

**CCC Ming Yin College
School Report
(Web Version)
2022/23**

The Church of Christ in China Ming Yin College
Annual School Report
2022/2023
CONTENT

| | |
|--|----------|
| 1. Our School | P.1-P.2 |
| 2. Achievements and Reflection on Major Concerns | P.3-P.7 |
| 3. Students' Performance | P.8-P.18 |
| 4. Financial Summary | P.19 |
| 5. Feedback on Future Planning | P.20-21 |

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 74 members of staff: the Principal, 51 teachers (including a Native English-speaking Teacher and 3 contract teachers), 2 laboratory technicians, 2 I.T. technicians, 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:

| Qualifications | Number of Teachers | Percentage |
|-------------------------|---------------------------|-------------------|
| Holding a first degree | 52 | 100% |
| With teacher training | 49 | 94.23% |
| Holding a higher degree | 29 | 55.77% |

1.3.3 Their teaching experience is listed below:

| Teaching Experience | Number of Teachers | Percentage |
|----------------------------|---------------------------|-------------------|
| 0 – 4 years | 7 | 13.46% |
| 5 – 9 years | 2 | 3.85% |
| 10 years or above | 43 | 82.69% |

Average years of teaching experience: 18.82 years.

1.4. Class Structure (2022-2023)

1.4.1 There were 24 classes with a total of 766 students (413 boys and 353 girls) in September 2022.

1.4.2 The class structure is shown below:

| Secondary | S1 | S2 | S3 | S4 | S5 | S6 | Total |
|------------------|-----------|-----------|-----------|-----------|-----------|-----------|--------------|
| No. of classes | 4 | 4 | 4 | 4 | 4 | 4 | 24 |
| No. of boys | 78 | 69 | 69 | 69 | 59 | 69 | 413 |
| No. of girls | 58 | 61 | 52 | 61 | 63 | 58 | 353 |

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:

Implementing the Gifted Education framework in the school-based curriculum

Targets:

- 2.1.1 To enrich teachers with knowledge of the characteristics of the gifted students and the trend of gifted education
- 2.1.2 To implement school-based GE at school level, curriculum level, subject level and committee level
- 2.1.3 To enhance teachers' in developing students' potentials
- 2.1.4 To enhance students' talents and learning capacities with a variety of E opportunities at the school and inter-school levels
- 2.1.5 To enhance students with various abilities management of their learning progress
- 2.1.6 To nurture students' capacity on planning their future
- 2.1.7 To enhance STEM education

| Achievements | |
|---|---|
| 1. To enrich teachers with knowledge of the characteristics of the gifted students and the trend of gifted education | <ul style="list-style-type: none">• 60% teachers have attended the EDB Online Foundation Course for Teachers – Gifted Education. The school will continue to encourage teachers to attend courses and seminars on gifted education, especially on the area of STEAM education. |
| 2. To implement school-based GE at school level, curriculum level, subject level and committee level | <ul style="list-style-type: none">• 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).• The junior form curriculum has been revised to include public speaking and ceramics in S1 and drama in education in S2 and S3.• After-school elite classes and remedial classes are arranged for various subjects to cater students of various abilities.• Several subjects have joined the school-based support service from EDB to help subject teachers to develop teaching materials addressing to students' necessities.• School-based Talent Pool Programme has been developed to nurture our students with different areas of giftedness. Students with one or more types of giftedness will be recruited to join different courses, competitions or training programmes. Students have been awarded with different prizes in these competitions. |
| 3. To enhance teachers' abilities in developing students' potentials | <ul style="list-style-type: none">• Subject teachers have adopted a variety of e-learning platforms and tools to cater for students' learning diversity during the pandemic period. |

- Workshops were organized to train our teaching staff how to use Apps such as ChatGPT, GoodNotes and Notability on teaching.

4. To enhance students' talents and learning capacities with a variety of GE opportunities at the school and inter-school levels

- An A.I. (AlphaAI) Workshop was co-organized with Paris-Saclay University in May 2023. Dr Thomas Deneux from Paris-Saclay University was invited as guest speaker to have a sharing to teachers and students of the up-to-date knowledge about A.I. and Supervised Learning Model.
- Students have been encouraged to join various competitions. The Senior English Drama Team has been awarded a lot of prizes for their outstanding performance in the joint school drama competition. One student has received an award in the Young Writers Contest.
- Three students won the Best Overall Film (Fiction) in Filmit 2023.
- A student joined the ACP Competition – Photoshop, Hong Kong Division and was awarded the champion. The student was invited to join the ACP World Championship in Orlando, USA during summer vacation.
- A student joined the CodeCombat HK-MO-TW Competition and was awarded the champion.
- A student was awarded Honorable Mention in the Hong Kong Physics Olympiad 2023.
- Students participated in Consumer Cultural Study Award organized by Consumer Council and were awarded 'The Best Selected Topic'(最佳選題獎) in the competition.
- Three students were awarded the First Runner-up in the English Speech Festival.

5. To enhance students with various abilities management of their learning progress

- A Learning Skills workshop has been provided to S4 and S5 students to help them better prepare for the DSE and help them in the followings:
 - i. Encourage students to set specific, measurable, achievable, relevant, and time-bound (SMART) goals.
 - ii. Equip students with a range of effective learning strategies. Teach them techniques such as active reading, note-taking, summarizing, and organizing information.
 - iii. Assist students in developing time management skills by teaching them how to prioritize tasks, create schedules, and allocate time for different activities.
- As the school resumed normal, a self-direction learning session was organized before lessons to promote students regular self-reflection to help students identify their learning preferences, challenges, and progress.

6. To nurture students' capacity on planning their future

- Life planning teaching materials were provided for S1-S6 Class Teachers.
- RE teachers have used the Career Mapping Booklet to help students plan their studies and explore future careers. Students found it useful and inspiring.
- COA MyFirstChoice Programme was organized for S3 students. Students found the questionnaire useful in exploring careers they are interested in.
- The S6 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.
- CLP programmes were organized to expose students to different courses and workshops and extend students' potential through gifted programmes.
- Job shadowing and visits to various organizations (e.g. Y.E.S), workspaces and institutes were organized for students to broaden their exposures.

7. To enhance STEM education

- The junior Computer Literacy curriculum was reviewing every year. AI in education, coding and robotics have been implemented in junior Computer Literacy curriculum.
- Many STEM-related programmes were organized to provide various opportunities for students so that their potentials STEM-related fields can be explored which included the followings:
 - i. Student Training in Entrepreneurship Programme (CoCoon STAR) which included company visit and summer internship;
 - ii. HKedCity Go AI Scheme, Swift Coding Club Training Workshop, Ocean Park – STEAM Student Competition, etc;
 - iii. Alchemist Workshop organized by Chow Sang Sang Jewellery Co. Ltd.;
 - iv. Math Infographics Design Competition organized by EDB;
 - v. Rocket Car Fun Day.

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 continue to consider “Enhancing students’ learning capacity and competence through Gifted Education” to be a major concern for the next development cycle with special emphasis on developing students to be an active learner and STEAM Education.

The senior forms curriculum has been refined to cater for students’ abilities and interests. In junior forms, Drama Education, Public Speaking and Ceramics has been introduced in the 2022 – 23 academic year. A curriculum on speaking will be devised which will be led by the NET to explore students’ potential. Co-curricular activities which aims to promote students self-confidence on public speaking will be further enhanced by encouraging students to participate in various school events, like emcees in assemblies, School Information Day, School Speech Day, Sharing under National Flag, etc.

More emphasis should be put on students’ careers and life planning. A CLP lesson is incorporated in school timetable to help S.6 students better prepare for their further studies. Videos from alumni in various careers will be provided to students to offer them up-to-date information and advice on further studies and careers to help students make informed choices. One of the findings in APASO is to enhance life planning such as goal setting and coaching begins earlier in junior form, especially for S2.

STEAM Education will be implemented through the formal and informal curriculum. Room 405 has been renovated as the IT Innovation Lab, which will be used for STEAM activities. The STEAM curriculum, being led by an Assistant Principal, would be further enhanced so that STEAM elements could be incorporated in Science KLA, Technology KLA, Maths KLA, Visual Arts and Reading across the Curriculum (RaC) Scheme to promote STEAM education.

The BYOD policy will be further extend to whole school 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 Sister School Scheme will be refined in the hope that partnerships can be established with at least one local school, one school from the mainland and one school from overseas to launch exchange programmes or collaborative projects for students to maximize students’ opportunities. Students are encouraged to participate in overseas study tours or compete in international tournaments to broaden their learning horizons. The school aims to enrich students’ learning experiences through various gifted programmes, joint-school and sister-school collaborations, as well as local, regional, and international competitions

2.2. Major Concern 2:

Implementing and refining a whole-school approach for the healthy campus culture

Targets:

- 2.2.1 To establish students' positive values and attitude, with special emphasis on respect for others, commitment and perseverance, through a holistic and balanced curriculum
- 2.2.2 To enhance students' physical and mental well-beings
- 2.2.3 To improve the school campus as a wellness-induced environment for students and teachers

Achievements

With the end of the COVID-19 epidemic, school teaching and extracurricular activities have gradually returned to normal. Subsequently, the school implemented various measures to enhance the learning and teaching effectiveness and promote a healthy campus culture. With the resumption of regular whole-day face-to-face classes, the school has focused on enhancing the quality of teaching. The school has implemented measures such as revised curriculum, updated teaching methodologies, and increased use of technology to improve the learning experience for students. Besides, recognizing the potential impact of the epidemic on students' well-being, the school has prioritized student support services. This included counseling programmes, mental health support, and initiatives to promote overall student welfare.

1. To establish students' positive values and attitude, with special emphasis on respect for others, commitment and perseverance, through a holistic and balanced curriculum

Different subjects have embedded contents of the specific positive values and healthy lifestyle in their curriculum. Moreover, many competitions have been organized to promote the healthy campus culture. Below are some of the examples:

- English Language: English Calligraphy Competition was organized for S1 to S5 students. The theme was healthy body and healthy mind. The winning entries were displayed at the school main gate. Moreover, there was a video making competition. The theme was "Healthy Campus".
- Integrated Science and PSHE subjects: Subject content emphasized commitment, respect for others and cooperation when doing project works and investigations.
- Sharing During Flag-raising Ceremony and Chinese Week: The Sharing During Flag-raising Ceremony encourages students to learn and understand more about Chinese history and culture, helping to develop their sense of national identity. Chinese cultural learning elements are reinforced in the school's curriculum, and a wide range of varied and interesting activities of Chinese Week was introduced to enrich students' learning experiences including making traditional handicrafts, playing traditional games, etc. In order to foster students' sense of national belonging, the school organized four Mainland exchange programmes under different themes in the 2022/23 school year.
- Home Economics: All students have learnt the functions of nutrients and the importance of a balanced diet in S1 while S2 students have learnt meal planning.

The above strategies and teaching programmes have developed students' positive values and attitudes, especially in nurturing their qualities of perseverance, sense of national identity, respect for others and commitment.

2. To enhance students' physical and mental well-beings

Different student support activities have been organized to enhance students' physical and mental well-beings. The following mental health programmes were conducted to enhance students' mental wellness and strengthen their resilience and emotional management skills.

- Music therapy, art therapy, magic therapy, animal therapy were conducted throughout the whole school year. Student participants enjoyed these activities.
- "Joyful@School-Ambassador Scheme" was implemented in S1. Students had completed a questionnaire to evaluate their resilience and mental health. Target students were invited to join the follow-up activities to train them how to face adversities.
- Our social workers have organized many day camps and Mindful Thursday game activities for our students.

The above-mentioned programmes offered students appropriate developmental, preventive and remedial counselling services according to their needs, as well as fostering their resilience and adaptability so that they can face challenges with a positive mindset. Due to the epidemic, the Sports Days were suspended for three years and resumed this year. The active participation of students has enhanced their interest and commitment to sports. Besides, various types of ball games and inter-class sports competitions were held in this academic year. Students actively participated in these activities and competitions. It has provided a lot of opportunities for students to exercise outside of Physical Education classes.

3. To improve the school campus as a wellness-induced environment for students and teachers

In this school year, the school has completed the following projects to renovate and maintain the school campus to ensure a wellness-induced environment for effective learning and teaching:

- Placing potted plants in school corridors
- Building religious garden corridor
- Building ceramics garden for beautifying the school and displaying students' artworks
- Upgrading the teaching facilities in classrooms, e.g. installation of Apple TV and optic fiber network
- Installation of solar panels in the rooftop
- Rewiring power supply on the 3rd floor
- Construction of a sound-proof activity room for music activities
- Installation of new air-conditioners in the Student Canteen

From our observation, the upgraded teaching facilities in classrooms such as Apple TV have been frequently used in classroom teaching. Students were arranged to plant trees in the religious garden. S1 students made clay decorations for the ceramics garden. After the completion of these projects, both students and teachers agree that the school campus has been revamped as a wellness-induced environment.

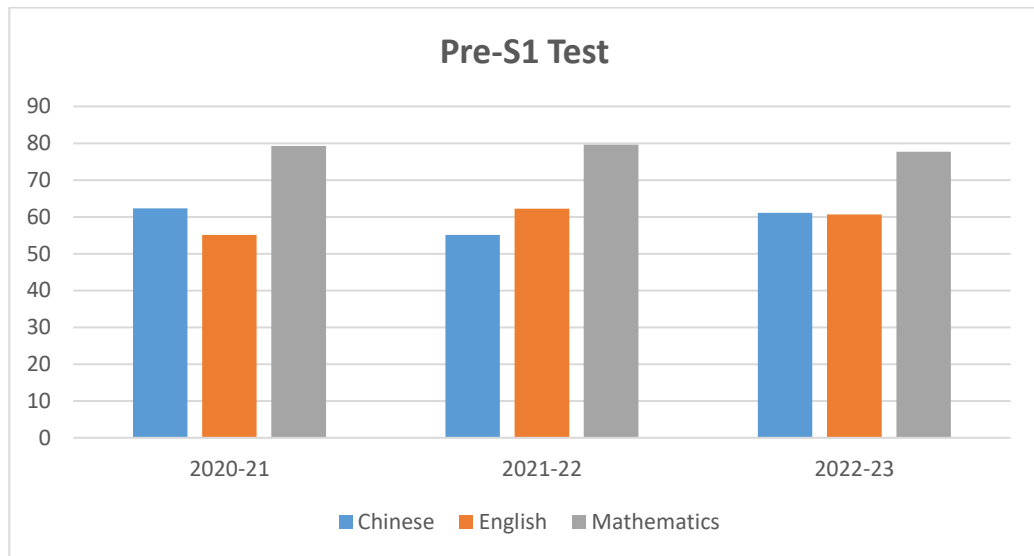
Reflection

After three years of epidemic, the physical and mental development of students has been adversely affected. For example, some students are used to personal learning, lack opportunities to get along with their peers, work and rest without proper time management skills. The school will continue to plan comprehensively in the areas of learning and teaching and student support so as to cultivate students' healthy growth in the domains of ethics, intellect, physical development, social skills and aesthetics. The school will regularly conduct review on work progress and resource deployment and organize various types of activities. Moreover, the school will continue to improve the campus environment and facilities to provide students with a healthy campus that is favourable for student learning and growth. It is believed that 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. Students' Performance

3.1. Hong Kong Attainment Test Results

Over the past three years, the average raw scores of the Pre-S1 test results of the Hong Kong Attainment Test are as follows:

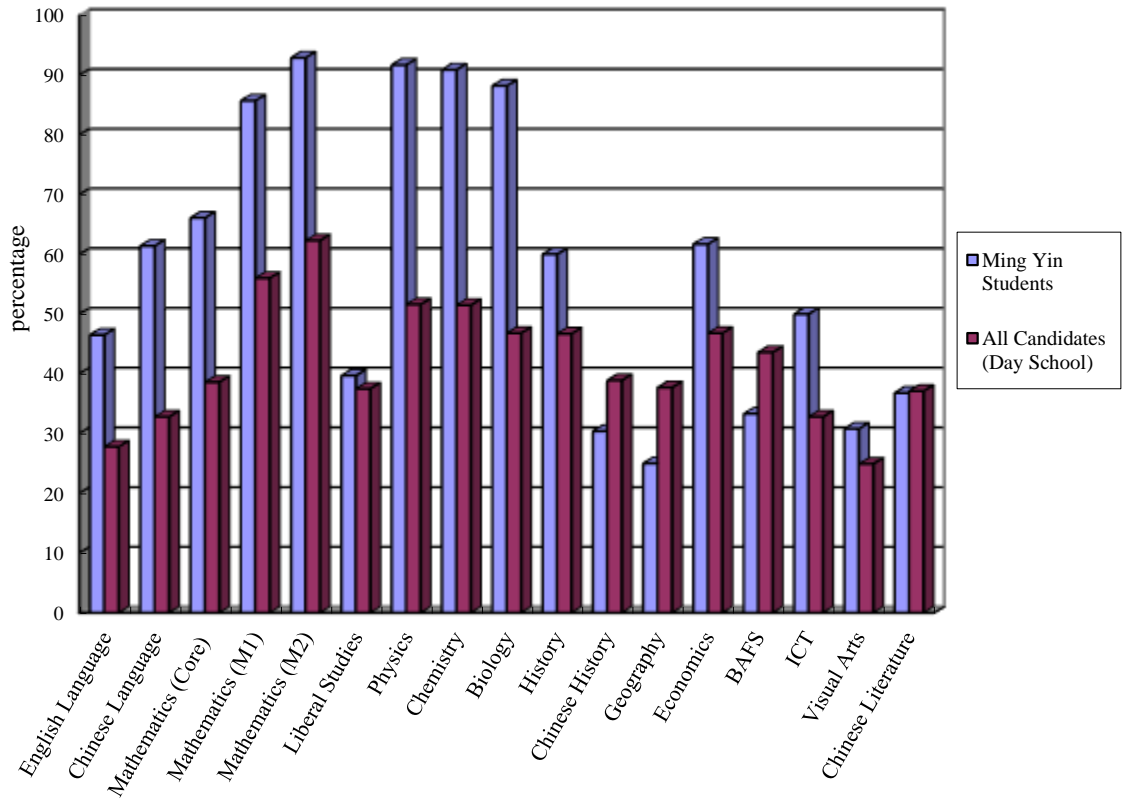


3.2. Hong Kong Diploma of Secondary Education Examination 2023

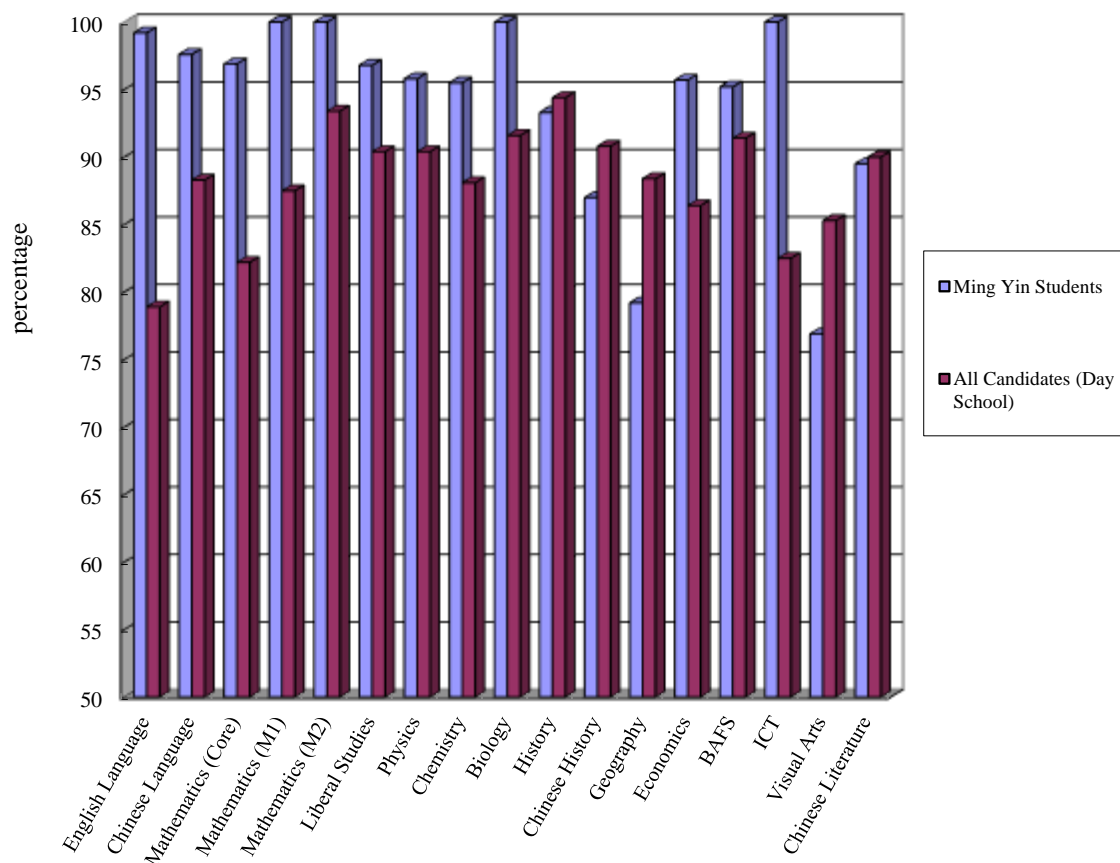
In 2023, 127 students sat for the HKDSE. 93.6% of our students attained level 2 or above in 5 subjects, including Chinese and English. 82.4% of our students met the minimum entrance requirements for degree programmes. Level 2 or above attainment for all subjects has reached 96.0%, compared with the Hong Kong average of 86.0% (Day School Candidates), while Level 5 or above attainment reaching 23.9%, compared with the Hong Kong average of 13.4% (Day School Candidates).

| Subject | Results | Percentage | |
|--------------------|------------------|-------------------------------------|--------------------------------|
| | | Ming Yin Students (127 Students) | All Candidates (Day School) |
| English Language | Level 4 or above | 46.5 (59) | 27.8 |
| | Level 2 or above | 99.2 (126) | 78.9 |
| Chinese Language | Level 4 or above | 61.4 (78) | 32.8 |
| | Level 2 or above | 97.6 (124) | 88.3 |
| Mathematics (Core) | Level 4 or above | 66.1 (84) | 38.6 |
| | Level 2 or above | 96.9 (123) | 82.2 |
| Mathematics (M1) | Level 4 or above | 85.7 (6) | 56.0 |
| | Level 2 or above | 100 (7) | 87.5 |
| Mathematics (M2) | Level 4 or above | 92.9 (13) | 62.3 |
| | Level 2 or above | 100 (14) | 93.4 |
| Liberal Studies | Level 4 or above | 39.7 (50) | 37.5 |
| | Level 2 or above | 96.8 (122) | 90.4 |
| Physics | Level 4 or above | 91.7 (22) | 51.6 |
| | Level 2 or above | 95.8 (23) | 90.4 |
| Chemistry | Level 4 or above | 90.9 (40) | 51.5 |
| | Level 2 or above | 95.5 (42) | 88.1 |
| Biology | Level 4 or above | 88.2 (45) | 46.8 |
| | Level 2 or above | 100 (51) | 91.6 |
| History | Level 4 or above | 60.0 (9) | 46.7 |
| | Level 2 or above | 93.3 (14) | 94.4 |
| Chinese History | Level 4 or above | 30.4 (7) | 38.9 |
| | Level 2 or above | 87.0 (20) | 90.8 |
| Geography | Level 4 or above | 25.0 (6) | 37.7 |
| | Level 2 or above | 79.2 (19) | 88.4 |
| Economics | Level 4 or above | 61.7 (29) | 46.8 |
| | Level 2 or above | 95.7 (45) | 86.4 |
| BAFS (ACCT) | Level 4 or above | 33.3 (7) | 43.6 |
| | Level 2 or above | 95.2 (20) | 91.4 |
| ICT | Level 4 or above | 50.0 (5) | 32.8 |
| | Level 2 or above | 100 (10) | 82.5 |
| Visual Arts | Level 4 or above | 30.8 (4) | 24.9 |
| | Level 2 or above | 76.9 (10) | 85.3 |
| Chinese Literature | Level 4 or above | 36.8 (7) | 37.1 |
| | Level 2 or above | 89.5 (17) | 90.0 |

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



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



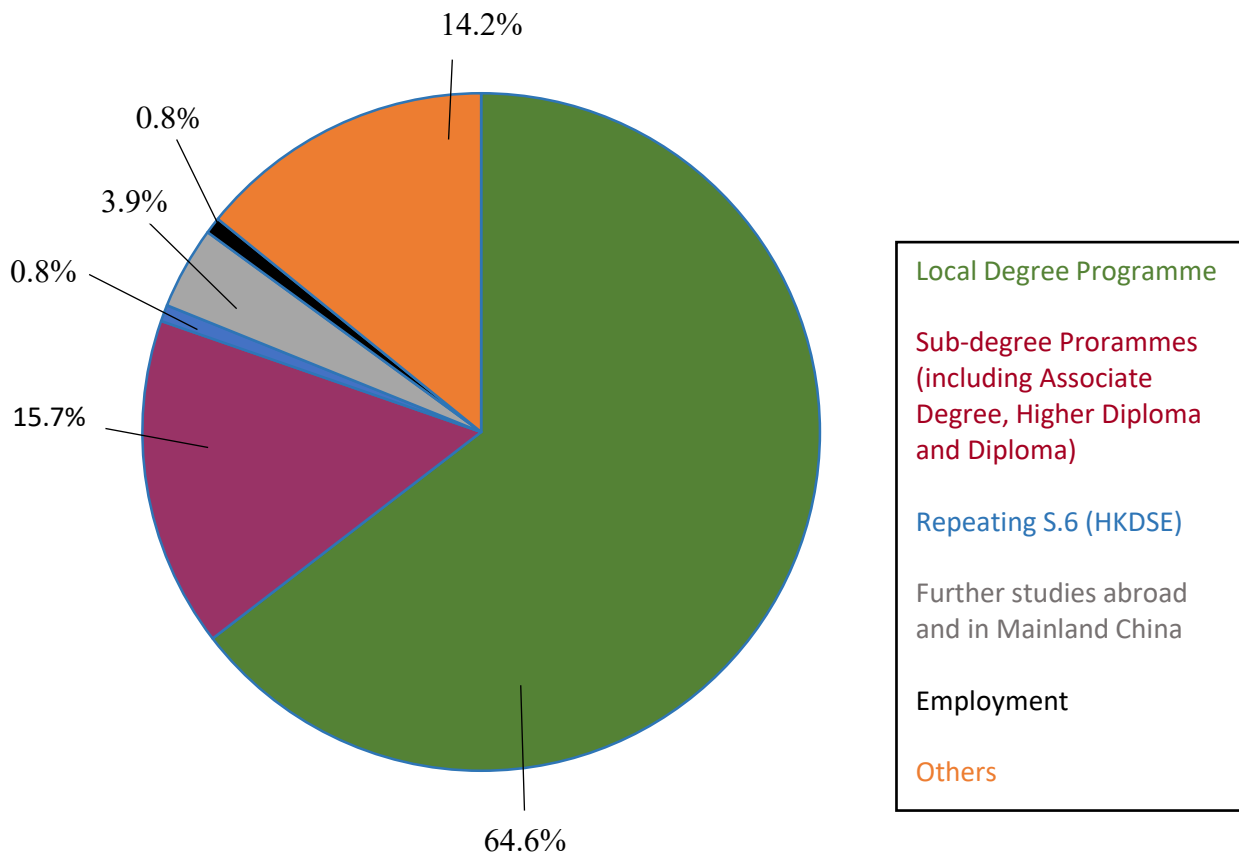
| | No. of Students | % of Students |
|--|-----------------|---------------|
| Core subjects at 3322 or better | 103 | 82.4 |
| Core subjects at 3322 or better, with one elective at level 3+ | 92 | 73.6 |
| Core subjects at 3322 or better, with two electives at level 3+ | 78 | 62.4 |
| 5 subjects with level 2 or better, including Chinese Language and English Language | 117 | 93.6 |

S6 Graduates' Pathway (as at 22/9/2023)

| | No. of Students | % of Students |
|--|-----------------|---------------|
| Local Degree Programmes | 82 | 64.6 |
| Sub-degree Programmes (including Associate Degree, Higher Diploma and Diploma) | 20 | 15.7 |
| Repeating S6 (HKDSE) | 1 | 0.8 |
| Further studies abroad and in Mainland China | 5 | 3.9 |
| Employment | 1 | 0.8 |
| Others | 18 | 14.2 |

| University / Institute | Number of students with degree offer | Percentage of students with degree offer |
|--|--------------------------------------|--|
| The University of Hong Kong | 12 | 14.0 |
| The Chinese University of Hong Kong | 22 | 25.6 |
| The Hong Kong University of Science and Technology | 4 | 4.7 |
| The Hong Kong Polytechnic University | 15 | 17.4 |
| City University of Hong Kong | 5 | 5.8 |
| Hong Kong Baptist University | 4 | 4.7 |
| Lingnan University | 4 | 4.7 |
| The Education University of Hong Kong | 2 | 2.3 |
| HKMU | 2 | 2.3 |
| SSSDP | 12 | 14.0 |
| Other Local Educational Institutes | 0 | 0 |
| Institutes outside Hong Kong | 4 | 4.7 |

S6 Graduates' Pathway (as at 21 September 2023) (cont'd)



3.3. External Prizes 2022-2023

3.3.1 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. | Mathematics Book Report Competition for Secondary Schools (2021/22) 中學數學閱讀報告比賽 | LIANG LI KATIA JIAHAO | 梁嘉好 | 2D | Appreciation Award 嘉許獎 |
| 2. | Education Bureau Creative Infographic Design Competition on Applications of Mathematics (2021/22) | LI KAM WING TANG SZE LONG | 李錦榮 鄧思朗 | 2A 2C | Bronze Award 銅獎 |
| 3. | International Junior Science Olympiad 2023 - Hong Kong Screening 國際初中科學奧林匹克2023 - 香港選拔賽 | CHAN CHEUK FUNG KWOK SUI HIM CHUNG TSZ HON GEOFFREY | 陳卓鋒 郭瑞謙 鍾梓翰 | 3A 3B 3D | Second Class Honours 二等獎 Third Class Honours 三等獎 |
| 4. | Rummikub Competition Senior Category | WONG YIK YUN | 黃奕潤 | 4B | Champion 冠軍 |

3.3.2 Information and Communication Technology

| No. | Contest/Competition/Organizer 主辦機構及比賽項目 | Name of Student(s)/Group 得獎者 | | | Details of Award 獎項 |
|-----|--|--|---------------------------------|----------------------------|--------------------------|
| 5. | Girls Go Tech Tutorial Video Competition Girls Go Tech 自學課程短片創作比賽 | NG MAN HEI SHAM WING YAN | 吳汶稀 岑穎昕 | 4A 4A | First Runner-up 亞軍 |
| 6. | vHK Grand Tour AR Design Competition vHK 都會之旅 AR 創作比賽 | CHEN MING KIN HUNG TSUN FAI LAM KIN HANG LIU KA HING CHAN KA TO ALAN | 陳明健 熊浚輝 林建亨 劉家興 陳嘉濤 | 5A 5A 5A 5A 5D | 1st Merit Award 一等優異獎 |
| 7. | Adobe Certified Professional National Championship 2022 | WONG TSZ CHUN | 黃子聰 | 6B | Gold Award 金獎 |
| | | LI CLEMENT | 李旨軒 | 6B | Silver Award 銀獎 |
| 8. | AWS, iRed Solutions Limited AWS DeepRacer 2022 | CHEN MING KIN LAM KIN HANG LIU KA HING LAU MAN CHUN CHAN KA TO ALAN | 陳明健 林建亨 劉家興 劉文俊 陳嘉濤 | 5A 5A 5A 5B 5D | Merit Award 優異獎 |
| 9. | Home Affairs Department SSP 2022-2023 Sham Shui Po District Secondary School 3D-Printing Anti-epidemic Kit Design Competition 深水埗民政事務總署 2022-2023 年度深水 埗區中學校園防疫套件 3D 打印設計比賽 | CHEN MING KIN LAU MAN CHUN CHAN KA TO ALAN LI MAN KWAN LIN TAT CHIU | 陳明健 劉文俊 陳嘉濤 李汶鈞 林達釗 | 5A 5B 5D 5D 5D | Merit Award 優異獎 |
| 10. | Adobe Certified Professional National Championship 2022 | CHAN KA TO ALAN | 陳嘉濤 | 5D | Silver Award 銀獎 |
| | | CHEN MING KIN | 陳明健 | 5A | Bronze Award 銅獎 |
| 11. | Caprikon 國際編程精英挑戰賽 2023 - CodeCombat 港澳台挑戰賽 | LI MAN KWAN | 李汶鈞 | 5D | 港澳台中學組冠軍 |
| 12. | The Hong Kong Institute for Promotion of Chinese Culture Inter-school video making about courtesy competition 香港中華文化促進中心「禮行天下」校際 短片創作比賽 | CHAN POK MAN LAM YUET TUNG LIU CHI FUNG YEUNG HE | 陳博文 林悅潼 留志鋒 楊熙 | 4C 4C 4D 4D | Merit Award 優異獎 |

| 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 |
|---------------|--|---------------------------------|-----|----|------------------------|
| 13. | 網龍網絡控股有限公司和商務印書館 「文史築跡·玩創歷情」VR 創作比賽 | CHEN MING KIN | 陳明健 | 5A | 冠軍 |
| | | CHAN KA TO ALAN | 陳嘉濤 | 5D | |
| | | SO MING WAI | 蘇明慧 | 5A | 最具創意獎 |
| | | SO YU CHING | 蘇宇婧 | 5A | |
| CHOR LOK YI | 左樂怡 | 5C | 優異獎 | | |
| LIANG YIN WAI | 梁妍慧 | 5C | | | |
| | | FU KA HEI | 傅家希 | 5B | |
| | | LI MAN KWAN | 李汶鈞 | 5D | |
| | | LIN TAT CHIU | 林達釗 | 5D | |

3.3.3 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 |
|-----|---|---------------------------------|-----|----|--|
| 14. | Labour and Welfare Bureau, Hong Kong Federation of Handicapped Youth 勞工及福利局-香港傷殘青年協會 2021-22 年度傷健期融各展所長青少年計劃 | FUNG MAN YU | 馮敏瑜 | 5A | Excellent Performance Award 傑出表現大獎 |
| | | WONG SUM KIU | 黃心喬 | 5A | |

3.3.4 2021-2022 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 |
|-----|---|---------------------------------|-----|----|------------------------|
| 15. | 74th Hong Kong Schools Speech Festival (English) Public Speaking Solo 第 74 屆香港學校朗誦節(英文) | CHEUNG TSZ YUET | 張子悅 | 4C | Second 亞軍 Third 季軍 |
| | | NG WING SZE | 伍咏思 | 4B | |
| 16. | 74th Hong Kong Schools Speech Festival (English) Solo Verse Speaking 第 74 屆香港學校朗誦節(英文) | LI LOK SUM | 李樂心 | 4C | Third 季軍 |
| | | XIE WING SZE | 謝詠詩 | 5A | |
| 17. | 74th Hong Kong Schools Speech Festival (English) Dramatic Duologue 第 74 屆香港學校朗誦節(英文) | CHOW CHING | 周靖朗 | 5C | Second 亞軍 |
| | | LONG REX | 李家浩 | 5C | |
| 18. | 74th Hong Kong Schools Speech Festival (English) Public Speaking Solo 第 74 屆香港學校朗誦節(英文) | WANG MAN FEI | 王敏斐 | 5D | Second 亞軍 |
| 19. | 74th Hong Kong Schools Speech Festival (Chinese Speech) 第七十四屆香港學校朗誦節詩詞獨誦(粵 語/女子組) | LI SZE HAM | 李思茵 | 3D | 冠軍 |
| | | LI XIUWEN | 李秀雯 | 3D | 亞軍 |
| | | LI LOK SUM | 李樂心 | 4C | 季軍 |
| 20. | 74th Hong Kong Schools Speech Festival (Chinese Speech) 第七十四屆香港學校朗誦節詩詞獨誦(普 通話/女子組) | LIU KA HEI | 廖嘉熹 | 5A | 冠軍及 香港普通話研習社盃冠軍 |
| 21. | 74th Hong Kong Schools Speech Festival (Chinese Speech) 第七十四屆香港學校朗誦節散文獨誦(普 通話/女子組) | LAM SUI MIU | 林萃苗 | 2C | 季軍 |
| 22. | 74th Hong Kong Schools Speech Festival (Chinese Speech) 第七十四屆香港學校朗誦節二人朗誦(粵 語) | LAM CHUN FUNG | 林俊鋒 | 2B | 季軍 |
| | | TANG ZIN NAM | 唐鑄楠 | 2B | |
| | | CHOI HOI CHING | 蔡凱晴 | 4A | |
| | | CHEN YU SZE | 陳語詩 | 4A | |
| 23. | HKSMSA Chinese instruments 香港學校音 樂及朗誦協會 古箏演奏 | LAM HEI YIU | 林熙瑤 | 2C | 2nd runner up 季軍 |
| 24. | HKSMSA Violin 香港學校音樂及朗誦協會 學校音樂節小提琴比賽 | CHEW CHEUK HIM | 招卓謙 | 4D | First runner up 亞軍 |

3.3.5 Others

| No. | Contest/Competition/Organizer 主辦機構及比賽項目 | Name of Student(s)/Group 得獎者 | Details of Award 獎項 |
|-----|--|---|---|
| 25. | HKSSDC Hong Kong Secondart School Debate Competition | SUN RONG YU RONNIE WONG LOK HANG LEE CHEUK YING TAM CHO KIU CHAN POK MAN CHEUNG TSZ YUET | 孫容宇 黃樂恆 李卓盈 譚楚喬 陳博文 張子悅 3B 3B 3B 3C 4C 4C 4C |
| 26. | Education Bureau Filmit Competition 2023 | CHEN HUICHEN LO KA PO MA HO HEI ISAC TAM YUI CHI WONG YIK YUN | 陳惠琛 羅嘉寶 馬浩曦 譚睿摯 黃奕潤 3B 3B 3B 3B 4B |
| 27. | Education Bureau Theme activity competition on "Civic responsibilities we fulfill; A brighter tomorrow we build" 教育局「公民責任共承擔 團結同行未來」主題活動比賽 | TSANG TSZ YAN KO PUI KWAN LEE PUI LAM POON SUM YU LAU WAI YING WONG WING YAN CHAN POK MAN | 曾子恩 高佩君 李佩琳 潘芯瑜 劉葦瑩 黃穎欣 陳博文 3A 3C 3C 3C 5B 5B 4C |
| 28. | 香港學界體育聯會 Badminton School Team Inter-School Boys B Grade D3 Kowloon 1 | SHUM TSZ YIN HO CHIN TO CHEUNG HO LONG KYLE TO TIN YAN WU FAN LAM WUI | 沈子賢 何展滔 張皓朗 杜天恩 吳鈺 林滙 1B 2A 3A 3A 3D 4C |
| 29. | 香港學界體育聯會 Inter-School Badminton Competition Division 3 Kowloon 1 (Boys B Grade) | LAM WUI LI TSZ YAN HO KA YI WU FAN HO CHIN TO | 林滙 李芷欣 何嘉怡 吳鈺 何展滔 4C 5B 5C 3D 2A |
| 30. | 中華基督教會香港區會中學校長會 中學校際羽毛球標賽 2023 男子組雙打 | HO CHIN TO WU FAN | 何展滔 吳鈺 2A 3D |
| 31. | 中華基督教會香港區會 2022-23 中華基督教會香港區會中學校際保齡球錦標賽(師生四人賽) | CHOW CHIT LAP NGAN CHI HANG WONG SUM KIU | 周哲立 顏志鏗 黃心喬 3A 4D 5A |
| 32. | Youth Literature Foundation Hong Kong Young Writers Awards 2023 | CHOY SIU LONG | 蔡兆朗 5C |
| 33. | Hong Kong Chinese Culture Development Association HKCCDA 香港中華文化發展聯合會《歷史文化學堂(第七屆)非遺零距離》專題報告比賽 | TANG YAT LONG JAMES HONG CHUN HO | 鄧逸朗 洪俊豪 6A 6A |
| 34. | View Win Chinese Instrumental Contest 匯盈全港中樂大賽笛子 | TSUI TSZ TUNG | 徐梓彤 1B |
| 35. | 深水埗學校聯絡委員會 第十四屆深水埗區傑出學生選舉 | CHAU TSZ YAN CHEN MING KIN TANG PO YU LEE HO YAN LEE SZE YUEN | 周子茵 陳明健 鄧寶如 李可恩 李思源 4C 5A 4B 6B 6B |
| 36. | Education Bureau Economic Infographic Challenge (2022/23) 教育局經濟資訊圖表大挑戰 (2022/23) | WONG YIK YUN WONG CHAU CHING FUNG CHIN WAI ZHONG PIK LAN LIU CHUNG YAN WONG YUEN TSZ | 黃奕潤 黃胄澄 馮芊卉 鍾碧蘭 廖頌恩 王沅芷 4B 4C 4C 5A 5B 5D |

| | | | | | |
|-----|--|---|--|--|--|
| | | CHEUNG WING CHAN POK MAN LEI JIAWEN SHU HOI KI YIP HO KWAN FONG TSZ CHING JOYCE CHEN TSZ CHING LI SHING IP KAM WING MAN TANG SZE WAN SHARON WANG CHENG CHING FUNG TSZ CHING YU SZE YUI | 張穎 陳博文 雷嘉雯 周鎧琪 叶浩鈞 方芷晴 陳紫清 李承燁 金穎雯 鄧詩韻 王鄭青 馮梓晴 余思叡 | 4B 4C 4C 4C 5A 5A 5A 5B 5B 5C 5C 5D 5D | Excellence 優異獎 |
| 37. | Hong Kong Arts Development Council The 14th Arts Ambassadors-in-School Scheme 香港藝術發展局 第十四屆校園藝術大使計劃 | YUEN TSZ YUNG WONG KA LAI | 袁梓榕 王嘉勵 | 6A 6C | Arts Ambassador-in-School 校園藝術大使 |
| 38. | Education Bureau "Greening for the Chest" Charity Plant Sale 教育局「環保為公益」慈善花卉義賣 | MYC Committee Youth Club 本校公益少年團 | | | "Greening for the Chest" Charity Plant Sale Gold Award and Award for the Largest Amount of Total Donation 金獎及最高籌款額獎 |
| 39. | Education Bureau CYC Member Merit Award Scheme 教育局 公益少年團團員獎勵計劃 | LAU WAI YING WONG WING YAN | 劉葦瑩 黃穎欣 | 5B 5B | 中學中級獎章 (橙色徽章) 中學高級獎章 (紫色徽章) |
| 40. | 深水埗學校聯絡委員會及深水埗區小學校長會 2022/2023 學年深水埗區學生飛躍表現獎勵計劃 | FUNG TSZ YAN WU SHAOAI CAI CHIN PANG AU YAT LOK SO YU CHING KAM WING MAN | 馮紫茵 吳少愛 蔡展鵬 歐一樂 蘇宇婧 金穎雯 | 3A 3A 4B 4C 5A 5B | 學生飛躍表現獎 |
| 41. | LSCD The Jockey Club Student Drawing Competition of Hong Kong Flower Show 2023 康文署 二零二三年香港花卉展覽賽馬會學童繪畫比賽 | LI LOK YI | 李樂怡 | 5C | Merit 優異獎 |
| 42. | The Association of Principals of Secondary Schools, The Hong Kong Council of the Church of Christ in China C.C.C. Inter-school Scrabble Tournament 中華基督教會香港區會中學校長會 中華基督教會校際英文拼字比賽 | KWOK SUI HIM LAM PAK HEI SAMUEL TAM KWAN HO NG MAN HEI HO ANGEL TO SUM TAU CHOY SIU LONG | 郭瑞謙 林柏熙 譚君皓 吳汶稀 何鉸淇 杜心豆 蔡兆朗 | 3B 3C 3D 4A 5A 5A 6C | 1st Runner-up 亞軍 |
| 43. | 第一屆「佛教大光慈航中學四角五人足球邀請賽」- 盃賽 | LEE IVAN MOK KING TO PATHAN MUHAMMAD SAAD LEE HO KAI LEUNG LIK WANG LAM YAT FUNG WONG BING WAN ANDREW LAM CHUEN YAN LAM YAT FUNG WONG BING WAN | 李嘉穎 莫景韜 馬世德 李昊鏞 梁力弘 林日峰 黃柄翫 林荃昕 林日峰 黃柄翫 | 3A 3A 3B 3B 3D 3D 3D 2D 3D 3D | 亞軍 神射手 最佳龍門 |

| | | | | | |
|-----|---|---|--|--|--|
| | | ANDREW | | | |
| 44. | EDB and European Union Office The Filmit 2023 Competition | CHEN HUICHEN LO KA PO MA HO HEI ISAC TAM YUI CHI WONG YIK YUN | 陳惠琛 羅嘉寶 馬浩曦 譚睿摯 黃奕潤 | 3B 3B 3B 3B 4B | Best Overall Film (Fiction) Award Cast of the film "David's World" |
| 45. | Hong Kong Teacher-librarians' Association Hong Kong Inter-school Chinese Reading Contest 香港學校圖書館主任協會 全港中、小學 校際中文閱讀競賽 中學高級個人組 | TSE SHUK YEE | 謝淑儀 | 3D | Merit award 優異獎 |
| 46. | Hong Kong Teacher-librarians' Association Hong Kong Inter-school Chinese Reading Contest 香港學校圖書館主任協會 全港中、小學 校際中文閱讀競賽 中學高級團體組 | TSANG KIT MAN WONG LOK TUNG LEUNG WAI CHING LEE CHEUK YING LO KA PO | 曾潔雯 黃樂彤 梁偉程 李卓盈 羅嘉寶 | 1C 1C 2A 3B 3B | Merit award 優異獎 |
| 47. | EDB and HKU Junior Form History e-reading Scheme 2022 教育局及香港大學 初中歷史科電子閱讀 獎勵計劃 2022 | LEE CHEUK YING TANG PO YU | 李卓盈 鄧寶如 | 3B 4B | Merit Award 優異獎 |
| 48. | 西九社區共融服務中心 風景寫生比賽 | KU CHUNG YING LIANG CHEUK LAM WONG YI TING LIU CHUNG YAN | 辜頌盈 梁卓藍 王怡婷 廖頌恩 | 5C 5A 5A 5B | 青年組 亞軍 青年組 優異獎 |
| 49. | Health Exhibition Organizing Committee, Medical Society, CUHK Hong Kong Secondary School Health Exhibition Presentation Competition 2022 香港中文大學醫學院院會健康展覽籌委 會 香港中學健康展覽報告比賽 2022 | HO ANGEL LI YIN WAI LIU KA HEI YAU YI YAN CHAN NGA KI | 何鉸淇 李賢慧 廖嘉熹 游懿昕 陳雅琪 | 5A 5A 5A 5D 5D | Bronze Award 銅獎 |
| 50. | The Education Bureau Hong Kong School Drama Festival 2022/23 教育局香港學校戲劇節 2022/23 | CHEUNG TSZ YUET LIU CHI FUNG GUAN NGA YAN YU PO YAN LI KA HO LO TIN LOK | 張子悅 留志鋒 關雅茵 余寶茵 李家浩 盧天樂 | 4C 4D 5B 5B 5C 5C | Award for Outstanding Performer 傑出表演者獎 |
| | | CHAN POK MAN TANG WING KEUNG NG CHIU WING WONG MEI YEE CHOI HOK CHING WONG LAM YEUNG | 陳博文 鄧永強 吳昭穎 黃美儀 蔡學晴 王林陽 | 4C 4D 5A 5A 5C 5D | Award for Outstanding Audio- visual Effects 傑出視聽效果獎 |
| | | CHAN POK MAN YEUNG LOK HEI CHEUNG TSZ YUET LAM YUET TUNG LIU CHI FUNG TANG WING KEUNG HO WING YEE NG CHIU WING WONG MEI YEE GUAN NGA YAN YU PO YAN CHENG TSZ TSUN LI KA HO LO TIN LOK YE MAN FUNG CHOI HOK CHING GUAN NGA LAM WONG LAM YEUNG | 陳博文 楊樂晞 張子悅 林悅潼 留志鋒 鄧永強 何泳儀 吳昭穎 黃美儀 關雅茵 余寶茵 鄭梓浚 李家浩 盧天樂 叶文峰 蔡學晴 關雅琳 王林陽 | 4C 4C 4C 4D 4D 4D 4D 5A 5A 5B 5C 5C 5C 5C 5C 5C 5C 5D | Award for Outstanding Cooperation 傑出合作獎 Award for Commendable Overall Performance 傑出整體演出獎 |

5. Feedback on Future Planning

The prolonged disturbance of pandemic had posted immense challenges to students and staff. The pilot tested on the blended mode of learning and teaching strategies scaffolded with student centered support programmes had provided fruitful experiences on the school community. Our graduates have promising results especially in DSE in the past 3-yr School Development Cycle.

A more diversified Junior Form Curriculum consisting of Ceramics and English Drama were introduced to enhance the aesthetic education capacity of the school recently. With this valuable experience gained, the academic committee will continue to monitor the development of the curriculum under the overarching principle in unleashing students seven attributes of MYC.

The implementation of Gifted Education Curriculum was severely interrupted by the pandemic. Still a more student-centered approach based on the Knowledge Building Model introduced by the principal has been formulated and tried out by teachers at classroom level. A structured professional development program had been conducted for progressive implementation and celebration of good practices during normalization of face-to-face full day schooling had been held. However, it is noticed that our students need to be more in charge of their own learning in a constructivist teaching environment. Therefore, empowering of our students to be an active learner should be the next phrase of school development. 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, AI/IT education as well as balanced ECA programmes to provide platforms to nurture the MYC seven attributes in our students. There is a need for a strategic implementation plan and timeline to sustain this development.

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 the senior form in general.

With the implementation of **National Security Law**, the school curriculum and students' activities would be enriched to highlight the importance of national security. Students' excursions to mainland China resumed in the last academic year. The scope covered aesthetic, environmental, technology and cultural aspects. International educational tour should be organized to broaden students horizons in the coming years.

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 (2023 – 2024)

1. Major Concern 1:

To empower students to become active learners
裝備學生成為主動的學習者

2. Major Concern 2:

To nurture in students the seven MYC focus attributes
培育學生發展七種銘賢獨特素質

