including Chinese and English. 88.1% of our students met the minimum entrance requirements for degree programmes. Level 2 or above attainment for all subjects has reached 98.9%, compared with the Hong Kong average of 85.4% (Day School Candidates), while Level 5 or above attainment reaching 23.4%, compared with the Hong Kong average of 12.9% (Day School Candidates).

Subject	Results	Percentage	
		Ming Yin Students (118 Students)	All Candidates (Day School)
English Language	Level 4 or above	55.9 (66)	27.1
	Level 2 or above	100 (118)	80.4
Chinese Language	Level 4 or above	64.4 (76)	32.7
	Level 2 or above	100 (118)	88.6
Mathematics (Core)	Level 4 or above	80.5 (95)	39.5
	Level 2 or above	100 (118)	81.8
Mathematics (M1)	Level 4 or above	75.0 (9)	54.9
	Level 2 or above	100 (12)	87.7
Mathematics (M2)	Level 4 or above	71.4 (10)	60.3
	Level 2 or above	100 (14)	93.0
Liberal Studies	Level 4 or above	36.4 (43)	36.6
	Level 2 or above	97.5 (115)	89.4
Physics	Level 4 or above	76.2 (16)	50.1
	Level 2 or above	100 (21)	90.4
Chemistry	Level 4 or above	82.0 (41)	51.5
	Level 2 or above	98.0 (49)	88.3
Biology	Level 4 or above	100 (23)	46.5
	Level 2 or above	100 (23)	90.5
History	Level 4 or above	29.4 (5)	47.8
	Level 2 or above	94.1 (16)	94.5
Chinese History	Level 4 or above	40.9 (9)	39.3
	Level 2 or above	100 (25)	90.6
Geography	Level 4 or above	36.4 (8)	39.1
	Level 2 or above	90.9 (20)	88.6
Economics	Level 4 or above	66.0 (35)	47.1
	Level 2 or above	98.1 (52)	86.6
BAFS (ACCT)	Level 4 or above	87.8 (36)	45.8
	Level 2 or above	100 (41)	92.0
ICT	Level 4 or above	70.7 (7)	30.0
	Level 2 or above	100 (10)	81.1
Visual Arts	Level 4 or above	0.0 (0)	24.2
	Level 2 or above	100 (5)	85.9
Chinese Literature	Level 4 or above	57.1 (4)	36.2
	Level 2 or above	100 (7)	89.8

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



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



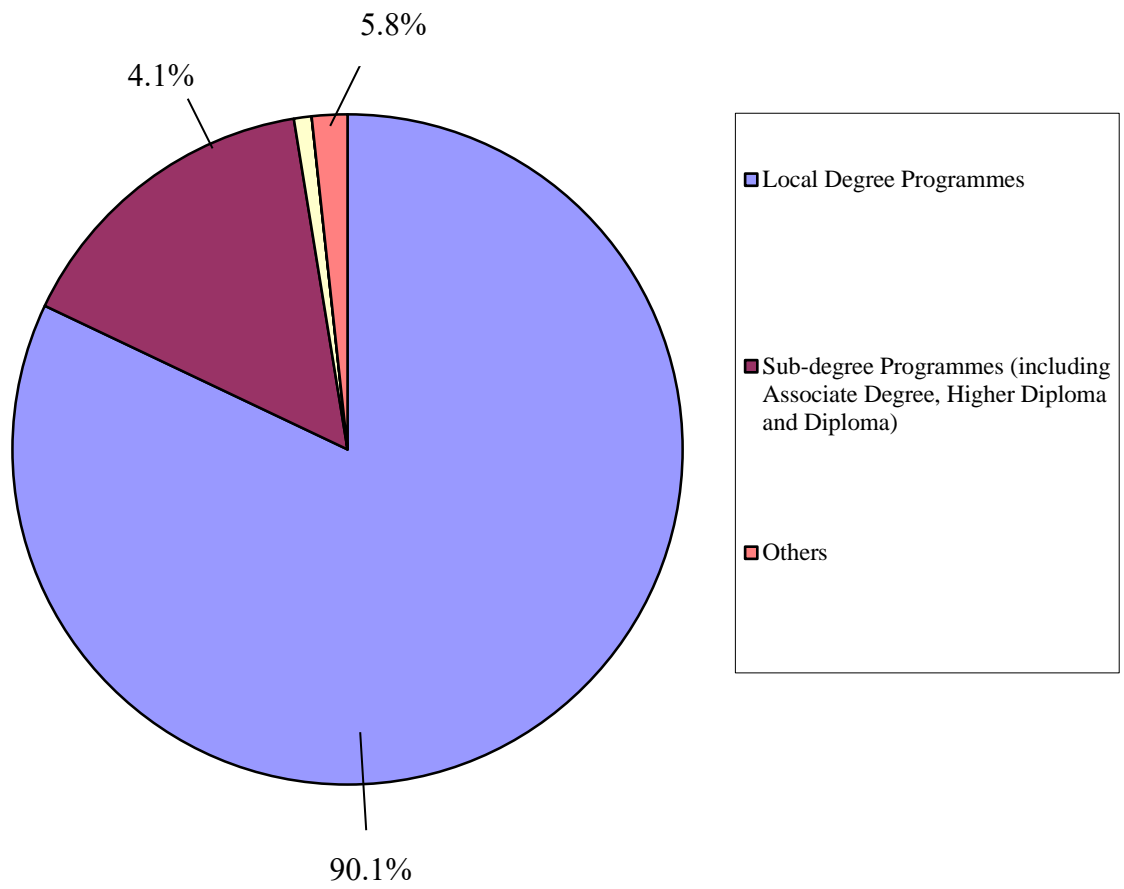
	No. of Students	% of Students
Core subjects at 3322 or better	104	88.1
Core subjects at 3322 or better, with one elective at level 3+	104	88.1
Core subjects at 3322 or better, with two electives at level 3+	102	86.4
5 subjects with level 2 or better, including Chinese Language and English Language	114	96.6

S.6 Graduates' Pathway (as at 13/9/2021)

	No. of Students	% of Students
Local Degree Programmes	96	84.6
Sub-degree Programmes (including Associate Degree, Higher Diploma and Diploma)	18	12.8
Repeating S.6 (HKDSE)	1	0.9
Further studies abroad and in Mainland China	0	0
Employment	0	0
Others	2	1.7

University / Institute	Number of students with degree offer	Percentage of students with degree offer
The University of Hong Kong	11	11.4
The Chinese University of Hong Kong	19	19.8
The Hong Kong University of Science and Technology	18	18.8
The Hong Kong Polytechnic University	11	11.5
City University of Hong Kong	9	9.4
Hong Kong Baptist University	5	5.2
Lingnan University	3	3.1
The Education University of Hong Kong	3	3.1
The Open University of Hong Kong	7	7.3
SSSDP	9	9.3
Other Local Educational Institutes	1	1.0
Institutes outside Hong Kong	0	0

S.6 Graduates' Pathway (as at 13/9/2021) (cont'd)



5.2. External Prizes 2020-2021

5.2.1 Science and Mathematics

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
1.	Hong Kong Physics Olympiad 2020 香港物理奧林匹克	CCC Ming Yin College			Honourable Mention for School
		MENG ZIJUN	孟子鈞	5A	Second Honour Award
		WONG TIN YAU	黃天佑	5A	Honourable Mention Award
2.	16th Pan-Pear River Delta and Chinese Elite Schools Physics Olympiad 泛珠三角及中華名校物理奧林匹克邀請賽.	MENG ZIJUN	孟子鈞	5A	Third Class Award (Mechanics test)
3.	The Chemistry Online Self Study Award Scheme Prize 2020 「化學家在線」自學獎勵計畫	KESWANI	馬昭麟	5A	Diamond 鑽石獎
		FREDERICK SUNIL			
		LEUNG SIU SHING	梁兆鉞	5A	
		MENG ZIJUN	孟子鈞	5A	
		WONG TIN YAU	黃天佑	5A	
		YE MAN HONG	叶敏航	5A	
		CHAU KA YAN	周嘉欣	5A	
		LI SUNG HEI	李崇熙	5A	
		WAN KIT YI	尹潔怡	5A	
		ZHONG LEQI	鍾樂琪	5A	
		WU HAI LIN	吳海琳	5B	
		FAN YU LEONG	范宇亮	5D	
		KWOK MING HIN	郭銘軒	5D	
CHIU LOK YEE	趙樂怡	5D			
	FOK HIU YING	霍曉瑩	5A	Platinum 白金獎	
	FUNG CHING MAN	馮靖雯	5A	Gold 金獎	

5.2.2 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
4.	A.S. Watson Group HK Student Sports Award (Secondary School) 屈臣氏集團香港學生運動員獎 2020-2021 (中學組)	CHAN KWAN YIN	陳鈞彥	5C	香港學生運動員獎

5.2.3 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
5.	13rd Sham Shui Po Outstanding Students Award 第十三屆深水埗區傑出學生選舉	HO WING YEE	何泳儀	2A	初中組優秀學生
		SZE CHIN YU	施千予	5B	高中組優秀學生

5.2.4 2020-2021 Hong Kong Speech Festival

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
6.	Hong Kong School Speech Festival 2019-2020 (English) (Solo Verse Speaking)	TAM YAN HEI	譚恩熙	3C	1st Place 第一名
		YUEN TSZ YUNG	袁梓榕	4A	3rd Place 第三名
		ZIEA ZHUO FENG	謝卓峯	1A	Merit 優良
		TSO CHING CHING	曹晶晶	1D	
		LI LOK SUM	李樂心	2B	
		WONG MAN YEE	黃敏儀	4A	
		CHIU KA LAM	趙嘉琳	4B	
		LING HAU MAN	凌巧文	5A	
		WONG SZE WAN	黃詩韻	5A	
		LAM LO	藍璐	5B	
		SZE CHIN YU	施千予	5B	
YAU PIK YING	丘碧盈	5B			
7.	香港學校朗誦節 2020-2021 (粵語)(女子獨誦)	LI SZE HAM	李思菡	1A	1st Place 冠軍
		LI XIUWEN	李秀雯	1B	Merit 優良
8.	香港學校朗誦節 2020-2021 (粵語)(女子散文)	ZHU SIN IU	朱倩嬈	6B	2nd Place 亞軍
		CHAN NGA KI	陳雅琪	3A	Merit 優良
9.	香港學校朗誦節 2020-2021(普通話)(女子獨誦)	CHEN YU SZE	陳語詩	2D	Merit 優良
		FONG SO CHUN	方素珍	1B	Proficiency 良好
10.	香港學校朗誦節 2020-2021(普通話)(女子散文)	ZHU SIN IU	朱倩嬈	6B	2nd Place 亞軍
		CHEUNG LUNG YING	張隴櫻	1B	Merit 優良
		LI XIAOQING	利曉晴	4B	
11.	香港學校朗誦節 2020-2021(粵語)(男子獨誦)	FUNG PO HEI VIJAY	馮寶熙	1A	Merit 優良
		YUE CHUN MING	余鎮銘	1B	Proficiency 良好
12.	香港學校朗誦節 2020-2021(普通話)(男子獨誦)	CHEN MING KIN	陳明健	3A	3 rd Place 第三名
		CHAN WANG CHEUK	陳宏綽	1B	Merit 優良
		LUK HUNG HEI	陸鴻熙	3D	
		NG TSZ FUNG	吳梓鋒	3D	
13.	香港學校朗誦節 2020-2021(普通話)(男子散文)	NG WANG TO	伍泓滔	1B	Proficiency 良好
14.	香港學校朗誦節 2020-2021(粵語)(基督教經文獨誦)	LAM SHUEN	藍璇	5A	Merit 優良
15.	香港學校朗誦節 2020-2021(粵語)(道教詩文獨誦)	LEE TSZ HO	李梓豪	6B	Merit 優良

6. Financial Summary

The Church of Christ in China Ming Yin College Financial Report as at 31 August 2021

Particulars	Income (HK\$)	Expenditure (HK\$)
Balance B/F (Government Funds and School Funds)		4,568,408.93
I. Government Funds		
<u>(i) EOEBG Non-School Specific</u>		
Baseline Reference Grant	1,861,093.44	1,451,356.85
Composite Furniture and Equipment Grant		805,552.80
<i>Sub Total</i>	<i>1,861,093.44</i>	<i>2,256,909.65</i>
<u>(ii) EOEBG School Specific Grant</u>		
Administration Grant	3,506,484.00	3,589,190.05
Air-conditioning Grant	553,172.00	389,501.93
Capacity Enhancement Grant	650,309.00	87,006.57
Composite IT Grant	490,804.00	433,403.80
School-based Educational Psychology Service	108,756.00	107,892.00
School-based Management Top-up Grant	50,350.00	40,000.00
School-based Speech Therapy Recurrent Grant	8,056.00	0.00
<i>Sub Total</i>	<i>5,367,931.00</i>	<i>4,646,994.35</i>
II. School Funds		
Approved Collection for Specific Purposes	234,360.00	660.00
Subscriptions Account	1,032,093.06	766,871.13
Smart Card Received in Advance	805,695.15	805,695.15
Council Fund	1,000.00	1,165.60
<i>Sub Total</i>	<i>2,073,148.21</i>	<i>1,574,391.88</i>
Total surplus for school year		823,876.77
Accumulative Surplus as at the end of school year		5,392,285.70

7. Feedback on Future Planning

Under the prolonged impact of the epidemic, there was an unexpected development in teachers' **e-learning and e-teaching** skills. Although teaching activities were affected by shortened teaching hours and minimized students' interaction, students' learning outcome could still be sustained. It is expected that the face-to-face mode and on-line mode of learning and teaching will continue even after the pandemic.

The finalization of **Senior Secondary Curriculum in 2021** gave all students a choice to take 3 Electives in their senior forms studies. Learning hours released from the Core Subjects would be deployed to enrich students' Language Studies and Other Learning Experience.

With progressive development in school-based **Gifted Education** programs, more diversified learning and teaching strategies could be employed to help students with different learning styles and learning needs. Students with potential talents in different areas can also be better developed.

The **Healthy Campus Campaign** fitted in well under the shadow of the prolonged epidemic. With emphasis on physical, mental and social health, students were guided to develop a positive mind set in aversive situations. Cultivating students' resilience awareness would be further developed.

With the implementation of **National Security Law**, school curriculum and students' activities would be enriched to highlight the importance of national security. It is hoped that the epidemic would die down soon and students' excursions to mainland China could continue.

Teachers' continuous professional development will refer to the **COTAP** guide. With the new requirement in T-standard and teachers' professional conduct guide, both the new teachers and the experienced teachers will continue to develop under the EDB guide.

For Ming Yin, we will continue to help our students to achieve academic excellence, to serve the community and to glorify God.

Major Concerns (2021 – 2022)

Major Concern 1:

Launching the gifted education framework in the school-based curriculum
在校本課程中，施行資優教育框架

Major Concern 2:

Launching the MYC healthy Campus programmes across junior and senior forms
在各級實施銘賢健康校園計劃