



# YMCA of Hong Kong Christian College

School Report  
2011/2012



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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 dance/drama room, a student learning centre where computers are equipped with internet services for students to do research and study, 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.

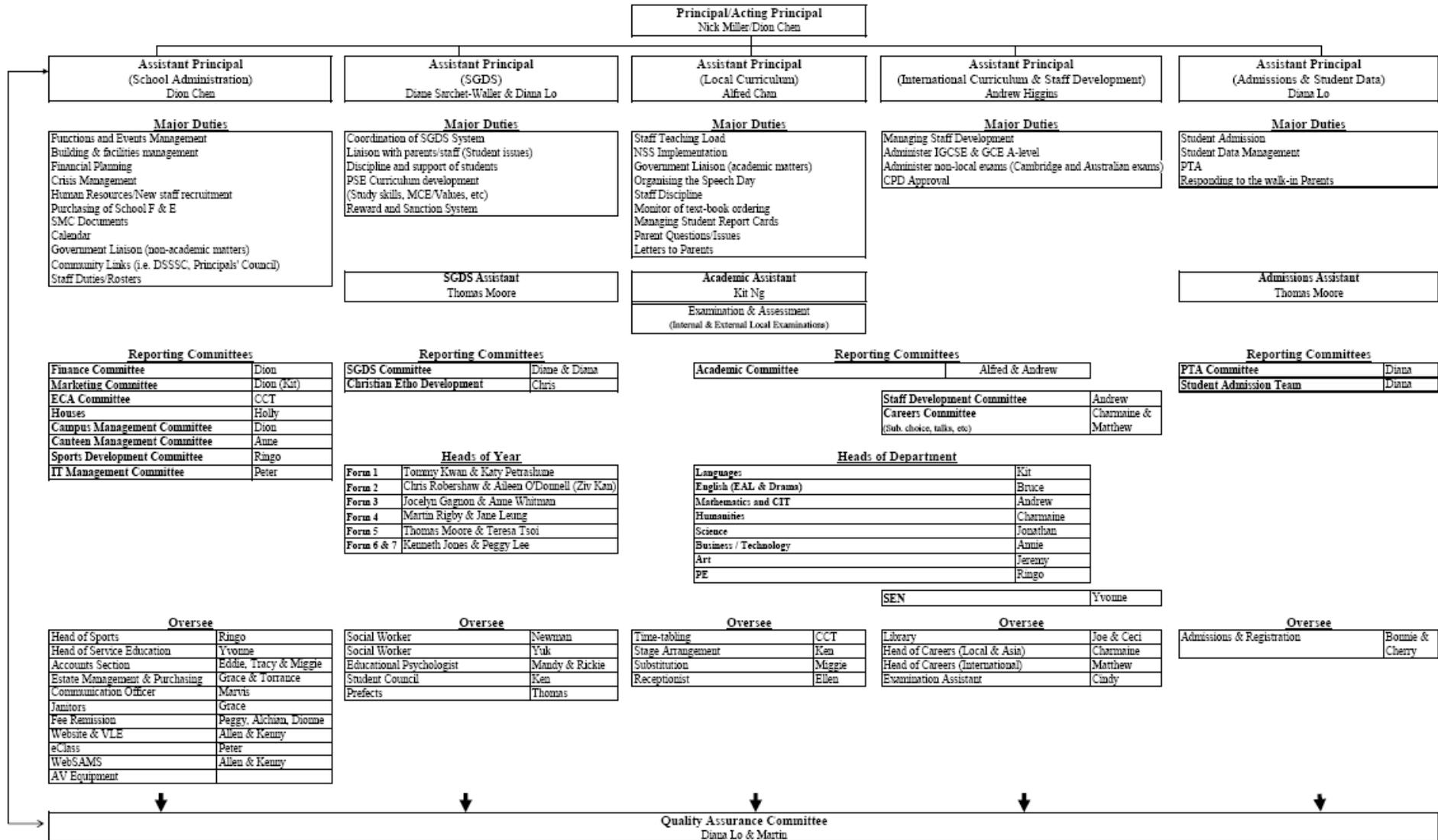
### **School Management**

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



# YMCA of Hong Kong Christian College 2011-2012

## Organisation Chart 2011-2012





## OUR STUDENTS

### Class Organisation

Number of Operating Classes for Year 2011-2012

Level	F1	F2	F3	F4	F5	F6	F7	A1	A2	Total
No. of Classes	6	6	5	5	4	4	3	3	3	39

Number of Students for Year 2009-2010

Form	No of students	DSS	Non-DSS
I	169	135	34
II	179	135	44
III	149	135	14
IV	156	156	0
V	96	96	0
VI	100	100	0
VII	68	68	0
A1	68	68	0
A2	69	68	1
<b>TOTAL</b>	<b>1054</b>	<b>961</b>	<b>93</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.

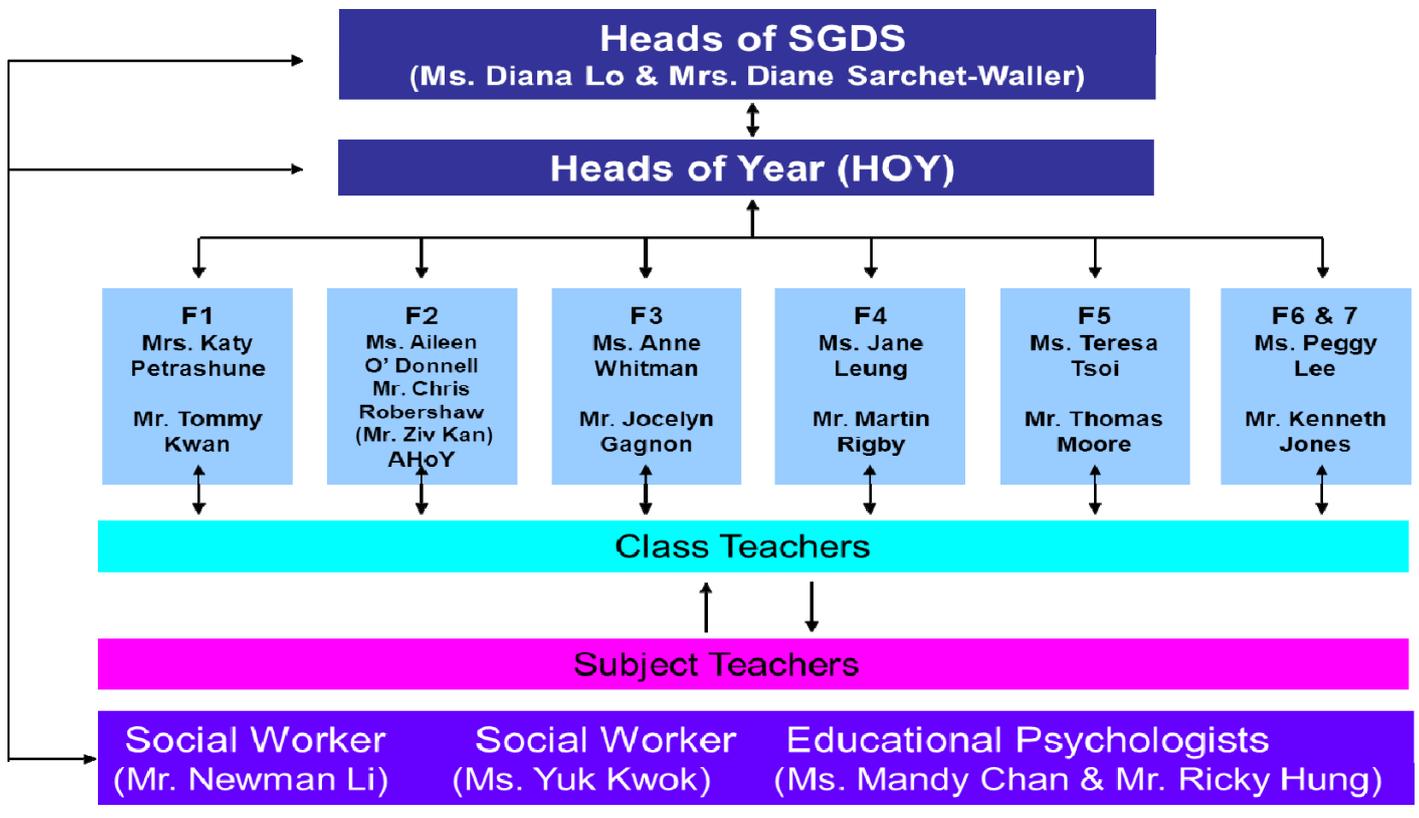


## Student Guidance and Discipline

The pastoral care of students is viewed holistically, where guidance and discipline are integrated to ensure a happy, safe environment in which everyone can work together in a spirit of cooperation and mutual respect.

As far as possible we try to maintain a balance between gender and cultural background in selecting Class Teachers and Heads of Year; so that every student may feel confident in sharing their thoughts and concerns.

### S.G.D.S. Structure





## **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.

### **Personal & Social Education aims to:**

- Help **ALL** students deal with difficult personal, social and global questions that arise in their lives
- Give students the knowledge, skills and understanding to play an effective role in society at local, national and international levels
- Increase creative thinking and develop critical thinking skills
- Enhance students' capacity for problem solving and decision making in both the present and the future
- Develop students' study skills, including discovering their own learning and personal study styles, effective time management as well learning the best way to prepare for exams.

### **Duration**

Every class has ONE dedicated PSE Lesson per week focusing on age group specific schemes of work. In addition there are many reinforced citizenship campaigns throughout the year on a whole school approach. The school will target areas of the school to improve in terms of behavior, manners, hygiene, cleanliness and social awareness.

### **Project Content**

In Forms 1 – 3 the themes are based on the PATHS programme.

In Forms 4 – 7 the programmes for students and schemes of work are created by the Heads of Year and evolve each year based on the student body, current issues and specific educational needs.

*(Please see attached for the PSE overview)*



**Programme Overview**

Form 1	Form 2	Form 3
<p><u>Resource Books</u></p> <ul style="list-style-type: none"> <li>▪ PATHS to Adulthood, Volumes 1 &amp; 2</li> <li>▪ PATHS to Adulthood, CD ROM &amp; DVD</li> </ul>		
<ul style="list-style-type: none"> <li>• Target setting</li> <li>• Introduction to PSE</li> <li>• Teambuilding</li> <li>• Anti-bullying / Tolerance (integrated)</li> <li>• Communication in PSE (Trust &amp; Interaction)</li> <li>• Elections of Class Representatives</li> <li>• Speeches &amp; Elections</li> <li>• Target setting &amp; Evaluation of targets set</li> <li>• Theme: Anti-bullying</li> <li>• Stories of bullying</li> <li>• Behind the mask of bullying</li> <li>• bullying prevention</li> <li>• Find a good friend, Theme: Friendships and Anti-drugs</li> <li>• Internet Addiction &amp; Sleep Deprivation</li> <li>• Sex Education</li> <li>• SMART action plan for exam revision and preparation</li> <li>• Study skills</li> <li>• Organizational skills</li> <li>• Emotion Dictionary, Theme: Emotional Competence</li> <li>• Cyber Bullying</li> </ul>	<p>Form 2 is designed based on the PATHS program covering a range of topics under the following Units.</p> <ul style="list-style-type: none"> <li>• Unit 1 – Social Responsibility</li> <li>• Unit 2 – Relationships and Sex Education</li> <li>• Unit 3 – Personal Development</li> <li>• Unit 4 – Anti-Bullying</li> <li>• Unit 5 – Personal Development</li> <li>• Unit 6 – Moral and Social Development</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Environment</li> <li>• Review and feedback on last year PSE and expectation this year.</li> <li>• Reflection, SMART targets setting</li> <li>• Why citizenship matters</li> <li>• Student’s Voice, presentation and survey</li> <li>• Student’s Voice – class representative election</li> <li>• Student’s Voice – form representative election</li> <li>• Reflection on midterm report</li> <li>• Ideas and reality</li> <li>• Truth behind advertisements</li> <li>• Changing emotions through positive thinking</li> <li>• Healthy living</li> <li>• Substance Abuse</li> <li>• Reflections on Mid-year examinations</li> <li>• Healthy living</li> <li>• Examination revision strategies</li> <li>• Truth behind advertisements</li> <li>• Social Responsibilities</li> <li>• Reflection on mid-term report, targets re-setting</li> <li>• Revision Strategies</li> <li>• Relationship – family</li> <li>• Friends/love/relationship/dating</li> </ul>



Form 4	Form 5/A1	Form 6/A2
<ul style="list-style-type: none"> <li>• Introduction to Student Council</li> <li>• R: Class Representative Elections</li> <li>• Form Representative Elections</li> <li>• Personal Predictions of Progress Reports</li> <li>• Relationships in the family</li> <li>• Friendships: forgiveness, trust</li> <li>• Anti-bullying workshop</li> <li>• Healthy Living: Alcohol and tobacco</li> <li>• Healthy Living: Substance abuse</li> <li>• Exam Techniques</li> <li>• Time management/Study Skills</li> <li>• Student personal profiles &amp; form filling procedures</li> <li>• Social responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of the programme</li> <li>• Study skills series - left-brain or right-brain learner?</li> <li>• Study skills series - learning styles</li> <li>• Study skills series - revision and note-taking skills</li> <li>• Mid-term target setting (pink form)</li> <li>• Why do we have rules?</li> <li>• Responsibility</li> <li>• Local University Entrance Talk - NSS</li> <li>• Study skills series- setting your study schedule</li> <li>• Personal health</li> <li>• Legal substance abuse</li> <li>• Anti-theft</li> <li>• Telling the truth</li> <li>• Mid-year target setting</li> <li>• Work placement - introduction</li> <li>• Personal Financial Planning (I) - Budgeting</li> <li>• Sex / Marriage / Family planning / abortion</li> <li>• Discrimination - stereotyping and prejudice</li> <li>• Human and technology</li> <li>• Organ transplant and donation talk</li> <li>• Mid-term target setting</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction of the programme</li> <li>• Theme of the year group and school (Value education)</li> <li>• JUPAS Information talk</li> <li>• Be prepared to be a leader in school + Class Rep Election</li> <li>• Year Rep Election</li> <li>• JUPAS Choice Talk</li> <li>• JUPAS Sharing session with Subject Teachers</li> <li>• Local University Entrance Talk-NSS</li> <li>• University Interview Talk</li> <li>• Drug(Substance Abuse/Personal Development/Responsibilities)</li> <li>• Study skills series- setting your study schedule</li> <li>• Career sharing (I)+(II) Tue+Wed</li> <li>• Career expectations</li> <li>• Sex education: abortion/safe sex/what make a happy marriage?</li> <li>• Personal Financial Planning (II) - investment planning</li> <li>• Preparation for Farewell Assembly</li> </ul>



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**Expected Outcome and Evaluation**

- To enable students to achieve their academic potential by ensuring a disciplined environment and by providing students with appropriate support and challenge
- To provide personal, social and moral education
- To promote a caring and serving community consistent with our Christian ethos.
- To support students in developing healthy self-image, self-esteem, self-discipline and high expectations of themselves.
- To provide the school with a consistent approach in ensuring proper behavior and discipline on campus in support of effective learning.
- To provide guidance to students for the establishment of proper attitudes towards others, property and life in general.
- To provide assistance to students in dealing with their social, emotional and learning problems as referred by themselves, their parents, class teachers or other staff, using specialist services e.g. Educational Psychologist, Social Worker, and Counsellor when appropriate.
- To train students to become responsible members to society.



**Social Worker Services Report - Year 2011-2012**

**A. Casework Service:**

1. Distribution of Cases by Status:

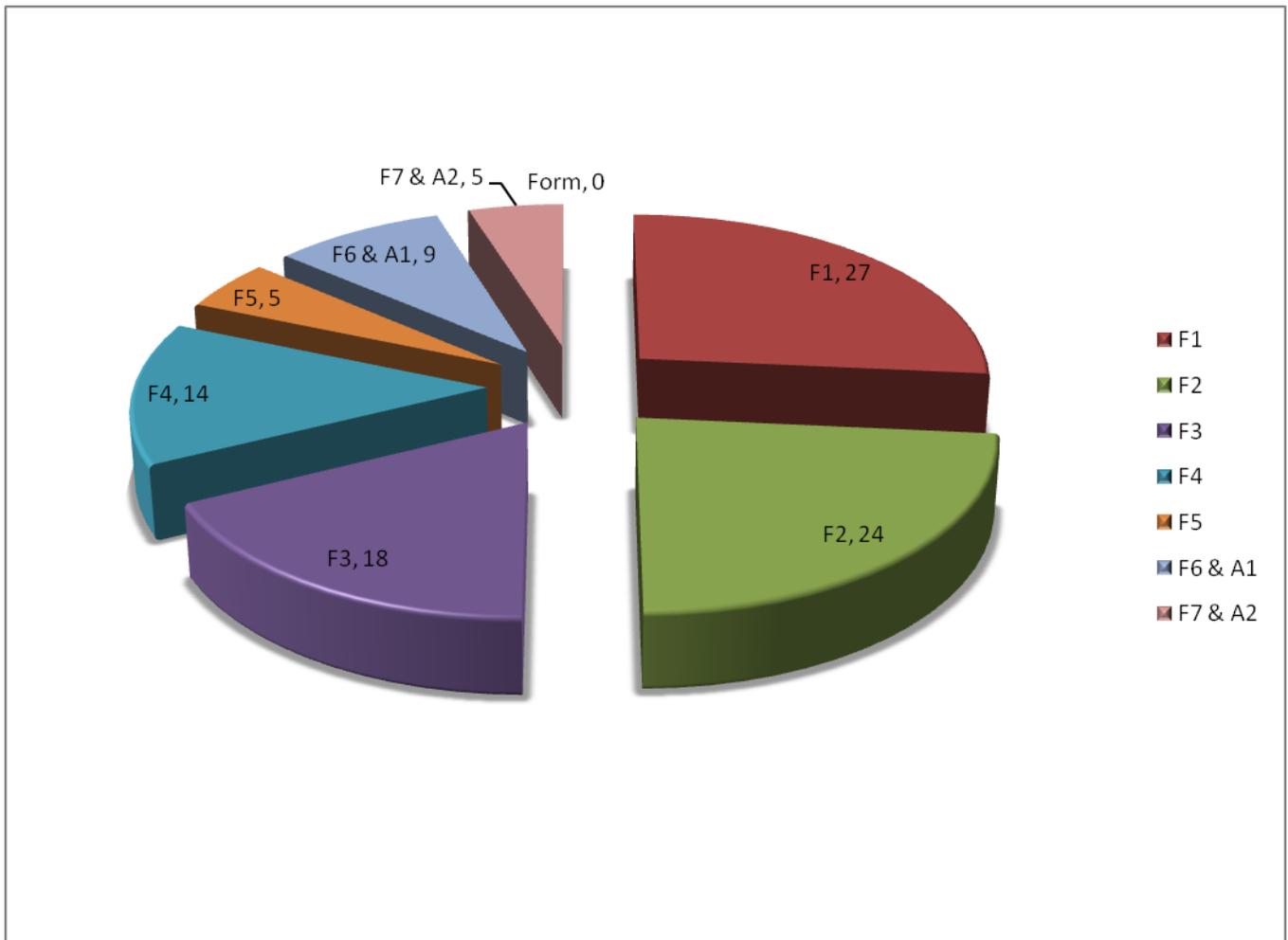
	Total Number
a. No. of active cases brought forward from school year 10-11	<b>46</b>
b. No. of new cases during the period	<b>56</b>
c. No. of re-activated cases during the period	<b>0</b>
d. No. of cases closed during the period	<b>70</b>
e. No. of cases carried forward to Aug, 2011	<b>32</b>
(a+b+c-d)	

Total number of case handled: 102



2. Distribution of Cases by Class:

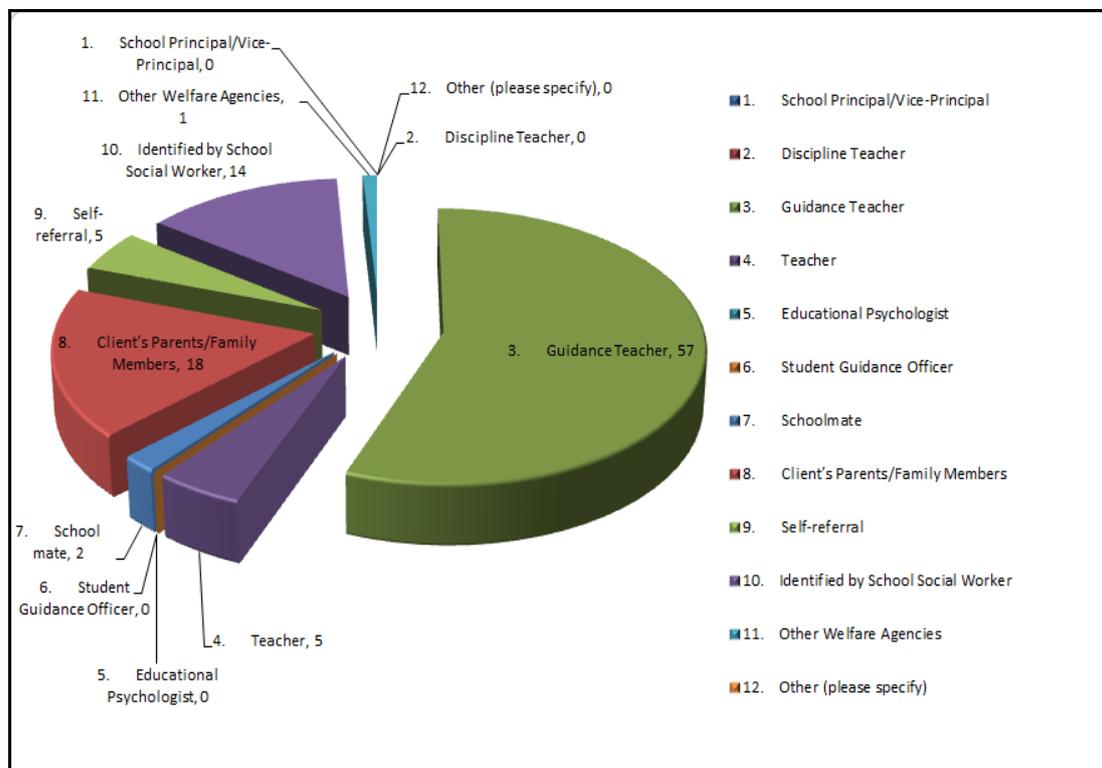
Form	
1	27
2	24
3	18
4	14
5	5
6	9
7	5
<b>Total</b>	<b>102</b>





3. Source of referral

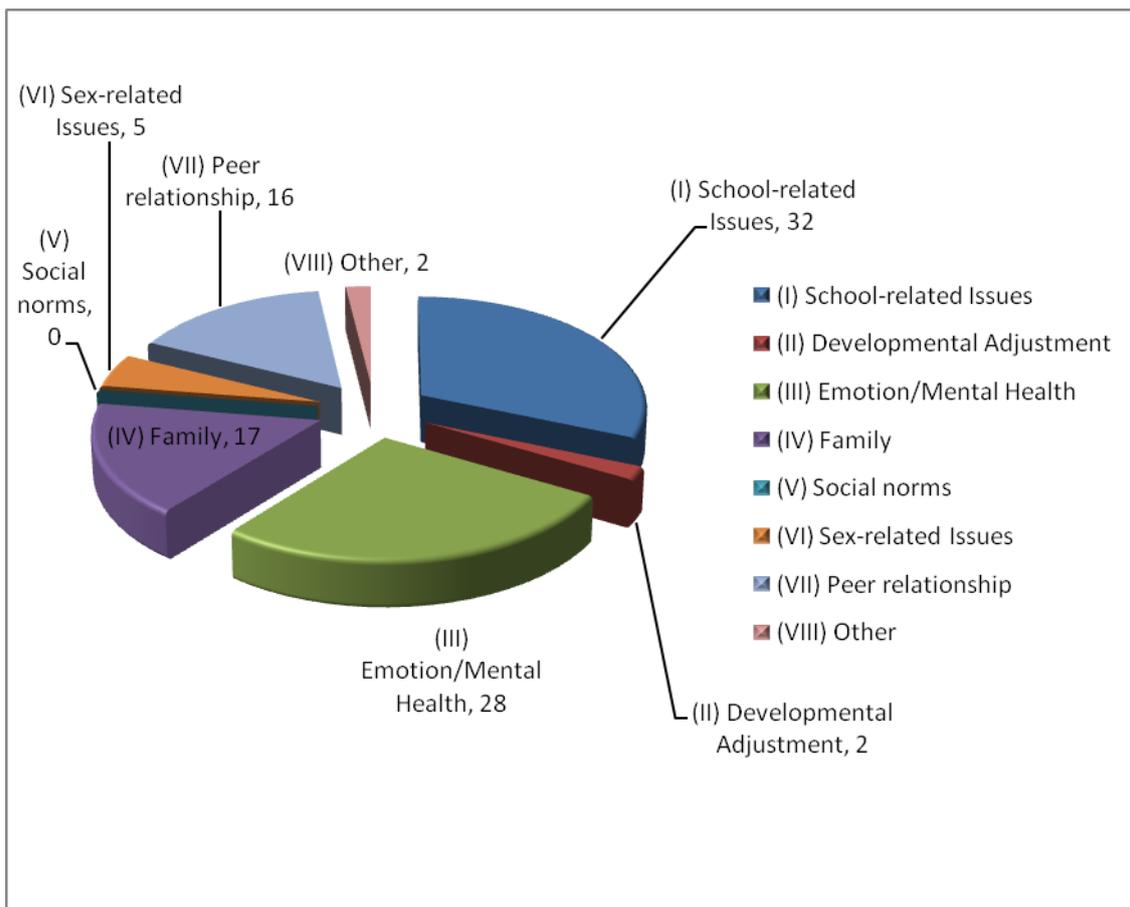
Source of Referral	
1. School Principal/Vice-Principal	0
2. Discipline Teacher	0
3. Guidance Teacher	57
4. Teacher	5
5. Educational Psychologist	0
6. Student Guidance Officer	0
7. Schoolmate	2
8. Client's Parents/Family Members	18
9. Self-referral	5
10. Identified by School Social Worker	14
11. Other Welfare Agencies	1
12. Other (please specify)	0
<b>Total</b>	<b>102</b>





4. Case Nature

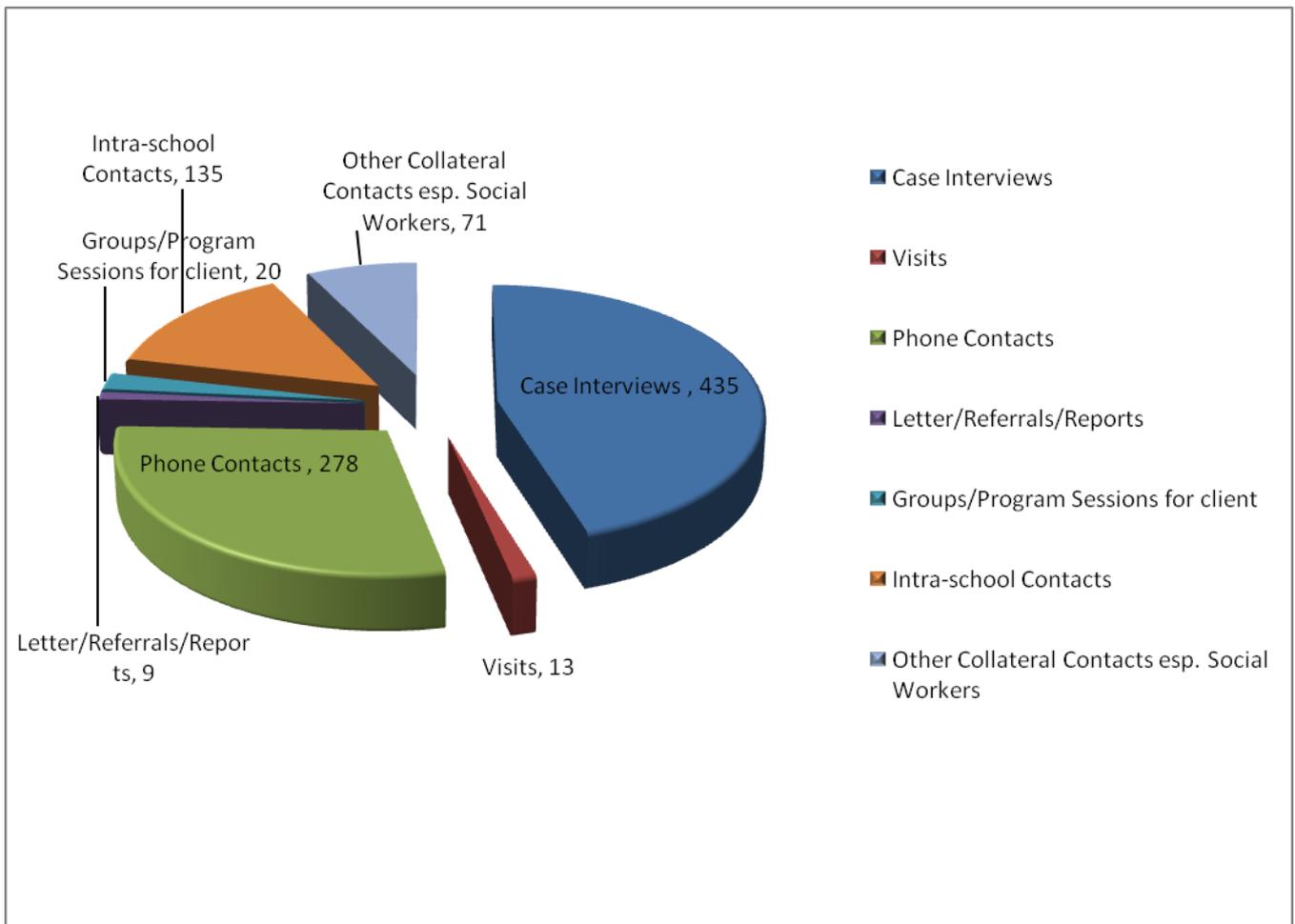
Nature of Case	
<b>(I) School-related Issues</b>	<b>32</b>
<b>(II) Developmental Adjustment</b>	<b>2</b>
<b>(III) Emotion/Mental Health</b>	<b>28</b>
<b>(IV) Family</b>	<b>17</b>
<b>(V) Social norms</b>	<b>0</b>
<b>(VI) Sex-related Issues</b>	<b>5</b>
<b>(VII) Peer relationship</b>	<b>16</b>
<b>(VIII) Other</b>	<b>2</b>
<b>Total:</b>	<b>102</b>





**5. Case Activities**

Nature of Service	Up to 31 Aug , 1012
Case Interviews	435
Visits	13
Phone Contacts	278
Letter/Referrals/Reports	9
Groups/Program Sessions for client	20
Intra-school Contacts	135
Other Collateral Contacts esp. Social Workers	71
<b>Total:</b>	<b>890</b>





**B. Number of Group/Program Session (non case): 131 (without counting of Tier one)**

**Total no. of participants: 593 (without counting of Tier one)**

**Total no. of attendance: 1991 (without counting of Tier one)**

Nature of Group/ Programme	Objective	Target Group	Date/ Period	Est. no. of sessions	Est. no. of participants and Attendance	Other Parties Involved	Evaluation method
- Mentorship scheme	To enhance student's adjustment to new school	F1 students	Oct 2011-June 2012	14 sessions	24 students Attendance 187	PW HOY	Paths questionnaire Worker Observation
- Mentorship Scheme Trainee	To provide leadership training for mentors	F3,F4 students	Oct 2011 – June 2012	56 sessions	24 students Attendance 647	PW HOY	Paths Questionnaire Worker Observation
3. Mentorship scheme – team building training session	To enhance students communication skills and team sprit	F3.F4 students	Oct 2011	1 sessions	24 students Attendance23		Paths questionnaire Worker Observation
4. Mentorship scheme- team building fun day	To enhance students communication skills	F1,F3.F4	Nov 2011	1 sessions	48 students Attendance30		Paths questionnaire Worker Observation



Nature of Group/ Programme	Objective	Target Group	Date/ Period	Est. no. of sessions	Est. no. of participants and Attendance	Other Parties Involved	Evaluation method
5. Mentorship Scheme-mentor training session	To enhance students communication and program organizing skills	F2	July 2012	1 session	28 students Attendance 25		Paths questionnaire Worker Observation
6. Harmony Ambassador	To enhance students communication skills and organization skills	F2,F3,F4 and F6 students	Oct 2011 – June 2012	19 sessions	17 students Attendance: 127		Paths questionnaire Worker Observation
7. Harmony Ambassador Team building Training	To enhance student communication skills and team spirit	F2,F3,F4 and F6 students	Dec 2011	1	13 students Attendance: 13		Paths questionnaire Worker Observation
8. Christmas Volunteer Service	To enhance sense of responsibility To promote volunteerism	F1-F4 students	Dec 2011	3 sessions	46 students Attendance 84	SSW PW Social Service Club	Paths questionnaire Worker Observation
9. Mental Disable Service	To enhance sense of responsibility volunteerism	F1-F4 Students	Feb 2012	2 sessions	29 students Attendance 49	TCIS Social Service Club SSW	Paths questionnaire Worker Observation



Nature of Group/ Programme	Objective	Target Group	Date/ Period	Est. no. of sessions	Est. no. of participants and Attendance	Other Parties Involved	Evaluation method
10. Tai O elderly living alone visit	To enhance sense of responsibility To promote volunteerism	F1- F3 Students	May 2012	2 sessions	30 students Attendance 60	TCIS Social Service Club	Paths questionnaire Worker Observation
10. Form three Family relationship Workshop	To let students learning with resolving the conflict by understanding, considerate and love	F3	Jan 2012	1 session	149 students Attendance 149	HOY	Worker observation and questionnaire
11. Teenage Pregnancy Workshop	To enhance student knowledge about Sex	F2	Mar 2012	2 sessions	148 students Attendance 148	ELCHK HOY	Paths questionnaire Observation
12. Mental health and anti stress workshop	To enhance student's stress management	F1	Mar 2012	2 sessions	170 students Attendance 170	SRACP HOY	Worker Observation questionnaire
13. F1 and F2 study group for exam	To enhance students' study skills	F1,F2,A2	Jan 2012	7 sessions	23 students Attendance: 25		Worker Observation questionnaire
14. F1 and F2 study group for Final exam	To enhance students study	F1, F2,F4 and A1	June 2012	3 sessions	54 students Attendance 61		Worker observation

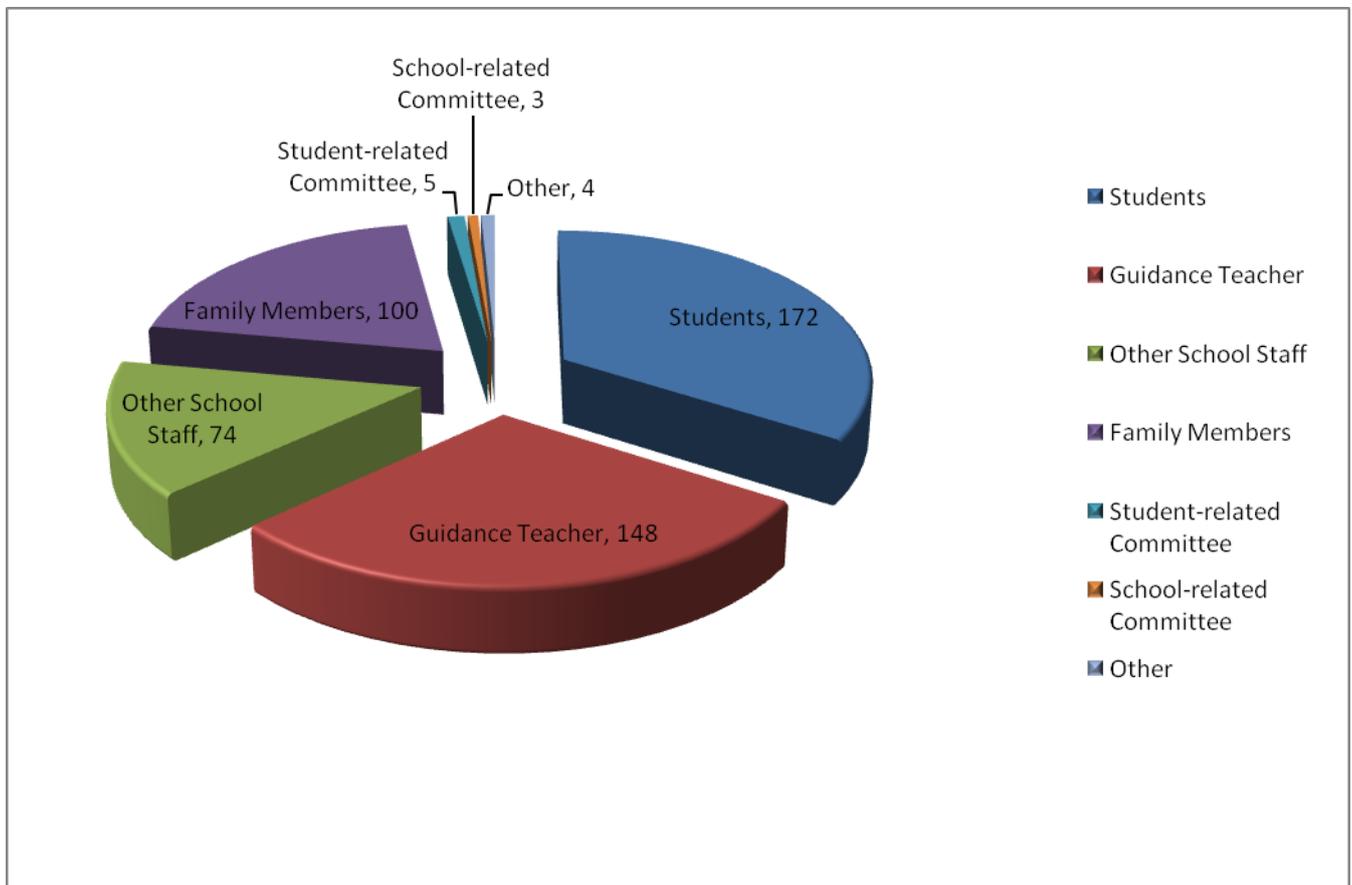


Nature of Group/ Programme	Objective	Target Group	Date/ Period	Est. no. of sessions	Est. no. of participants and Attendance	Other Parties Involved	Evaluation method
15. Drama For Fun	To enhance students communication skills	F1-F4	Nov 2011 – Dec 2011	5 sessions	7 students Attendance:28		Worker observation , Paths questionnaire
16. Drama For Fun	To enhance students communication skills	F1-F4	May 2012 – June 2012	7 sessions	7 students Attendance:40		Worker observation , Paths questionnaire
17. NAAC Flag Selling Day	To enhance sense of responsibility To promote volunteerism	F1-F3 students	Apr 2012	2 sessions	10 students Attendance: 17		Paths questionnaire Worker Observation
18. Adventure Ship Training Day Trip	To enhance students self-confidence and team spirit	F1-F4	May-June 2012	2 sessions	56 students Attendance :108		Paths questionnaire Worker Observation
19. 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—170 F2---148 F3—149 AttendanceF1: 3400 F2: 2960 F3: 2980	Class Teachers	Paths questionnaire Worker Observation
			Sub Total:	1991	1060/ 11331		
			Annual Total:	1991	1060/ 11331		



**C. Consultation Service**

Source of Consultation	
<b>Students</b>	172
<b>Guidance Teacher</b>	148
<b>Other School Staff</b>	74
<b>Family Members</b>	100
<b>Student-related Committee</b>	5
<b>School-related Committee</b>	3
<b>Other</b>	4
<b>Total:</b>	<b>506</b>



**D. No. of Liaison Contacts with Non-School-based Community Resources**  
**63 cases**



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**E. Overall Evaluation on Services Rendered**

Strategies / Work	Effectiveness of Work Completed	Evaluation
Volunteer Services	Students were willing to join the service proactively. They enjoyed interactions with the elders, people with mental disability and kindergarten children. They had high acceptance and showed their caring heart to those in need. Students were co-operative and organized.	High attendance and well-organized.
Mentorship Scheme	Most mentees attended the program regularly. They developed healthy relationship with mentors who provided support and care to them. Most of the participants enjoyed the programs.	Well-organized and students are highly involve in this program.
Mentorship Scheme Trainee	Most of the mentors (F3 and F4) attended the program regularly. The committee of mentorship scheme can help to organize the program and train up the mentors' organization skills. The attendance of the F4 students was poor in the second term because of their exam. F3 mentors were helpful.	Well organized and can train the students with program organizing skills and communication skills
Harmony Ambassador	The program aimed to help students who have difficulties in their social life in school. Students were divided into different working groups and they learned how to run the program as a team. Opportunities have been provided for them to share about their progress in the program and helped students to advice to each other improving their social skills	High attendance and well-organized.
F1 and F2 study group for exam and final exam	As the program request student s with high motivation to improve their study skills, the attendance rate was high. Moreover, recruitment of the student tutors from F4, A1 and A2 was smoother when the program time can match with their exam period and issued the certificate to them. It is much more effective to teach by the student tutors in a small group. The F1 and F2 students' feedback that the program was helpful to solve their learning difficulties.	High attendance and well-organization
Workshop	Positive feedbacks from the students have been obtained. Programmes include the mental health and anti-stress workshop, teenage pregnancy workshop and family relationship workshop.	Well-organized
Cooperation with Student Guidance and Discipline SGDS System	Regular meetings have been scheduled with SDGS Case Conference every week SDGS meeting every week	Cooperative and effective



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## **F. Other Feedback**

- Tier One  
Majority of the student agreed that the program is helpful, F1. 78.5 %, F2 67.7% and F3 51.8%, respectively. Parts of the curriculum have been amended in order to match students' needs as well as maximizing their beneficiation from the program. The result was positive.
  
- Tier Two  
Feedback showing that over 80% of students satisfied with the quality of the service. They mentioned the program was helpful. They are willing to receive similar services if needed in the future. Mentors shared that they have leant leadership skills in the program and the program which provided opportunities to help the mentees met more mentors and have fun with them. The members of harmony ambassador expressed that they enjoy working together for the volunteer services and all members would like to continue the program next year. The members and parents of drama for fun program also expressed that the program can help them to enhance their self-confident and communication skills and would like to continue the group next year. The participants of the F1 and F2 study group expressed that the program can help to improve their study skills and the students even don't mind to arrange extra time to have tutorials with the F1 and F2 students.



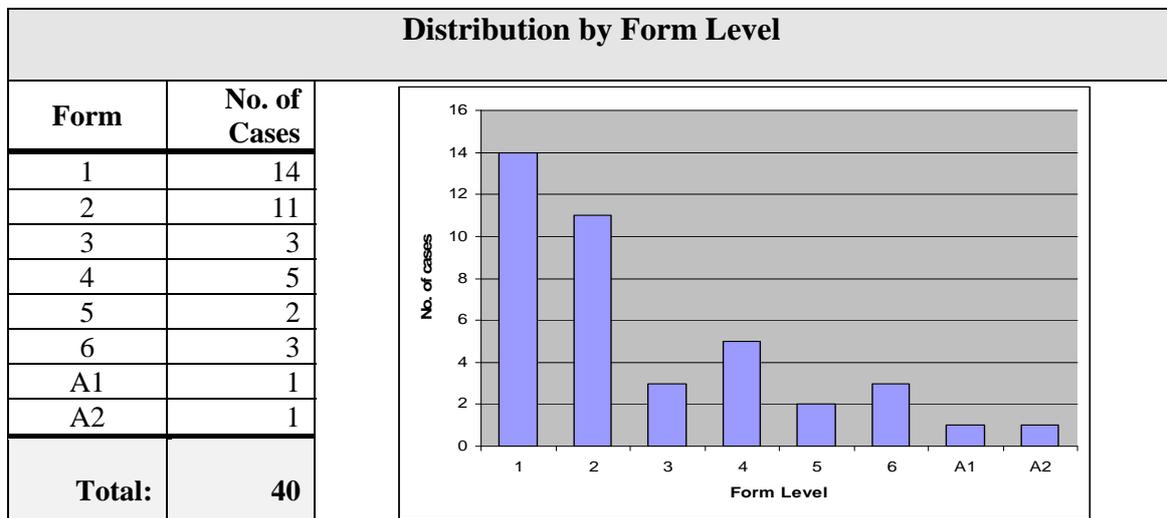
### Educational Psychology Services

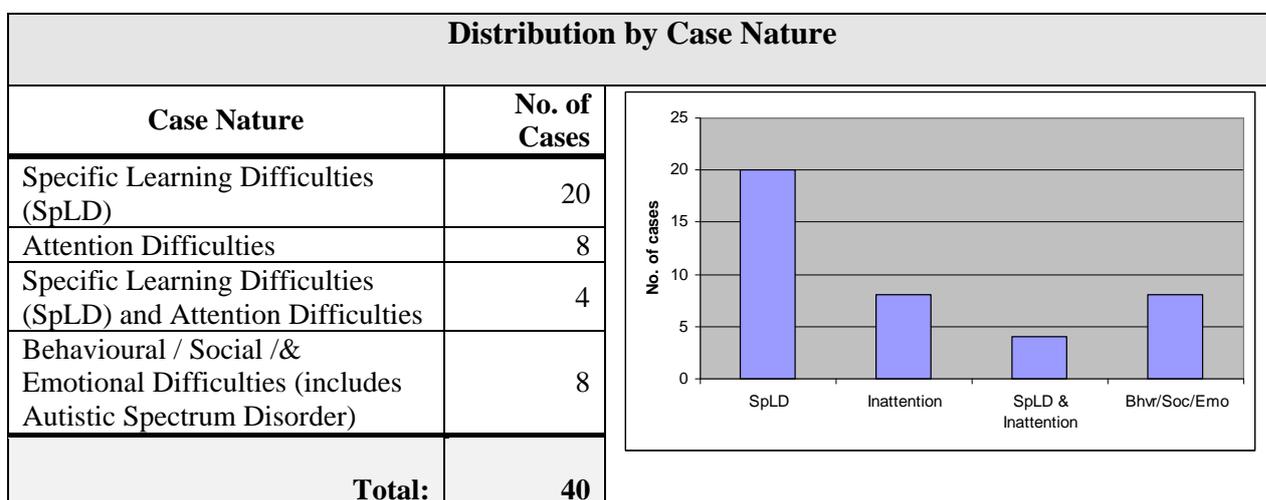
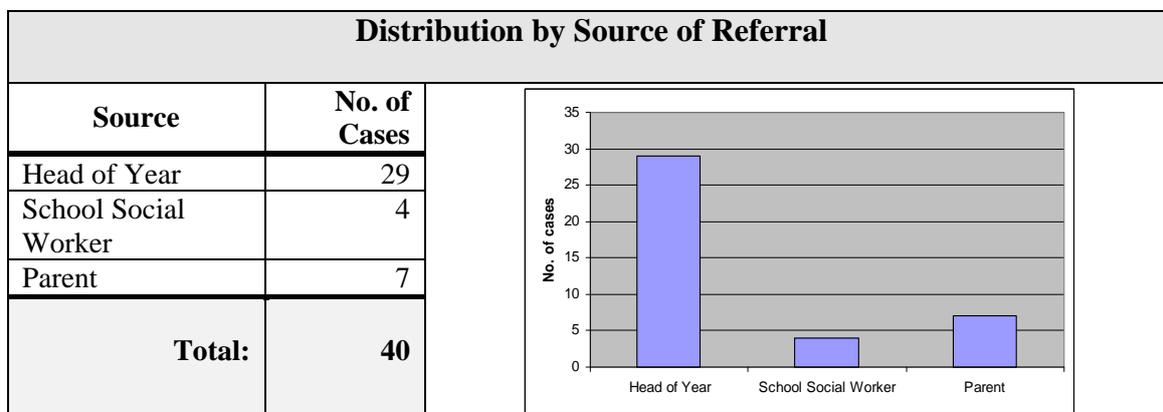
The school provided psycho-educational assessments and consultations for students who were observed to have academic, attention, behavioural, social, and/or emotional difficulties. Consultations were also provided to help teachers and parents better understand these students’ potential and special needs. The assessment services available at the school include:

- Intellectual assessment (English and Chinese)
- Academic achievement assessment (reading and writing in English and Chinese, math)
- Specific Learning Difficulties assessment (e.g., reading disorder, writing disorder, math disorder)
- Behavioural, social, and emotional assessment
- Autistic Spectrum Disorder symptoms assessment
- Attention Deficit / Hyperactivity Disorder symptoms assessment

There were two Educational Psychologists at the school in the Year 2011-2012. Ms. Mandy Chan provided services for students whose predominant language was Cantonese. Mr. Rickie Hung provided services for students whose predominant language was English.

### Distribution of Services





Distribution by Case Status	
Case Status	No. of Cases
New cases in current Year (2011-2012)	31
Cases brought forward from previous Year (2010-2011)	9
Cases closed indefinitely (i.e., students who left the school)	-7
<b>Cases carried forward to next Year (2012-2013) [i.e., follow up on a need-to basis]</b>	<b>33</b>



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### **Summary**

The majority of students referred for psychological services were Form 1 and Form 2 students. Senior Form students were referred mainly for the purpose of applying for special exam arrangements. Referrals came mainly from the Heads of Year.

Students with Specific Learning Difficulties (i.e., reading, writing, and/or math disorders) composed a bulk of the total caseload. The remaining cases were of students with attention, behavioural, social, and/or emotional problems.



## Catering for the students with Special Educational Needs (SEN)

This year, in order to further enhance the supports given to our students with SEN, the in-class support was strengthened by adding additional manpower. Mr. Kevin Mak, who is a licensed special education teacher, supported the Maths lessons in Form 1 and Form 3. Junior students with SEN needing supports in Chinese lessons and senior students were supported by the current SEN Coordinator. Besides, the in-class support, our students were given special examination arrangements in both internal and external examinations.

This year, special examination arrangements were administered in 4 internal examinations and 1 external examination. The 4 internal examinations included Mid-Year Examinations for Forms 1 to 3 and Form 5, Mock Examinations for Forms 6 and 7, Mock Examinations for A1 and A2, and Final Examinations for Forms 1 to and Form 5 (refer to Table 1 for details). CIE Examinations for IGCSE and GCE took place from late April to early June, and the SEN team has also provided access arrangement to our students with SEN in accordance to CIE guidelines.

Friday ‘game sessions’ were established in the second term for the purpose of providing social interaction training for a few students with SEN. The game sessions ended at the end of April as the targeted students needed to attend another social training group organized by the school social worker. As in-school resources are limited, a Form 2 student needing speech therapy attend 6 training sessions funded by the school. The learning support team will explore the possibility of arranging in school training in the future.

### Services provided for Students with Special Educational Needs

#### **A. Special Arrangements for Mid-year Examinations**

Type of Assistance	Nature of SEN	F1	F2	F3	F5
Extended Time	Specific Learning Difficulties (SpLD) / Dysgraphia	3	5	3	2
	Autism Spectrum Disorder / Asperger’s Syndrome	3			
Short Breaks	ADD / ADHD	3	2	2	
Special Equipment	Hearing Impairment			1	1
<b>Total Number of Students (25)</b>		<b>9</b>	<b>7</b>	<b>6</b>	<b>3</b>



**B. Special Arrangements for Mock Examinations for Forms 6 and 7**

Type of Assistance	Nature of SEN	F6	F7
Extended Time	Specific Learning Difficulties (SpLD)	2	
	Autism Spectrum Disorder / Asperger's Syndrome	1	
	Anxiety / Depression		1
Special Equipment	Hearing Impairment		1
<b>Total Number of Students (5)</b>		<b>3</b>	<b>2</b>

**C. Special Arrangements for Mock Examinations for GCE A1 and A2**

Type of Assistance	Nature of SEN	A1	A2
Extended Time + Special Equipment	Specific Learning Difficulties (SpLD)	1	1
	Laptop as word processor		
Extended Time	Visual Impairment	1	
	Specific Learning Difficulties (SpLD)	1	
<b>Total Number of Students (4)</b>		<b>3</b>	<b>1</b>

**D. Special Arrangements for Mid-year Examinations**

Type of Assistance	Nature of SEN	F1	F2	F3	F5
Extended Time	Specific Learning Difficulties (SpLD) / Dysgraphia	4	7	3	2
	Autism Spectrum Disorder / Asperger's Syndrome	3			
	ADD / ADHD		1	1	
Short Breaks	ADD / ADHD	3	2	2	
Special Equipment	Hearing Impairment			1	1
<b>Total Number of Students (30)</b>		<b>10</b>	<b>10</b>	<b>7</b>	<b>3</b>



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## **Student Council**

Giving young people a say in decisions that affect them can improve engagement in learning, help develop a more inclusive school environment and improve behaviour and attendance.

Through effective participation, schools give young people the opportunity to develop critical thinking, advocacy and influencing skills, helping every child to fulfil their potential:

- enjoying and achieving – getting the most out of life and developing the skills for adulthood
- making positive contributions – being involved with the community and society and not engaging in anti-social or offending behaviour.

The second Student Council, consisting of Form Representatives, Junior Vice-President, Treasurer, Secretary, Senior Vice President and President was elected on 19th October, 2011 and

one of their major responsibilities was that of collating student views regarding the design of a new school uniform. Many designs and suggestions were submitted and the Council garnered views and suggestions from the whole student body. In addition, they held fund raising events to help victims of natural disasters in Asia as well as other countries around the world.

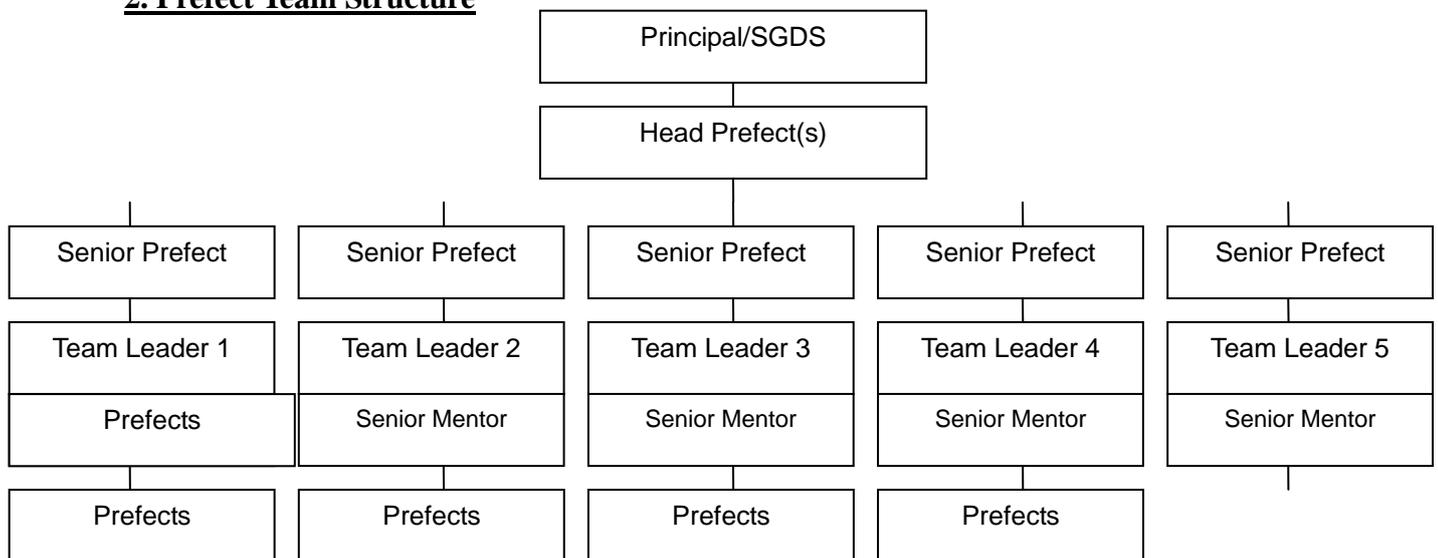


## The Prefect System

### 1. Prefect Team Objectives

- To establish students' self-discipline and a spirit of serving others.
- To train up student leaders, develop students' leadership skills.
- To build up students' confidence and a positive view on life.
- To train up exemplary students as role models for other students.
- To help maintain and develop the school's learning environment.
- To facilitate communication between teachers and students.

### 2. Prefect Team Structure



### 3. Prefect's Duties

#### 1. Functions of the Prefect Team

- Serving the school and students.
- To help maintain order and build a good learning environment.
- To facilitate communication between teachers and students, and to reflect students' views to the school.

#### 2. Prefect's Authority

- To give verbal warnings to students who behave inappropriately.
- To ask students who behave inappropriately for their name and class information.
- To ask students who behave inappropriately to see the appropriate class teacher/staff member.
- To confiscate academically unrelated items and accompany students as the item(s) are turned over to the appropriate class teacher/HOY/staff member.



### 3. Prefect's Duties

- Head Prefect
  - To prepare a duty roster and arrange substitution when needed.
  - To communicate with the school and to suggest ideas on improving school discipline.
  - To provide guidance to Prefects.
  - To enhance the morale of the Prefect Team.
  - To manage the daily operations of the Prefect Team.
  - To hold Prefect Evaluation Meetings.
  - To arrange prefect training.
  - To appraise team members' performance.
  
- Senior Prefect/Team Leaders
  - To assist the Head Prefects in the daily operations of the Prefect Team.
  - To propose to the Head Prefects ways to improve school discipline.
  - To help Prefects in improving their performance.
  - To establish lines of communication among the Prefect Team.
  
- Prefects
  - To maintain order.
  - To check students' uniform.
  - To help maintain student discipline.
  - To patrol designated areas.
  - Propose improvements to day to day procedures.

### 4. Prefect Team Image Building

#### 1. Conduct and Attitude

- To set a good example through good conduct.
- To keep a neat and tidy appearance.
- To have a good academic performance.
- Be punctual.
- Be attentive while on duty.
- Be respectful towards teachers and staff.
- Be courteous and respectful towards students.
- Be objective, polite and firm when administering the school's rules and policies.
- To be bold and show initiative on or off duty.
- To report to and seek help from Head Prefects, Senior Prefects/Team Leaders or teachers if serious offences are found while on or off duty.
- To ask for substitution from Head Prefects if a conflict or absence arises.

#### 2. Inauguration

- In order to establish the Prefects position in school, Head Prefects will represent the Prefect Team in taking an oath and be officially appointed in the



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Inauguration ceremony.

- Prefect Oath: *On behalf of all prefects, we promise to assist teachers in upholding and administering the school rules. We endeavor to be a role model, to follow instructions and school rules, to fulfill duties impartially and with integrity, for the honour of our team and the benefit of the school. May God assist us in all that we do and may He be given the glory.*

### 3. Outstanding Prefect Award

- Head Prefects and teachers nominate Outstanding Prefect candidates.
- The candidate list will be posted on the Discipline Team notice board.
- Election (all teachers and students).
- Prizes presented to Outstanding Prefects during Assembly.

### **The Ambassador System**

The Ambassadors will conduct themselves to the same high standards as prefects; however their duties will generally focus on representing the school students at public functions. An Overview is attached below.



## 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, Spanish 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.

Besides the HK DSE curriculum, our school also offered the Integrated Curriculum in Forms 3 and 4 for students to sit for the IGCSE examination in various subjects. Students will study 4 core subjects (Chinese Language/French/IGCSE Chinese, English Language, Mathematics and Liberal Studies). Students will choose to study 3 more Elective Subjects from among 13 subjects. They will continue for 2 more years up to Form 6 at the end of which students will sit for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Or they can choose to go to the GCE A-Level stream in Form 5 and 6. They will then be able to choose to study university locally through the JUPAS system (for HKDSE students) and the non-JUPAS system (for GCE A-Level students) or can apply to universities overseas.

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

	Form 1-2 Local Curriculum	Form 3-4 Integrated Curriculum	Form 5-6 HKDSE Curriculum	Form 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	✓			
or Spanish	✓	✓	✓	
Putonghua	*			
<i>Mathematics and I. T.</i>				
Mathematics	✓	✓	✓	
or Alternative Mathematics		✓	✓	
or Extended mathematics (M1, M2)		✓	✓	



Pure Mathematics				✓
Mathematics and Statistics				✓
Information and Communication Technology	✓	✓	✓	
<i>Science</i>				
Integrated Science	✓	✓		
Physics		✓	✓	✓
Chemistry		✓	✓	✓
Biology		✓	✓	✓
<i>Business and Technology</i>				
Principles of Accounts			✓	✓
Business Studies				✓
Economics		✓	✓	✓
Business, Accounting and Financial Studies		✓	✓	
<i>Humanities</i>				
History	✓	✓	✓	✓
Geography	✓	✓	✓	✓
Chinese History	✓	✓	✓	
Hong Kong and China Studies	*			
Philosophy & Religious Education	*	*	*	
Home Economics	✓	*		
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 2011/2012 the School employed 83 teachers and 9 teaching assistants. All teachers are Degree holders; 4 have PhDs and 25 have Master's Degrees. About 40% teachers and teaching assistants are employed from overseas.

### STAFF DEVELOPMENT (TO BE INSERTED)



## 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.

HKDSE Passing Percentages:

Subject	Passing percentage
BAFS (Accounting)	69%
BAFS (Business Admin)	54%
Biology	83%
Chemistry	53%
Chinese History	100%
Chinese Language	90% (55% L3 or above)*
Economics	57%
English Language	88% (72% L3 or above)*
French	100%
Geography	50%
History	100%
Information Technology	60%
Integrated Science	76%
Liberal Studies	90%
Literature In English	88%
Mathematics (Core)	56%
Mathematics (M1)	100%
Mathematics (M2)	100%
Physical Education	43%
Physics	53%
Tourism and Hospitality	58%
Visual Arts	78%



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HKALE passing percentages:

Subject	2010	2011	2012
AS Use of Eng	93.90	96.6	95.6
AS Chin. & Cult.	92.10	90.4	96.8
Physics	57.10	42.1	73.7
Chemistry	53.30	59.3	89.5
Biology	37.50	60	28.6
Pure Math	83.30	50	83.3
AS M & S	47.40	58.1	52.9
Business Studies	65.40	53.1	90.9
Economics	64.70	57.7	77.8
AS Economics	100.00	0	0
Geography	66.70	50	70
Principal of Acct.	84.20	78.6	61.5
AS Lib. Studies (HK)	70.00	83.3	60
AS Lib. Studies(Human)	45.00	65.4	85.7
AS Eng Lit.	100.00	100	100
Eng Lit.	33.30	37.5	50
AS History (SYL.B)	100.00	---	100
History	60.00	37.5	77.8



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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>2010</u>	<u>2011</u>	<u>2012</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
90-100	0	0	0	0.0	0.0	0
80-89	1	1	1	2.1	2.1	2.3
70-79	3	3	0	6.3	6.3	0
60-69	12	12	6	25.0	25.0	14.0
50-59	15	15	8	31.3	31.3	18.6
40-49	8	8	5	16.7	16.7	11.6
30-39	4	4	5	8.3	8.3	11.6
20-29	2	2	7	4.2	4.2	16.3
10-19	3	3	8	6.3	6.3	18.6
0-9	0	0	3	0.0	0	7.0
TOTAL	48	48	43	100	100	100

Subject	English					
	No. of students			Percentage %		
	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
90-100	16	12	15	10.3	7.7	10.7
80-89	56	42	41	36.1	27.1	27.5
70-79	42	43	50	27.1	27.7	33.6
60-69	19	32	29	12.3	20.6	19.5
50-59	12	13	6	7.7	8.4	4.0
40-49	7	9	4	4.5	5.8	2.7
30-39	2	3	4	1.3	1.9	2.7
20-29	1	0	0	0.6	0	0
10-19	0	1	0	0.0	0.6	0
0-9	0	0	0	0.0	0	0
TOTAL	155	155	149	100	100	100



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Subject	Mathematics					
	No. of students			Percentage %		
	<u>2010</u>	<u>2011</u>	<u>2012</u>	<u>2010</u>	<u>2011</u>	<u>2012</u>
90-100	0	1	3	0.0	0.6	2.0
80-89	1	2	1	0.6	1.3	0.7
70-79	6	2	3	3.9	1.3	2.0
60-69	8	6	6	5.2	3.9	4.0
50-59	23	7	15	14.8	4.5	10.1
40-49	12	12	24	7.7	7.7	16.1
30-39	24	28	33	15.5	18.1	22.1
20-29	36	37	36	23.2	23.9	24.2
10-19	37	51	26	23.9	32.9	17.4
0-9	8	9	2	5.2	5.8	1.3
TOTAL	155	155	149	100	100	100

**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	2009-2010		2010-11		2011-12	
	<i>YHKCC</i>	HK	<i>YHKCC</i>	HK	<i>YHKCC</i>	HK
Chinese	71%	78%	58%	77%	Pending to EDB's Announcement	
English	95%	70%	96%	69%		
Math	69%	81%	58%	80%		

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 6 and Form 7 graduates are provided below.

<b>Form 6 Graduates' Further Studies and Employment</b>	
<b>Further Study / Employment</b>	<b>No. of Students</b>
<b>Local Tertiary Institutes:</b>	
<u>Bachelor Degree</u>	
University of Hong Kong	2
Chinese University of Hong Kong	1
Hong Kong University of Science and Technology	3
Hong Kong Polytechnic University	1
City University of Hong Kong	3
Hong Kong Baptist University	1
Hong Kong Lingnan University	1
Open University of Hong Kong	1
Hong Kong Academy of Performing Arts	1
Raffles International College	1
<u>Associate Degree / Higher / Advanced / Foundation Diploma</u>	
City University	1
Hong Kong Polytechnic University	1
Lingnan University	2
HKU SPACE / Community College	4
HKBU College of International Education	2
Hang Seng Management College	1
IVE / HKDI	6
VTC	1
Hong Kong Art School	1
YMCA CCE	6
<b><u>Non-local Tertiary Institutes</u></b>	
Australia	5
China	1
Malaysia	1
Norway	1
The Philippines	1
Taiwan	4
UK	2
USA	3
<b><u>Other Options</u></b>	
Retake DSE (Repeat F.6 in other schools)	3
Retake DSE (As Private Candidates)	3
Yi Jin Diploma	5
Seek Employment / Undecided	2
<b>Percentage of students admitted to universities and colleges (degree and sub-degree programmes):</b>	<b>82%</b>
<b>Percentage of students admitted to main round JUPAS:</b>	<b>13%</b>
<b>No. of Students admitted to JUPAS</b>	
- With IGCSE Chinese	<b>1</b>
- With AS French	<b>1</b>



<b>Form 7 Graduates' Choices of Further Studies and Employment (2011-2012)</b>	
<b>Further Study / Employment</b>	<b>No. of Student</b>
<b>Local Tertiary Institutes:</b>	
<u>Bachelor Degree</u>	
University of Hong Kong	2
Chinese University of Hong Kong	1
Hong Kong University of Science and Technology	4
Hong Kong Polytechnic University	2
City University of Hong Kong	1
Hong Kong Lingnan University	1
Open University of Hong Kong	1
Hong Kong Shue Yan University	4
Hang Seng Management College	1
<u>Associate Degree / Higher Diploma</u>	
Hong Kong Polytechnic University	1
Hong Kong Community College (Polytechnic University)	9
HKU SPACE / Community College	5
City University	3
Community College of City University	4
Hong Kong Institute of Education	1
IVE	3
Nursing School	2
<b>Non-local Tertiary Institutes:</b>	
Canada	1
United Kingdom	1
Australia	1
Taiwan	1
<b>Other Options</b>	
Repeat Form 7	0
Seeking Employment	0
<b>Percentage of students admitted to universities and colleges (degree and sub-degree programmes):</b>	<b>100%</b>
<b>Percentage of students admitted to main round JUPAS:</b>	<b>28%</b>



## Student Activities and Competitions

### Life-wide learning Programme

Participants	Venue	Teachers in-charge
F.1	YWCA Sydney Leong Holiday Lodge, Lantau	Mr. Tommy Kwan and Ms. Katy Petrashune
F.2	The Lady Macle hose Holidays Camp, Sai Kung	Mr. Chris Robershaw, Ms. Alieen O'Donnell and Mr. Ziv Kan
F.3	Law Kei Wan, Lantau	Mr. Jocelyn Gagnon and Ms. Anne Whitman
F.4	Hoi Ha, Sai Kung	Mr. Martin Rigby and Ms. Jane Leung
F.5 and A1	Tung Tsz Scout Center, Tai Po Gilwell Scout Center, Kowloon Peak	Mr. Thomas Moore and Ms. Teresa Tsoi

### Service Week

A Service Week took place during 1<sup>th</sup> to 8<sup>th</sup> July 2012. Our F.3 and F.4 students were given a precious chance to experience service learning local and overseas.

Venue	Teachers involved	Date
Habitat China	Mr. Wallace Lau and Mrs. Katy Petrashune	1-7 July
Habitat Thailand	Ms. Han Tsoi and Mr. Adam Petrashune	1-7 July
Vietnam	Ms. Yvonne Yuen and Mr. Alan Lee	2-7 July
Cambodia	Mr. Isaac Chiu and Ms. Gloria Pun	3-8 July
Suen Douh Camp	Ms. Monic Lam and Mr. Curtis Chu	2-5 July
HK Spastic Association Fu Tung	Mr. Lee Hong Shing	3-6 July
YMCA English Enhancement	Mrs. Madhu Prakash and Mrs. Riffat Ara	3-6 July
NAAC Tung Chung Resident	Mr. Wilson Kwan and Ms. Clarice Cheung	3-6 July
HKFYG Kindergarten Ministry	Mr. Bruce Reid and Ms. Christine Lee	3-6 July
Ark Eden	Mr. Lam Kei Ting and Ms. Cleo Wong	3-6 July
St. James Settlement People's Food Bank	Mr. Vincent Wong and Ms. Yuko Kanna	3-6 July
Beach Cleaning	Mr. Angus Yung, Mr. Ian McKirdy and Ms. Cindy Mak	3-6 July
Chung King Mansion	Ms. Verna Kwong and Mr. Alchian Au	3-6 July
Birthday Happiness	Mr. Charlie Yu and Mr. Roger Chang	4-7 July
RainLily Flagselling	Ms. Yip Pui Ling and Mr. Jocelyn Gagnon	4-7 July



### F.1 Enrichment Week

To allow students' whole person development, the Art, Drama, Music and Sports Department collaborated and provided an Enrichment Week programme for F.1 students during 3-6 July 2012. F.1 students were allowed to join either Visual Art, Drama, Music or Sports Activities in the week.

Venue	Teachers in-charge	Nature
Visual Art	Mr. Jeremy Barclay	A project to plan and produce tiles to decorate the school's new music block.
Drama	Dr. Maureen Coulter	Professional instructor taught students basic Drama skills. Students performed a short play in a hall assembly afterwards
Music	Ms. Lorraine Show	Professional musician came to school to teach students drum and band skills. Students attended a rehearsal of professional orchestra and have chance to interview musicians.
Sports	Mr. Ringo Ma	Student had chance to participate in various Sports, such as Dragon Boat, Archery and Bowling. Students were taught survival skills such as map reading and wild cooking.

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



**YMCA Cup Results (Overall Champion)**

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

**Inter-house Competition Results**

Event	Champion
Swimming Gala	<i>Chambers</i>
Sports Day	<i>Morrison</i>
Cheerleading Competition	<i>Taylor</i>
Volleyball Competition	<i>Chambers</i>
Cross-Country Competition	<i>Morrison</i>
General Knowledge Quiz	<i>Morrison</i>
Football Competition	<i>Morrison</i>
Badminton Competition	<i>Taylor</i>
Basketball Competition	<i>Morrison</i>
Table-Tennis Competition	<i>Taylor</i>
Scrabble Competition	<i>Taylor</i>
Pictionary Competition	<i>Taylor</i>
Cooking Competition	<i>Morrison</i>
Singing Contest	<i>Morrison</i>

**Competitions outside the school**

***Athletics and Cross Country Team***

- Islands District Athletic Meet 2011 on 24 Oct 11, the Team won a total of 17 medals with 5 Gold, 5 Silver and 7 Bronze medals.
- Kwai Tsing District Athletic Meet 2010 on 7 Nov 2011, our team won a total of 15 medals with 4 Gold, 6 Silver and 5 Bronze medals.
- Inter-school Cross -country competition on 16 Nov 2011, Top 10 Winners:
  - Champion of C Grade Girls, 2) 1st Runner Up of C Grade Girls, 3) 1st Runner Up of B Grade Girls,
  - 3rd Runner Up of B Grade Girls, 5) 4th Runner Up of A Grade Girls, 6) 8th Runner Up of A Grade Girls
  - Overall Trophy: 1st Runner Up of B Grade Girls



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- Inter-school Athletics Championships 2011-12 was held on December 9, 13 and 14. Our students achieved a total of 33 medals with 13 Gold medals, 9 Silver medals and 11 Bronze medals. One of our athletes broke the official record in the event of High Jump for A Grade Girls and our B Grade Girls' relay team broke the official record of 4 x 400m. 5 overall trophies of 1) Girls B Grade: Champion, 2) Girls C Grade: 1st Runner-up, 3) Girls A Grade: 2nd Runner-up, 4) Boys A Grade: 2<sup>nd</sup> Runner-up. 5) Boys B Grade: 3<sup>rd</sup> Runner-up
- 6th Tolo Harhour 4Km Race on 25th March, Top 10 Winners: Michelle Smith (A1Y), 3<sup>rd</sup> Runner-up and Kaho Ohashi (2C) 4<sup>th</sup> Runner-up 12-13 (girls)
- Pacers New Stars Athletic Meet 2011 on 5<sup>th</sup> April 2012:
  - Racheal Fong (A1Y) 1st runner-up in 100m & 3<sup>rd</sup> Runner-up in 200m (Girls Age 14-16),
  - 4 x 100m Relay (Girls Ag 14-16) - 2<sup>nd</sup> Runner-up
- ISSFHK Track & Field Championships on 24 & 25 April 2012:
  - Our students achieved a total of 34 medals with 22 Gold medals, 9 Silver medals and 3 Bronze medals.
  - Both Boys Under 20 and Girls under 16 got overall team champion.
  - Details of the Team results are as follows:
  - Boys U20 – Champion, Boys U16 - 1st Runner-up, Boys U14 - 7th Place
  - Girls U20 - 2nd Runner-up, Girls U16 – Champion, Girls U14 - 9th Place

### ***Badminton***

- Inter-school Badminton Championships 2011-12
  - 3rd Runner up in Girls.

### ***Basketball***

- Inter-school Basketball Championships 2011-12
  - Champion in A Grade Girls
  - Champion in B Grade Girls
  - Overall Champion in Girls Basketball A, B & C Grades.
- ISSFHK Basketball Championships 2011-12
  - Champion in Division II (U 16 Boys)
  - Champion in Division II (U 16 Girls)

### ***Cheerleading***

- 4th Islands District Cheerleading Competition on March 4 and achieved as follows. Phoenix won the Championship and Jaguars got the outstanding prize. YHKCC continues to be the undefeated champion -- 4-peat Champion!!!
- Our school Cheerleading Team participated in
  - 6th Cheerleading Asia International Open Championships, Tokyo, Japan (May 17 - 21, 2012)
  - Feb 2012 Standard Chartered Marathon Performance



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- March 2012 4<sup>th</sup> Islands District Cheerleading Competition – Champion
- May 2012 6<sup>th</sup> Cheerleading Asia International Open Championship in Tokyo, Japan – Courage Award

### ***Football***

- Island District Football Championships 2011
  - Age Under 16 - 2<sup>nd</sup> Runner-up
- Inter-school Football Championships 2011-12
  - 3<sup>rd</sup> Runner Up in A Boys,
  - Champions in B Grad Boys
  - Champion in C Grade Boys.
  - Overall Champion Boys Football in A, B & C Grades. .

### ***Rugby***

- Inter-school Rugby Championships 2011-12:-
  - A Grade Boys – 1<sup>st</sup> Runner-up in Cup Final.
  - B Grade Boys – Plate champion.
  - C Grade Boys – 3<sup>rd</sup> Runner in Cup Final.
- Inter-school Rugby Sevens 2011-12:-
  - B & C Grade Boys Combined, 2<sup>nd</sup> Runner Up in Plate Final.
  - B & C Grade Girls Combined Team, 1<sup>st</sup> Runner-up in Plate Final.

### ***Table Tennis***

- Inter-school Table Tennis Championships 2011-12:-
  - Champion in B Boys
  - 2<sup>nd</sup> Runner-up in A Girls
  - 3<sup>rd</sup> Runner-up in A Boys
  - Overall Champion in Boys Table Tennis

### ***Swimming Team***

- Islands District Swimming Championships 2011 on 22 Aug 2011 - 1) Islands District Swimming Gala 2011 - Our team won a total of 21 medals with 3 Gold, 12 Silver and 6 Bronze medals.
- Inter-school Swimming Championships 2011-12 on 16 & 17 May 2011,
  - Our team won a total of 19 medals with 6 Gold, 8 Silver and 5 Bronze medals. In addition, the team also got the overall champion in A Grade Boys and 2nd Runner Up in B Grade Boys
- ISSFHK Swimming Championships 2011-12
  - The Team got a total of 9 medals (3 Gold, 6 Bronze medals) and our Senior Boys Team came 6th overall.



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- Chinese International School Invitational Swim Meet -2012 on 27th Feb (Mon), 2012
  - The team achieved a total of 12 medals (4 Gold 5 Silver and 3 Bronze Medals).

### ***Taekwondo***

- Inter-School Taekwondo Competition 2012
  - Free Fight (Senior)
    - Champion: Chiu Ho Chi (6A)
    - 1st Runner-up: Shum Sze Chit (5C)
  - Free Fight (Junior)
    - Champion: Loo Lenox Jay Colina (3C)
  - Pattern (Senior):
    - Champion: Cheng Wing Yan (4H)
  - Joint School Taekwondo Competitions:
    - Loo Lenox Jay Colina (3C): Gold(sparring) & bronze(pattern)
    - Erica Cheng (4H): Gold(pattern)
    - Samuel Shum Sze Chit (5C): Silver(sparring)
    - Chiu Ho Chi (6A): Gold(sparring)

### **Overall Champion of all Sports In HKSSF (Tsuen Wan & Island District 2011-12)**

- Boys – Champion
- Girls – 2<sup>nd</sup> Runner-up



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## PARENT-TEACHER ASSOCIATION

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

- ◆ 9<sup>th</sup> November 2011
- ◆ 30<sup>th</sup> November 2011
- ◆ 13<sup>th</sup> February, 2012
- ◆ 7<sup>th</sup> March, 2012
- ◆ 15<sup>th</sup> May 2012
- ◆ 18<sup>th</sup> October, 2012

### 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 2011 -2012

- PTA Progress Prize (Book coupons)
- International night
- Speech Day
- PTA Food Stall on Open Day
- Student Affairs Activities e.g. sport shoes, soccer, basketball, rugby; dragon boat; basketball; volleyball sports team uniform, Transportation and coaching fees for sport teams
- Maintenance Fee of Water Fountains
- Sponsorship for heaters
- New Students Orientation Day
- Service Trips



## FINANCIAL SUMMARY (for the 2011-2012 School Year)

### A. School Financial Report for 2011-2012

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	61.23%	N.A.
School Fees	N.A.	36.11%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	2.66%
<b>Total</b>	61.23%	38.77%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		76.22%
Operational Expenses (including those for Learning and Teaching)		11.25%
Fee Remission / Scholarship <sup>1</sup>		4.32%
Repairs and Maintenance		1.20%
Depreciation		7.02%
Miscellaneous		N.A.
<b>Total</b>		100.00%
<b>Surplus for the School Year</b> <sup>#</sup>	0.7 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> <sup>#</sup>	2.67 months of the annual expenditure	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

<sup>1</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).



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### Details of expenditure for large-scale capital works, if any:

Multi-purpose Sports Field (Built in 2007/2008)

Fine Art Centre (Renovated in 2010/2011)

Music Block and Promenade (In progress—to be completed in 2012/2013)

### B. School Fee Remission Reserves 2011-2012

	<b>2010/2011</b>	<b>2011/2012</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	1,299,388.71	1,094,714.71
Add: Provision for the Year	2,232,930.00	2,839,429.80
Less: Payment for the Year	2,437,604.00	(3,437,013.80)
Balance as at 31 August	<u>1,094,714.71</u>	<u>497,130.71</u>

### C. Capacity Enhancement Grant for 2011-2012

	<b>2010/2011</b>	<b>2011/2012</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	152,467.28	55,645.28
Add: Current Year Grant	373,086.00	432,338.00
Less: Expenditure	469,908.00	(487,983.28)
Balance as at 31 August	<u>55,645.28</u>	<u>0</u>

### D. Other Grants for 2011-2012

#### After –School Extended Chinese Granting Grant

	<b>2010/2011</b>	<b>2011/2012</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	121,143.00
Add: Current Year Grant	300,000.00	300,000.00
Less: Expenditure	178,857.00	(298,032.48)
Balance as at 31 August	<u>121,143.00</u>	<u>123,110.52</u>

#### Additional Support for School Adopting English-medium Teaching Grant

	<b>2010/2011</b>	<b>2011/2012</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	101,306.50	53,310.22
Add: Bank Interest	3.72	25.00
Less: Expenditure	48,000.00	(48,000.00)
Balance as at 31 August	<u>53,310.22</u>	<u>5,335.22</u>



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### Diversity Learning Grant—Other Programmes

	2010/2011 HKD \$	2011/2012 HKD \$
Balance as at 1 September	28,000.00	84,000.00
Add: Current Year Grant	56,000.00	84,000.00
Less: Expenditure	0.00	(40,953.66)
Balance as at 31 August	<u>84,000.00</u>	<u>127,046.34</u>

### Diversity Learning Grant—Other Languages

	2010/2011 HKD \$	2011/2012 HKD \$
Balance as at 1 September	-28,000.00	.00
Add: Current Year Grant	283,500.00	248,500.00
Less: Expenditure	255,500.00	(248,500.00)
Balance as at 31 August	<u>0.00</u>	<u>0</u>

### Liberal Studies Curriculum Support Grant

	2010/2011 HKD \$	2011/2012 HKD \$
Balance as at 1 September	0	258,895.00
Add: Current Year Grant	320,000.00	0.00
Less: Expenditure	61,105.00	(258,000.00)
Balance as at 31 August	<u>258,895.00</u>	<u>895.00</u>

### Jockey Club Life-wide Learning Fund

	2010/2011 HKD \$	2011/2012 HKD \$
Balance as at 1 September	0	0.00
Add: Current Year Grant	0.00	24,060.00
Less: Expenditure	0.00	(21,375.00)
Balance as at 31 August	<u>0.00</u>	<u>2,685.00</u>

### School-based After-School Learning and Support Programmes

	2010/2011 HKD \$	2011/2012 HKD \$
Balance as at 1 September	65,600.00	56,200.00
Add: Current Year Grant	24,400.00	6,000.00
Less: Expenditure	33,800.00	(13,000.00)
Balance as at 31 August	<u>56,200.00</u>	<u>49,200.00</u>



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### School-based Support Scheme Grant (Newly Arrival Students)

	2010/2011 HKD \$	2011/2012 HKD \$
Balance as at 1 September	155,924.00	260,133.00
Add: Current Year Grant	127,468.00	167,055.00
Less: Expenditure	35,259.00	(8,160)
Balance as at 31 August	<u>260,133.00</u>	<u>419,028.00</u>

### One-off grant for Procurement of e-Learning Resources

	2010/2011 HKD \$	2011/2012 HKD \$
Balance as at 1 September	0.00	46,310.00
Add: Current Year Grant	46,310.00	0.00
Less: Expenditure	0.00	(46,310.00)
Balance as at 31 August	<u>46,310.00</u>	<u>0.00</u>

## Report on Use of Grants

### Report on Capacity Enhancement Grant

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:

#### Pastoral care

- Educational Psychologists

#### Academic excellence

- Chinese Creative Writing
- Teaching Assistant for Physical Education

#### Other Learning Experiences

1. Music
  - ◆ Orchestra conductor
  - ◆ Stage Band
2. Sports
  - ◆ Soccer Programme
  - ◆ Swimming Programme

The performance of different programmes was above expectation. Students enjoyed in the programmes the school offered, especially the swimming and stage band. The School has dedicated to further promote music to students. Apart from using CEG to



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support the music programme, the School has also spent extra resources on purchasing drums for setting up the percussion band and setting up the Netball Team in order to cater for different needs of our multi-cultural school community.

With the aim of strengthen the pastoral support to students, the School has used the CEG to employ an additional part-time Education Psychologist to provide consultation and assessment service to the non-Chinese Speaking students. On top of that, the School has also spent extra resources on employing an EAL teacher (English as an additional Language) to provide assistance to students who needs extra support in learning in English.

**Report on Additional Support for School Adopting English-medium Teaching Grant**

See Attachment

**Report on Diversity Learning Grant**

See Attachment



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## **ANNUAL SCHOOL DEVELOPMENT PLAN 2012-2013**

### **MAJOR CONCERNS**

1. To continue to raise academic standards by engaging students in the learning process, encouraging greater ownership of learning and curriculum development initiatives.
2. To continue to develop the all-round educational model in accordance with the vision and mission of the YHKCC.
3. To leverage the unique multi-national and multi-cultural nature of the YHKCC environment to cultivate global citizens.