



# YMCA of Hong Kong Christian College

School Report  
2009/2010



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**YMCA of Hong Kong Christian College**

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## **SCHOOL VISION, MISSION AND VALUES**

### **VISION**

We envision our school as a learning community where quality education, based on Christian beliefs and values, is offered in a joyful and stimulating setting. We believe that the foundation of this learning community and the quality education process is based on the joint partnership among teachers, parents and students.

### **MISSION**

We are determined to develop our school based on the **CARES** principles where:

#### **C stands for CREATIVITY & CRITICAL THINKING**

*We foster an environment that encourages the development of creativity and critical thinking.*

#### **A stands for ACHIEVEMENT**

*We believe that every student has gifts from God and potential for development and we aim to draw the best from the student in order to achieve his/her full potential.*

#### **R stands for RESILIENCE & RESPONSIBILITY**

*We help each student to develop resilience and responsibility: to stand strong amidst adversities and to act as a responsible citizen.*

#### **E stands for ENGLISH PROFICIENCY, EMPOWERMENT & EXCELLENCE**

*We empower our students and staff to strive for excellence through an English-speaking environment in school.*

#### **S stands for SERVICE & SPIRIT**

*We place special emphasis on community service to reflect the Christian spirit of service to the less advantaged and the least of the least.*

Our Long Term Development Goal is to build an EMI learning and caring community with international flavour which caters for international as well as local students. We aim to help students excel in education in terms of added value and critical learning.



## VALUES

In our daily interactions with every member of the school community – students, colleagues and support staff – we will endeavour to:

### **Build a community that cares**

- Value each and every person equally and treat everyone fairly and justly.
- Work together and recognize that every individual has something to contribute: “None of us is as good as all of us!”
- Encourage one another to build on previous achievements and praise positive steps in the right direction.
- When mistakes are made, try to discover the reasons why, empathize and take reasonable and appropriate action.
- To choose to be positive in the way that we view our community and actively express praise and gratitude.

### **Serve one another in love**

- Care for each other in very practical ways.
- Adopt an attitude which continually asks, “How can I help you?”

### **Respect ourselves and others**

- Celebrate our different cultures.
- Respect each other’s points of view, opinions and beliefs, and tolerate our differences.
- Don’t hold grudges and forgive each other quickly.

### **Be responsible**

- Take full responsibility for all that we say and do.
- Make carefully considered decisions and follow through with determination.
- Be reflective and committed to ongoing personal and professional improvement.
- “No complaining without a positive solution!” Be 100% committed to being ‘part of the solution’ rather than choosing to complain about difficulties we encounter.

### **Act with integrity**

- Strive for professional excellence at all times.
- Recognize and fulfill our vocational responsibility as stewards of students’ potential.
- Protect the children who have been placed in our care.
- Be a role model and ensure that our words and actions are consistent.
- Do not listen to or spread gossip about students or colleagues.

These values can be summed up in the **golden rule**, first expressed more than 2,000 years ago by Jesus, who said, “In everything, do to others what you would have them do to you.” (Matthew 7:12.) Or, as expressed in The Message version, “Here is a simple, rule-of-thumb guide for behaviour: Ask yourself what you want people to do for you, then grab the initiative and do it for them. Add up God’s Law and Prophets and this is what you get.”



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## **OUR SCHOOL**

### **General Information of the School**

The YMCA of Hong Kong Christian College (YHKCC) is newly established and begins to have its first batch of students in September 2003. It is the first secondary school that the YMCA of Hong Kong sponsors since its establishment in 1901.

The YMCA of Hong Kong has an established record of providing all-round social and education services by means of continuing education, kindergarten education, physical and health education, employment related services, volunteers scheme, personal development and family services. Its hostel, food and beverage services, recreation programs and international linkage, offer strong support to the school.

The YMCA of Hong Kong's stated mission is to fulfil its role as a leading Christian organization dedicated to the furtherance of justice, peace, hope and truth in our local and international community by:

- ◆ Providing opportunities for personal growth and understanding of civic responsibility for our young people, members and community at large.
- ◆ Striving to ascertain social needs and effectively acting to offer services aimed at improving the quality of life of all persons, regardless of age, gender, race, culture or religion.
- ◆ Fostering international understanding and intercultural harmony.

The school, operated under the Direct Subsidy Scheme of the Education Bureau, Hong Kong SAR Government, is an EMI school. School offers school based curriculum to F1 and F2 students, Integrated Curriculum including both New Senior Secondary Curriculum (NSS) and International General Certificate of Secondary Education (IGCSE) to F3 and F4 students and NSS and UK General Certificate of Education (GCE) to F5 and F6 students.

### **Special Feature of the School**

- ◆ The School is situated in Tung Chung, surrounded by green mountains, overseeing the airport, and is within walking distance from the Tung Chung MTR station. It has numerous trees and flower beds within the campus, making the School an environmentally friendly place in which students study, make friends, grow and enjoy life.
- ◆ The School has modern and spacious facilities. For example, each classroom and special room is equipped with multi-media teaching and learning facilities; there are spacious sports areas – basketball courts, an artificial all-weather turf, a soccer pitch, a handball court, badminton courts, a 4x100-metre track, a gym, a student activity centre where speech, dance, drama and musical performances can be held, an air-conditioned hall with excellent sound and lighting equipment for assemblies, performances and other activities.



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- ◆ The School emphasizes in enhancing language competence and all round development of students. It has a rich language environment, where students are immersed in English medium learning across the curriculum. About 40% of its staff is non-local, native English speaking teachers. All teachers are university graduates, many having lived in foreign countries, such as Canada, US, UK, France, New Zealand and Australia, for an extended period of time either studying or working.
- ◆ The School also has a wide variety of Extra Curricular Activities groups, in music, art, cultural and sports for students to choose from where they can develop their talents and potentials. It encourages students to take up community services throughout their study at school, to develop their sense of sharing and belonging to the community.
- ◆ The School provides its students programs in career exposure, and trips and excursions to places outside Hong Kong through its international links established by the YMCA of Hong Kong. Students will be able to broaden their understanding of different cultural and environmental needs in the world around them. They can also enrich their perspectives and widen their horizon by engaging in these activities.
- ◆ Starting this year, the School has launched a Service Week for Form 4 students during the second last week of the school year before they break for summer. The purpose of the Service Week is to allow students to go out and experience the lives of the less privileged either in Hong Kong or abroad (in the Philippines, China, Cambodia) through service rendered to these people. Students join voluntary agencies and stay and live with the people they will serve in a “five-day project” to gain a first-hand experience of these people.

### **School Management**

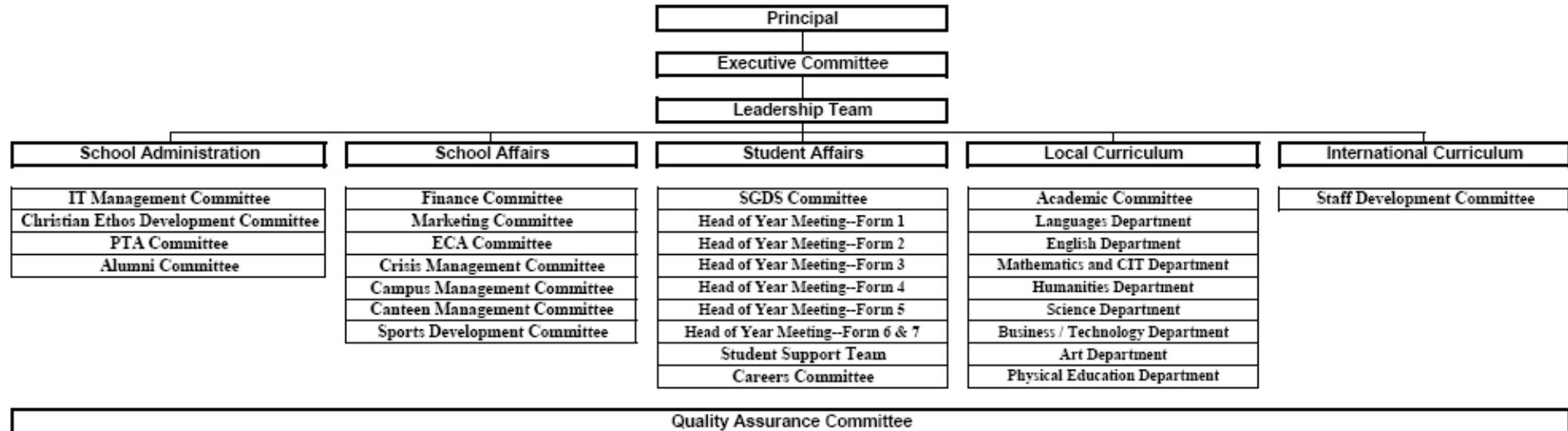
Since the school’s establishment in 2003, the school has been vigorously involved in the implementation of school-based management.



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## 2009-2010

### Organisation Chart





## OUR STUDENTS

### Class Organisation

Number of Operating Classes for Year 2009-2010

Level	F1	F2	F3	F4	F5	F6	F7	Total
No. of Classes	4	4	4	5	4	3	3	27

Number of Students for Year 2009-2010

Form	No of students	DSS	Non-DSS
I	132	132	0
II	139	135	4
III	143	135	8
IV	135	135	0
V	120	120	0
VI	103	70	33
VII	73	70	3
<b>TOTAL</b>	<b>845</b>	<b>797</b>	<b>48</b>

In the junior forms, students enjoy small class teaching (about 20 a group) for English, Chinese/Elementary Chinese, French, Mathematics, Home Economics and Visual Art.

About 70% of the junior students have an international background, coming from 40 countries and the other half come from local primary schools. 68% of the students speak Chinese at home, while the rest speak English or other languages, totalling 21 different languages spoken by the students.



**Support for Student Development**

Student Support and Development in the school is done in the following areas:

1. **Social Work Services** provided by a Registered Social Worker, Mr. Newman Li, from the Neighbourhood Advice-Action Council in Tung Chung.

Below is a description of the services rendered.

a. Casework Service:

i. Distribution of Cases by Status:

	<b>Total Number</b>
a. No. of active cases brought forward from school year 08-09	43
b. No. of new cases during the period	28
c. No. of re-activated cases during the period	0
d. No. of cases closed during the period	21
e. No. of cases carried forward to September, 2011(e=a+b+c-d)	50

ii. Distribution of Cases by Class:

<b>Form</b>	<b>Total Number</b>
1	8
2	15
3	15
4	6
5	1
6	5
7	0
Total	50

iii. Source of referral

<b>Source of Referral</b>	<b>Total Number</b>
a. School Principal/Vice-Principal	2
b. SGDS Teachers	16
c. Teachers	6
d. Schoolmate	1
e. Client's Parents/Family Members	13
f. Self-referral	2
g. Identified by School Social Worker	8
h. Other Welfare Agencies	2
Total	50



iv. Case Nature

Nature of Case	Total Number
a. School-related Issues	20
b. Developmental Adjustment	1
c. Emotion/Mental Health	19
d. Family	4
e. Peer relationship	6
Total	50



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### b. PATHS Programme:

Number of Group/Program Session (non case): 39 (without counting of Tier one)

Total no. of participants: 656 (without counting of Tier one)

Total no. of attendance: 1016 (without counting of Tier one)

Nature of Group/ Programme	Objective	Target Group	Date/ Period	Est. no. of sessions	Est. no. of participants/ Attendance	Other Parties Involved	Evaluation method	Outcome measurement
1. Adjustment Group (Growth Group x 2)	To enhance student's adjustment to new school	F1 students	DEC 2009	4 sessions for each group	17 students (2 groups)  Attendance: 42	SSW PW	Paths questionnaire Worker Observation	Collected 12 questionnaires and 100% of the students satisfied with the service. 83% students think that the service can enhance their growth. Some of the students expressed that they learn more about emotion in the group. Some of the students cannot attend the group regularly because of they have ECA at after school time.
2. FUN at Lunch Time	To build up relationship with student	F1 & F2	OCT – NOV 2009	4 sessions	47 students  Attendance:	SSW	Questionnaire Worker Observation	Collected 25 questionnaires and 100% of the students satisfied with the service and 100% of



	and promote PATHS program				47			students will be interested to join the similar program in the future. This program help social worker to meet the F1 and F2 students and some of them were invited to the growth group and volunteer service.
3. Anti-Bullying Group (Harmony Ambassador)	To reduce students' bullying behaviors	F2 students	March – April 2010	8 sessions	5 students F3 (1 students)  Attendance: 37	SSW	Paths questionnaire Worker Observation	Collected 5 questionnaires and 100% satisfied with the service.100% students think that the service can enhance their growth. Students expressed that they learn how to interact with others and appreciate themselves to serve for the elderly.
4. Social Skills Group (FUN Workshop)	To enhance students' social skills	F1 students	April – May 2010	4 sessions	10 students F4 (12 helper) Attendance: 43	SSW	Paths questionnaire Worker Observation	Collected 8 questionnaires and 100% satisfied with the service.100% students think that the service can enhance their growth. Students expressed that they enjoy the program and learn how to communicate with others.



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5. Anti-Smoking Group	To reduce student's addiction to smoking	Senior forms students	Need	Need		SGDS		Temporary cancelled due to no report of smoking case
6. Internet Addiction	To enhance students' awareness of Internet addiction	F1 and F2 students	Need	Need		SGDS		Temporary cancelled due to no suspected report from SGDS
7. Stress Management Group	To enhance students' stress management skills	Senior forms students	First semester	6 – 8 sessions	10 students	SGDS		Some of the topics have been covered by PSE lesson. Referral will be made by class teachers if intensive stress management group is needed
8. Mentorship Scheme	To provide training for mentors To enhance caring and support in school	Mentors	Need	Need		SGDS		Temporary postponed. The program will be implemented with the cooperation with Student Union. SST
9. Career	To provide	Senior	Need	6	20 students	SGDS		Temporary postponed. There was



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Development Group	information for career and study	forms students		sessions		Career Guidance		no enough time for SST to organize the program with Career Guidance this year.
10. Volunteer Training and Service Delivery (DEC)	To enhance sense of responsibility To promote volunteerism	F1 and F2 Students	December 09	2 sessions	35 students Attendance: 59	Social Service Club SSW	Paths questionnaire Worker Observation	Collected 14 questionnaires from form 1 and form 2 and 92.9% of the students satisfied with the service. 92.9% students thought that the service can enhance their growth. The students showed their caring manner to the mental disabled people. Those students also expressed that they learn how to take care others with difficulties and understand more about the people with mental disabilities.
11. Volunteer Training and Service Delivery (Tai O Elderly Living along)	To enhance sense of responsibility To promote volunteerism	F1 and F2 Students And students	February 10	2 sessions	31 students Attendance: 53	Social Service Club	Paths questionnaire Worker Observation	Collected 27 questionnaires and 100% of the students satisfied with the service. 100% students thought that the service can enhance their growth. Most of the students feedback that they can



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Visit)								understand more about elderly and learn how to communicate and take care of them.
12. Volunteer Training and Service Delivery (Caritas Fu Tung Elderly Home Visit)	To enhance sense of responsibility To promote volunteerism	All forms students and parents	March 10	2 sessions	12 students F6. X 4 (helpers)  Attendance: 29	Social Service Club SSW	Paths questionnaire Worker Observation	Collected 12 questionnaires from form 1 and form 2 students. 100% of the students satisfied with the service. 92.7% students thought that the service can enhance their growth. The students expressed that they understand more about elderly and learned how to interact with them.
13. P.A.T.H.S	To create positive experience with school To promote healthy life	From 1 and 2 students	2 semesters	20 units for each class	F1—141 F2---140  AttendanceF 1: 2820 F2: 2800	Class Teachers	Paths questionnaire Worker Observation	Collected 126 questionnaires form 1. 75.4% of the students have very positive evaluation of the program. 81.2% of the students have very positive evaluation of the instructors. 73% or above of the students agree that the program can enhanced their ability in different aspects.



								Collected 134 questionnaires from form 2. 65.7% of the students have very positive evaluation of the program. 79.1% of the students have very positive evaluation of the instructors. 62% or above of the students agree that the program can enhanced their ability in different aspects.
14. P.A.T.H.S (Team Building Program)	To create positive experience with school To promote healthy life	Form 2 students	A half-day team building program	1	About 120 students Attendance: 120	F2 HOY SGDS	Paths questionnaire Worker Observation	Collected 116 questionnaires and 60.3% of the students satisfied with the service. As the co-ordination between social worker and teacher was not good enough, the teachers were not clear about the role of group leader and the program rundown. Therefore , it influence the team building games cannot run very smooth and some of the group only participated one game because of over time.



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15. Volunteer Service at Post Exam Period (Heep Hong Society Tung Chung Centre Visit)	To enhance sense of responsibility	F1 & F2	6July2010	3 sessions	14 F6 (3 helper) Attendance: 53	SSW Social Service Club		Collected 14 questionnaires from F1 and F2 students and 100% students satisfied with the service. 92.9% students thought that the service can enhance their growth. The students expressed that they learn how to interact with children and know more their needs.
16. F2 Team Building Program 2	To create positive experience with school	F2	21 April 2010	1 session	About 75 students Attendance:75	F2 HOYs SSW		Collected 65 questionnaires and 72.3% students satisfied with the service. As the time for program is limited within 40min, it is difficult to enhance their team building spirit through this program. Therefore, the program effect was under expectation.
17. Summer Adventure camp	To enhance student's communication and problem	F1&F2	7-8July	4 sessions	20 students Attendance:80	F1 &F2 HOYs	Paths questionnaire Worker Observation	Collected 20 questionnaires from form 1 and form 2 students. 100% of the students satisfied with the service. 100% students thought that the service can



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	solving skills							enhance their growth. The students expressed that they can learn more about team building.
18. Mental Health and Anti-drug Workshop	To enhance student's stress management skills and knowledge on harmful effects of drug abuse	F1 & F2	April – May 2010	F1—2 sessions F2—4 sessions	F1—122 F2---128 students Attendance: F1:122 F2::256	F1 and F2 English Teachers F1, F2 HOYs The Society of Rehabilitation and Crime Prevention, Hong Kong		Collected 52 questionnaires from the Form One students. 69.8% students satisfied with the services. 77.4% students thought that the service can enhance their growth. Collected 128 questionnaires from Form Two. 92.2% students satisfied with the service. 93% students thought that the service can enhance their growth. The variation of the result may because Form two had two sessions of talk which had deeper knowledge from their learning..
		Sub Total:		81	937/ 6636			
		Annual Total:		81	937 / 6636			



c. Overall Evaluation on Services Rendered

<b>Strategies / Work</b>	<b>Effectiveness of Work Completed</b>	<b>Evaluation</b>
Volunteer Services	Students were willing to join the service proactively. They loved to have more interaction with the elderly and people with mental disability. They had high acceptance and showed their caring heart to those in need. Students were co-operative and organized.	High attendance and well-organized.
Growth group	Students followed instructions of workers and learned more about emotion in the group activities. But Some of the students cannot attend the group regularly because of they have ECA at after school	Well-organized and can help worker to build up relationship with students
Social skills group	Feedback from the F1 and Senior student is positive for the program can enhance their social skills through interaction between the F1 and Senior students. Students loved cookery lesson very much and they would like to join the program again.	Social skills of students have been enhanced.
Harmony Ambassador	The students were not willing to join the program at first for they thought they were not the bullier. Worker tried to enhance their thinking to act more wisely and to coaching them to do voluntary service. It helped to enhance their positive image and more positive behavior in school.	High attendance and well-organized.
Adventure Camp	The students followed instructions of workers and learned more about team building.	High attendance and well-organized
Mental health and anti drug talk	Positive feedback from the students both for the mental health and anti-drug talk. Students learn more about stress and how to say no to drug	Well-organized
Cooperation with Student Guidance and Discipline System SDGS	Regular meetings have been scheduled with SDGS Case Conference every week SDGS meeting once every two weeks	Cooperative and effective



d. Other Feedback

i. Tier One (Collecting Students' feedbacks)

Teachers who are responsible for the teaching of Tier One reflected that the content of the suggested materials are much more behind the level of our students. But the program required them to have high percentage in the level of adherence to the curriculum. Therefore, they requested higher flexibility to amend the content of the program for the condition to apply the PATHs in the new academic year.

ii. Tier Two (Analyzing the data)

Teacher feedback that the program is better to cooperate with the school program for example to conduct a mental health and anti-drug talk in the English lesson and become the extended activities for the lesson.

iii. Positive feedbacks of F.4 service trip have been collected from teacher. Significant improvements of students have been observed by teacher and students' positive verbal feedbacks have been received by teachers. SSW would keep an active role to help the school to bridge up with NGOs to arrange volunteer service for student.

e. Recommendation

i. SDGS recommended SSW to have close cooperation with HOYs in order to provide effective groups which fulfill students' needs as well as matching the curriculum of PSE lesson.

ii. According to the increasing case number of mental health issue and crisis intervention of attempt suicide cases, SSW suggest to have more resources, like workshops or developmental groups, to enhance students' ability of resilience and to promote positive thinking.

iii. Social worker had attached supplementary information for the application of PATHs for requesting the flexibility in adjustment of the program content. Social worker coordinate between Paths and school and got the news session content from PATHs.

iv. Social worker will have meeting with teacher before the starting of new semester for discussing about the activities and content of Tier two. It help to cooperate with school program

**2. Careers Guidance** by the Careers Guidance Team

The Careers Team adopted a whole-school approach this year and expanded its service to junior forms as well. It provided students with information and assistance in careers education and development.

During the year, talks and activities were organized to cater for the different needs of students. For junior forms, talks on study skills and "Choice of NSS Subjects" were organized for the F.I and F.III students and parents respectively. For senior



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forms, talks by different local colleges and universities were conducted for the F.V and F.VII students to broaden their understanding of the entry requirements of different faculties to help students achieve their career goals in the future. A talk on “Multiple Pathways for the Last Cohort” was given to F.IV students. Furthermore, a JUPAS talk and JUPAS sharing session were conducted for the F.VII students to assist them in choosing their JUPAS choices wisely.

In addition, careers workshops and corporate visits were organized for senior students to enhance their knowledge of different careers choices. Through a Partnership Programme between the schools and the business world, our school has joined programmes with the Cathay Pacific, Hong Kong RFID Centre and On Kun Hong, Ltd. to provide more opportunities to our students.

### 3. The Prefect System

The Prefect System was again introduced and 50 prefects were recruited. One workshop and a day camp were organized for the prefect training. It was the first year for us to introduce the adventure based training camp with the support of Asia Pacific Adventure. It was held on 6<sup>th</sup> March in Lamma Island.

This training day-camp aimed to stimulate and nurture students’ multiple intelligence so as to enhance their capabilities to exercise leadership skills; cope with adversity; develop social and interpersonal skills; build up team spirit; raise self-confidence levels and heighten self-motivation. All these trained up students and prepared themselves to take up the responsibilities of school prefects.

Students were divided into smaller teams. Each team was accompanied by a qualified facilitator. They needed to complete a series of challenging tasks including cave exploration, raft building, rafting and team initiative skills that all involve problem solving skills throughout the day.

The students enjoyed the day-camp very much. They engaged in non-stop challenging tasks for the whole day which kept them busy and gave them opportunities to have all-round training.

The Prefect team has helped in a lot of school activities and they mainly performed their role to help with the students’ discipline matters. Their organization skills and team spirits have been improved through out the year. Moreover, their organization structure and manpower allocation have been refined to give better control on the students’ discipline.

### 4. Personal and Social Education

Personal and Social Education (PSE) prepares learners to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding.

Each Form has two half-periods of PSE during Class Teacher Period on Tuesday and



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Wednesday mornings. It is taught by both Heads of Year and Class Teachers.

In Forms 1 and 2 the themes are based on the PATHS programme and in Forms 3 to 7 the Heads of Year have created their own programmes of study and schemes of work.

### **Specifically the aims of PSE at YHKCC are to:**

- develop learners' self-esteem and a sense of personal responsibility
- promote self-respect, respect for others and celebrate diversity
- equip learners to live safe, healthy lives
- prepare learners for the choices and opportunities of lifelong learning
- empower learners to participate in their schools and communities as active, responsible citizens locally, nationally and globally
- foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- prepare learners for the challenges, choices and responsibilities of work and adult life.

## **OUR CURRICULUM**

The school uses the local curriculum for most subjects, as set by the Education Bureau (EDB) in Hong Kong, leading to the Hong Kong Certificate of Education (HKCEE), Hong Kong Advanced Level (HKALE) examinations and, later, to the Hong Kong Diploma of Secondary Education (HKDSE).

To cater for the diversity of students in ability and background, the school offers French and Elementary Chinese to some students leading to International General Certificate of Secondary Education (IGCSE). IGCSE Mathematics is offered to a small group of students. Spanish and Japanese are optional third languages that are taken after school or on Saturdays.

Starting this year, the school, as in all other local secondary schools in Hong Kong, has followed the NSS (New Senior Secondary) Curriculum in Form 4. Students will study 4 core subjects (Chinese Language, English Language, Mathematics and Liberal Studies). Students will choose to study 3 more Elective Subjects from among 13 subjects. They will continue for 3 years up to Form 6 at the end of which students will sit for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. They will then be able to choose to study university locally through the JUPAS system or can apply to universities overseas.



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Following is a chart that describes the subjects offered in our school at different levels and streams.

	Form 1-3 Local Curriculum	Form 4 NSS Curriculum	Form 5 HKCEE Curriculum	Form 6-7 HKALE Curriculum
<i>Languages</i>				
English Language / Use of English	✓	✓	✓	✓
Literature in English	✓	✓		✓
Chinese Language / Chinese language and Culture	✓	✓	✓	✓
or Elementary Chinese	✓	✓		
or French	✓	✓	✓	
Putonghua	*			
<i>Mathematics and I. T.</i>				
Mathematics	✓	✓	✓	
or Alternative Mathematics		✓	✓	
Additional Mathematics			✓	
Pure Mathematics				✓
Mathematics and Statistics				✓
Information and Communication Technology	✓	✓	✓	
<i>Science</i>				
Integrated Science	✓	✓		
Physics		✓	✓	✓
Chemistry		✓	✓	✓
Biology		✓	✓	✓
<i>Business and Technology</i>				
Commerce			✓	
Principles of Accounts			✓	✓
Business Studies				✓
Economics		✓	✓	✓
Business, Accounting and Financial Studies		✓		
<i>Humanities</i>				
History	✓	✓	✓	✓
Geography	✓	✓	✓	✓
Chinese History	✓	✓	✓	
Hong Kong and China Studies	*			
Religious Education	*	*		
Home Economics	✓	*		



Travel & Tourism			✓	
Accommodation and Catering			✓	
Tourism and Hospitality Studies		✓		
Liberal Studies		✓		✓
<i>Arts</i>				
Music	*	*		
Visual Arts	✓	✓		
<i>Physical Education</i>				
Physical Education	*	* and ✓	* and ✓	*

\* Non-Public Examination Subject

## OUR TEACHERS

In year 2009/2010 the School employed 61 teachers and 2 teaching assistants. All teachers are Degree holders; 4 have PhDs and 25 have Master's Degrees. 30% teachers and teaching assistants are employed from overseas.

### STAFF DEVELOPMENT

One of the major concerns in the Annual School Development Plan for the 2009 – 2010 academic year was ...

*'To enhance student achievement through the development of more student-centered approaches.'*

The Staff Development Plan was created with the aim of enabling teachers to more effectively achieve this goal.

Research confirms that teachers are the single most important factor in raising student achievement. However, teachers rarely have enough time or support to reflect on their teaching, evaluate their performance in the classroom and further develop the necessary skills, since the demands posed by daily teaching absorb the majority of teachers' energy, thought, and attention. Teachers need time to observe one another, coach one another, plan lessons together, share good practice, and meet for other purposes. In view of the considerable demands on teacher's time and the importance of staff development, fortnightly Continuing Professional Development (CPD) lessons were built into the timetable to create the mental space necessary for ongoing professional development.

The following key strategies were employed in implementing the Staff Development Plan over the course of the academic year:

1. **In-Service Training (INSET) Events**
2. **Continuing Professional Development (CPD) Lessons**



3. Sharing Good Practice
4. Monitoring Teaching & Learning
5. Induction & Mentoring
6. External Seminars & Courses

**STAFF DEVELOPMENT PLAN 2009 – 2010**

Activity	Description
<b>INSET EVENTS</b>	<b>1.1 School Policy</b>
	<ul style="list-style-type: none"> <li>▪ School Vision &amp; Mission</li> <li>▪ Developing a Teaching &amp; Learning Policy</li> <li>▪ Developing an Assessment Policy</li> </ul>
	<b>1.2 Teaching &amp; Learning</b>
	<ul style="list-style-type: none"> <li>▪ Student-Centered Teaching &amp; Learning</li> <li>▪ Developing a Student-Centered Classroom</li> <li>▪ The Collaborative Lesson Planning Process</li> <li>▪ Cross-Curricular Collaboration</li> </ul>
	<b>1.3 Peer Observation</b>
	<ul style="list-style-type: none"> <li>▪ How to get the most out of Peer Observation</li> <li>▪ Post Observation Feedback</li> </ul>
	<b>1.4 SGDS</b>
	<ul style="list-style-type: none"> <li>▪ Pastoral Skills Training</li> </ul>
	<b>1.5 Team Building</b>
	<ul style="list-style-type: none"> <li>▪ Working Together</li> </ul>
<b>CPD LESSONS</b>	<b>2.1 Self-Evaluation</b>
	<ul style="list-style-type: none"> <li>▪ Setting Personal Goals for 2009–2010</li> <li>▪ Annual Review</li> </ul>



Activity	Description
	<b>2.2 Peer Observation</b>
	<ul style="list-style-type: none"> <li>▪ Post Observation Feedback</li> </ul>
	<b>2.3 Collaborative Lesson Planning</b>
	<ul style="list-style-type: none"> <li>▪ Planning the Collaborative Lesson</li> <li>▪ Preparing resources</li> <li>▪ Discussion of Trial Lesson</li> <li>▪ Evaluation of Collaborative Lesson</li> </ul>
	<b>2.4 Department Sharing</b>
	<ul style="list-style-type: none"> <li>▪ Developing Student-Centered Approaches</li> <li>▪ Sharing Good Practice</li> </ul>
	<b>2.5 Teachers TV</b>
<ul style="list-style-type: none"> <li>▪ Motivating the Unmotivated</li> <li>▪ From Good to Outstanding</li> </ul>	
<b>SHARING GOOD PRACTICE</b>	<b>3.1 Staff Meeting</b>
	<ul style="list-style-type: none"> <li>▪ Sharing Good Practice</li> </ul>
	<b>3.2 E-Sharing</b>
<ul style="list-style-type: none"> <li>▪ Classroom Management Tips</li> </ul>	
<b>MONITORING TEACHING &amp; LEARNING</b>	<b>4.1 Lesson Observation</b>
	<ul style="list-style-type: none"> <li>▪ Peer Observation</li> <li>▪ Head of Department (one teacher per week)</li> <li>▪ Principal (three teachers per week)</li> </ul>
	<b>4.2 Shadowing</b>



Activity	Description
	<ul style="list-style-type: none"> <li>Head of Staff Development</li> </ul>
<b>INDUCTION &amp; MENTORING</b>	<b>5.1 Induction of New Staff</b>
	<ul style="list-style-type: none"> <li>Induction Programme Implemented</li> <li>Evaluation of Induction Programme</li> </ul>
	<b>5.2 Mentoring</b>
	<ul style="list-style-type: none"> <li>Support provided as necessary</li> </ul>
<b>EXTERNAL SEMINARS &amp; COURSES</b>	<b>6.1 External Seminars &amp; Courses</b>
	<ul style="list-style-type: none"> <li>Staff attend external seminars and courses</li> </ul>
	<b>6.2 Departmental Sharing</b>
	<ul style="list-style-type: none"> <li>Staff feedback to relevant department members within two weeks</li> </ul>

NB. All INSET events and CPD lessons will take place in room 101 unless otherwise stated.

**STAFF DEVELOPMENT BI-WEEKLY ACTIVITIES 2009 – 2010**

No.	Activity
1	<b>INSET ~ School Policy</b> 'School Vision & Mission'
2	<b>INSET ~ Teaching &amp; Learning</b> 'Student-Centered Teaching & Learning'
3	<b>INSET ~ SGDS</b> 'Pastoral Skills Training'
4	<b>CPD ~ Self Evaluation</b> 'Setting Personal Goals for 2009–2010'
5	<b>INSET ~ Teaching &amp; Learning</b> 'Developing a Student-Centered Classroom'
6	<b>INSET ~ Peer Observation</b> 'How to get the most out of Peer Observation'
7	<b>7INSET ~ Peer Observation</b> 'How to get the most out of Peer Observation'
8	<b>INSET ~ School Policy</b> 'Developing a Teaching & Learning Policy'



No.	Activity
9	<b>INSET ~ Collaborative Lesson Planning</b> 'The Collaborative Lesson Planning Process'
10	<b>CPD ~ Collaborative Lesson Planning #1</b> 'Planning the Collaborative Lesson'
11	<b>INSET ~ Peer Observation</b> 'Post Observation Feedback'
12	<b>CPD ~ Collaborative Lesson Planning #2</b> 'Preparing Resources'
13	<b>CPD ~ Collaborative Lesson Planning #3</b> 'Discussion of Trial Lesson'
14	<b>CPD ~ Collaborative Lesson Planning #4</b> 'Evaluation of Collaborative Lesson'
15	<b>CPD ~ Teaching &amp; Learning</b> 'Developing Student-Centered Approaches'
16	<b>CPD ~ Peer Observation</b> 'Post Observation Feedback'
17	<b>CPD ~ Classroom Management</b> Teachers TV: 'Motivating the Unmotivated'
18	<b>CPD ~ Collaborative Lesson Planning #1</b> 'Planning the Collaborative Lesson'
19	<b>CPD ~ Collaborative Lesson Planning #2</b> 'Preparing Resources'
20	<b>CPD ~ Collaborative Lesson Planning #3</b> 'Discussion of Trial Lesson'
21	<b>CPD ~ Collaborative Lesson Planning #4</b> 'Evaluation of Collaborative Lesson'
22	<b>INSET ~ Team Building</b>
23	<b>CPD ~ Teaching &amp; Learning</b> Teachers TV: 'From Good to Outstanding'
24	<b>CPD ~ Teaching &amp; Learning</b> 'Developing Student-Centered Approaches'
25	<b>CPD ~ Teaching &amp; Learning</b> Teachers TV: 'From Good to Outstanding'
26	<b>INSET ~ Teaching &amp; Learning</b> 'Developing an Assessment Policy'
27	<b>INSET ~ Teaching &amp; Learning</b> 'Cross-Curricular Collaboration'
28	<b>CPD ~ Peer Observation – Pairs</b> 'Post Observation Feedback'
29	<b>CPD ~ Teaching &amp; Learning</b> 'Sharing Good Practice'
30	<b>CPD ~ Self Evaluation</b> 'Annual Review'



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## **Summary**

The Staff Development Plan proved to be very effective in improving the quality of learning and teaching, as evidenced by a report submitted by an independent consultant, commissioned to observe a random stratified sample of 20 teaching periods of 40 minutes each in April 2010. All of the Key Learning Areas (KLA) were represented and the teachers observed ranged from the relatively recently qualified to the very experienced. Classes were observed in all forms, with the exception of those where students were on study leave. The consultant used the same lesson observation pro-forma as that employed in the Education Bureau's (EDB) Comprehensive Review of the school, conducted in March 2009. The lessons were graded using the EDB four point scale, in relation to its published Performance Indicators. Over 70% of the lessons observed are adjudged to be either good or excellent.

The consultant concluded that:

*On the basis of this series of observations it is safe to conclude that the learning and teaching in the school continue to reflect a commitment to learner-centered classrooms and activity-based lessons. Teachers are hardworking, fully committed and professionally prepared to sustain and take further the school's developmental aspirations. There is clear evidence that the comprehensive and ambitious staff development programme is yielding success and that the school is firmly set on a course of continuing pedagogical improvement.*

## **STUDENT ACHIEVEMENTS**

We are strongly committed to raising the standard of academic achievement in our school. Given the year-by-year improvement in the enrolment of students with better motivation and higher academic ability, this objective will be achieved and the academic results in public examinations are projected to continue to improve.



**HKCEE and HKALE results**

HKCEE passing percentages

Subject	2008	2009	2010
Chinese	67.4	64.0	64.1
English	97.1	86.9	88.2
French	100	100	100
Math	66.7	62.0	73.7
Biology	54.4	45.1	62.3
Chemistry	78.9	56.9	76.9
Physics	78.8	67.6	78.4
A. Math	95.2	89.3	85.7
Economics	60.7	40.6	58.3
PoA	63.0	45.0	75.9
CIT	40.0	60.0	71.4
Commerce	41.5	41.1	54.5
T&T	15.8	33.3	30.0
A&C	93.3	88.2	85.0
Eng. Lit	84.6	70.2	75.0
Ch. History	66.7	50.0	77.8
Ch. Lit	87.5	100	42.9
Geog	57.1	46.9	62.9
History	31.6	43.3	82.1
Overall of ALL subjects	68.4	64.6	68.0



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### HKALE passing percentages

<b>Subject</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
Chinese language & Culture	80.6	92.7	93.9
Use of English	94.7	96.1	93.7
Physics	58.3	33.3	57.1
Chemistry	41.4	27.3	53.3
Biology	5.6	16.7	37.5
Pure Math	100.0	50.0	83.3
M&S (AS)	52.4	76.2	47.4
Business Studies	72.7	63.03	69.2
Economics	45.5	83.3	64.7
Econ (AS)	---	0.0	100.0
Geog	54.5	55.6	66.7
PoA	50.0	50.0	84.2
Eng. Lit	---	---	66.7
Eng. Lit (AS)	---	---	100.0
History	---	---	60.0
History (AS)	---	---	100.0
Lib. Studies (AS)	91.7	60.0	81.0
Overall of ALL subjects	62.3	50.4	75.4



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The performance of our students in Pre-F1 Hong Kong Attainment Test, F3 Territory-wide System Assessment, Hong Kong Certificate of Education Examination and Hong Kong Advanced Level Examination are listed below.

Subject	Chinese					
	No. of students			Percentage %		
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
90-100	0	0	0	0.0	0.0	0.0
80-89	0	0	1	0.0	0.0	2.1
70-79	1	0	3	1.3	0.0	6.3
60-69	5	7	12	6.3	17.5	25.0
50-59	20	8	15	25.0	20.0	31.3
40-49	19	5	8	23.8	12.5	16.7
30-39	7	7	4	8.8	17.5	8.3
20-29	4	5	2	5.0	12.5	4.2
10-19	10	6	3	12.5	15.0	6.3
0-9	14	2	0	17.5	5.0	0.0
<b>TOTAL</b>	<b>80</b>	<b>40</b>	<b>48</b>			

Subject	English					
	No. of students			Percentage %		
	<u>2008</u>	<u>2009</u>	<u>2010</u>	<u>2008</u>	<u>2009</u>	<u>2010</u>
90-100	<b>6</b>	<b>12</b>	<b>16</b>	<b>5.8</b>	<b>10.8</b>	<b>10.3</b>
80-89	<b>21</b>	<b>29</b>	<b>56</b>	<b>20.2</b>	<b>26.1</b>	<b>36.1</b>
70-79	<b>23</b>	<b>25</b>	<b>42</b>	<b>22.1</b>	<b>22.5</b>	<b>27.1</b>
60-69	<b>19</b>	<b>19</b>	<b>19</b>	<b>18.3</b>	<b>17.1</b>	<b>12.3</b>
50-59	<b>22</b>	<b>8</b>	<b>12</b>	<b>21.2</b>	<b>7.2</b>	<b>7.7</b>
40-49	<b>7</b>	<b>3</b>	<b>7</b>	<b>6.7</b>	<b>2.7</b>	<b>4.5</b>
30-39	<b>3</b>	<b>9</b>	<b>2</b>	<b>2.9</b>	<b>8.1</b>	<b>1.3</b>
20-29	<b>3</b>	<b>4</b>	<b>1</b>	<b>2.9</b>	<b>3.6</b>	<b>0.6</b>
10-19	<b>0</b>	<b>2</b>	<b>0</b>	<b>0.0</b>	<b>1.8</b>	<b>0.0</b>
0-9	<b>0</b>	<b>0</b>	<b>0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>
<b>TOTAL</b>	<b>104</b>	<b>111</b>	<b>155</b>			



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Subject	Mathematics					
	No. of students			Percentage %		
	2008	2009	2010	2008	2009	2010
90-100	0	0	0	0.0	0.0	0.0
80-89	0	0	1	0.0	0.0	0.6
70-79	8	3	6	7.7	2.7	3.9
60-69	6	8	8	5.8	7.3	5.2
50-59	16	13	23	15.4	11.8	14.8
40-49	18	8	12	17.3	7.3	7.7
30-39	19	21	24	18.3	19.1	15.5
20-29	19	21	36	18.3	19.1	23.2
10-19	17	33	37	16.3	30.0	23.9
0-9	1	3	8	1.0	2.7	5.2
TOTAL	104	110	155			

**A comparison of Form 3 YHKCC and HK Territory-wide students achieving Basic Competence Level in Chinese, English and Mathematics (2007-08, 2008-09 and 2009-10 school years)**

Year	2007-08		2008-09		2009-10	
	YHKCC	HK	YHKCC	HK	YHKCC	HK
Chinese	68%	77%	68%	78%	71%	78%
English	84%	69%	83%	70%	95%	70%
Math	69%	80%	70%	80%	69%	81%

Remark: The percentages refer to the percentage of students achieving basic competence level in each of the subjects



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An analysis of the destination of our Form 5 and Form 7 graduates are also provided below.

<b>Form 5 Graduates' Destination (2009-2010)</b>	
<b>Further Study / Employment</b>	<b>No. of Student</b>
Proceed to Form 6 (YMCACC)	26
Proceed to Form 6 (Other schools)	6
GCE A Level (YMCACC)	20
Study Overseas	21
International School in HK	1
Pre-Associate Degree / Diploma Programmes	18
Yi Jin / Vocational Programme	16
Repeat Form 5 (3-3-4)	8
Others	2
Obtain Employment	1
<b>Total No. of Student:</b>	<b>119</b>

<b>Form 7 Graduates' Destination (2009-2010)</b>	
<b>Further Study / Employment</b>	<b>No. of Student</b>
<b>Local Tertiary Institutes:</b>	
<u>Bachelor Degree</u>	
University of Hong Kong	3
The Chinese University of Hong Kong	2
The Hong Kong University of Science and Technology	1
Lingnan University	1
The Open University of Hong Kong	1
Hong Kong Shue Yan University	2
Hang Seng School Of Commerce	5
Zhuhai College	2
Others	4
<u>Associate Degree</u>	
City University of Hong Kong	12
Hong Kong Community College (Poly U)	14
Community College of City University	1
Hong Kong Baptist University	2
HKU SPACE	1
The Chinese University of Hong Kong (TWGHs)	1
Yew Chung Community College	1
<u>Higher Diploma</u>	
The Hong Kong Polytechnic University	2



Repeat Form 7	5
<b>Overseas Universities:</b>	
United States	3
United Kingdom	4
<b>Total No. of Student:</b>	<b>67</b>
<b>Percentage of students admitted to universities and colleges (degree and sub-degree programmes)::</b>	<b><u>97%</u></b>

## STUDENT ACTIVITIES AND COMPETITIONS

### Life-wide learning Programme

Participants	Venue
F.1	Fanling Baptist Assembly
F.2	The Chinese Young ma Association of Hong Kong Wong Yi Chau Camp
F.3	Guangzhou, China
F.4	The Don Bosco Camp, Cheung Chau
F.5	The Hong Kong Disneyland
F.6	The Hong Kong Disneyland

### Service Week

A Service Week took place on 2<sup>nd</sup> July 2010 to 6<sup>th</sup> July 2010. Our F.4 students were given a precious chance to experience service learning local and overseas.

Venue	No. of participants
Cambodia	13
Cebu	15
Guangxi	30
Local – Crossroad Village, Tuen Mun	20
Local – Elderly Services	17
Local – Chung King Mansion, Tsim Sha Tsui	15
Local – Service in Lantau	19



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### **Cheerleading**

Being the champion in the Islands District Cheerleading Competition 2009, the Cheerleading Team of YMCA of Hong Kong Christian College was invited by the Leisure and Cultural Services Departments to perform in the East Asian Games, and by the Direct Subsidy Schools Scheme Council to perform in the 2009 Secondary School Singing and Dancing Performance to celebrate the 60<sup>th</sup> Anniversary of the People's Republic of China in September 2010.

### **Adventure Ship Buddies Programme**

The JPC and Community Service Club participated in the Adventure Ship Buddies Programme in April-May 2010. Each student became the buddy of a student from a partner special education school and they worked together in the boat trip. Before the trip, our students attended two workshops and during the trip, they worked with the disabled youth and joined different challenging and exciting activities, such as “rubber boat driving” and “space shuttle”. By participating in the innovative and carefully designed activities in the sea, students can learn to work together in an interactive environment and grow through helping others. They can also increase their self-esteem, self-reliance and team spirit; acquire an appreciative, caring and environmentally-friendly attitude; and develop their potentials to the full.

### **Blood Donation Day**

Students and teachers joined hands in giving blood on a Blood Donation Day (26 Feb 2010) which was held at the School Hall on 26<sup>th</sup> February 2010. The Blood Donation Day is held annually in school which is fully supported by the teaching staff and the students. All staff and students in senior forms, who are aged 16 or above, are encouraged to join.

The blood donors showed their enthusiasm, love and care for the health of the vulnerable in this blood transfusion service. Blood donated was collected by The Hong Kong Red Cross to save lives of the vulnerable. We thank all the blood donors who have dedicated themselves to save lives. Their support in this campaign is meaningful and significant. Hope this will continue to get support from parents, students and teachers in the coming years.

### **House**

The HOUSE system provides an opportunity for students and teachers to communicate with each other. Students should take this opportunity to learn team spirit, share their experiences and knowledge with others, and develop the sense of belonging to our school.

The HOUSES are **Chambers, Morrison, Taylor and Williams**. Each House is made up of teachers and students from different forms and classes. All students in our school are assigned to different Houses and are encouraged to participate in activities and competitions for their House. Students are not allowed to change their House during their study in YHKCC.

Throughout the academic year, various **Inter-House Competitions (IHC)** will be held, e.g. Sports competitions, Quizzes, Sports Day, Swimming Gala and Cheerleading, etc.



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At the end of each academic year, the House that wins the highest points will be awarded the **YMCA Cup**, the most honourable award for student activities.

### YMCA Cup Results (Overall Champion)

Place	House
<b>Champion</b>	<i>Chambers</i>
<b>2<sup>nd</sup> Place</b>	<i>Williams</i>
<b>3<sup>rd</sup> Place</b>	<i>Taylor Morrison</i>

### Inter-house Competition Results

Event	2009-2010
Swimming Gala	Williams
Sports Day	Chambers
Cheerleading Competition	Chambers
Indoor Rowing Competition	Williams
General Knowledge Quiz	Morrison
Football Competition	Williams
Badminton Competition	Williams
Basketball Competition	Chambers
Table-Tennis Competition	Chambers
Scrabble Competition	Chambers
Pictionary Competition	Williams
Cooking Competition	Morrison
F.1 Typing Competition	Chambers

### Competitions outside the school

#### Sports Activities

Events	Achievements
Islands District Swimming Gala 2010	2 Gold, 3 Silver and 4 Bronze medals.
Island swimming competition 2009	3 Gold, 10 Silver and 3 Bronze medals
Islands Athletic Meet 2009	9 Golds, 2 Silvers and 4 Bronzes
Kwai Tsing Athletics Meet 2009	4 Golds, 5 Silvers and 6 Bronzes



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Inter-school X-Country Competition 2009	4 medals
Inter-school Athletics Championships 09-10	12 Gold medals, 9 Silver medals and 6 Bronzes medals
Easter Run (3 Km) at Shatin Shing Mun River	2 trophies
1st Inter-school Dragon Boat Championships 09-10	3 trophies

## Islands District Swimming Gala 2010

Our students won a total of 9 medals with 2 Gold, 3 Silver and 4 Bronze medals.

Events	Medals	Students' names
50m Freestyle (Girls Open - Over 18)	Gold Medals	Fiona Fung (7M)
50m Freestyle (Girls Under 18)	Gold Medals	Chan Chun Win (6M)
50m Breaststroke (Girls Open – Over 18)	Silver Medals	Fiona Fung (7M)
50m Backstroke (Boys Under 18)	Silver Medals	Ohashi Yoshiya (3A)
4X50m Freestyle Relay - Boys (Under 18)	Silver Medals	Kelvin Ho (3Y), Oscar Chui (3Y), Jason Chu (3M) and Liu Kam Tung (7Y)
100m Freestyle (Boys Under 18)	Bronze Medals	Liu Kam Tung (7Y)
50m Backstroke (Boys Under 18)	Bronze Medals	Liu Kam Tung (7Y)
100m Freestyle (Grils Under 18)	Bronze Medals	Chan Chun Wing (6M)
50m Freestyle (Boys Under 18)	Bronze Medals	Kelvin Ho (3Y)
4X50m Medley Relay – Boys (Under 18)	4th Runner-up	Jeffrey Tsang (1A), Ohashi Yoshiya (3A) and Chiu Ho Chi (4A) and Timothy Jones (6M)



**Island swimming competition 2009**

Our students won a total of 3 gold, 10 silver and 3 bronze medals

Events	Achievements	Students' names	Remarks
4X50 Boys Free style relays	1 <sup>st</sup> runner up	Jason Law (2M) Jason Chu (2A) Kelvin Lee (2M) Keith Ho (3M)	
4X50 Boys Medley relays	3 <sup>rd</sup> runner up	Jonathan Wong (4C) Timothy Lui (5Y) Ohashi Yoshiya (2C) Brian Shuen (4M)	
50M backstroke 100M backstroke	1 <sup>st</sup> runner up	Ohashi Yoshiya (2C)	
50M breast stroke	Champion	Fiona Fung (6M)	Record Broken
50M freestyle	1 <sup>st</sup> runner up	Fiona Fung (6M)	
50M breast stroke	1 <sup>st</sup> runner up	Karris Cheung (7M)	Record Broken
100M freestyle	1 <sup>st</sup> runner up	Karris Cheung (7M)	
50M breast stroke	1 <sup>st</sup> runner up	Brian Suen (4M)	
100M breast stroke	1 <sup>st</sup> runner up	Brian Suen (4M)	
50M freestyle	2 <sup>nd</sup> runner up	Jonathan Wong (4C)	
50M butterfly	1 <sup>st</sup> runner up	Kelvin Lee (2M)	
100M freestyle	1 <sup>st</sup> runner up	Kelvin Lee (2M)	
100M freestyle	2 <sup>nd</sup> runner up	Keith Ko (3M)	
100M freestyle	2 <sup>nd</sup> runner up	Jason Law (2M)	
50M freestyle	Champion	Jason Chu (2M)	
50M breast stroke	Champion	Jason Chu (2M)	
50M butterfly	3 <sup>rd</sup> runner up	Oscar Chui (2Y)	
50M Backstroke	3 <sup>rd</sup> runner up	Jossie Cheung (3M)	



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## Islands Athletic Meet 2009

Our students won a total of 15 medals with 9 Golds, 2 Silvers and 4 Bronzes.

Events	Achievements	Students' names
Discus Boys	Gold medal	Kenneth Kainzer (7Y)
Javelin Boys	Gold medal	Kenneth Kainzer (7Y)
Shot Put boys	Gold medal	Jason Anderson (5C)
200M Boys	Gold medal	Jason Anderson (5C)
1500M Girls	Gold medal	Priscilla Wong (5A)
Long Jump Boys	Gold medal	Wan Hin Chung (3C)
High Jump Boys	Gold medal	Wan Hin Chung (3C)
110M Hurdles boys	Gold medal	Jack Lau (7M)
Shot Put girls	Gold medal	Jeanne Yip (5M)
400m Boys	Silver medals	Jason Anderson (5C)
4X400m Relay Boys	Silver medals	Jason Anderson (5C), Ian Ching (5A), Brian Sun (5A), Luke Rouse (5M)
Long Jump Girls	Bronze medals	Jasmine Cheung (6M)
100m Boys	Bronze medals	Wan Hing Chung (3C)
4X100m Relay Boys	Bronze medals	Oscar Chui (3Y), Sran Ranjot (1C), Ashreet Gurung (3C), Wan Hin Chung (3C)
4X400 Relays Girls	Bronze medals	Erin Song (5C), Tatania Galt (5M), Ryan Shonagh (5M), Priscilla Wong (5A), Fiona Fung (7M), Yoyo Ho (6M)

## Inter-school X-Country Competition 2009

Our students won a total of 4 medals.

Events	Achievements	Students' names
A Grade Girls	1st runner-up	Priscilla Wong (5A)
B Grade Girls	1st runner-up	Alice Chan (3Y)
B Grade Boys	5th Place	Eugene Chan (3M)
C Grade Girls	6th Place	Michelle Smith (3Y)



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### Inter-school Athletics Championships 09-10

Our students won a total of 12 Gold medals, 9 Silver medals and 6 Bronzes medals, and Kenneth Kainzer (7Y) of A Grade Boys broke the official record in the Javelin event (45.11m).

Events		Achievements	Students' names
Javelin	A Grade Boys	Gold medal	Kenneth Kainzer (7Y)
High Jump	B Grade Girls	Gold medal	Erin Song (5C)
Shot Put	B Grade Boys	Gold medal	Jason Anderson (5C)
1500 m	A Grade Girls	Gold medal	Wong Wai Yuen (5A)
800 m	A Grade Girls	Gold medal	Wong Wai Yuen (5A)
1500 m	B Grade Girls	Gold medal	Chan Pui kee (3Y)
800 m	B Grade Girls	Gold medal	Chan Pui kee Alic (3Y)
100 m	C Grade Girls	Gold medal	Fong Rachel Grace Siu Ching (3M)
Long Jump	B Grade Boys	Gold medal	Wan Hin Chung Terry (3C)
400 m	C Grade Girls	Gold medal	Jang Chloe Emily (1M)
200 m	C Grade Girls	Gold medal	Jang Chloe Emily (1M)
4X400 m	C Grade Girls	Gold medal	Annabel Monk (3C), Melissa Caldwell (2Y), Michelle Smith (3Y), Chloe Jang (1M)
Discus	A Grade Boys	Silver medal	Kenneth Kainzer (7Y)
1500 m	C Grade Girls	Silver medal	Smith Michelle Anne (3Y)
Shotput	A Grade Girls	Silver medal	Yip Tsz Yan Jeanne (5M)
100 m	B Grade Boys	Silver medal	Wan Hin Chung Terry (3C)
800 m	C Grade Girls	Silver medal	Smith Michelle Anne (3Y)
200 m	C Grade Boys	Silver medal	Sran Ranjot Singh (1Y)
4X400 m	A Grade Girls	Silver medal	Fiona Fung (7M), Tatania Galt (5M), Priscilla Wong (5A), Josie Walluschnig (5M)
4X400 m	B Grade Boys	Silver medal	Luke Rouse (5C), Jason Anderson (5C), Jason Chu (3C), EJ Nocado (4H)
4X400 m	B Grade Girls	Silver medal	Chonoa Roberson (3Y), Alice Chan (3Y), Shonagh Ryan (3Y), Erin Song (5C)
Long Jump	A Grade Girls	Bronze medal	Cheung Sze Man Jasmine (6M)
100 m	A Grade Girls	Bronze medal	Cheung Sze Man Jasmine (6M)
110m H	C Grade Girls	Bronze medal	Fong Rachel Grace Siu Ching (3M)
Javelin	C Grade Girls	Bronze medal	Enciso Murcia Paula Andrea (3C)
1500 m	C Grade Boys	Bronze medal	Yau Chistopher William Chun Wah (3A)



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100 m	C Grade Boys	Bronze medal	Sran Ranjot Singh (1Y)
	Girls A Grade	Overall trophies	3rd Runner-up
	Girls B Grade	Overall trophies	1st Runner-up
	Girls C Grade	Overall trophies	1st Runner-up
	Boys A Grade	Overall trophies	3rd Runner-up
	Boys B Grade	Overall trophies	2nd Runner-up

### Easter Run (3 Km) at Shatin Shing Mun River.

Our students won 2 trophies from this competition.

Achievements	Students' names
6 <sup>th</sup> place	Chan Pui Kee Alice (3Y)
10 <sup>th</sup> place	Smith Michelle Anne (3Y)

### 1st Inter-school Dragon Boat Championships 09-10

Our students won a total of 3 trophies.

Events	Achievements
Secondary School Colleges - Women	1 <sup>st</sup> runner-up
Secondary School Colleges - Women	2 <sup>nd</sup> runner-up
Secondary School Colleges - Mixed	2 <sup>nd</sup> runner up

## ART ACTIVITIES

### World Heart Day 2009 Drawing Competition

「世界心臟日」香港心臟基金會繪畫比賽 2009

Wong Hiu Laam (4M) achieved a Merit in the World Heart Day 2009 Drawing Competition organized by the Hong Kong College of Cardiology. She was awarded a certificate and a cash coupon. The competition took place in the World Heart Day 2009 Carnival at Happy Valley on 27 September, 2008 from 1:30-3:30 p.m.

### 2010 Hong Kong Odyssey of the Mind Programme: Pin Design Competition

香港創意思維活動 2010 襟章設計比賽

Morena Janelle Marie Adawag (4Y) and Leung King Chi (1C) won a Honorable Mention in the senior secondary division and junior secondary division respectively out of a total of over 3000 entries in the 2010 Hong Kong Odyssey of the Mind Programme: Pin Design Competition organized by the Hong Kong Odyssey of the Mind Programme, the Education Bureau and the Hong Kong Federation of Youth Groups. They are awarded a trophy and a certificate. The prize presentation ceremony will be held on 28 March, 2010 at the Hong Kong Institute of Education.



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**The 4<sup>th</sup> Hong Kong Design Contest – Capture the new face of Western Market**

Chan Wai Chi (4Y) achieved a merit in the secondary school section in the competition.. He was awarded a certificate of merit by the Continued Education Center of St. James Settlements.

**Xu Bei Hong Arts Competition for Young Adults & Children 2010**

**徐悲鴻青少年兒童美術比賽**

Wong Hiu Laam (5C) came first in the senior secondary school division. She was awarded a trophy, a certificate and a week's free study tour to the Beijing Renmin University. Yam Pok Ling (1Y), Cheung Tik Ka (4M), Lau Tsz Yan (5Y), Lam Wai Ching (5A) and Sum Pui Yin (5A) achieved Merits in this competition.

**Poster Design Contest 60th Anniversary of Universal Declaration of Human Rights**

**《世界人權宣言》六十週年海報設計比賽**

(Organized by Amnesty International (AI))

Chan Ying Tan (5M) gained the Outstanding prize in the 60th Anniversary of Universal Declaration of Human Rights Poster Design Contest organized by Amnesty International (AI). Competition results are posted at <http://www.amnesty.org.hk/html/node/10168>.

**Hong Kong Composers' Guild Limited "25<sup>th</sup> Anniversary Logo Design Competition"**

(Organized by the Hong Kong Composers' Guild Limited)

Chan Ying Tan (5M) was selected as the Honorable Mention in the "25<sup>th</sup> Anniversary Logo Design Competition" organized by the Hong Kong Composers' Guild Limited. Competition results along with winning designs will be posted on the website of the Hong Kong Composers' Guild at <http://www.hkcg.org/silverjubilee/>. The award-presentation ceremony will take place at the closing concert of the Musicarama 2008 music festival on 25 October 2008 (Saturday) at Hong Kong City Hall.

**Accounting Software Application Competition**

Our Students Wong Hoi Sun (5M) and Chan Yick Hin (5M) won the Certificate of Merit in the Accounting Software Application Competition for Secondary School Students 2008. They are one of the top 18 teams out of the eighty participating teams.



**SPEECH FESTIVAL**

In English Events - Solo Verse, Prose, Dramatic Scene, Dramatic Duologue and Choral Speaking, Shakespeare Monologue and Public Speaking

- 3 students came 1<sup>st</sup>
- 6 students came 2<sup>nd</sup>
- 1 student came 3<sup>rd</sup>
- 28 students obtained “Merit”

In Chinese Events - Cantonese & Putonghua Solo Verse and Prose reading

- 2 students came 1<sup>st</sup>
- 2 students came 3<sup>rd</sup>
- 4 students obtained “Merit”

**第六十屆香港學校朗誦節（中文）比賽結果**

	姓名	班別	項目編號		獎項
1	李樂妍	2Y	328	女子中一二年級 普通話詩詞獨誦	冠軍
2	葉美欣／羅詠蓉	6C	442	中五至中七組 二人朗誦	冠軍
3	楊雅賢	2Y	328	女子中一二年級 普通話詩詞獨誦	季軍
4	黃蔚霖	2C	328	女子中一二年級 普通話詩詞獨誦	季軍
5	裘浩賢	3C	316	粵男古詩	優異
6	張樂忻	2Y	328	普女新詩	優異
7	林浩然	1C	334	普男新詩	優異
8	朱焯軒	2Y	434	粵男散文	優異
9	洪偲齊	3C	304	粵女古詩	優良
10	戴皓文	3C	316	粵男古詩	優良
11	馬啓樂	1Y	318	粵男新詩	優良
12	潘子聰	1M	318	粵男新詩	優良
13	宣淑慧	2M	328	普女新詩	優良
14	陳莉珊	2C	328	普女新詩	優良
15	張詠愉	1A	406	粵女散文	優良



**60th Inter-School Speech Festival—English Section**

Student	Category		Level
Arellano Alyana Bacquelda Tomas (6C)	Solo Verse Speaking, Open	Age 17 & over, Boys & Girls	First
Arellano Alyana Bacquelda Tomas (6C)	Solo Prose Speaking, Open	Age 15, Boys & Girls	First
Rouse Lauren Elizabeth (6C), Lai Hiu Ling Heather (6C), Domingo Wilma Victoria Sunga (6C), Arellano Alyana Bacquelda Tomas (6C)	Dramatic Scene	Secondary 5 to 7	First
Huen Goldie Xian (2Y)	Solo Verse Speaking, Non-Open	Secondary 2, Girls	Second
Cheung Lok Yan Yannie (2Y)	Solo Verse Speaking, Non-Open	Secondary 2, Girls	Second
Wong Wai Lam Nasia (2C)	Solo Verse Speaking, Non-Open	Secondary 2, Girls	Second
Lam Hei Tung Angel (6M)	Solo Prose Reading, Non-Open	Secondary 6 & 7, Girls	Second
Fong Rory Chi Wai Lyon (6C)	Solo Verse Speaking, Open	Age 16, Boys & Girls	Second
6Lo King San (6C), Chan Dicky Nelson Yick Shing (6M)	Dramatic Duologue	Secondary 3 & 4	Second
Paclibar Marion Jemlette N (1M)., Ellis Columbia Grace Manders (1Y), Ichika Ng Emi (2M), Ryan Aileen (2M), Smith Michelle Anne (2M), Imran Sarah Arifah (2M)	Dramatic Scene	Secondary 1 & 2	Third
Chan Pui Kee (2M)	Solo Verse Speaking, Non-Open	Secondary 2, Girls	Merit
Moran Sarah Denise (2Y)	Solo Verse Speaking, Non-Open	Secondary 2, Girls	Merit
Lo Chi Yi Alvina (2A)	Solo Verse Speaking, Non-Open	Secondary 2, Girls	Merit
Lai Ting Hei (5M)	Solo Verse Speaking, Non-Open	Secondary 5, Girls	Merit



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Ho Wui Yan Charlotte (5M)	Solo Verse Speaking, Non-Open	Secondary 5, Girls	Merit
Li Yat Hung (6M)	Solo Verse Speaking, Non-Open	Secondary 6 & 7, Girls	Merit
Li Cheung Yu Amy (6M)	Solo Verse Speaking, Non-Open	Secondary 6 & 7, Girls	Merit
Pun Ryan (1M)	Solo Verse Speaking, Non-Open	Secondary 1, Boys	Merit
Lim Ming Wei (2A)	Solo Verse Speaking, Non-Open	Secondary 2, Boys	Merit
Yeung Kwan Hung Jackie (4M)	Solo Verse Speaking, Non-Open	Secondary 4, Boys	Merit
Chau Kan Chiu Timothy (4M)	Solo Verse Speaking, Non-Open	Secondary 4, Boys	Merit
Fung Tze Hin Daniel (6Y)	Solo Verse Speaking, Non-Open	Secondary 6 & 7, Boys	Merit
Yu Tin Yau (6C)	Solo Verse Speaking, Non-Open	Secondary 6 & 7, Boys	Merit
Kung Yuen Yee Lily (6M)	Solo Prose Reading, Non-open	Secondary 6 & 7, Girls	Merit
Lee Cheuk Long Brian (7M)	Solo Prose Reading, Non-open	Secondary 6 & 7, Boys	Merit
Loy Yue Man (6Y)	Solo Prose Reading, Non-open	Secondary 6 & 7, Boys	Merit
Harshal P Pandit (1M)	Solo Verse Speaking, Open	Age 11, Boys and Girls	Merit
Caraan Sophia Patricia (2M)	Solo Verse Speaking, Open	Age 13, Boys and Girls	Merit
Babani Vanisha (2M)	Solo Verse Speaking, Open	Age 13, Boys and Girls	Merit
Ombao Kleyr Balingit (2Y)	Solo Verse Speaking, Open	Age 13, Boys and Girls	Merit
Lovett Sim Emily (2Y)	Solo Verse Speaking, Open	Age 13, Boys and Girls	Merit
Vergara Mary Stephanie (2M)	Solo Verse Speaking, Open	Age 14, Boys and Girls	Merit
Wong Wong Ricardo Tomas (4A)	Solo Verse Speaking, Open	Age 15, Boys and Girls	Merit
Mirandilla Charmaine Mercedes Sariego (5M)	Solo Verse Speaking, Open	Age 16, Boys and Girls	Merit
Chupak Danielle (5C)	Public Speaking Solo	Secondary 5	Merit
Jayakody R A Madavi Nadishani (2M)	Shakespeare Monologue, Open	Under Age 15	Merit
Borje Samantha Badiola (2M)	Shakespeare Monologue, Open	Under Age 15	Merit



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Manders Bethany Rose Ellis (3M), Charles Bethan (3M), Caraan Lean Louie (3Y), Ryan Shonagh (4M)	Dramatic Scene	Secondary 3 & 4	Merit
Hung Sze Chai (3C)	Solo Verse Speaking, Non-Open	Secondary 3, Girls	Proficiency
Sung Lai Ping (5M)	Solo Verse Speaking, Non-Open	Secondary 5, Girls	Proficiency
Li Ka Hei (5C)	Solo Verse Speaking, Non-Open	Secondary 5, Girls	Proficiency
Chan Hiu Ying (6M)	Solo Verse Speaking, Non-Open	Secondary 6 & 7, Girls	Proficiency
Tse Tin Yan (6C)	Solo Verse Speaking, Open	Secondary 6 & 7, Boys	Proficiency
Chu Yeuk Pui (6M)	Choral Speaking, Non-Open	Secondary 4, Boys	Proficiency
Domingo Wilma Victoria Sunga (6C)	Solo Verse Speaking, Open	Age 17 & over, Boys & Girls	Proficiency
Kung Yuen Yee Lily (6M), Lam Hei Tung Angel Jojo (6M)	Dramatic Duologue	Secondary 5 to 7	Proficiency



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## PARENT-TEACHER ASSOCIATION

There were five Executives Committee Meetings. The dates of meeting were as follows:

- ◆ 17 November 2009
- ◆ 19 March 2010
- ◆ 14 June 2010
- ◆ 27 September, 2010

### PTA ACTIVITIES

- PTA AGM 2009 -2010 on 31 October, 2009
  - ◆ Sharing session between parents and teachers.  
No. of participants: A total of **121** parents and teachers.
  
- PTA counter on Open Day  
Place: School Hall  
Activity: PTA food stall  
Games and Clay flowers were displayed on the PTA counter.  
Miss Kit Au demonstrated how to make the clay flowers.
  
- International Night on 12 December, 2009  
No. of participants: 1000  
A variety of food types like Japanese, Chinese, western, Mexican, Filipino, Korean and etc. The food was delicious. A total of 40 parents and teachers prepared different types of food on that night.
  
- Newsletter was issued in May 2010

### List of items sponsored by the PTA in 2009 -2010

- PTA Progress Prize (Book coupons)
- 20 Netbooks
- Westside Story Musical Production
- International night
- Speech Day
- PTA Food Stall on Open Day
- Leadership Training camps (Prefects)
- ECA e.g. sport shoes, soccer, basketball, ruby; dragon boat; basketball; volleyball sports team uniform
- Transportation and coaching fees for sport teams
- Maintenance Fee of Drinking Fountains



## FINANCIAL SUMMARY

### A. School Financial Report for 2009-2010

	<b>2009/2010</b>	<b>2008/2009</b>
	HKD \$	HKD \$
School Fee Income	14,511,525.00	14,036,050.00
DSS income	31,194,812.00	27,406,861.35
Other income	1,636,895.75	2,077,623.00
<b>TOTAL INCOME</b>	<u>47,375,882.75</u>	<u>43,520,534.10</u>
Less:		
Fee Remission	1,388,406.00	1,022,475.00
Curriculum Expenses	690,067.01	371,317.63
Co-Curriculum Expenses	225,059.40	206,601.71
Operating Expenses	39,105,602.00	34,689,992.81
<b>TOTAL EXPENDITURE</b>	<u>41,409,134.83</u>	<u>36,290,387.15</u>
Surplus of the year	<u>5,966,747.92</u>	<u>7,230,146.95</u>

### B. School Fee Remission Reserves

	<b>2009/2010</b>	<b>2008/2009</b>
	HKD \$	HKD \$
Balance as at 1 September	1,236,642.21	855,511.21
Add: Surplus of the Year	62,746.50	381,131.00
Balance as at 31 August	<u>1,299,388.71</u>	<u>1,236,642.21</u>

### C. Capacity Enhancement Grant for 2008-2009

	<b>2009/2010</b>	<b>2008/2009</b>
	HKD \$	HKD \$
Balance as at 1 September	168,663	176,245
Add: Current Year Grant	338,910	321,564
Less: Expenditure	355,105	329,146
Balance as at 31 August	<u>152,468</u>	<u>168,663</u>

### Capacity Enhancement Grant Report

In order to provide YHKCC students an opportunity to develop their personal interest and academic results, our School has well used the capacity Enhancement Grant to organize various programmes and employ additional staff to provide extra learning opportunities to the students in different areas:



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### **Pastoral care**

- Educational Psychologist

### **Academic excellence**

- Mathematics Olympiad Training
- English Creative Writing

### **Other Learning Experiences**

1. Music
  - ◆ Orchestra conductor
2. Sports
  - ◆ Soccer Programme
  - ◆ Swimming Programme
  - ◆ Handball Training
  - ◆ Taekwondo Training
3. Creative Art

### **School Administration**

- ◆ School webpage maintenance
- ◆ Teaching Assistant

### **Evaluation**

The performance of different programmes was very satisfactory. Students enjoyed in the extra programmes the school offered, especially the Sports and other OLE programmes. Handball is a new activity to the students in YHKCC. Students interested in this sport participated in the after-school regular training every Wednesday and Friday. This programme will be carried out in the next academic year and we aim at accommodating more students. The part-time webpage officer and teaching assistant shared teachers' administrative duties and teachers can remain focused on the teaching materials preparation, collaborative lesson planning, staff development as well as giving students guidance.



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## **ANNUAL SCHOOL DEVELOPMENT PLAN 2010-2011**

### **MAJOR CONCERNS**

1. To continue to refine and develop administrative processes with the aim of facilitating greater school effectiveness.
2. To continue to raise academic standards through curriculum and staff development initiatives, including developing student-centered teaching approaches and materials, and encouraging students to take greater responsibility for their own learning.
3. To further empower students in line with the school's vision, mission and values by promoting positive values, attitudes, behaviour and respect for others in a multi-cultural environment.