

**CCC Ming Yin College  
School Report  
(Web Version)  
2021/22**



**The Church of Christ in China Ming Yin College**  
**Annual School Report**  
**2021/2022**  
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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 6 contract teachers), 2 laboratory technicians, 1 I.T. technician, 1 I.T. assistant, 1 school executive officer, 5 clerks, 1 school librarian, 3 teaching assistants, 1 school premises maintenance staff and 8 janitors.

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

| <b>Qualifications</b>   | <b>Number of Teachers</b> | <b>Percentage</b> |
|-------------------------|---------------------------|-------------------|
| Holding a first degree  | 52                        | 100%              |
| With teacher training   | 51                        | 98.1%             |
| Holding a higher degree | 28                        | 53.85%            |

1.3.3 Their teaching experience is listed below:

| <b>Teaching Experience</b> | <b>Number of Teachers</b> | <b>Percentage</b> |
|----------------------------|---------------------------|-------------------|
| 0 – 4 years                | 4                         | 7.69%             |
| 5 – 9 years                | 3                         | 5.77%             |
| 10 years or above          | 45                        | 86.54             |

Average years of teaching experience: 19.78 years.

#### 1.4. Class Structure (2021-2022)

1.4.1 There were 24 classes with a total of 770 students (410 boys and 360 girls) in September 2021.

1.4.2 The class structure is shown below:

| <b>Secondary</b> | <b>S.1</b> | <b>S.2</b> | <b>S.3</b> | <b>S.4</b> | <b>S.5</b> | <b>S.6</b> | <b>Total</b> |
|------------------|------------|------------|------------|------------|------------|------------|--------------|
| No. of classes   | 4          | 4          | 4          | 4          | 4          | 4          | 24           |
| No. of boys      | 72         | 73         | 72         | 61         | 71         | 61         | 410          |
| No. of girls     | 64         | 54         | 61         | 66         | 59         | 56         | 360          |

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, Citizenship and Social Development, Religious Education and Physical Education.

## 2. Achievements and Reflection on Major Concerns

### 2.1. Major Concern 1:

Launching the gifted education framework in the school-based curriculum

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 implement school-based GE at school level, curriculum level, subject level and committee 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 nurture students' capacity on planning their future
- 2.1.5 To enhance STEM education

| Achievements   |
|--|
| <p><b>A. To enrich teachers with knowledge of the characteristics of the gifted students and the trend of gifted education</b></p> <ul style="list-style-type: none"><li>• Most of the teachers have taken EDB Online Foundation Course for teachers — Gifted Education. The school will continue to encourage teachers to attend related staff development programmes.</li><li>• 6 teachers have taken other advanced courses on learning and teaching strategies or resources deployment for gifted education.</li></ul>   |
| <p><b>B. To implement school-based GE at school level, curriculum level, subject level and committee level</b></p> <ul style="list-style-type: none"><li>• The rationale of GE was explained to all staff. The implementation of GE is to be evaluated through lesson observation, with the emphasis on developing students' 8 generic skills in the classroom setting (Tier 1). (See attached the new Lesson Observation Evaluation Form and the PowerPoint presentation on MYC gifted education plan)</li><li>• Students are to be included in the talent pool through recommendation by teachers, self-recommendation and academic performance.</li></ul>   |
| <p><b>C. To enhance students' talents and learning capacities with a variety of GE opportunities at the school and inter-school levels</b></p> <ul style="list-style-type: none"><li>• During the COVID-19 school suspension period, subject teachers have adopted a variety of e-learning platforms and tools to cater for students' learning diversity.</li><li>• A Learning Skills workshop has been provided to S.4 and S.5 students with learning skills to help them better prepare for the DSE. The workshop has been postponed due to the severe COVID-19 pandemic condition.</li><li>• Students have been encouraged to join various pull-out programmes. An S.2 student was recommended to join the "Secondary Schools — The Hong Kong University of Science and Technology (HKUST) Dual Program 2021". An S.3 student has been nominated to</li></ul> |

participate in the Hong Kong Linguistics Olympiad (HKLO). One S.3 and one S.4 student have enrolled in programmes organized by the Hong Kong Academy for Gifted Education.

- One S.5 student won the Gold Medal in the Adobe Certified Professional (ACP) Competition 2022 – Hong Kong and he was invited to join the ACP World Championship at US California from 21 July to 6 August.
- Two students who won in the English Speech Festival have participated in the audition for the representative for the International Public Speaking Competition in London. Three groups of students have taken part in an inter-school English radio drama competition.
- Different e-learning tools have been used to enhance e-learning. iPads have been purchased for teachers to facilitate classroom learning and teaching. Apple TV will be installed in each classroom.

#### **D. To nurture students' capacity on planning their future**

- Some teachers have participated in CLP-related courses organized by EDB/HKACMGM/JUPAS.
- The S.6 Mentorship Program organized by the Careers and Life Planning Committee helped students set goals for their future studies and careers path. Students have found themselves more informed and confident in planning their future studies and careers.

#### **E. To enhance STEM education**

- Most face-to-face STEM-related programmes were affected because of Covid-19. However, many teachers tried to explore various opportunities so that students could still join numerous STEM-related activities which included the following:
  - i. Our school was one of the Pilot Schools in the HKedCity Go AI Scheme. There was teacher sharing of the pilot scheme at the Learning and Teaching Expo 2021.
  - ii. Our school was one of the Founding Schools of Swift Coding Club. The kick-off ceremony was held at the Learning and Teaching Expo 2021.
  - iii. Our school was one of the 17 Affiliate Schools of the CUHK Jockey Club AI for the Future Project, and the AI curriculum designed by CUHK had been implemented in S.1 – S.3 Computer Literacy classes (Tier 1 programme).  
Students found the activities interesting and they were awarded with merits and medals in these competitions.

#### **Reflection**

With the outbreak of COVID-19 pandemic, school and face-to-face lessons have been periodically suspended and many of the activities were cancelled or postponed. The school put great efforts on implementing various measures to support the S.6 classes to prepare for the DSE. The school has adopted strategical plans in arranging extra classes for S.6. This measure can be extended to S.4 and S.5 so that students can prepare for HKDSE at an earlier stage.

The senior forms curriculum has been refined to cater for students' abilities and interests. In junior forms, Drama Education, Public Speaking and Ceramics would be introduced in the 2022 – 23 academic year. It is hoped that the refinement of the school-based curriculum can address to the learning diversities of our students so that their potential can be stretched.

The STEAM curriculum, being led by an Assistant Principal, would be refined to develop a school-based implementation model of STEAM education. The STEAM elements would be incorporated in Science KLA, Technology KLA, PSHE KLA, Visual Arts and Reading across the Curriculum (RaC) Scheme to promote STEAM education.

The school has launched pedagogical changes to emphasize on catering for students' diversities. More school-based sharing sessions on GE can be organized to enhance teachers' professional development in the area. The BYOD policy would be put into practice to enhance various e-

learning strategies like making use of e-learning tools in note-taking and building learning portfolio to enhance learning and teaching effectiveness in classroom.

The school-based student talent pool should be refined through collecting information from school assessment, teachers' nomination and students' self-nomination, covering students' intellectual ability, creativity, commitment to tasks and achievements, to facilitate a holistic planning of school-based GE.

## 2.2. Major Concern 2:

Launching the MYC healthy campus programmes across junior and senior forms

Targets:

- 2.2.1 To develop and establish the attitude, life-long habits, knowledge, good practices and skills and cultivate them into the school culture
- 2.2.2 To build a Whole-School Health Policy with some related curriculum, extracurricular activities and pedagogies aligned
- 2.2.3 To renovate and maintain the Campus as a health and wellness induced physical entity in which the MYC Healthy Campus Framework and mechanism can function smoothly and effectively

### **Achievements**

The prolonged suspension of face-to-face schooling and shortening of lesson time to a half-day session adversely affected the implementation of the strategies planned for the 2021/22 school year. Many activities were canceled because of the COVID-19 pandemic. In view of the constraints caused by the reduced school hours, the school has used every possible channel to promote the healthy campus activities in school.

#### **A. To develop and establish the attitude, lifelong habits, knowledge, good practices and skills and cultivate them into the school culture**

In English lessons, texts related to a healthy life are taught in different forms:

- S.1: Strong, Fit and Fast
- S.2: Green Living and Getting Along with Others
- S.3: Healthy Body, Healthy Mind
- S.4: Relationships, Leisure for Entertainment

The reading texts have been covered and students could grasp their main ideas.

All students have learnt the functions of nutrients and the importance of a balanced diet in S.1 Integrated Science and Home Economics lessons. Moreover, students were encouraged by P.E. teachers to perform TABATA or HIIT at home during e-learning periods and holidays. In addition, S.2 and S.3 students were reminded of the importance of time management in the process of doing Project-based Learning project.

Social workers have launched a lot of mindfulness and healthy campus activities throughout the whole school year. A series of activities were organized for S.1 students to help them to adapt to the new learning environment, e.g. S.1 We Connect Program.



**B. To align the Whole-School Health Policy with related curriculum, extracurricular activities and pedagogy**

To nurture students’ sense of punctuality, “Monthly Attendance Award” was presented to the classes with outstanding attendance performance.

Moreover, activity series such as the ECA Wednesday, Singing Contest, Interclass Volleyball Competition, Tug-of-war, Ming Yin Kitchen, Dress Casual Day, Kin-ball Training Workshop and S.5 Training Camp, etc. were organized to cultivate healthy school atmosphere. Students awareness of the importance of physical health as well as mental health was raised.

Form-based Liaison Meetings were held at the beginning of the first and second terms, aiming at strengthening the communication among class teachers, social workers and various committees to cater for the needs of junior and senior form students.

To cultivate positive values among S.5 students, Kin-ball experience classes and inter-class competitions were held in May and June for strengthening cohesion of students and providing opportunities for relaxation. Furthermore, a day camp was organized for S.5 students after the final examination to enhance their team spirit and boost their confidence in coping with the pressure of HKDSE. The feedback of the class teachers and students was positive.

Various talks and workshops were held in order to instil positive values in the students with different needs.

| Level | Activity   |
|-------|--|
| S.1   | A talk named “Smart Brain” was delivered by a nutritionist             |
| S.2   | A sharing was delivered by a physically handicapped Hong Kong dancer   |
| S.3   | Guidance Programme on Senior Subject Selection was held                |
| S.4   | Herbarium Flower Mindful Workshops were organized                      |
| S.5   | Interpersonal Communication Workshops were delivered by social workers |
| S.6   | Guidance Programme on JUPAS Application and Multiple Pathways          |

**C. To renovate and maintain the Campus as a health and wellness induced physical entity in which the MYC Healthy Campus Framework and mechanism can function smoothly and effectively**

The following renovation projects and support services were conducted to provide a healthy and effective learning and teaching environment:

- The air ventilating conditions in all classrooms, special rooms, laboratories and school hall were reviewed. Installed additional ventilating fans were installed in school hall to meet the requirements of EDB and EPD.
- Whole school sanitations were done when the school had found suspicious cases on the school premises.
- Renovation of the staff and student toilets on the 1/F and 2/F to improve the hygiene levels.
- Campus TV project kicked off. The renovation work was finished in September 2022.
- Annual cleaning and sanitizing of all air conditioners were done to keep the environment safe and hygienic for students and teachers.
- FIT project (installation of solar panels) has started to help save energy and money for the school and more importantly to enhance the awareness of environmental protection among students. Also, it provides a platform for STEM education to students.
- Installation of sneeze guards in student canteen to protect students from infection.
- Renovated the Server Room to enhance the efficiency and working environment.
- Renovated and renamed the Multi-media Learning Centre and Room 406 as “Innovation and Technology Laboratory” and “A.I. Workshop”.
- Implemented BYOD scheme for helping students in need to access learning activities at home.

**Reflection**

Due to the suspension of full-day face-to-face classes, some healthy campus activities and programmes were cancelled while some of them were held in virtual formats. The effectiveness of these activities and programmes was inevitably weakened. As the school can resume full-day face-to-face classes in the new school year, it is expected that more activities and programmes which can widen students' horizons and enrich their learning experiences can be held both inside and outside school. Students can benefit physically and mentally from joining these activities. Moreover, the school will continue to improve the campus environment and facilities to provide students with a healthy campus that is more conducive to learning and teaching. The diversified healthy campus activities and programmes could help both students and teachers enhance the understanding of healthy lifestyle and thus will continuously develop the culture of healthy campus in the school.

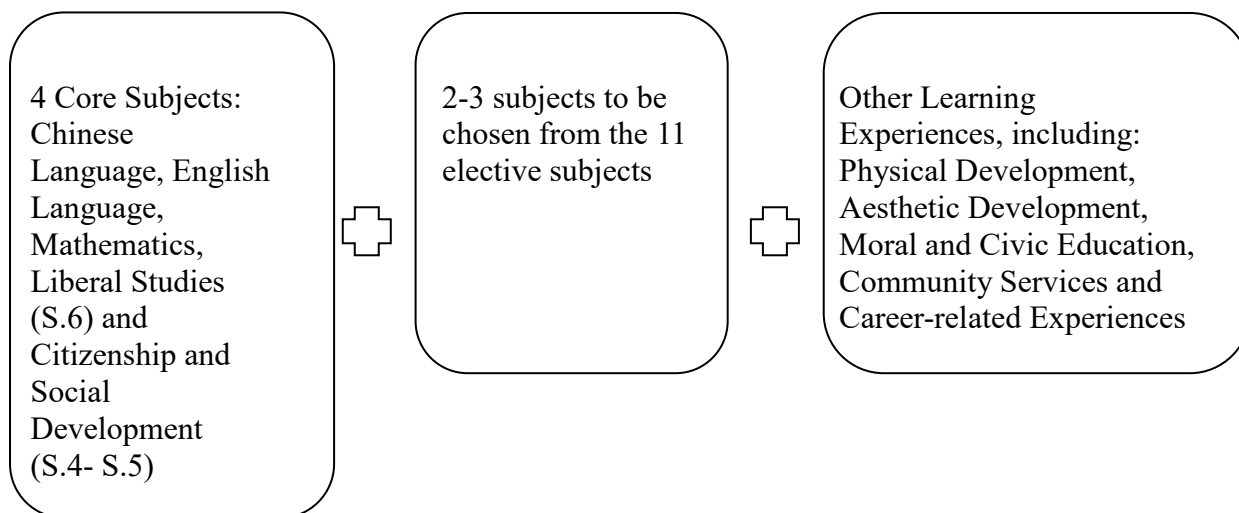
### 3. Our Learning and Teaching

#### 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, Chinese Literature, Putonghua, Liberal Studies, Citizenship and Social Development, 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/Citizenship and Social Development                     |            | *          | ✓                                    |                                      |
| 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  | *          | *          | ✓                                    |                                      |
| <b>Other Learning Experiences</b>                                      |            |            |                                      |                                      |
| Physical Development   |            | *          | ✓                                    |                                      |
| Aesthetic Development  |            | *          | ✓                                    |                                      |
| Moral and Civic Education/Community Service/Career-related Experiences |            | *          | ✓                                    |                                      |

\* Core Subject

Δ Elective Subject

## 3.2. Interface of junior and senior secondary curricular

### 3.2.1 A balanced junior curriculum

3.2.1.1. The junior curriculum covers the 8 key learning areas which provide students with a solid knowledge base on which the senior form curriculum can be built on. Subjects in the PSHE learning area, like Chinese History, Geography, SEBS and History are all retained as an independent subject. 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 diversity and to enhance 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 S.1-S.3.
  - 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 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 was held from 21 November to 26 November 2021. The programmes included, class visits by the minister from the church, blessing in Ming Yin, sermons and hymn sharing sessions. In addition, after school in the second school term has resumed, morning prayer meeting is held every Wednesday as usual. Committee members of student fellowship pray for the evangelistic work on campus. Through praying together, students learn how to serve one another.

Two face-to-face fellowship activities were held in June and overwhelming response was received from students. 98 students signed up for the activity 'Stone painting' which was held on 24 June 2022. It is hoped that student can get to know more about the gospel and experience the love of God through these activities.

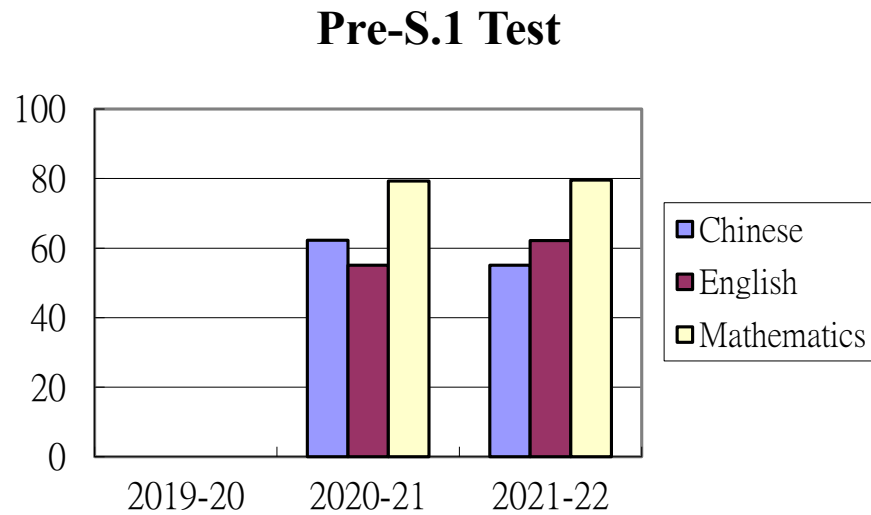
- 4.3.3 The School Chaplaincy Scheme is a powerful and effective tool through which our students can gain support both from the school campus setting and through the background of a church. Teachers and ministers alike offer their professional assistance to the students in a complementary sense or somewhat 'round the clock' manner, both inside and outside the campus.



## 5. Students' Performance

### 5.1. Hong Kong Attainment Test Results

Over the past three years, the average raw scores of the Pre-S.1 test results of the Hong Kong Attainment Test are as follows:



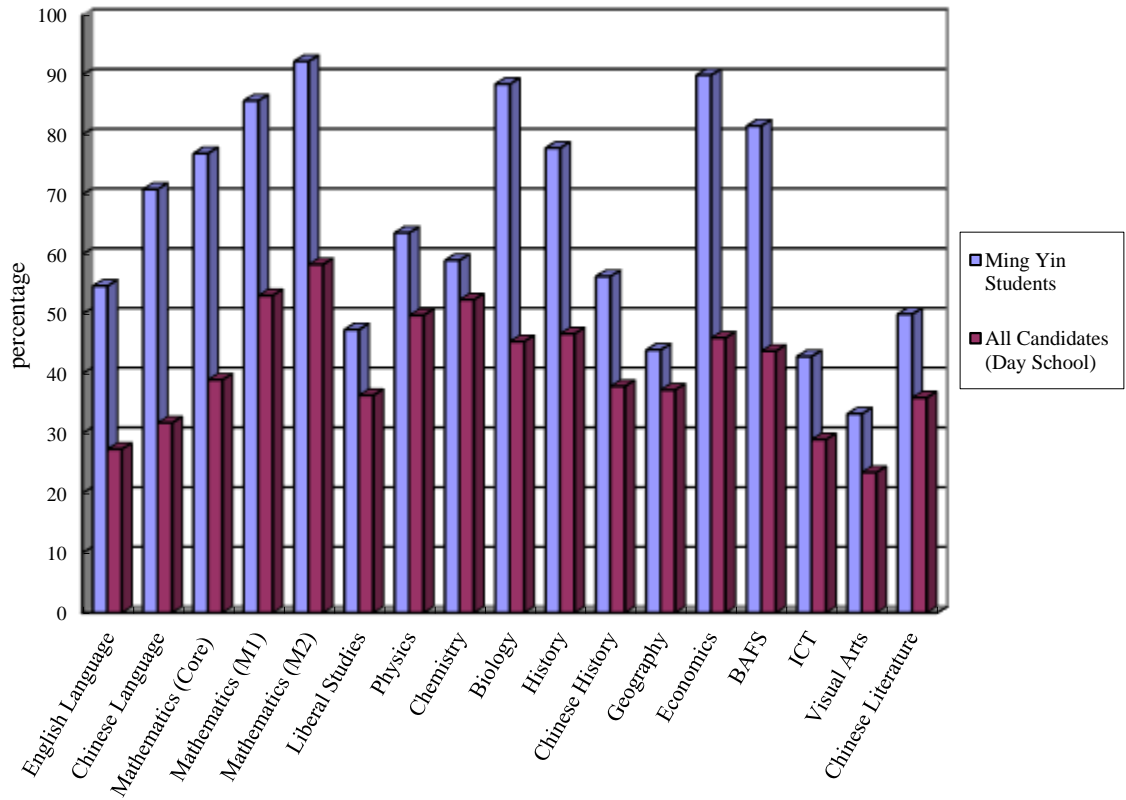
The Pre-S1 test of 2019-20 was cancelled because of the outbreak of Covid-19.

## 5.2. Hong Kong Diploma of Secondary Education Examination 2022

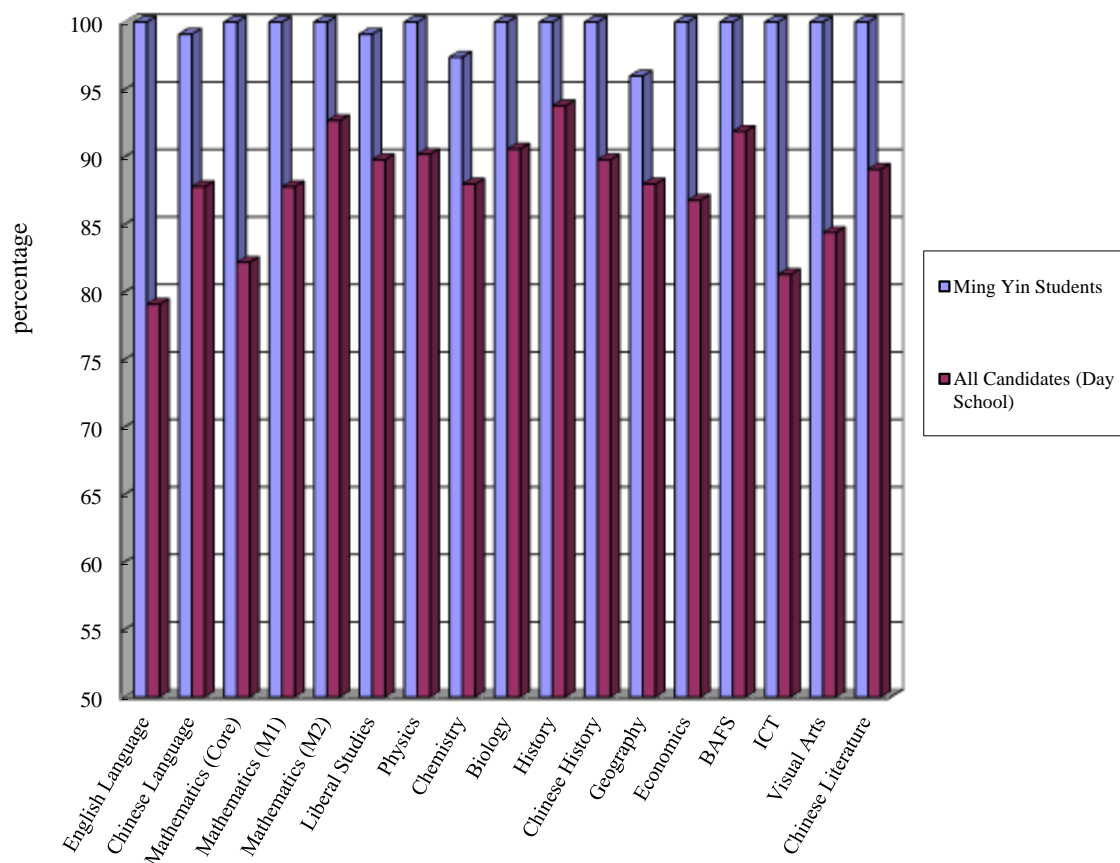
In 2022, 117 students sat for the HKDSE. 98.3% of our students attained level 2 or above in 5 subjects, including Chinese and English. 88% of our students met the minimum entrance requirements for degree programmes. Level 2 or above attainment for all subjects has reached 99.5%, compared with the Hong Kong average of 85.8% (Day School Candidates), while Level 5 or above attainment reaching 29.1%, compared with the Hong Kong average of 13% (Day School Candidates).

| Subject            | Results          | Percentage                          |                                |
|--------------------|------------------|-------------------------------------|--------------------------------|
|                    |                  | Ming Yin Students<br>(117 Students) | All Candidates<br>(Day School) |
| English Language   | Level 4 or above | 54.7 (64)                           | 27.4                           |
|                    | Level 2 or above | 100 (117)                           | 79.1                           |
| Chinese Language   | Level 4 or above | 70.9 (83)                           | 31.8                           |
|                    | Level 2 or above | 99.1 (116)                          | 87.8                           |
| Mathematics (Core) | Level 4 or above | 76.9 (90)                           | 39                             |
|                    | Level 2 or above | 100 (117)                           | 82.2                           |
| Mathematics (M1)   | Level 4 or above | 85.7 (6)                            | 53.1                           |
|                    | Level 2 or above | 100 (7)                             | 87.8                           |
| Mathematics (M2)   | Level 4 or above | 92.3 (12)                           | 58.3                           |
|                    | Level 2 or above | 100 (13)                            | 92.7                           |
| Liberal Studies    | Level 4 or above | 47.4 (55)                           | 36.4                           |
|                    | Level 2 or above | 99.1 (115)                          | 89.8                           |
| Physics            | Level 4 or above | 63.6 (28)                           | 49.8                           |
|                    | Level 2 or above | 100 (44)                            | 90.2                           |
| Chemistry          | Level 4 or above | 59 (23)                             | 52.4                           |
|                    | Level 2 or above | 97.4 (38)                           | 88                             |
| Biology            | Level 4 or above | 88.5 (23)                           | 45.4                           |
|                    | Level 2 or above | 100 (26)                            | 90.6                           |
| History            | Level 4 or above | 77.8 (14)                           | 46.7                           |
|                    | Level 2 or above | 100 (18)                            | 93.8                           |
| Chinese History    | Level 4 or above | 56.3 (9)                            | 37.9                           |
|                    | Level 2 or above | 100 (16)                            | 89.8                           |
| Geography          | Level 4 or above | 44 (11)                             | 37.3                           |
|                    | Level 2 or above | 96 (24)                             | 88                             |
| Economics          | Level 4 or above | 90 (45)                             | 46                             |
|                    | Level 2 or above | 100 (50)                            | 86.8                           |
| BAFS (ACCT)        | Level 4 or above | 81.5 (22)                           | 43.8                           |
|                    | Level 2 or above | 100 (27)                            | 91.9                           |
| ICT                | Level 4 or above | 42.9 (3)                            | 29                             |
|                    | Level 2 or above | 100 (7)                             | 81.3                           |
| Visual Arts        | Level 4 or above | 33.3 (3)                            | 23.5                           |
|                    | Level 2 or above | 100 (9)                             | 84.4                           |
| Chinese Literature | Level 4 or above | 50 (7)                              | 36                             |
|                    | Level 2 or above | 100 (14)                            | 89.1                           |

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



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



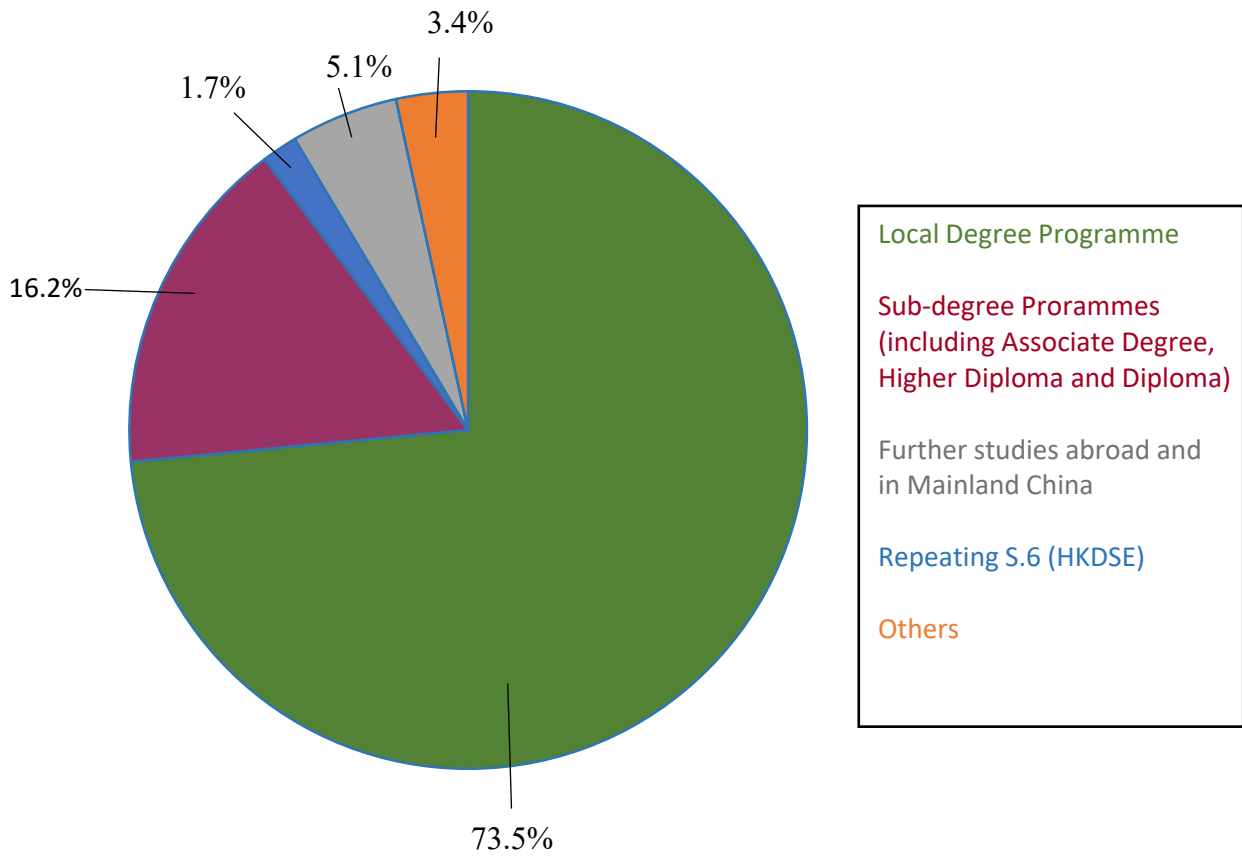
|  | No. of Students | % of Students |
|--|-----------------|---------------|
| Core subjects at 3322 or better  | 103             | 88.0          |
| Core subjects at 3322 or better, with one elective at level 3+                     | 103             | 88.0          |
| Core subjects at 3322 or better, with two electives at level 3+                    | 102             | 87.2          |
| 5 subjects with level 2 or better, including Chinese Language and English Language | 115             | 98.3          |

S.6 Graduates' Pathway (as at 13/9/2022)

|  | No. of Students | % of Students |
|--|-----------------|---------------|
| Local Degree Programmes  | 86              | 73.5          |
| Sub-degree Programmes (including Associate Degree, Higher Diploma and Diploma) | 19              | 16.2          |
| Repeating S.6 (HKDSE)  | 2               | 1.7           |
| Further studies abroad and in Mainland China                                   | 6               | 5.1           |
| Employment   | 0               | 0             |
| Others   | 4               | 3.4           |

| University / Institute                             | Number of students with degree offer | Percentage of students with degree offer |
|--|--------------------------------------|--|
| The University of Hong Kong                        | 16                                   | 15.0                                     |
| The Chinese University of Hong Kong                | 18                                   | 16.8                                     |
| The Hong Kong University of Science and Technology | 11                                   | 10.3                                     |
| The Hong Kong Polytechnic University               | 8                                    | 7.5                                      |
| City University of Hong Kong                       | 7                                    | 6.5                                      |
| Hong Kong Baptist University                       | 8                                    | 7.5                                      |
| Lingnan University                                 | 2                                    | 1.9                                      |
| The Education University of Hong Kong              | 8                                    | 7.5                                      |
| HKMU   | 6                                    | 5.6                                      |
| SSSDP  | 18                                   | 16.9                                     |
| Other Local Educational Institutes                 | 1                                    | 1.0                                      |
| Institutes outside Hong Kong                       | 4                                    | 3.7                                      |

S.6 Graduates' Pathway (as at 17/10/2022) (cont'd)



### 5.3. External Prizes 2021-2022

#### 5.3.1 Science and Mathematics

| No. | Contest/Competition/Organizer<br>主辦機構及比賽項目   | Name of Student(s)/Group<br>得獎者  |  |  | Details of Award<br>獎項                          |
|-----|--|--|--|--|---|
| 1.  | International Junior Science Olympiad 2022 - Hong Kong Screening<br>國際初中科學奧林匹克2022 - 香港選拔賽 | LAM CHUN LOK<br>ISAAC  | 林俊樂  | 3B   | Third Class Honours<br>三等獎                      |
| 2.  | Hong Kong Physics Olympiad 2021<br>2021 香港物理奧林匹克   | CHAN CHI WAH<br>MASON  | 陳智鏘  | 3C   | Second Class Honours Award<br>二等榮譽獎             |
| 3.  | International Chemistry Quiz<br>國際化學測試   | CHAN CHUN HING<br>KESWANI<br>FREDERICK SUNIL<br>CHAN YUK SING<br>NG LOK HANG<br>LOO SUM  | 陳振興<br>馬昭麟<br>陳旭昇<br>伍樂恒<br>羅琛                       | 6A<br>6A<br>6B<br>5A<br>5B                   | High Distinction<br>優異                          |
|     |  | FOK CHIU PANG<br>YE MAN HONG<br>WONG SZE WAN<br>CHENG KING CHI<br>LAM CHIN YUI<br>LEUNG YIU HEI<br>YUEN TSZ YUNG<br>HON TSZ HANG | 霍超鵬<br>叶敏航<br>黃詩韻<br>鄭景摯<br>林展喬<br>梁曜希<br>袁梓榕<br>韓子恒 | 6A<br>6A<br>6A<br>5A<br>5A<br>5A<br>5A<br>5C | Distinction<br>優良                               |
| 4.  | True Light Girls' Invitational Mathematics Contest 2021<br>真光女子數學邀請賽                       | WONG LAM YEUNG   | 王林陽  | 4D   | Distinction                                     |
|     |  | YAU YI YAN   | 游懿昕  | 4A   | Merit   |
| 5.  | Math Conception 2022<br>2022 數學思維大激鬥   | CHAN CHI WAH<br>MASON  | 陳智鏘  | 3C   | Individual 2nd runner-up<br>Group 1st runner-up |
|     |  | CAO KA MING<br>CHOI PAK HO   | 曹嘉銘<br>蔡珀灝   | 3B<br>3B                                     | Individual silver<br>Group 1st runner up        |
|     |  | TO TIN YAN<br>SHI ZICHUN   | 杜天恩<br>施紫純   | 2A<br>1B                                     | Individual silver<br>Group merit                |
|     |  | LI HOI TING<br>KWOK SUI HIM<br>LEE HOK YAU<br>LUK CHUN YIN   | 李凱婷<br>郭瑞謙<br>李學柔<br>陸雋然                             | 2A<br>2C<br>1C<br>1C                         | Individual bronze,<br>Group merit               |
|     |  | LI KAM WING<br>LIANG LI KATIA<br>JIAHAO  | 李錦榮<br>梁嘉好   | 2A<br>2D                                     | Appreciation Award<br>嘉許獎                       |
| 7.  | International Youth Math Challenge   | CHAN CHI WAH<br>MASON  | 陳智鏘  | 3C   | Silver Honour                                   |

### 5.3.2 Information and Communication Technology

| No. | Contest/Competition/Organizer<br>主辦機構及比賽項目                                 | Name of Student(s)/Group<br>得獎者                            |                         |                      | Details of Award<br>獎項                   |
|-----|--|--|-------------------------|----------------------|--|
|     |  |  |                         |                      |  |
| 8.  | Hong Kong Olympiad in Informatics<br>香港電腦奧林匹克競賽 2021/2022                  | MENG ZIJUN   | 孟子鈞                     | 6A                   | Honourable Mention<br>(Senior Group)     |
| 9.  | 「禮行天下」校際短片創作比賽<br>Inter-school video making about courtesy<br>competition  | CHAN POK MAN<br>LAM YUET TUNG<br>LIU CHI FUNG<br>YEUNG HEI | 陳博文<br>林悅潼<br>留志鋒<br>楊熙 | 4C<br>4C<br>4C<br>4D | Merit Award<br>優異獎                       |
| 10. | Hong Kong Cyber Security New Generation<br>Capture The Flag Challenge 2021 | AU TSZ KIT<br>WONG CHING KEI<br>ACHILLES<br>LI CLEMENT     | 歐子傑<br>黃靖麒<br>李旨軒       | 5A<br>5A<br>5B       | Certificate of Merit                     |
| 11. | Girls Go Tech Tutorial Video Competition<br>Girls Go Tech 自學課程短片創作比賽       | NG MAN HEI<br>SHAM WING YAN                                | 吳汶稀<br>岑穎昕              | 4A<br>4A             | First Runner-up<br>亞軍                    |
| 12. | Microsoft Office Skill Competition 2021                                    | LU CHEUK HANG  | 盧卓鏗                     | 6D                   | Bronze Award 銅獎                          |
| 13. | Cisco Skill Competition 2021   | HUANG CHI KIN<br>KING                                      | 黃智健                     | 6C                   | Certificate of Excellence<br>(Python)    |
|     |  | YAU WAI KI   | 邱慧琪                     | 6D                   | Certificate of Excellence<br>(Python)    |
|     |  | CHEN MING KIN  | 陳明健                     | 4A                   | Certificate of Excellence<br>(Python)    |
|     |  | CHAN KA TO ALAN  | 陳嘉濤                     | 4D                   | Certificate of Excellence<br>(Python)    |
|     |  | WONG MAN TUNG  | 王萬鈞                     | 6C                   | Certificate of Merit<br>(Cyber Security) |

### 5.3.3 Civic Education and Community Services

| No. | Contest/Competition/Organizer<br>主辦機構及比賽項目                        | Name of Student(s)/Group<br>得獎者                | Details of Award<br>獎項 |                |                |
|-----|---|--|------------------------|----------------|----------------|
|     |   |  |                        |                |                |
| 14. | 14th Sham Shui Po Outstanding Students<br>Award<br>第十四屆深水埗區傑出學生選舉 | CHEN MING KIN                                  | 陳明健                    | 4A             | 傑出學生<br>最佳領導才能 |
|     |   | CHEUNG TSZ YAN                                 | 張子欣                    | 4C             | 傑出學生           |
|     |   | LEE HO YAN                                     | 李可恩                    | 5B             | 優秀學生           |
|     |   | LEE SZE YUEN<br>TANG PO YU                     | 李思源<br>鄧寶如             | 5B<br>3A       |                |
| 15. | 2021-22 年度傷健期融各展所長青少年計劃   | FUNG MAN YU<br>WONG SUM KIU                    | 馮敏瑜<br>黃心喬             | 5A<br>5A       | 傑出表現大獎         |
| 16. | 香港學生服務領袖選舉  | LEUNG KWAN FUN                                 | 梁群歡                    | 5A             | 優良             |
| 17. | 2021 第六屆全港青少年進步獎  | CHIU KOWK TUNG<br>WONG TAI CHI<br>KONG YAN PIU | 趙國棟<br>王棣嗣<br>江欣蓓      | 5C<br>5C<br>4B | 進步嘉許獎          |



### 5.3.4 2021-2022 Hong Kong Speech Festival

| No. | Contest/Competition/Organizer<br>主辦機構及比賽項目                   | Name of Student(s)/Group<br>得獎者 |     |    | Details of Award<br>獎項 |
|-----|--|---------------------------------|-----|----|------------------------|
| 18. | Hong Kong Schools Speech Festival 2021-2022 (English Speech) | YUEN TSZ YUNG                   | 袁梓榕 | 5A | Champion               |
|     |  | CHUN TIN YAN                    | 秦天欣 | 5B |                        |
|     |  | TAM YAN HEI                     | 譚恩熙 | 4D |                        |
|     |  | KOO CHEUK LAM                   | 顧卓藍 | 5A | First-runner up        |
|     |  | YU SZE LEE                      | 余詩莉 | 6D | Second-runner up       |
| 19. | 香港學校朗誦節 2021-2022 散文獨誦<br>(粵語/女子組)                           | LEUNG HING WAN                  | 梁馨云 | 3A | 2nd Place<br>亞軍        |
| 20. | 香港學校朗誦節 2021-2022 散文獨誦<br>(普通話/女子組)                          | LAM SUI MIU                     | 林萃苗 | 1B | 3rd Place<br>季軍        |
| 21. | 香港學校朗誦節 2021-2022 詩詞獨誦<br>(普通話/男子組)                          | HUI WAN KA                      | 許芸嘉 | 1D | 3rd Place<br>季軍        |
| 22. | 香港學校朗誦節 2021-2022 詩詞獨誦<br>(粵語/女子組)                           | KWOK TSZ CHING                  | 郭芷晴 | 1D | 3rd Place<br>季軍        |

### 5.3.5 Others

| No. | Contest/Competition/Organizer<br>主辦機構及比賽項目  | Name of Student(s)/Group<br>得獎者 |     |    | Details of Award<br>獎項    |
|-----|---|---------------------------------|-----|----|---------------------------|
| 23. | 2nd One Health COVID 19 Winter Writing Competition  | LI KA HO                        | 李家浩 | 4C | Outstanding Writing Award |
| 24. | Canadian English Writing Competition 2022 (Arch Cup) Live Preliminary Competition<br>2022 年加拿大英文寫作大賽「雅卓盃」<br>現場初賽 | SUEN HOI SHING                  | 孫愷成 | 3B | Silver Award<br>銀獎        |
|     |   | KWONG MING HIN                  | 鄺明軒 | 3B | Bronze Award<br>銅獎        |
|     |   | MA LEE FUNG                     | 馬利豐 | 3B |                           |
|     |   | LIAO WAI YING                   | 廖蔚盈 | 3B |                           |
| 25. | Fourth Asia Pacific Linguistics Olympiad  | CHAN CHI WAH<br>MASON           | 陳智鋒 | 3C | Bronze Medal              |
| 26. | Speaking with Confidence Competition<br>「說出自信心」演說比賽   | CHEN MING KIN                   | 陳明健 | 4A | Second-runner-up<br>季軍    |
| 27. | 金錢管理大挑戰-才德兼備理財動畫劇本<br>創作-才德兼備理財動畫劇本創作   | CHAN CHI WAH<br>MASON           | 陳智鋒 | 3C | 初中組優異獎                    |
|     |   | LIU CHI FUNG                    | 留志鋒 | 3C |                           |

## 6. Financial Summary

### The Church of Christ in China Ming Yin College Financial Report as at 31 August 2022

| Particulars  | Income<br>(HK\$)    | Expenditure<br>(HK\$) |
|--|---------------------|-----------------------|
| <b>Balance B/F (Government Funds and School Funds)</b>   |                     | <b>5,152,208.65</b>   |
| <b>I. Government Funds</b>                               |                     |                       |
| <b><u>(i) EOEBG Non-School Specific</u></b>              |                     |                       |
| Baseline Reference Grant                                 | 1,874,121.09        | 1,570,282.82          |
| Composite Furniture and Equipment Grant                  |                     | 522,349.00            |
| <i>Sub Total</i>   | <i>1,874,121.09</i> | <i>2,092,631.82</i>   |
| <b><u>(ii) EOEBG School Specific Grant</u></b>           |                     |                       |
| Administration Grant                                     | 3,531,024.00        | 3,504,935.30          |
| Air-conditioning Grant                                   | 557,032.00          | 402,333.70            |
| Capacity Enhancement Grant                               | 642,934.00          | 100,029.75            |
| Composite IT Grant                                       | 494,240.00          | 488,187.59            |
| School-based Educational Psychology Service              | 109,517.00          | 110,000.00            |
| School-based Management Top-up Grant                     | 50,702.00           | 40,000.00             |
| School-based Speech Therapy Recurrent Grant              | 8,112.00            | 12,526.00             |
| <i>Sub Total</i>   | <i>5,393,561.00</i> | <i>4,658,012.34</i>   |
| <b>II. School Funds</b>                                  |                     |                       |
| Approved Collection for Specific Purposes                | 236,530.00          | 273,200.00            |
| Subscriptions Account                                    | 1,463,565.70        | 1,312,234.60          |
| Smart Card Received in Advance                           | 778,620.10          | 778,620.10            |
| Council Fund   | 1,000.00            | 746.20                |
| QEF Account (Campus TV)                                  | 434,850.00          | 312,600.00            |
| <i>Sub Total</i>   | <i>2,914,565.80</i> | <i>2,677,400.90</i>   |
| <b>Total surplus for school year</b>                     |                     | <b>754,202.83</b>     |
| <b>Accumulative Surplus as at the end of school year</b> |                     | <b>5,906,411.48</b>   |

## 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 form studies. Learning hours released from the Core Subjects would be deployed to enrich students' Language Studies and Other Learning Experiences. A more diversified Junior Form Curriculum consisting of Ceramics and English Drama would be introduced to enhance the aesthetic education capacity of the school.

The implementation of Gifted Education Curriculum was severely interrupted by the pandemic. Still a more student-centered approach based on the Knowledge Building Model has been formulated and tried out by teachers at classroom level. A structured professional development program will be planned for progressive implementation and celebration of good practices in the course of normalization of face-to-face full day schooling. With the re-structural change in administration, the Vice-principal in charge of Learning and Teaching will be supported by an Assistant Principal to oversee the development and implementation of more diversified learning and teaching strategies as well as balanced ECA programmes.

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. Special attention and resources will be reserved for our graduate classes this year.

With the implementation of **National Security Law**, the 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 (2022 – 2023)**

### **1. Major Concern 1:**

**Implementing the Gifted Education framework in the school-based curriculum**

在校本課程中，施行資優課程框架

### **2. Implementing and refining a whole-school approach for the healthy campus culture**

落實及優化全校性健康校園文化

