



# YMCA of Hong Kong Christian College

School Report  
2012/2013





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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 fulfil 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 Hong Kong Diploma of Education (HKDSE) and International General Certificate of Secondary Education (IGCSE) to F3 and F4 students and HKDSE and UK General Certificate of Education A-level (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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- ◆ In 2012/2013 School Year, the School built a state-of-art Music Block and Promenade in order to provide better facilities for learning music and activities.
- ◆ 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.
- ◆ Same as previous years, the School continued organising an Enrichment Week for all students before the end of school year. F1 students were split into groups for different Other Learning Experience programmes, including Music, Sports, Drama and Visual Art. F2 students participated in the Spiritual Retreat Day Camp. F3 and F4 students participated in a Service Outreach Programme which required students go out and experience the lives of the less privileged either in Hong Kong or abroad (in the Philippines, China, Cambodia, Vietnam and Taiwan) through service rendered to these people. Form 5 and GCE A1 students participated in a Work Experienced Programme that the students required to work for the company for a week in order to gain the real working experience.



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### **SCHOOL MANAGEMENT**

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

### **SCHOOL MANAGEMENT COMMITTEE**

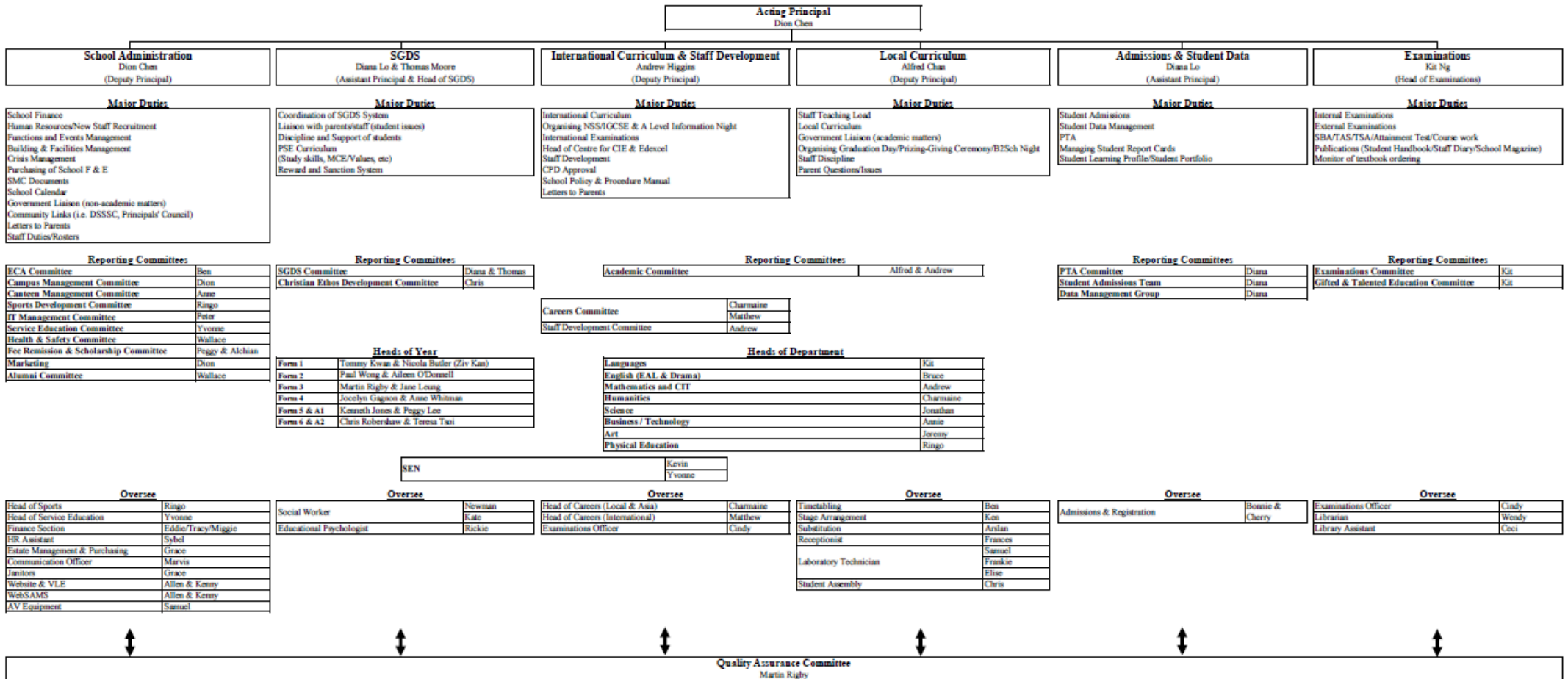
Mr. Douglas OXLEY	Chairman
Mr. Benjamin LAM	Honorary Secretary
Mrs. Sheila CHUANG	Honorary Treasurer
Dr. Alice YUK, JP	School Supervisor
Dr. Robert LAM	Chairman of HR sub-committee
Dr. Aldrin LEUNG	School Manager
Mr. Patrick YIP	School Manager
Professor Brian DUGGAN	School Manager
Ms. Vivienne FUNG	School Manager
Mr. Alexander KWAN	School Manager
Mr. Dion CHEN	Acting Principal (starting from 1 <sup>st</sup> May, 2013)
Mr. Adrian Price	Principal (until 30 <sup>th</sup> April, 2013)



# YMCA of Hong Kong Christian College

## 2012-2013

### Organisation Chart



Mr. Adrian Price resigned as the Principal with effect from 1<sup>st</sup> May, 2013. Mr. Dion Chen was appointed as the Acting Principal accordingly.





## OUR STUDENTS

### Class Organisation

Number of Operating Classes for Year 2012-2013

Level	F1	F2	F3	F4	F5	F6		A1	A2	Total
No. of Classes	6	6	6	5	4	4		3	3	37

Number of Students for Year 2012-2013

Form	No of students	Eligible for DSS Subsidy	Not Eligible for DSS Subsidy
I	158	135	23
II	167	135	32
III	174	135	39
IV	152	152	0
V	77	77	0
VI	87	87	0
A1	75	75	0
A2	47	47	0
<b>TOTAL</b>	<b>937</b>	<b>843</b>	<b>94</b>

In the junior forms, students enjoy small class teaching (about 20 a group) for English, Chinese, Elementary Chinese, French, Spanish, 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 18 different languages spoken by the students.

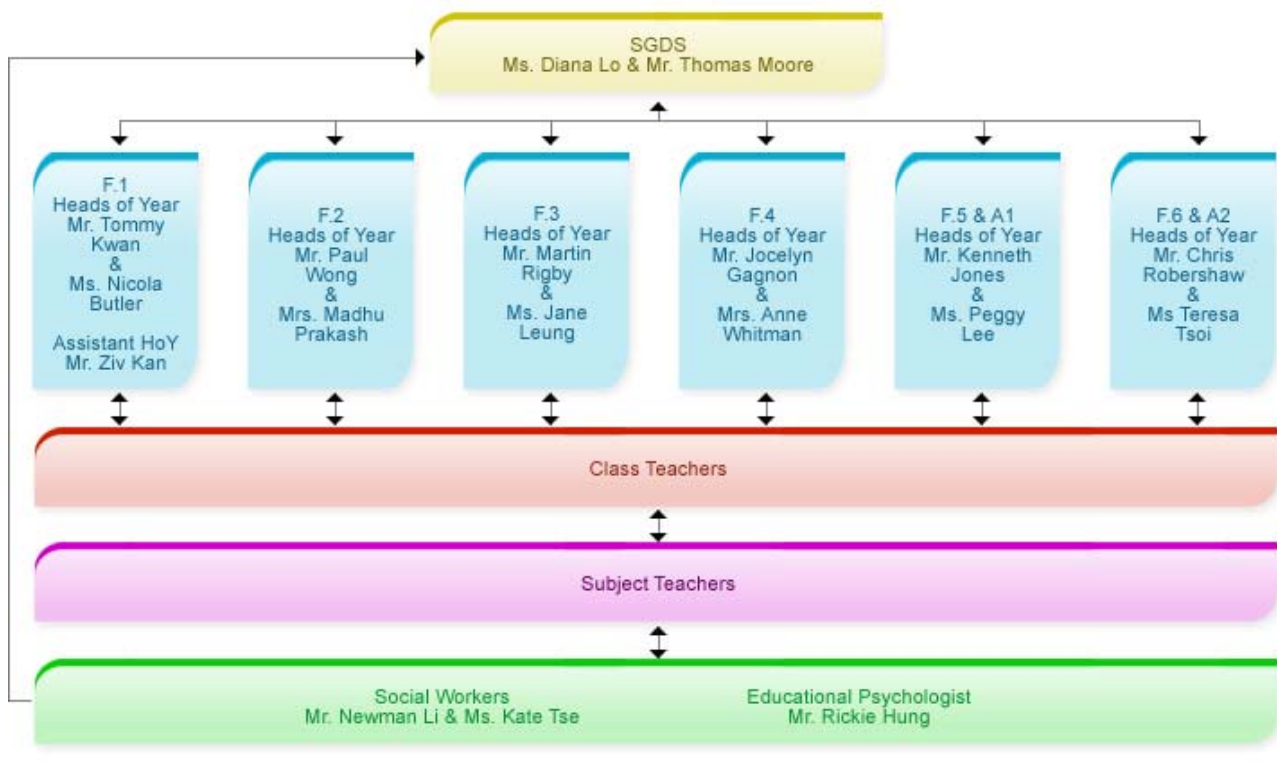


## Student Guidance and Discipline

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 behaviour, manners, hygiene, cleanliness and social awareness.

### **Project Content**

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

In Forms 4 – 6 the programs 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.



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>• Revenge or forgiveness</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 – Alcohol 1</li> <li>• Healthy living – Alcohol 2</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>• Love &amp; Dating (effects on personalities and other relationships)</li> <li>• Love &amp; Dating (effects on school life and keeping a healthy balance)</li> <li>• Underage Sex and the legal implications</li> <li>• Relationships in the family</li> <li>• Friendships: for givenness, 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</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</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</li> <li>• Personal Financial Planning (I) – Budgeting</li> <li>• Sex / Marriage / Family</li> <li>• Discrimination - stereotyping and prejudice</li> <li>• Human and technology</li> <li>• Organ transplant and donation talk</li> <li>• Mid-term target setting 21st century slavery - A study of Hati "child slavery" problem</li> <li>• Work placement preparation</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) 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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### **Whole School Approach to Discipline - Focus Weeks**

Throughout the Year there will be themes that drive the school and underline YHKCC's important core values. These themes are as follows.

- YHKCC Citizenship & Expectations – How to strive for success and be a good moral citizen
- Healthy Relationships – How to live a healthy and safe life
- Personal Development – Personal Improvement & Striving for success
- Healthy Living – How to make healthy life choices
- Service & Spirit – Awareness in the community and social responsibility

### **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 behaviour 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.



**Special Programmes**

Nature of Group/ Programme	Objective	Target Group	Date/ Period	No. of sessions
1. Mentorship scheme	To enhance student's adjustment to new school	F1 students	Oct 2012 – June 2013	18 sessions
2. Mentorship Scheme Trainee	To provide leadership training for mentors	F3,F4,A1 students	Oct 2012 – June 2013	26 sessions
3. Mentorship scheme – team building training session	To enhance students communication skills and team spirit	F3,F4,A1 students	Oct 2012	1 sessions
4. Mentorship scheme- team building fun day	To enhance students communication skills	F2,F3.F4	July 2013	2 sessions
5. Harmony Ambassador	To enhance students communication skills and organization skills	F2,F3,F4 A1 And F5 students	Oct 2012 – Feb 2013	8 sessions
6. Harmony Ambassador Team building Training	To enhance student communication skills and team spirit	F2,F3,F4 A1 And F5 students	Oct 2012	2 sessions
7. Christmas Volunteer Service	To enhance sense of responsibility To promote volunteerism	F1-F4 students	Dec 2012	2 sessions
8. Mental Disable Service	To enhance sense of responsibility To promote volunteerism	F1-F4 Students	Feb 2013	3 sessions
9. Tai O elderly living alone visit	To enhance sense of responsibility To promote volunteerism	F1- F3 Students	May 2013	2 sessions
10. Teenage Pregnancy Workshop	To enhance student knowledge about Sex	F2	Mar 2013	1 sessions



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Nature of Group/ Programme	Objective	Target Group	Date/ Period	Est. no. of sessions
11. Anti-bullying Workshop	To enhance student's stress management	F1	Mar 2013	1 sessions
12. F1 and F2 study group for exam	To enhance students' study skills	F1,F2,A2	Jan 2013	2 sessions
13. Drama For Fun	To enhance students communication skills	F1-F4	Nov 2012 – Dec 2013	5 sessions
14. Drama For Fun	To enhance students communication skills	F1-F4	May 2013 – Jun 2013	7 sessions
15. Adventure Ambassador	To enhance students self-confidence and team spirit	F3-F5	Mar – Jun 2013	5 sessions
16. Adventure Ambassador -- Service	To enhance sense of responsibility To promote volunteerism	F3-F5	May – Jun 2013	6 Sections
			Annual Total:	91





### 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 promoting a selfless sense of community

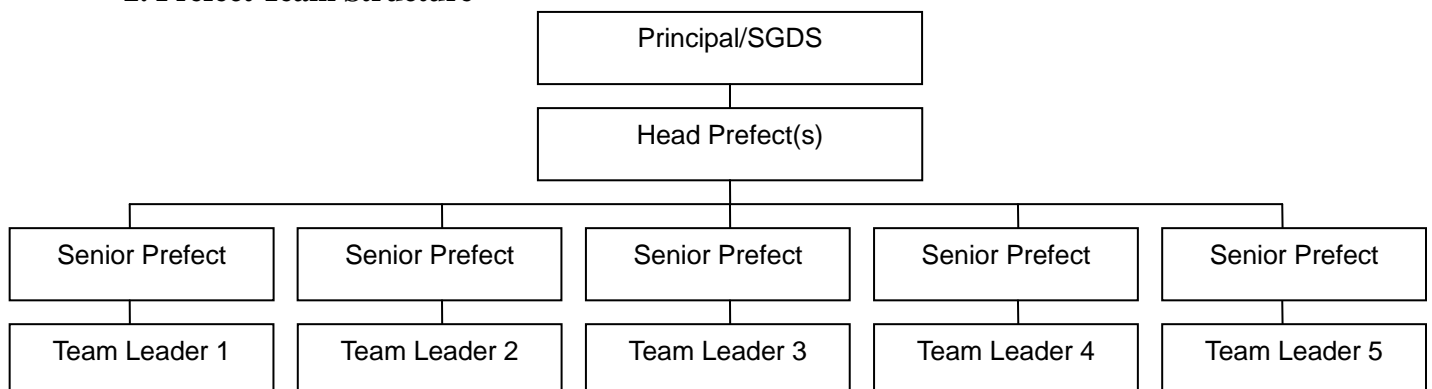
The Student Council, consisting of Form Representatives, Junior V vice-President, Treasurer, Secretary, Senior Vice President and President, was elected on 17<sup>th</sup> October, 2012 and one of their major responsibilities was that of collating student views regarding school rules and their implementation. In addition, they held fund raising events to help victims of natural disasters in Asia as well as other countries around the world.

### Prefects

#### 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





### Student Ambassadors

The Student 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.

#### AMBASSADOR TEAM 1 – General Activities

Duty Time	Duty Area	Back to School Night 1-3	Back to School Night 4-7	Inter. Night	Parents & Teacher Conference
		13 <sup>TH</sup> SEPT	20 <sup>TH</sup> SEPT	8 <sup>TH</sup> DEC	14 <sup>TH</sup> FEB
	Main Duties	<ol style="list-style-type: none"> <li>1. Welcome parents</li> <li>2. Seat Parents for LWL talk</li> <li>3. Distribute Parent Survey and help where necessary</li> <li>4. Help parents find appropriate rooms and teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Welcome parents</li> <li>2. Seat Parents for LWL talk</li> <li>3. Distribute Parent Survey and help where necessary</li> <li>4. Help parents find appropriate rooms and teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Welcome parents</li> <li>2. Introduce yourself to parents and ask if they need any help</li> <li>3. Guide parents to their seats</li> </ol>	<ol style="list-style-type: none"> <li>1. Welcome parents</li> <li>2. Help parents find teachers</li> <li>3. Be social with parents waiting for teachers</li> <li>4. Make announcements for change over times</li> </ol>
	Skills	<ol style="list-style-type: none"> <li>1. Good organization and preparation skills</li> <li>2. Polite and well mannered demeanor</li> </ol>	<ol style="list-style-type: none"> <li>1. Good organization and preparation skills</li> <li>2. Polite and well mannered demeanor</li> </ol>	<ol style="list-style-type: none"> <li>1. Good knowledge of order of performance</li> <li>2. Polite and well mannered demeanor</li> </ol>	<ol style="list-style-type: none"> <li>1. Outgoing personality</li> <li>2. Good knowledge of subject teachers</li> <li>3. Ability to make small talk with Parents while they wait.</li> </ol>
	Expectation	<ol style="list-style-type: none"> <li>1. To ensure parents have a stress free evening</li> <li>2. To set a good example of YMCA students</li> </ol>	<ol style="list-style-type: none"> <li>1. To ensure parents have a stress free evening</li> <li>2. To set a good example of YMCA students</li> </ol>	<ol style="list-style-type: none"> <li>1. To ensure parents have a stress free evening</li> <li>2. To set a good example of YMCA students</li> </ol>	<ol style="list-style-type: none"> <li>1. To ensure parents have a stress free day</li> <li>2. To set a good example of YMCA students</li> </ol>
	Training	<ol style="list-style-type: none"> <li>1. Briefing on rundown</li> <li>2. Understanding evening format</li> </ol>	<ol style="list-style-type: none"> <li>1. Briefing on rundown</li> <li>2. Understanding evening format</li> </ol>	<ol style="list-style-type: none"> <li>1. Briefing on rundown and expectations</li> </ol>	<ol style="list-style-type: none"> <li>1. Briefing on rundown</li> <li>2. Potential questions and problems</li> </ol>



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Duty Time	Duty Area	Parents & Teacher Conference	A - Level Evening	IGCSE/NSS Evening	SOS Information Day	Graduation Day
		16 <sup>TH</sup> FEB	6 <sup>TH</sup> MAR	14 <sup>TH</sup> MAR	23 <sup>RD</sup> MAR	15 <sup>TH</sup> JUNE
Main Duties		<ol style="list-style-type: none"> <li>Welcome parents</li> <li>Help parents find teachers</li> <li>Be social with parents waiting for teachers</li> <li>Make announcements for change over times</li> </ol>	<ol style="list-style-type: none"> <li>Welcome parents</li> <li>Seat Parents for A-Level talk</li> <li>Distribute information to parents and help where necessary</li> <li>Answer parent questions</li> </ol>	<ol style="list-style-type: none"> <li>Welcome parents</li> <li>Seat Parents for A-Level talk</li> <li>Distribute information to parents and help where necessary</li> <li>Answer parent questions</li> </ol>	<ol style="list-style-type: none"> <li>Welcome parents</li> <li>Seat Parents for SOS talk</li> <li>Distribute information and help where necessary</li> <li>Help parents with their questions and worries</li> </ol>	<ol style="list-style-type: none"> <li>Welcome parents and guests of honor</li> <li>Seat Parents</li> <li>Man doors for procession in and out</li> </ol>
Skills		<ol style="list-style-type: none"> <li>Outgoing personality</li> <li>Good knowledge of subject teachers</li> <li>Ability to make small talk with Parents while they wait.</li> </ol>	<ol style="list-style-type: none"> <li>Good Knowledge of A-Level curriculum &amp; Subjects</li> <li>Polite and well mannered demeanor</li> </ol>	<ol style="list-style-type: none"> <li>Good Knowledge of IGCSE curriculum &amp; Subjects</li> <li>Good knowledge of the integrated IGCSE &amp; NSS system</li> <li>Polite and well mannered demeanor</li> </ol>	<ol style="list-style-type: none"> <li>Good organization and preparation skills</li> <li>Polite and well mannered demeanor</li> </ol>	<ol style="list-style-type: none"> <li>Good organization and preparation skills</li> <li>Polite and well mannered demeanor</li> </ol>
Expectation		<ol style="list-style-type: none"> <li>To ensure parents have a stress free day</li> <li>To set a good example of YMCA students</li> </ol>	<ol style="list-style-type: none"> <li>To ensure parents have a stress free evening</li> <li>To set a good example of YMCA students</li> </ol>	<ol style="list-style-type: none"> <li>To ensure parents have a stress free evening</li> <li>To set a good example of YMCA students</li> </ol>	<ol style="list-style-type: none"> <li>To ensure parents have a stress free Day</li> <li>To set a good example of YMCA students</li> </ol>	<ol style="list-style-type: none"> <li>To ensure parents and guests have a stress free Day</li> <li>To set a good example of YMCA students</li> </ol>
Training		<ol style="list-style-type: none"> <li>Briefing on rundown</li> <li>Potential questions and problems</li> </ol>	<ol style="list-style-type: none"> <li>Curriculum training</li> <li>Briefing on talk objectives</li> <li>Frequently asked questions responses</li> </ol>	<ol style="list-style-type: none"> <li>Curriculum training</li> <li>Briefing on talk objectives</li> <li>Frequently asked questions responses</li> </ol>	<ol style="list-style-type: none"> <li>Training on camp objectives and options</li> <li>Previous trips and sharing experiences</li> </ol>	<ol style="list-style-type: none"> <li>Duties overview</li> <li>Format and rundown preparation</li> </ol>



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### AMBASSADOR TEAM 2 – Admissions Team

Duty Time	Duty Area	Admission Briefing 1	F1 Admission Session 1	F1 Admission Session 2	Admission Briefing 2	F1 Admission Session 3
		20 <sup>th</sup> OCT	10 <sup>th</sup> NOV	5 <sup>th</sup> JAN	9 <sup>th</sup> FEB	23 <sup>rd</sup> FEB
Main Duties	1. Greet Parents 2. Seat parents 3. Answer Parents' questions 4. Promote the school in terms of Curriculum, ECA, Student Centered Learning, OLE, Community and Multiculturalism and Global Citizenship	1. Greet Parents 2. Collect Student files and escort parents and students to designated rooms 3. Introduce parents to Teachers 4. Be discrete about admission outcomes 5. Answer and questions parents may have	see admission briefing 1	see admission session 1		
Skills	1. Good knowledge of school 2. Good communication skills 3. Outgoing and polite	1. Good knowledge of school 2. Good communication skills 3. Outgoing and polite	see admission briefing 1	see admission session 1		
Expectation	1. To ensure parents have a stress free day 2. To set a good example of YMCA students 3. To successfully promote the school	1. To ensure parents have a stress free day 2. To set a good example of YMCA students	see admission briefing 1	see admission session 1		
Training	1. Briefing on rundown 2. Understanding the school mission, values and aims. 3. Promoting citizenship and respect of cultures	1. Briefing on rundown 2. Understanding the school mission, values and aims. 3. Answering frequently asked questions	see admission briefing 1	see admission session 1		

Duty Time	Duty Area	UNESCO PEACE FOR ALL CAMPAIGN March 24 <sup>th</sup> 2013
		Main Duties
Skills	Presentation Skills, Creativity and Cultural Awareness	
Expectation	Cultural Exchange	
Training	Briefing and Preparation	



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## **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 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.



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

	<b>Form 1-2 Local Curriculum</b>	<b>Form 3-4 Integrated Curriculum</b>	<b>Form 5-6 HKDSE Curriculum</b>
<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	✓	✓	✓



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Hong Kong and China Studies	*		
Philosophy & Religious Education	*	*	*
Home Economics	✓	*	
Tourism and Hospitality Studies		✓	✓
Liberal Studies		✓	✓
<i>Arts</i>			
Music	*	*	*
Visual Arts	✓	* and ✓	* and ✓
<i>Physical Education</i>			
Physical Education	*	* and ✓	* and ✓

\* Non-Public Examination Subject



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## OUR TEACHERS

In year 2012/2013 the School employed 84 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 PLAN

#### Overview

One of the major concerns in the Annual School Plan for the 2012 – 2013 academic year was ...

*'To continue to raise academic standards by engaging students in the learning process, encouraging greater ownership of learning and curriculum development initiatives.'*

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 once again 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





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## Introduction

Effective schools are distinguished by professional leadership motivated by the desire to build a vibrant professional learning community. They are defined by an agreed vision and goals, purposeful teaching and high expectations for student learning. Effective schools have rigorous systems of accountability, a focus on teaching and learning, and stimulating and secure learning environments.

Very importantly, an effective school has agreed expectations and coherence around the quality of teaching required to impact on student performance. A constant focus on teaching and learning is entrenched in the culture of the school.

*“The relentless pursuit of higher academic standards.”*

Supported by effective leadership, effective schools provide ongoing learning opportunities for teachers to build on what they already know about effective learning and teaching, and further develop the skills, knowledge and dispositions necessary to teach to higher professional standards.

Teacher quality is at the very centre of learning. If we are to realize continuous improvement in the quality of teaching and learning in our classrooms, we must build the capacity of teachers to meet these expectations. This requires the allocation of sufficient resources for an effective staff development programme as well as an understanding of what teachers must know and do to improve student learning. Most importantly, we need a model of learning that provides teachers with an opportunity to engage in the improvement of their practice over time.

*“Expert teachers continually look for ways to improve their professional practice.”*

Effective schools are learning communities, the core element of which is a culture of collaboration and collective responsibility for the development of effective teaching practices and improved student achievement.

Being part of a learning community means contributing to the learning and knowledge base of the school community. It is not simply about the pursuit of individual learning goals, but sharing knowledge for the benefit of the community and the achievement of its goals and vision. A learning community values diversity and maintains a focus on the continuous enhancement of teaching for all members of the community.

Highly effective professional learning comprises five elements:

1. induction for teachers new to the school;
2. use of multiple sources of feedback on teacher effectiveness for individual teachers and teams of teachers;



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3. customized individual teacher development plans based on individual development needs;
4. quality professional development to meet individual development needs;
5. belief by teachers in the school's performance and development culture.

*“Self-evaluation is a natural activity for a reflective professional. It is at the centre of our thinking and practice. If we ask children and young people to assess their progress in learning and identify their next steps, surely we can do the same about ourselves.”*

Continuing professional development (CPD) at the YMCA of Hong Kong Christian College provides an opportunity for teachers to link their professional growth to an on-going process of self-reflection by working with a mentor and as a member of a team. The collaborative nature of effective professional learning, combined with the enriching, supportive and motivating environment that a performance and development culture generates, has the capacity to significantly enhance student achievement.

### **Collaborative & Cooperative Learning**

The theme of the Staff Development Programme for the 2012 – 2013 academic year was **Collaborative & Cooperative Learning**.

**Definition:** To *collaborate* is to work with another or others. *Collaborative learning* is a method of teaching and learning in which all participants in a group engage actively in working together toward stated objectives. It is learning through group work rather than learning by working alone.

**Definition:** *Cooperative learning* is a specific kind of collaborative learning. It is a successful teaching strategy in which small teams, each with participants of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught, but also for helping teammates learn, thus creating an atmosphere of achievement. In cooperative learning, people work together in small groups on a structured activity.

Also, in cooperative learning small groups provide a place where:

- learners actively participate;
- teachers become learners at times, and learners sometimes teach;
- respect is given to every member;
- diversity is celebrated, and all contributions are valued;
- participants draw upon their past experience and knowledge;
- goals are clearly identified and used as a guide;
- research tools such as Internet access are made available;
- participants are invested in their own learning.



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The Staff Development Plan aimed to address professional development needs (identified in the Teacher Development Plan 2011 – 2012) in four different areas: whole school, pastoral, departmental and personal.

### **A. Whole School Professional Development**

Four In-service Training (INSET) sessions were set aside for whole school continuing professional development on English as an Additional Language (EAL), Team Building and International Mindedness, as well as a range of Interest groups. There were also inputs on Special Educational Needs (SEN) and (EAL) input and sharing of good practice in most General Staff Meetings.

### **B. Pastoral Professional Development**

An INSET session for Heads of Year was conducted on Monday 27<sup>th</sup> August, 2012. A collaborative approach to delivering the PSE programme was a regular feature of Year Meetings throughout the year.

### **C. Departmental Professional Development**

Departmental continuing professional development was incorporated into each of the 13 departmental meetings scheduled for the 2012 – 2013 academic year: three meetings during the pre-term staff meetings and five meetings during each of the two semesters. As in previous years Collaborative Lesson Planning and Peer Observation was delivered through departments, once per semester, following the models described in the School Policy & Procedure Manual. Some time was also allocated during department meetings for teachers to work on specific parts of the Teacher Development Plan. Heads of Department published a Departmental Professional Development Plan for the year. All teachers were encouraged to attend external seminars and courses throughout the academic year.

### **D. Personal Professional Development**

A series of twelve 90-minute workshops (six workshops per semester) were run over the course of the academic year to address a range of individual professional development needs identified in the Annual Review of the Teacher Development Plan 2011 – 2012 (and based on particular skills that staff were able to offer). Each semester six workshops were delivered on four different occasions.

At the beginning of each semester all teachers will be asked to either contribute to or participate in four of the workshops. Newly qualified teachers were encouraged to participate in three workshops and just contribute to one, while more experienced teachers were asked to contribute more than they participated. However, the



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collaborative nature of the workshops ensured that even the group of teachers tasked with organizing and running workshops are continually learning.

Each workshop had approximately 5 contributors and 10 participants. One of the contributing teachers was appointed to be the 'Chairperson' and tasked with the responsibility of coordinating the preparation and delivery of the workshop. To provide a degree of continuity, the Chairperson contributed to the same workshops on all four occasions during the semester. The other contributors chose to continue contributing to the same workshop or contribute to / participate in different workshops. Formats for the workshops and guidelines for organizers were suggested by the Staff Development Committee.

### **Semester 1 Workshops**

1. Cross-cultural Interactions
2. Classroom Management
3. Questioning Skills
4. Personal Organization Skills
5. Using Technology to Enhance Teaching and Learning
6. Planning a Lesson

### **Semester 2 Workshops**

1. Cross-cultural Interactions
2. Classroom Management
3. Behaviour Management
4. Using Technology to Enhance Teaching & Learning
5. Creative Teaching Techniques

### **Teacher Development Plan**

A key element of the personal professional development programme was the Teacher Development Plan. At the beginning of the academic year, teachers were asked to identify specific targets for professional growth linked to the major concerns of the school and areas for personal development. These were discussed with a team leader or 'mentor' in meetings at the beginning of the cycle and at the end of the cycle.

The role of the mentor was to assist the teacher in devising appropriate targets and strategies; to review and discuss progress towards achieving the goals; and to provide guidance on areas for future development.

There were 6 key stages in the Teacher Development Plan.



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### **Stage 1: Setting Personal Goals**

Teachers set targets for personal professional development and met with their mentor to discuss their goals and develop appropriate targets and strategies.

### **Stage 2: Semester 1 Reflection**

Teachers reflected on the collaborative lesson planning process, feedback from lesson observations (including peer observation), subject-specific staff development and feedback from students during the first semester.

### **Stage 3: Mid Cycle Evaluation**

Teachers completed an end of semester self evaluation on progress related to the personal goals set in stage 1. (Some informal meetings took place at this stage with the mentor to discuss progress towards achieving the goals.)

### **Stage 4: Semester 2 Reflection**

Teachers reflected on the collaborative lesson planning process, feedback from lesson observations (including peer observation), subject-specific staff development and feedback from students during the second semester.

### **Stage 5: End of Cycle Evaluation**

Teachers completed an End of Cycle Evaluation to provide a basis for a formal discussion with the mentor.

### **Stage 6: Annual Review**

Key areas for personal improvement and future development were identified during the meeting with the mentor and teachers completed the Annual Review of the Teacher Development Plan. Suggestions for whole school or departmental staff development for the following academic year were also included in the Annual Review.



## 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 and Business Management)	74.1%
Biology	88.8%
Chemistry	66.7%
Chinese History	70.0%
Chinese Language	69.1%
Economics	75.0%
English Language	97.7%
Geography	50.0%
History	50.0%
Information Technology	80.0%
Integrated Science	50.0%
Liberal Studies	86.0%
Literature In English	83.3%
Mathematics (Core)	68.2%
Mathematics (M1)	85.7%
Mathematics (M2)	14.3%
Physical Education	75.0%
Physics	68.2%
Tourism and Hospitality	64.3%
Visual Arts	87.5%



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### IGCSE RESULTS JUNE 2013

<b>Subject</b>	<b>No. of Candidates</b>	<b>Percentage of candidates achieving A* – C</b>	<b>Percentage of candidates achieving A* – G</b>
Art & Design	35	71.4	100.0
Biology	65	50.8	96.9
Business Studies	99	67.7	96.0
Chemistry	31	54.8	100.0
Drama	20	65.0	100.0
Economics	31	54.8	93.5
English as a Second Language	55	72.7	98.2
First Language Chinese	35	100.0	100.0
First Language English	95	87.4	100.0
Foreign Language Mandarin Chinese	83	71.1	100.0
Foreign Language French	30	76.7	100.0
Geography	28	39.3	96.4
History	31	48.4	100.0
Literature (English)	18	50.0	94.4
Mathematics	152	61.8	94.7
Physical Education	31	71.0	100.0
Physics	32	68.8	93.8



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**GCE RESULTS JUNE 2013**

<b>Subject</b>	<b>No. of Candidates</b>	<b>Percentage of candidates achieving A* – C</b>	<b>Percentage of candidates achieving A* – E</b>
Art & Design	13	100.0	100.0
Biology	9	55.6	88.9
Business Studies	31	58.1	93.5
Chemistry	3	80.0	100.0
Chinese	5	100.0	100.0
English Language & Literature	25	52.0	96.0
Geography	14	14.3	57.1
History	13	23.1	76.9
Mathematics	27	25.9	59.3





**Destinations of Form 6 graduates**

<b>Further Study / Employment</b>	<b>No. of Students</b>
<b>Local Tertiary Institutes:</b>	
<u>Bachelor Degree</u>	
University of Hong Kong	1
Chinese University of Hong Kong	1
Hong Kong University of Science and Technology	2
Hong Kong Polytechnic University	1
Hong Kong Institute of Education	1
Open University of Hong Kong	1
Hang Seng Management College	1
Chu Hai College	1
The Savannah College of Art and Design	1
<u>Associate Degree / Higher Diploma / Advanced Diploma / Foundation Diploma</u>	
Community College of City University	5
The Hong Kong Polytechnic University	1
Hong Kong Community College - Polytechnic University	4
HKU SPACE	7
HKBU College of International Education	2
IVE / HKDI	7
Hong Kong Academy of Performing Arts	1
<b>Non-local Tertiary Institutes</b>	
<u>Bachelor Degree</u>	
Australia	2
China	1
France	2
The Philippines	3
Taiwan	2
UK	5
USA	1
<u>Associate Degree / Higher / Advanced / Foundation Diploma</u>	
Australia	2
Canada	2
Germany	1
Malaysia	1
UK	2
USA	7
<b>Other Options</b>	
Retake HKDSE	6
Yi Jin Diploma	3
Seek Employment	4
Military Service	1
Undecided	4
<b>Percentage of students admitted to universities and colleges (degree and sub-degree programmes):</b>	<b>78%</b>
<b>Percentage of students admitted to main round JUPAS:</b>	<b>11.4%</b>
<b>No. of Students admitted to JUPAS</b>	
- With IGCSE Chinese	4
- With AS French	1



## Student Achievement (outside the School)

### 1. Athletics and Cross Country Team

- 1) Islands Athletic Meet 2012 which was held at Tsing Yi Sports Ground  
- won a total of 14 Gold, 6 Silver and 5 Bronze medals (Five students broke the official records in high jump, 100m, 400m, 1500m and 110m hurdle.)
- 2) Kwai Chung and Tsing Yi Districts Athletic Meet 2012.  
- won 6 gold, 6 silver and 6 bronze medals ( broke 5 official records in 100m (Age 16-18 Girls), 400m (Age 13-15 Girls), 400m (Age 13 - 15 Boys), 1500m (Age 13-15 Girls) and 4x100m (Age 16-18 Girls)).
- 3) HKSSF Inter-school Cross-country Championships 2012-13 which was held in Shing Mun Reservoir, Tsuen Wan. - We got a total of 7 medals and an overall trophy of B Girls for 2nd Runner Up.
- 4) HKSSF Inter-school Athletics Championships 2012-13 which was held on December 7, 11 and 12.  
- Our students achieved a total of 10 Gold medals, 11 Silver medals and 6 Bronze medals. One of our athletes broke the official record in the event of High Jump for C Grade Girls. In addition, the Team got 3 overall trophies and they are as follows:
  - 1 Girls B Grade: 1st Runner -up
  - 2 Girls A Grade: 2nd Runner-up
  - 3 Girls C Grade: 2nd Runner-up
- 5) ISSFHK Track & Field Championships 2012-13  
- 10 Gold, 10 Silver and 10 Bronze Medals and Overall trophies and they are as follows:
  1. U 20 Girls: Champion
  2. U 20 Boys: Champion
  3. U 16 Boys: 2nd Runner Up

### 2. Badminton Team

ISSFHK – 1st Runner U20 Boys

### 3. Basketball Team

Basketball Team, our school Basketball Team won the champion of A Grade Boys in HKSSF Inter-school Basketball Competition. Team will represent our District to compete with all Hong Kong Schools.

- 1) HKSSF Inter-school –  
A Boys (Champion)  
B Girls (Champion)



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C Boys (1st Runner Up)

- 2) ISSFHK Inter-school –
  - Division 1 U16 Girls – 1st Runner-up
  - Division 1 U20 Girls – 2nd Runner-up
  - Division 1 U20 Boys – Quarter Final
  - Division 1 U16 Boys – Quarter Final

#### 4. Cheerleading Team

- 1) The 18 Districts Cheering Team Competition (Secondary School) (Oct 28, 2012)
  - Silver Award (1st Runner-up)
  - Best Slogan/Chant
- 2) The 5th Islands District Cheering Team Competition (Secondary School) (Feb 2, 2013)
  - 1st Runner Up
  - Champion (Invitational Competition)
- 3) The 4th Hong Kong Games - Cheering Team Competition for the 18 Districts (Mar 3, 2013)
  - Champion (District Characteristics)
  - 1st Runner (Best Performance)
- 4) Phoenix, the Cheerleading Team of YHKCC, were honoured to be invited by the TVB Jade to perform on the programme "Sports Station" (運動通識站). This programme aims at introducing different sports in Hong Kong to the audience

#### 5. Cricket Team

Hong Kong Cricket Leagues –1st Runner Up

#### 6. Football Team

- 1) Islands District 7-a-side Football Competition (Secondary School Division).
  - won the championship since 2010
- 2) ISSFHK Football Championship (U14, Division 2)
  - 1st Runner UP



- 3) HKSSF Inter-school –
- A Boys (1st Runner Up)
  - B Boys (Champion)
  - C Boys (1st Runner Up)

7. Handball Team

HKSSF – C Boys 2nd Runner Up

- A Boys 3rd Runner Up
- B Girls 3rd Runner Up
- A & C Girls – 4th Runner Up

8. Rugby

HKSSF Inter-school Rugby Championships

- (Hong Kong Island and Kowloon): A Grade Boys – CUP 5th Runner Up
- B Grade Boys – CUP 1st Runner Up
- C Grade Boys – PLATE 2nd Runner Up

HKSSF Inter-school Rugby Sevens Competition (All New Territories Districts)

- B & C Girls Combined Rugby 7 – Champion (Cup)
- B & C Boys Combined Team Rugby 7 – Champion (Plate)

9. Swimming Team

1) HKSSF Inter-school Swimming Championships 2012-13 which was held on 24th October and 26th October.

- The 17 medals (8 Gold, 4 Silver and 5 Bronze medals)
- overall trophies (2nd Runner Up for A Grade Boys and 3rd runner-up for C Grade Boys)

2) ISSFHK Swimming Championships 2012-13 –

- U20 Boys – 5th Runner-up
- U14 Boys – 5th Runner-up
- U16 Girls – 8th Runner-up

10. Table Tennis Team

1) Islands District Age Group Table Tennis Competition

- 2 Silver Medals



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2) HKSSF Inter-school

- B Boys – Champion
- A Girls – 1st Runner Up

## 11. Volleyball

HKSSF

- B Boys and Girls (4th Runner Up)



## STUDENT ACTIVITIES AND COMPETITIONS

### F1 to F5 and A1 Life-wide learning Programme

A Life-wide learning week took place during 24<sup>th</sup> to 26<sup>th</sup> October, 2012. Our students were given a chance to develop interpersonal, communication and leadership skills through a series of outdoor adventure based activities.

Form	Venue	Teachers in-charge and Involved
F.1	Pui O, Lantau	Ms. Nicola Butler, Mr. Tommy Kwan and F1 Class Teachers
F.2	Hong Kong Baptist Assembly, Fanling	Ms. Aileen O'Donnell, Mr. Paul Wong and F2 Class Teachers
F.3	Wan Tsai Campsite, Sai Kung	Ms. Jane Leung, Mr. Martin Rigby and F3 Class Teachers
F.4	Sai Kung Water Sports Training Centre and Yim Tin Tsai Island, Sai Kung	Mrs. Anne Whitman, Mr. Jocelyn Gagnon and F4 Class Teachers
F.5 and A1	Tung Tsz Camp (Tai Po Country Park), Pak Sha Wan (Sai Kung), Tai Mei Tuk (Tai Po Country Park)	Ms. Peggy Lee, Mr. Kenneth Jones and F5 and A1 Class Teachers

### F.6 and A2 Higher Education Conference and Exam Preparation

The Higher Education & Careers Conference was organised for all Form 6 and GCE A2 students from 24<sup>th</sup> October to 26<sup>th</sup> October, 2012. The aim of the conference was to enable students to make informed decisions about their higher educational needs so that they can realize future career goals. Various talks, workshops and practical activities were arranged for the morning sessions on each of the three days of the conference. The afternoon sessions were set aside for tests set by subject teachers.

The following talks and workshops were arranged:

- Overseas higher education information (Australia & New Zealand, UK, Canada & USA)
- HKU Admission and Science Talk
- Alumni sharing and Admission Talk by PolyU
- Choosing majors/courses and getting applications started
- Writing a personal statement for university application, i.e. JUPAS and UCAS
- University and employment – interview tips and advice

#### **Teachers in-charge and involved:**

Ms. Charmaine Leung, Careers Team and F6 and A2 Class Teachers



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### **F.1 Enrichment Week**

To allow students' whole person development, the Art, Music and Sports Department collaborated and provided an Enrichment Week programme for F.1 students during 2-5 July 2013. F.1 students were allowed to join Visual Art, Music or Sports Activities in the week.

<b>Learning Area</b>	<b>Teachers in-charge</b>	<b>Nature</b>
Visual Art	Mr. Jeremy Barclay	A project to allow students to experience using different materials and learn skills that are not learned in class.
Music	Ms. Lorraine Show	Professional musician came to school to teach students drum and band skills.
Sports	Mr. Ringo Ma	Student had chance to participate in varies Sports, such as Dragon Boat, and Bowling. Students were taught survival skills such as map reading and wild cooking.

### **F.2 Spiritual Retreat Camp**

All F.2 students were participated in a Day Camp for three days from 2<sup>nd</sup> July to 4<sup>th</sup> July, 2013 at School. The camp aims to help students develop spiritually as well as nurturing perseverance, self-confidence and team spirit. The camp was an extension of the Alpha Programme.

**Teacher in-charge:** Mr. Chris Robershaw

### **F.3 and F.4 Service Outreach Week**

A Service Outreach Week took place during 1<sup>st</sup> to 8<sup>th</sup> July, 2013. Our F.3 and F.4 students were given a precious chance to experience service learning in HK/overseas.

<b>Destination/Programme</b>	<b>Teachers in-charge</b>
Taipei, Taiwan	Mr. Wallace Lau & Ms. Gloria Pun
Hanoi, Vietnam	Ms. Yvonne Yuen & Dr. Terence Wang
Phnom Penh, Cambodia	Mr. Isaac Chiu & Ms. Ellen Hui
Shum Shui Po Homeless	Mr. Curtis Chu & Mr. Ian McKirdy
Cheung Chau Children's Ministry	Mr. Ian Fraser & Ms. Yuko Kanna
Parks and Beaches Cleaning	Mr. Chris McLaren, Ms. Lucy Edwards & Mr. Alan Lee
Mental Wellness	Mr. Edwin Lee & Ms. Iris Yau
Feeding Hong Kong	Mr. Lam Kei Ting
Crossroads	Ms. Clarice Cheung & Mr. Jocelyn Gagnon
Kindergarten Ministry	Mr. Bruce Reid & Ms. Christaine Lee
Tung Chung Primary Ministry	Ms. Jane Leung & Mrs. Anne Whitman
Tung Chung Elderly English Ministry	Ms. Han Tsoi & Mr. Richard Gauthier



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**F.5 and A1 Work Experience Programme**

During the week of 2<sup>nd</sup> July to 5<sup>th</sup> July, 2013, all F5 and GCE A1 students took part a Work Experience Programme. This programme provided students an opportunity to experience the real work environment and further improve their inter-personal communication skills. The experience gained in this week will help students in making more informed decisions regarding their future education and career choices in the future.

**Teachers in-charge and involved:**

Ms. Charmaine Leung, Careers Team and F5 and A1 Class Teachers





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### 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>Taylor</i>
<b>3<sup>rd</sup> Place</b>	<i>Chambers 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>
General Knowledge Quiz	<i>Morrison</i>
Football Competition	<i>Taylor</i>
Badminton Competition	<i>Morrison</i>
Basketball Competition	<i>Morrison</i>
Table-Tennis Competition	<i>Morrison</i>
Scrabble Competition	<i>Chambers</i>
Cooking Competition	<i>Morrison</i>
Singing Contest	<i>Williams</i>
English Debates	<i>Chambers</i>
Board Games	<i>Morrison</i>



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## **PARENT-TEACHER ASSOCIATION**

All parents of students were the members of PTA.

The Annual General Meeting of 2012/2013 was successfully held on 15<sup>th</sup> November, 2012. Election of the PTA Executive Committee members was also held with six parents being elected. A re-election has to be carried out due to concerns from a parent. The following PTA Executive Committee Members were re-elected at a later meeting.

### **PTA Executive Committee Members**

Chairperson	– Mr. Robert Jang
First Vice Chairperson	– Mrs. Gwen Dahlberg
Second Vice Chairperson	– Ms. Diana Lo
First Secretary	– Mrs. Madhu Prakash
Second Secretary	– Mr. Michael Johnson
First Treasurer	– Mr. Ross O'Brien
Second Treasurer	– Ms. Jane Leung
Social Conveners	– Ms. Tania Willis, Mrs. Kathy Alberts, Mr. Martin Rigby, Mr. Dion Chen

There were two Executive Committee Meetings 2<sup>nd</sup> July and 26<sup>th</sup> September, 2013 after the new Executive Committee was formed.

The PTA also sponsored various school events and student activities

- PTA Progress Prize (Book coupons)
- Refreshment of the PTA Annual General Meeting
- Refreshment of the PTA Executive Committee Meetings
- YHKCC 10<sup>th</sup> Anniversary Musical
- Student Affairs Activities e.g. sport shoes, soccer, basketball, ruby; dragon boat; basketball; volleyball sports team uniform, Transportation and coaching fees for sport teams
- New Students Orientation Day



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

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

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<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		76.21%
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		

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

- Multi-purpose Sports Field Construction completed in 2008/2009 school year
- Classrooms, Student Learning Center and Admission Office Renovation completed in 2009/2010 school year
- Classrooms and Fine Art Centre Renovation completed in 2010/2011 school year
- Music Block and Promenade Construction to be completed in 2012/2013 school year



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<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).



**FINANCIAL SUMMARY (for the 2012-2013 School Year)**

(TO BE AUDITED)

**B. School Financial Report for 2012-2013**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<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)	60.53%	N.A.
School Fees	N.A.	37.47%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	2.00%
<b>Total</b>	60.53%	39.47%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		76.99%
Operational Expenses (including those for Learning and Teaching)		11.03%
Fee Remission / Scholarship <sup>1</sup>		4.20%
Repairs and Maintenance		1.09%
Depreciation		6.69%
Miscellaneous		N.A.
<b>Total</b>		100%
<b>Deficit for the School Year<sup>#</sup></b>	0.81 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year<sup>#</sup></b>	1.62 months of the annual expenditure	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

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

- Multi-purpose Sports Field Construction completed in 2008/2009 school year
- Classrooms, Student Learning Center and Admission Office Renovation completed in 2009/2010 school year
- Classrooms and Fine Art Centre Renovation completed in 2010/2011 school year
- Music Block and Promenade Construction completed in 2012/2013 school year

<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



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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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### C. School Fee Remission Reserves

	2011/2012 HKD \$	2012/2013 HKD \$
Balance as at 1 September	1,094,714.71	497,130.71
Add: Provision for the Year	2,775,029.80	2,978,074.00
Donation	64,400.00	50,000.00
Less: Payment for the Year	(3,437,013.80)	(3,035,168.50)
Balance as at 31 August	<u>497,130.71</u>	<u>490,036.21</u>

### D. Capacity Enhancement Grant for 2012-2013

	2011/2012 HKD \$	2012/2013 HKD \$
Balance as at 1 September	55,645.28	0
Add: Current Year Grant	432,338.00	472,524.00
Less: Expenditure	(487,983.28)	(472,524.00)
Balance as at 31 August	<u>0</u>	<u>0</u>

### E. Other Grants for 2012-2013

#### After –School Extended Chinese Granting Grant

	2011/2012 HKD \$	2012/2013 HKD \$
Balance as at 1 September	121,143.00	123,110.52
Add: Current Year Grant	300,000.00	300,000.00
Less: Expenditure	(298,032.48)	(423,110.52)
Balance as at 31 August	<u>123,110.52</u>	<u>0</u>

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

	2011/2012 HKD \$	2012/2013 HKD \$
Balance as at 1 September	53,310.22	5,335.22
Add: Bank Interest	25.00	0
Less: Expenditure	(48,000.00)	(48,400.00)
Balance as at 31 August	<u>5,335.22</u>	<u>(43,064.78)*</u>

*\*To be paid by the Curriculum Account*

#### Diversity Learning Grant—Other Programmes

	2011/2012 HKD \$	2012/2013 HKD \$
Balance as at 1 September	84,000.00	127,046.34
Add: Current Year Grant	84,000.00	84,000.00



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Less: Expenditure	(40,953.66)	(45,066.00)
Balance as at 31 August	<u>127,046.34</u>	<u>165,980.34</u>

### Diversity Learning Grant—Other Languages

	2011/2012 HKD \$	2012/2013 HKD \$
Balance as at 1 September	0	0
Add: Current Year Grant	248,500.00	245,000.00
Less: Expenditure	<u>(248,500.00)</u>	<u>(245,000.00)</u>
Balance as at 31 August	<u>0</u>	<u>0</u>

### Liberal Studies Curriculum Support Grant

	2011/2012 HKD \$	2012/2013 HKD \$
Balance as at 1 September	258,895.00	895.00
Add: Current Year Grant	0.00	160,000.00
Less: Expenditure	<u>(258,000.00)</u>	<u>(160,895.00)</u>
Balance as at 31 August	<u>895.00</u>	<u>0</u>

### Jockey Club Life-wide Learning Fund

	2011/2012 HKD \$	2012/2013 HKD \$
Balance as at 1 September	0.00	2,685
Add: Current Year Grant	24,060.00	23,900.00
Less: Expenditure	<u>(21,375.00)</u>	<u>(26,555.00)</u>
Balance as at 31 August	<u>2,685.00</u>	<u>30.00</u>

### Moral and National Education Subject Support Grant

	2012/2013 HKD \$
Balance as at 1 September	0
Add: Current Year Grant	530,000
Less: Expenditure	<u>0</u>
Balance as at 31 August	<u>530,000</u>

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

	2011/2012 HKD \$	2012/2013 HKD \$
Balance as at 1 September	56,200.00	49,200.00
Add: Current Year Grant	6,000.00	30,400.00





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Less: Expenditure	(13,000.00)	(5,600.00)
Balance as at 31 August	<u>49,200.00</u>	<u>74,000.00</u>

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

	<b>2011/2012</b>	<b>2012/2013</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	260,133.00	317,964.00
Add: Current Year Grant	167,055.00	79,594.00
Less: Expenditure	(109,224.00)	(100,400.00)
Balance as at 31 August	<u>317,964.00</u>	<u>297,158.00</u>

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

	<b>2011/2012</b>	<b>2012/2013</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	46,310.00	0
Add: Current Year Grant	0.00	0
Less: Expenditure	(46,310.00)	0
Balance as at 31 August	<u>0.00</u>	<u>0</u>



## Report on Use of Grants

### Report on Capacity Enhancement Grant

In order to provide YHKCC students an opportunity to raise students' interest in music and for personal growth and pastoral development, our School has continuously applied the Capacity Enhancement Grant to organize various programmes and employ additional staff to provide extra pastoral support to the students in different areas:

#### Pastoral care

- Employ Educational Psychologist

#### Academic excellence

- Chinese Story Writing Class
- Teaching Assistant for Physical Education

#### Other Learning Experiences

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

The performance of different programmes was above expectation. Students enjoyed the programmes the school offered, especially the sports and music. Apart from using CEG to support the music programme, the School has also spent extra resources on constructing a music block with state-of-art facilities in order to provide a designated place for students to learn and practice.

With the aim of strengthening the pastoral support to students, the School has used the CEG to strengthen the Education Psychology Service. This helps to provide all-round consultation and assessment service to students and shortened the waiting time. The education psychologist has more time stayed in the campus to conduct assessments and give feedback to students as well as provide advices to the SGDS.



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## ANNUAL SCHOOL DEVELOPMENT PLAN 2013-2014

### MAJOR CONCERNS

The major concerns for the 2013 – 2014 school year are as follows:

**1. To continue to raise academic standards.**

*Strategies to include ... setting high expectations; further development of student-centered learning and teaching approaches; encouraging a greater degree of creativity in the classroom; enhancing opportunities for collaboration between teachers; sharing good practice; further development of the rewards system and greater recognition of achievement; mentoring teachers.*

**2. To actively promote and advance the development of student attitudes and behaviour based on the five core Christian values of the school – ‘build a community that cares’, ‘serve one another in love’, ‘respect ourselves and others’, ‘be responsible’ and ‘act with integrity’.**

*Strategies to include ... setting high expectations; greater emphasis of Christian moral values; strengthen moral development; student-produced values statement describing how they should interact with their peers and teachers.*

**3. To cultivate and nurture responsible, internationally-minded, ‘glocal’ citizens in accordance with the vision and mission of the YHKCC.**

*Strategies to include ... develop an understanding of ‘international-mindedness’; develop greater understanding and appreciation/celebration of different cultures; development of skills needed to succeed as a global citizen in an ever-changing world; further development of student leadership roles.*