



YMCA of Hong Kong Christian College



Annual School Report

2015/2016



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SCHOOL VISION, MISSION AND VALUES

Vision

The school is 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 is the partnership among teachers, parents and students.

Mission

CREATIVITY & CRITICAL THINKING

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

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.

RESILIENCE & RESPONSIBILITY

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

ENGLISH PROFICIENCY, EMPOWERMENT & EXCELLENCE

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

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.

Values





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SCHOOL MOTTO AND SCRIPTURE

Fides et virtus
(Faith and Strength)

School Motto 校訓

篤信 剛毅



I have come that they
may have life, and have
it to the full.
(John 10:10)

School Scripture 經訓

我來了，是叫人得生命，
並且得的更豐盛。
(約翰福音十章十節)

OUR SCHOOL

General Information of the School

The YMCA of Hong Kong Christian College (YHKCC) was established in 2003 and had 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. The School has just built a two-storey Music Block with a Promenade area overlooking the sports field. Students can now have a spacious music room for their lessons, and after school instrumental lessons can also be held in smaller practice rooms. During recess and lunchtime, students have ample space in the Promenade area for their leisurely meals or rest. They can also watch ball games sitting on the benches over-looking these areas.
- ◆ 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, Ireland, 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, performing art 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, Performing Art and Visual Art. F2 students participated in the Spiritual Retreat Day Camp. F3 and F4 students participated in a Service Outreach Programme



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which required students go out and experience the lives of the less privileged either in Hong Kong or abroad (in China, Cambodia, Vietnam and Taiwan) through service rendered to these people. Form 5 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.

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. Patrick Yip	Chairman
Mr. Benjamin Lam	Honorary Secretary
Mrs. Sheila Chuang	Honorary Treasurer
Mr. Peter Ho	School Supervisor
Dr. Robert Lam	Chairman of HR Sub-committee
Ms. Vivienne Fung	Chairman of Governance Review Sub-committee
Mr. Tony Ip	Chairman of Building Sub-committee
Professor Brian Duggan	School Manager
Mr. Alexander Kwan	School Manager
Ms. Lily Fong S.B.S	School Manager
Ms. Julia Ong	School Manager
Ms. Diana Lo	School Manager
Mr. Evans Mendonca	Parent Manager
Mr. Paul Wong	Teacher Manager
Mr. Dion Chen	Principal

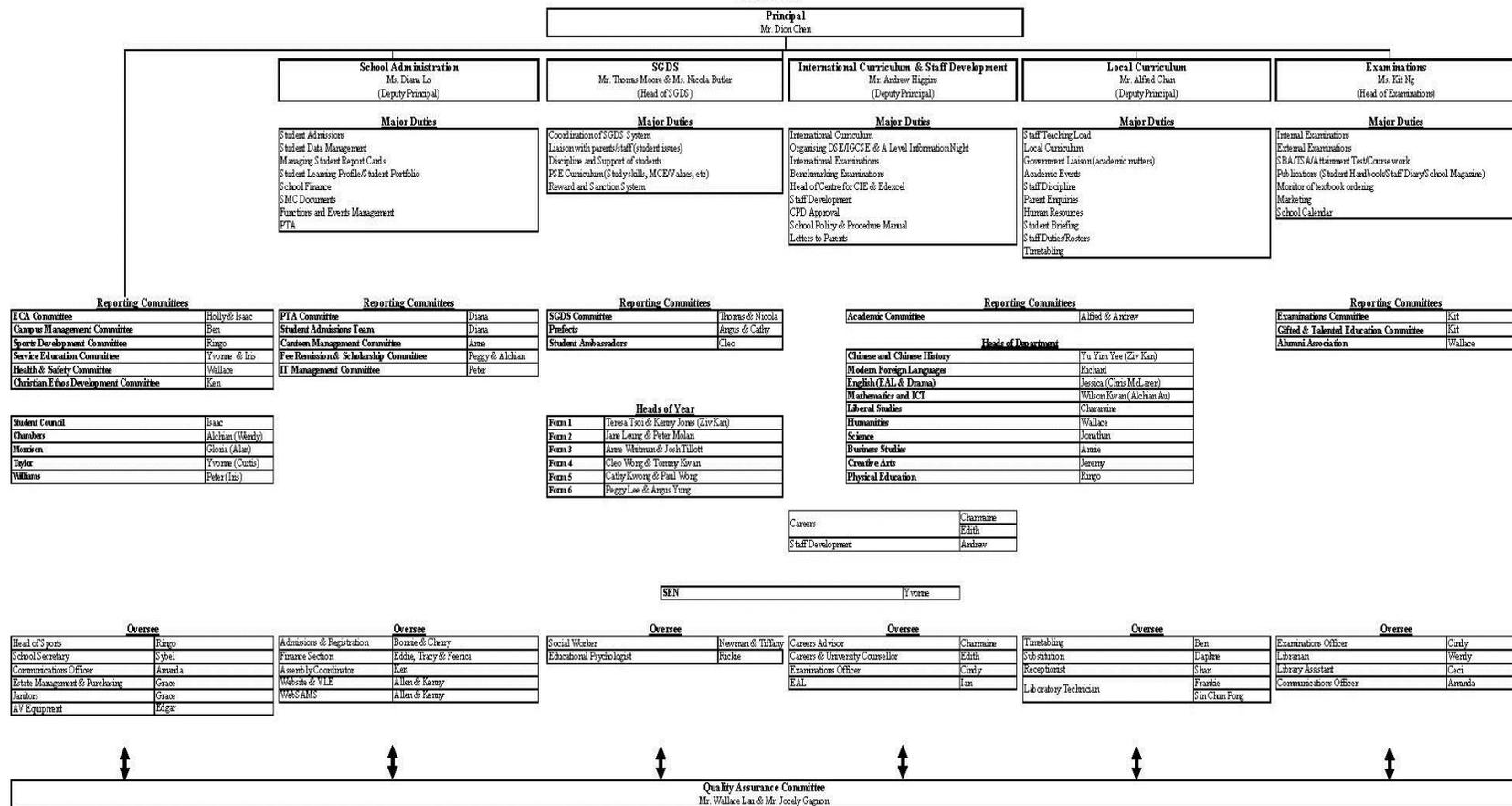


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2015-2016

Organisation Chart

Organisation Chart 2015-2016





OUR STUDENTS

Class Organisation

Number of Operating Classes for Year 2015-2016

Level	F1	F2	F3	F4	F5 DSE	F5 GCE	F6 DSE	F6 GCE	Total
No. of Classes	6	6	6	6	3	3	4	3	37

Number of Students for Year 2015-2016 as at 1st September, 2015

Form	No of students	Eligible for DSS Subsidy
I	158	135
II	160	135
III	160	135
IV	160	160
V	156	156
VI	144	144
TOTAL	938	865

In the junior forms, students enjoy small class teaching (around 20 a group) for English, Chinese, Elementary Chinese, French, Spanish, Mathematics, Chinese History, Hong Kong and China Studies, Home Economics and Visual Art.

About 77% of the students have an international background, coming from 40 countries and about 68% of the Form 1 students come from local primary schools. 23% 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 System

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.

The SGDS Committee and the Student Support Team work closely to enable students to achieve their potential; they achieve this by ensuring a disciplined learning environment and by providing students with appropriate support and challenge.

More specifically, the aims of the SGDS are:



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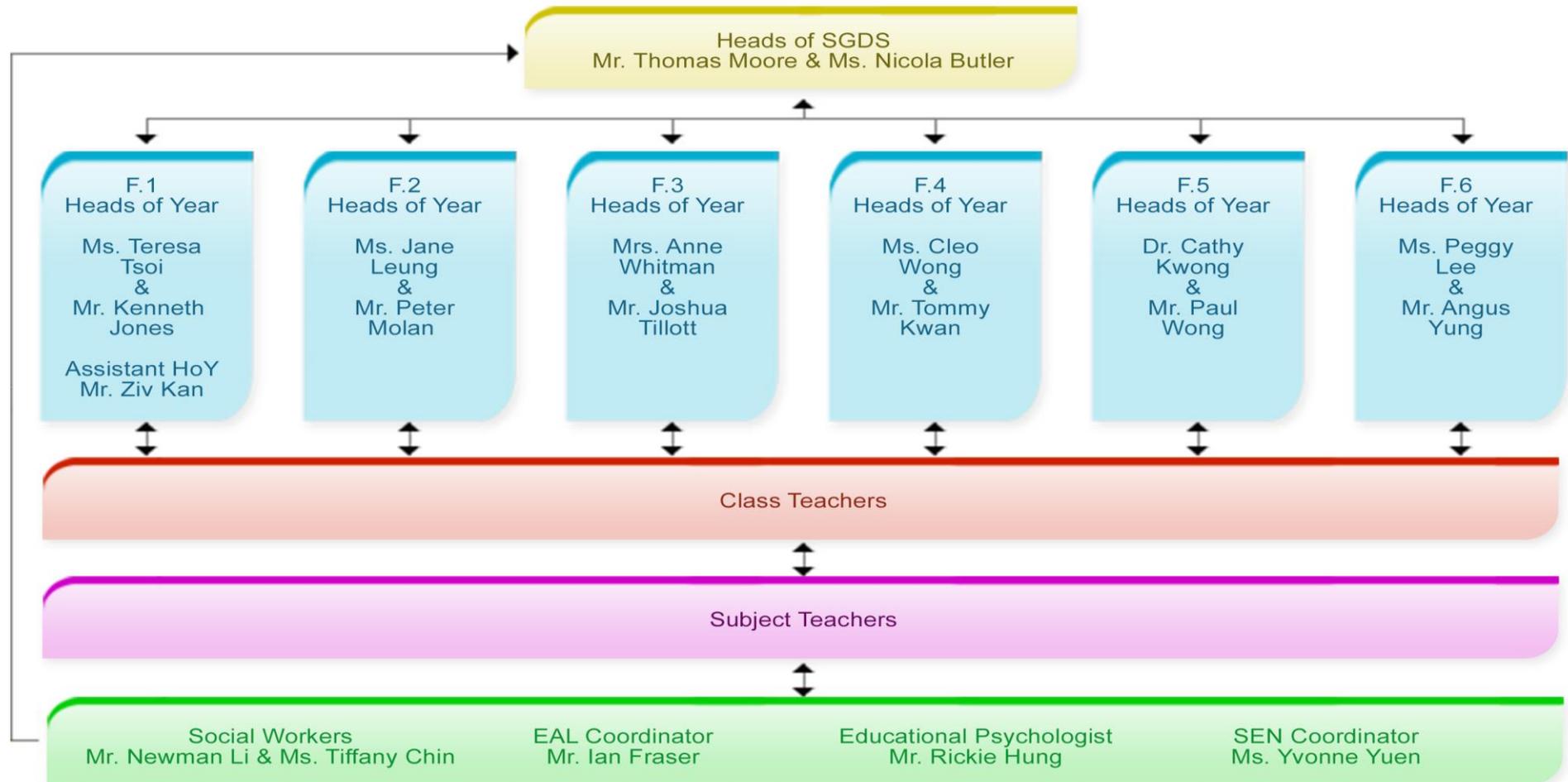
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- (a) To enable students to achieve their academic potential by ensuring a disciplined environment and by providing students with appropriate support and challenge
- (b) To provide personal, social and moral education
- (c) To promote a caring and serving community consistent with our Christian ethos.
- (d) To support students in developing healthy self-image, self-esteem, self-discipline and high expectations of themselves.
- (e) To provide the school with a consistent approach in ensuring proper behaviour and discipline on campus in support of effective learning.
- (f) To provide guidance to students for the establishment of proper attitudes towards others, property and life in general.
- (g) 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.
- (h) To train students to become responsible members to society.

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, and will be able to share their culture and experiences they feel more comfortable with.



SGDS Structure





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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. The aims are:

- 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.

PSE Overview

The following topics and/or areas have been introduced and discussed in different Forms, aiming at creating a harmonious learning school environment for the students and also enabling them to grow and mature for their future development.

- Social responsibility – such as election of class and form representatives, student council participation and election, service in the school, citizenship, etc
- Personal development – such as setting targets for oneself, study skills building, organizational skills development, exam preparation, university and careers preparation, personal finance management, etc
- Relationship and sex education – such as friendship building, sex education, love and dating, underage sex and legal implications, marriage and family, family responsibility, etc
- Anti-bullying, theft and anti-drugs – such as physical, mental and cyber bullying and their effects on personal and friendship development, anti-bullying, theft and crime, anti-drug and substance abuse, etc
- Moral and social development – such as moral and school values, social responsibilities, etc

KELY Group Support

The school continued to booster the program and this year we have acquired the skills of a professional support group KELY. They have provided a variety of workshops/seminars and



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support throughout the year. The Workshops were as follows

- Drug and Alcohol Awareness
- Bullying Prevention
- Smoking Prevention
- Relationships and Social Boundaries
- Emotional Management
- Self-Awareness
- Body Image and Healthy Lifestyle
- Social Skills & Managing Relationships

Whole School Approach to Discipline - Focus Weeks

Throughout the year there have been themes that drove the school and underlined YHKCC's important core values. These themes were 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

Student Leadership Bodies for student development and service to school

There are four student bodies in the school and each has its own areas of responsibility and emphasis. They serve the school with full participation from students of all forms. They are:

STUDENT COUNCIL

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

Through effective participation, the school gives young people the opportunity to develop critical thinking, advocacy and influencing skills, helping every child to fulfil their potentials:

- Enjoying and achieving – getting the most out of their 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 adopts a cabinet system and includes positions such as President, two Vice-Presidents, Secretary, Treasurer, Activity Officer, House Officer, Promotion Officer, Publication Officer and Communication Officer. During the election period, cabinet parties had to go through a 4-week promotion period where they share their visions and proposals to the school. The cabinets were also engaged in a campaign debate during assembly. The whole student body is involved in the election of the Student Council of the year. In addition, the Student Council also includes Sub-committees that consists of Form and Class Representatives. One of the major responsibilities of the Student Council was to collate student views regarding school policies and welfare, such as providing chopsticks in the canteen, setting up stationary



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corner in the SLC and leading the PE uniform campaign...etc.. In addition, they held various whole school activities such as the Teacher-Student Fortnight and the Senior Ball. Besides, they also helped in school functions such as inter-house competitions, form 1 induction program and setting up inter-class competitions.

Teacher Advisors:

Mr. Isaac Chiu and Ms. Jessica Choi

Executive Committee Members:

President	PANDEY Swostik (5K)
Vice President	GRANGER India (5A)
Vice President	HARLING Ryan (5A)
Secretary	MANGENTE Angelica (5Y)
Treasurer	BUTT Umair (5Y)
Activity Officer	DIXON Scott (5A)
House Officer	DADLANI Rahil (5K)
Publication Officer	DE ZILVA Sadithi (5H)
Promotion Officer	LOPEZ Gabriel (5H)
Communications Officer	SIERRA Juan (5H)

PREFECTS

The purpose of the Prefect Team is

- 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

The Prefect Team consists of two Head Prefects, two Prefect Advisors with a group of 12 team leaders leading 6 teams of prefects, setting good examples for the student body in terms of behaviour and service in the school, helping teachers in monitoring students in terms of uniform, proper behaviour in school.

Teacher Advisors:

Dr. Cathy Kwong and Mr. Angus Yung

Head of Prefect (Boys) KOT Pak Chuen Seth (5Y)

Head of Prefect (Girls) KORANI Lavisha Ramesh Kumar (5M)

STUDENT AMBASSADORS

The Student Ambassadors conduct themselves to the same high standards as Prefects; however, their duties are generally mainly on representing the school at public functions, such as Back to



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School Nights, International Fun Fair, Parent-Teacher Conferences, Admission Briefings and Interviews, etc. They have been an avid participant of UNESCO HK's annual event—UNESCO Peacemaker's Cultural Celebration.

Student Ambassadors were chosen by the Teacher Advisor for the Team and this year, there were almost 80 Student Ambassadors from all Forms.

Teacher Advisor:

Ms. Cleo Wong

Teacher involved:

Mr. Alberto Rodriguez

President

MOHANASUNDER Phurnnee (5A)

Vice Presidents

ALBERTS Jasmine June (4M)

NG Eugenie (3H)

HOUSES

The House system provides an opportunity for students and teachers to communicate with each other. Students take the opportunity to learn team spirit, share their experience 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 the school are assigned to different Houses and are encouraged to participate in activities and competitions for their House.

Each House has its House Advisor (teacher), Assistant House Advisor (teacher) and a House Committee (students) includes one House Captain, two Assistant House Captains, one House Secretary, one House Treasurer and one Sports Coordinator. If the House finds that they need more committee members to deal with the house matters, the total number of house committee should not more than 20.

Throughout the academic year, various Inter-House Competitions were held. At the end of the academic year 2014-2015, Williams became the Champion with Chambers being the 1st Runner-up and Taylor and Morrison tied in the house point and they both being the 2nd Runner-up.

Morrison House:

House Advisor: Ms. Gloria Pun

Assistant House Advisor: Mr. Alan Lee

House Captain: Luz Isannia Manuel (5C)

Assistant House Captains: Julienne Pancho (5H)

Lois Chow (5H)



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Chambers House:

House Advisor: Mr. Alchian Au
Assistant House Advisor: Ms. Wendy Chow

House Captain: Torio Nastassja Isabella Escute (5K)
Assistant House Captains: Mehek Mashud (5C)
Josiah Taylor (3C)

Williams House:

House Advisor: Mr. Peter Chan
Assistant House Advisor: Ms. Iris Yau

House Captain: Gurung Anuva (5H)
Assistant House Captains: Jasmine Kelly (5A)
Kyla Fernandez (3A)

Taylor House:

House Advisor: Mr. Curtis Chu
Assistant House Advisor: Ms. Yvonne Yuen

House Captain: Hunter Ruby Mae (5K)
Assistant House Captains: Lee Anne Mejia (5M)
Ricco Chow (5C)



OUR CURRICULUM

Subjects, the local and international 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. Japanese is an optional third language that is taken after school or on Saturdays.

Besides the HKDSE 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 5-6 GCE Curriculum
Languages and Literature				
English Language	✓	✓	✓	
English Literature		✓		✓
Drama	*	✓		
Chinese Language	✓	✓	✓	
Chinese Language and Culture				*
Elementary Chinese	✓	✓	✓	
French	✓	✓	✓	✓
Spanish	✓	✓		
Putonghua	*			
Mathematics and ICT				
Mathematics	✓	✓	✓	✓
or Alternative Mathematics		✓	✓	
or Extended mathematics (M1, M2)		✓	✓	



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	Form 1-2 Local Curriculum	Form 3-4 Integrated Curriculum	Form 5-6 HKDSE Curriculum	Form 5-6 GCE Curriculum
Information and Communication Technology		✓	✓	
Science				
Integrated Science	✓			
Physics		✓	✓	✓
Chemistry		✓	✓	✓
Biology		✓	✓	✓
Business and Technology				
Economics		✓	✓	
Business Studies				✓
Business, Accounting and Financial Studies		✓	✓	
Home Economics	*			
Humanities				
History	✓	✓	✓	✓
Geography	✓	✓	✓	✓
Chinese History	✓			
Hong Kong and China Studies	*			
Philosophy & Religious Education	*	*	*	*
Tourism and Hospitality Studies		✓	✓	
Liberal Studies				
		✓	✓	
Arts				
Music	*	*		
Visual Arts	*	✓	✓	✓
Home Economics	*			
Physical Education				
Physical Education	*	* and ✓	* and ✓	* and ✓

* Non-Public Examination Subject

Curriculum structural changes to be implemented in 2016-2017 school year

The following curriculum structure will be implemented in 2016-2017 to provide more subjects for students in Form 3 leading to both HKDSE and IGCSE curricula, and at the same time a better preparation for HKDSE students starting Form 4.

Form 1	Form 2	Form 3	Form 4	Form 5	Form 6
School Based Curriculum		Integrated Curriculum HKDSE + IGCSE	HKDSE		
		GCE 'A' Level			



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Learning Support Room

In order to support students' work more timely every day, the School established the Learning Support Room where students who might have difficulties finishing homework would be asked to complete them in the room after school with the help and/or supervision of subject teachers. Students were able to complete and hand in homework to teachers without delay and the learning more appropriately monitored.

Teachers in general found the arrangement satisfactory. They could get students' homework much more easily and on time.

Post-IGCSE exam programme for HKDSE and GCE students

This year, the school continued to have an earlier start for the HKDSE and GCE students who have chosen one of these streams in Form 4. After the Form 4 IGCSE exams by end May, Form 4 students were grouped into HKDSE and GCE classes and started to study the subjects for 5 weeks before summer. Teachers prepared special materials to cover the basics in the elective subjects in both HKDSE and GCE streams so that students would have a better foundation before they actually go to Form 5 after summer.



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OUR TEACHERS

In year 2015/2016 the School employed 83 teachers and 9 teaching assistants. All teachers are Degree holders; 2 have Doctor's and 39 have Master's Degrees. About 40% teachers and teaching assistants are employed from overseas.

STAFF DEVELOPMENT

Overview

One of the major concerns in the Annual School Plan for the Year 2015-2016 was

To actively encourage students to pursue excellence in their academic studies

Strategies included setting high expectations, developing a range of assessment for learning strategies, further development of student-centered learning and teaching approaches, enhancing opportunities for collaboration between teachers and sharing of good practice.

The Staff Development Plan 2015-2016 was created with the aim of enabling teachers to more effectively achieve this goal.

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.”



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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;
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.

Assessment for Learning

The theme of the Staff Development Plan for the 2015 – 2016 academic year was Assessment for Learning. The main aim was to consolidate and refine techniques developed over the course of the previous year as well as continuing to develop to wider range of strategies to enhance learning effectiveness.

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”.

– Assessment Reform Group, 2002

Assessment for learning is a powerful way of raising achievement. It is based on the principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). It is not an add-on or a project; **it is central to effective teaching and learning.**

In classrooms where assessment for learning is practiced, students know at the outset of a unit of study what they are expected to learn. At the beginning of the unit, the teacher will work



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with the student to understand what she or he already knows about the topic as well as to identify any gaps or misconceptions (initial/diagnostic assessment). As the unit progresses, the teacher and student work together to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point (formative assessment). Assessment for learning occurs at all stages of the learning process.

David Coles opened the first whole school INSET session on this topic three years ago and started with the following statement.

The main thrust of my input will be that implementing Assessment for learning (AfL) in its fullest sense requires a paradigm shift in pedagogy towards a much more interactive and student-centered approach than is commonly found in schools generally. My contention is that this can only be achieved step by step and I will be asking subject departments to take stock of what they consider to be aspects of AfL in their current practice and what they see as first steps towards achieving this shift.

Considerable progress has been made since then, but there is still room for further improvement and AfL is a key strategy in continuing to raise academic standards.

The ultimate aim is to make assessment for learning more widespread, systematic and consistent, so that:

- **every student** knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement;
- **every teacher** is equipped to make well-founded judgements about students' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for students who are not fulfilling their potential;
- **every parent/guardian** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

Various assessment for learning strategies were suggested throughout the year and teachers are encouraged to put these ideas into practice in the classroom. The effectiveness of different AfL techniques were discussed in cross-curricular support groups.

The Staff Development Plan aimed to address professional development needs (identified in the Teacher Development Plan 2014-2015) in four different areas: whole school, pastoral, departmental and personal.

A. Whole School Professional Development

Two and a half days were set aside for whole school continuing professional development. The sharing of good practice in General Staff Meetings and through other channels was coordinated by the Innovative Teaching Committee. Teachers were actively encouraged to contribute. SEN/EAL input was a regular feature of General Staff Meetings.



B. Pastoral Professional Development

A collaborative approach to delivering the PSE programme was a regular feature of Year Meetings throughout the year and there were two whole school staff development sessions on PSE Preparation.

C. Departmental Professional Development

In addition to the two half day INSET sessions, continuing professional development to address particular subject specific needs was incorporated into each of the 14 departmental meetings scheduled for the 2015 – 2016 academic year. Heads of Department published a Departmental Professional Development Plan for the year.

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.

D. Personal Professional Development

All teachers were encouraged to attend external seminars and courses throughout the academic year.

Peer Observation

Peer observation is an important part of personal professional development. In addition to observing another department member once per semester, all teachers were required to observe a teacher in another department. At the beginning of the academic year teachers were asked to choose a 'critical friend' to work with. Teachers meet together beforehand to determine at least two foci, which were based on areas for development identified in their targets. The other focus of the observation was one 'assessment for learning'.

Teachers were encouraged to observe each other as much as possible, especially since one of the most effective ways to develop as a teacher is to watch great teachers in action.

Lesson Observations

Heads of Department observed every department member at least once per semester for staff development purposes and gave feedback.

All teachers were observed at least once a year by the Principal or Deputy Principal (Local/International Curriculum) for staff development purposes. Feedback was given. One week before each lesson observation teachers were asked to identify specific foci for the observer. The other focus of the observation was on 'assessment for learning'. The foci and a lesson plan were given to the observer at least one day before the lesson observation.



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Teacher Development Plan

A key element of the personal professional development programme is the Teacher Development Plan. At the beginning of the academic year, teachers identified 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 as follows:

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

There were six key stages in the Teacher Development Plan.

Stage 1: Setting Personal Goals

Stage 2: Semester 1 Reflection

Stage 3: Mid Cycle Evaluation

Stage 4: Semester 2 Reflection

Stage 5: End of Cycle Evaluation

Stage 6: Annual Review



STUDENT ACHIEVEMENTS

We are strongly committed to raising the standard of academic achievement in our school. The HKDSE L4 and above and passing percentages in 2013, 2014, 2015 and 2016 are as follows.

Subject	Level 4 and above				Passing percentage			
	2013	2014	2015	2016	2013	2014	2015	2016
BAFS (Accounting)	7.4%	18.8%	21.4%	12.5%	74.1%	68.8%	71.4%	68.8%
BAFS (BM)			11.8%	5.6%			58.8%	61.1%
Biology	0%	6.3%	5.6%	28.6%	88.8%	50.0%	55.6%	64.3%
Chemistry	23.8%	62.5%	28.6%	22.0%	66.7%	100%	100%	68.2%
Chinese History	30.0%	0%	N/A	N/A	70.0%	71.4%	N/A	N/A
Chinese Language	16.4%	11.6%	15.0%	10.5%	69.1%	81.4%	75.0%	63.2%
Economics	16.7%	50.0%	50.0%	14.3%	75.0%	75.0%	100%	42.9%
English Language	52.3%	50.0%	56.9%	65.3%	97.7%	100%	98.5%	96.0%
French Language	25.0%	30.0%	20.0%	27.3%	85.9%	87.2%	82.8%	84.1%
Geography	20.0%	0%	20.0%	0%	50.0%	55.6%	60.0%	40.0%
History	25.0%	0%	28.6%	25.0%	50.0%	100%	100%	100%
Information and Communication Technology	20.0%	21.4%	0%	18.2%	80.0%	57.1%	62.5%	81.8%
Liberal Studies	12.8%	12.7%	24.6%	18.9%	86.0%	83.1%	72.3%	78.4%
Literature In English	8.3%	30.8%	N/A	N/A	83.3%	61.5%	N/A	N/A
Mathematics (Core)	11.8%	20.8%	17.2%	19.2%	68.2%	61.1%	64.1%	57.5%
Mathematics (M1)	0%	33.3%	0%	33.3%	14.3%	88.9%	100%	50.0%
Mathematics (M2)	33.3%	37.5%	0%	75.0%	86.7%	75.0%	100%	100%
Physical Education	12.5%	16.7%	18.2%	0%	75.0%	66.7%	54.5%	40.0%
Physics	18.2%	45.5%	28.6%	37.5%	68.2%	90.9%	71.4%	81.3%
Tourism and Hospitality	0%	16.7%	10.0%	12.5%	64.3%	58.3%	60.0%	75.0%
Visual Arts	43.8%	25.0%	25.0%	0%	87.5%	75.0%	75.0%	75.0%



IGCSE RESULTS JUNE 2012, 2013, 2014, 2015 AND 2016

Subject	Percentage of candidates achieving A* – C					Percentage of candidates achieving A* – G				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Art & Design	87.5%	71.4%	71.8%	40.0%	80.8%	100%	100%	100%	96.0%	100%
Biology	33.3%	50.8%	61.1%	57.4%	60.3%	91.2%	96.9%	98.1%	100%	100%
Business Studies	44.6%	67.7%	58.1%	72.6%	75.0%	95.0%	96.0%	90.3%	92.6%	93.8%
Chemistry	36.2%	54.8%	58.1%	73.8%	58.5%	93.6%	100%	98.4%	100%	100%
Chinese as a Second Language	N/A	N/A	N/A	100%	100%	N/A	N/A	N/A	100%	100%
Drama	N/A	65.0%	73.7%	84.6%	88.2%	N/A	100%	94.7%	100%	100%
Economics	53.6%	54.8%	36.4%	55.6%	54.5%	92.9%	93.5%	78.8%	88.9%	95.5%
English as a Second Language	57.3%	72.7%	65.1%	55.2%	50.0%	84.3%	98.2%	100%	100%	100%
First Language Chinese	98.5%	100%	100%	93.1%	80.6%	100%	100%	100%	100%	100%
First Language English	94.1%	87.4%	80.8%	77.5%	77.3%	100%	100%	100%	99.2%	100%
Foreign Language Mandarin Chinese	76.1%	71.1%	80.6%	73.3%	78.7%	100%	100%	100%	100%	100%
Foreign Language French	68.3%	76.7%	80.0%	72.7%	85.2%	100%	100%	100%	100%	100%
Foreign Language Spanish	N/A	N/A	N/A	91.7%	100%	N/A	N/A	N/A	100%	100%
Geography	35.5%	39.3%	56.0%	41.7%	59.1%	83.9%	96.4%	100%	100%	100%
History	16.0%	48.4%	65.2%	78.6%	75.0%	100%	100%	100%	100%	100%
English Literature	63.0%	50.0%	69.2%	88.0%	72.0%	100%	94.4%	100%	100%	100%
Mathematics	68.3%	61.8%	62.0%	82.5%	84.9%	96.2%	94.7%	90.8%	99.4%	100%
Physical Education	60.0%	71.0%	85.3%	74.4%	68.6%	100%	100%	100%	100%	100%
Physics	38.6%	68.8%	80.0%	78.7%	75.0%	97.7%	93.8%	97.1%	100%	100%



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GCE RESULTS JUNE 2012, 2013, 2014, 2015 AND 2016

Subject	Percentage of candidates achieving A* – C					Percentage of candidates achieving A* – E				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Art & Design	60.0%	100%	72.0%	84.6%	63.6%	93.3%	100%	100%	100%	100%
Biology	62.5%	55.6%	37.5%	47.1%	56.3%	100%	88.9%	81.3%	76.5%	100%
Business Studies	87.1%	58.1%	35.3%	77.4%	63.3%	96.8%	93.5%	79.4%	100%	90.0%
Chemistry	100%	100%	58.3%	55.6%	53.8%	100%	100%	91.7%	100%	92.3%
Chinese	65.0%	80.0%	60.0%	80.0%	60.0%	80.0%	100%	100%	90.0%	100%
Drama & Theatre Studies	N/A	N/A	N/A	N/A	33.3%	N/A	N/A	N/A	N/A	100%
English Language & Literature	30.0%	52.0%	51.9%	67.9%	51.7%	87.5%	96.0%	100%	92.9%	100%
Geography	16.7%	14.3%	21.4%	44.4%	40.0%	75.0%	57.1%	78.6%	100%	100%
French	N/A	N/A	25.0%	100%	22.2%	N/A	N/A	37.5%	100%	77.8%
History	12.5%	23.1%	50.0%	62.5%	66.7%	62.5%	76.9%	87.5%	100%	100%
Mathematics	40.0%	25.9%	48.4%	71.0%	51.5%	72.5%	59.3%	71.0%	90.3%	81.8%
Physical Education	N/A	N/A	20.0%	44.4%	12.5%	N/A	N/A	60.0%	66.7%	62.5%
Physics	N/A	N/A	N/A	53.8%	42.9%	N/A	N/A	N/A	84.6%	71.4%



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FORM 6 GRADUATE DESTINATIONS 2015 – 2016

2015 – 2016 was a successful year for the graduating class. 110 students (78.6%) out of the cohort of the 140 Form 6 graduates will be continuing their studies in some form or another. 9.3% of graduates have opted to take a gap year and 5.7% of graduates have opted to go into full-time employment. 2.9% are still undecided.

Of those progressing on to further study, 34.3% will take bachelor degree programmes and 25% will be studying associate degrees, 12.1% will take either diploma programmes or foundation programmes.

Hong Kong is still the most popular destination with 66.4% of graduates choosing to continue their studies here. A further 24.5% will be studying overseas in the United Kingdom, Australia, Canada and the Taiwan. Overseas destinations include, University of Oxford Brookes in United Kingdom, University of Victoria in Australia, University of British Columbia and University of Toronto in Canada.

A total of 24 students (17% of the graduating class) have been admitted to degree programmes in Hong Kong. The number of students at each institution is shown in brackets: Hong Kong University of Science & Technology (6), The University of Hong Kong (5), City University of Hong Kong (3), Chinese University of Hong Kong (1), Baptist University (1), Lingnan University (1), Centennial College (1), Raffles International College (3) and SCAD (3).

	DSE		GCE		Form 6 Cohort	
Further Study	58	77.3%	52	80.0%	110	78.6%
Gap Year	7	9.3%	6	9.2%	13	9.3%
Employment	6	8.0%	2	3.1%	8	5.7%
Undecided	4	5.3%	--	0.0%	4	2.9%
Unknown	–	0.0%	5	7.7%	5	3.6%
Total	75		65		140	

Further Study

	DSE		GCE		Total		Form 6 Cohort
Bachelor Degree	21	36.2%	27	51.9%	48	43.64%	34.3%
Associate Degree/Higher Diploma	24	41.4%	11	21.2%	35	31.82%	25.0%
Foundation	11	19.0%	3	5.8%	14	12.73%	10.0%
Diploma	0	0.0%	3	5.8%	3	2.73%	2.1%
HKDSE / GCE A-level	2	3.4%	1	1.9%	3	2.73%	2.1%
To be decided	0		7	13.5%	7	6.36%	5.0%
Total	58		52		110		



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Further Study – Country

	DSE		GCE		Total	
Hong Kong	46	79.3%	27	51.9%	73	66.4%
UK	0	0.0%	11	21.2%	11	10.0%
Canada	2	3.4%	5	9.6%	7	6.4%
Australia	1	1.7%	4	7.7%	5	4.5%
Taiwan	4	6.9%	0	0.0%	4	3.6%
Philippines	2	3.4%	0	0.0%	2	1.8%
South Korea	0	0.0%	2	3.8%	2	1.8%
USA	0	0.0%	1	1.9%	1	0.9%
Japan	1	1.7%	0	0.0%	1	0.9%
Germany	0	0.0%	1	1.9%	1	0.9%
Switzerland	0	0.0%	1	1.9%	1	0.9%
Total	58		52		110	

Further Study – Bachelor Degree – Hong Kong

	DSE	GCE	Total
Hong Kong University of Science & Technology	3	3	6
The University of Hong Kong	3	2	5
City University of Hong Kong	1	2	3
Chinese University of Hong Kong	0	1	1
Baptist University	1	0	1
Lingnan University	1	0	1
Centennial College	0	1	1
Raffles International College	2	1	3
SCAD	2	1	3
Total	13	11	24



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STUDENT ACHIEVEMENTS (OTHER LEARNING EXPERIENCE)

A. Sports

Athletic and Cross-country Team:

- 1) Islands District Athletic Meet 2015
 - 12 Gold
 - 9 Silver
 - 7 Bronze

- 2) HKSSF Inter-school Cross-country Championships 2015-16 (Tsuen Wan & Island District) Individual medals
 - Boys A Grade Top 4
 - Boys B Grade Top 10
 - Boys C Grade Top 4
 - Girls C Grade Top 4Team medals
 - Boys C Grade Overall 1st Runner Up
 - Girls G Grade Overall 2nd Runner up

- 3) HKSSF Inter-School Athletics Meet 2015-2016 (Tsuen Wan & Island District)
 - 10 Gold
 - 9 Silver
 - 8 Bronze
 - Diane Samson (2H) broke the 200m official record in the C Grade Girls 200m race
 - Overall Trophy:
 - A Grade Boys: 1st Runner Up
 - A Grade Girls: 3rd Runner Up
 - B Grade Girls: 3rd Runner Up
 - C Grade Girls: 2nd Runner Up

- 4) HKSSF Track and Field Championships 2015-2016
 - 9 Gold
 - 8 Silver
 - 8 Bronze
 - Overall Trophy
 - U20 Boys: Champion
 - U20 Girls: Champion
 - U14 Girls: 1st Runner Up
 - U14 Girls: 1st Runner Up

Basketball Team:

- 1) Island District 3 on 3 Basketball Competition
 - Senior Boys: 1st Runner Up
 - Senior Boys: 2nd Runner Up



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- Junior Boys: Champion
 - Junior Boys: 1st Runner Up
- 2) HKSSF Inter-school Basketball Championships 2015-16 (Tsuen Wan & Island District)
 - Girls B Grade: 1st Runner-up
 - C Grade Boys: Champion
 - 3) The Hong Kong Basketball Marathon 2016
 - Boys: Round of 16

Cheerleading Team:

- 1) 18 Districts Cheering Team Competition 2015
 - 1st Runner Up
 - Best Costume Award
- 2) Islands District Cheerleading Competition 2016
 - Champion of Islands District
 - Champion of Invitation Competition
- 3) The 3rd Asian Junior Cheerleading Championships (AJCC)
 - 2nd Runner Up

Football Team:

- 1) HKSSF Inter-school Football Championships 2015-16 (Tsuen Wan & Island District)
 - A Grade Boys: Champion
- 2) All Hong Kong Schools Jing Ying Football Tournament
 - Top-scorer award: Jordan Jarvis (6A)
- 3) HKSSF All Hong Kong Inter-Secondary School Football Competition
 - Girls: Overall 3rd Runner Up
- 4) Guangzhou Football Tournament
 - Champion



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Rugby Team:

- 1) HKSSF Inter-school Rugby Sevens Championships (All NT Districts)
 - A/B Grade Girls: Champion (Preliminary Round)
 - A Grade Boys: 1st Runner Up
 - B Grade Boys: 2nd Runner Up
 - C Girls: 1st Runner Up
- 2) Standard Chartered Bill Williams Secondary Schools Rugby Sevens Tournament
 - A Grade Boys: Champion
 - A/B Grade Girls: 4th Runner up
- 3) HKRU New Years Day Tournament
 - Brothers, Mark (U19s) and Anthony (U14s) Coebergh: Man of the Match performances
- 4) New Territories Rugby Championship
 - C Grade Boys: Plate Championship
- 5) The All Hong Kong Inter-school Rugby Sevens Competition 2015-2016
 - A Grade Boys: 1st Runner-up
 - B Grade Boys: 1st Runner-up
 - AB Grade Girls: Champion

Swimming Team:

- 1) HKSSF Inter-school Swimming Championships 2015-16 (Tsuen Wan & Islands District)
 - 12 Gold
 - 10 Silver
 - 10 Bronze
 - Obie Hui (2K) broke the official records of 100M and 200M breaststroke
 - Overall trophies:
 - Girls Overall: Champion
 - Boys Overall: 1st Runner Up
 - A Grade Boys: 2nd Runner Up
 - C Grade Boys: Champion
 - B Grade Girls: 1st Runner UP
 - C Grade Girls: Champion

Table Tennis Team:

- 1) HKSSF Inter-school Table Tennis Championships 2015-16 (Tsuen Wan & Islands District)
 - A Grade Boys: 1st Runner Up



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Others

The Hong Kong Student of the Year Awards 2015-2016

- Mark Coebergh: 2nd Runner UP

Samsung 59th Festival of Sport -Inter-School Pool Championship 2016

- Individual event: 1st Runner UP

The 2nd Asian Schools Rugby Sevens Championship 2016

- Mark Coebergh: The team caption

The 11th Hong Kong Literature Festival - "The Rhythm of Nature" Writing Competition

- Angela Au: Outstanding Award
- CHAN Yee Man Megan (4C-last year, 5Y –this year) has been awarded Honourable Mention in International Students' Visual Arts Contest-cum-Exhibition of Hong Kong – Harmony (2016)

B. Speech/Drama/Debate/Music

Speech/Drama/Debate/Music	Achievement
Inter-New Territories Schools English Debate Competition	Senior Team: Champion
The Hong Kong Secondary School Debating Competition	Championship Final of 2015
52 nd Hong Kong Schools' Dance Festival	Highly Commended Award – Jazz and Hip Hop Team
Hong Kong Schools' Drama Festival	Award for Commendable Overall Performance Award for Outstanding Performer Award for Outstanding Script Award for Outstanding Director
The 5th Putonghua Speech Competition for Non-Chinese Speaking Students	Junior Solo Speaking: Champion -Mba Oyana Julia Mibuy (1M) Senior Solo Speaking Group: 1 st Runner Up -Lee Jaehee (5K)
Chinese Speech Festival	<ul style="list-style-type: none"> • 個人詩詞季軍:鄧巧喬(6A) • 個人散文季軍:吳家妍(2A) • 二人季軍:歐詠盈(5C)、曾楚曼(5C) • 個人詩詞優良:徐芷彤 (3C) • 二人優良:鄧巧喬(6A)、吳家樂(6A)



C. Academic

Event/Area	Achievement
HK Biology Olympiad 2015-16	1st Class Honours x 1 3rd Class Honours x 3 Merit x 1
The Dennis and Anne Beaver Foundation Scholarship	The Dennis and Anne Beaver Foundation <i>Bourse d'excellence</i> (study French at the Saint Denis International School in France for four weeks)
British Biology Olympiad 2016	Silver – LEE Garrison (6M) Bronze – MA Jasper (6C) Bronze – OLSSON Christopher (6H) Highly Commended – Nashita Minnie (6H) Commended – Tasha Dutton (6H) Commended – Hazel Harris (6H)
The Dennis and Anne Beaver Foundation Scholarship for French	Stephanie Keung (5K)
JA Programme	Best Presentation Award - Salvo MVP (Most Valuable Player) Award – Financial Team
The UK Biology Challenge	Gold – Namakkal Raghavendran Srinivas (3Y) Silver – Lee Sean (3A) Bronze – Kot Pak Yin Matth (3Y) Bronze – Kwan Yee Ting (4A) Bronze– Manoharan Gayathry (4Y)
The UK Junior Mathematical Challenge	Gold – 4 Silver – 4 Bronze – 10
The UK Intermediate Mathematical Challenge	Gold – 8 Silver – 5 Bronze – 9
The UK Senior Mathematical Challenge	Gold – 4 Silver – 12 Bronze – 15
The Hong Kong Mathematical High Achievers Selection Contest	3 rd Class Award – Chuang Cheng Yu (3C) 3 rd Class Award – To Chung Him (3K)



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Event/Area	Achievement
Vast Ocean Cup Mathematics Competition	Gold – Chuang Cheng Yu (3C) Bronze - Fung Chun (3A) Bronze – Gupta Rashi (1M) Certificate of Merit: JUN Jiyeon (3Y) KOT Pak Yin Matth (3Y) YOON Haram (3Y) ATWAL Ryan Josh Singh (1A) PUN Samuel (1H)
Asia International Mathematical Olympiad	Gold - CHUANG Cheng Yu (3C) Silver: CHENG Bin Yang (4A) DATWANI Aditya Supriya Chandan (2C) Bronze: TO Chung Him (3K) HWANGBO Hyesoo (4A) YOON Haram (3Y) SINGH Amritpal (2M)
Asia International Mathematical Olympiad Open Contest 2016 Final	Gold - CHUANG Cheng Yu (3C) Bronze - CHENG Bin Yang (4A)
The Hong Kong Creative Problem Solving Competition 2016 (Group Competition)	Bronze REGALADO Garen Arjun Gurung (2Y) YEUNG Chung Hei Christopher (2M) KIM Do Hyun (1A) ATWAL Ryan Josh Singh (1A)
The Hong Kong Youth Mathematical Challenge 2016	Gold - CHUANG Cheng Yu (3C) Silver - CHENG Bin Yang (3A) Bronze - CHEUNG Chockle (2Y)



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E. School Visit

School	Date
Nanhai Middle School, Foshan, China	October 2015
2015 Asia Secondary Education symposium	November 2015
Guangzhou Baiyun Guangya Experimental School, China	December 2015
Chancheng Education Centre, Foshan, China	December 2015
Xi'an Study Tour	December 2015
Guangzhou Jiangnan Foreign Language School, China	January 2016
Foshan Foreign Language School (International Section)	January 2016
Delegates from Irish Universities	January 2016
Christian Schools from China	February 2016
Cambodia YMCA Delegate	March 2016
Ratchathani University, Thailand	April 2016
ONE Teachers Educational, Thailand	April 2016
Foshan No. 3 Middle School, China	May 2016

F. Large-scale Student Activities

Activity	Date
Back to School Night (F1 to F4)	September 2015
Sports Day	October 2015 (all students)
Life-wide Learning Camp (3 days 2 nights)	October 2015 (F1 -3 students)
Student-Teacher & Parent-Teacher Conferences	November 2015, February & March, April 2016 (students and parents)
International Fun Fair	December 2015 (4,500+ participants)
Christmas Service	December 2015 (all students)
HKDSE/GCE Information Evening	January 2016 (200+ participants)
HKDSE/IGCSE Information Evening	March 2016 (400+ participants)
HKDSE & IGCSE Options Evening	March 2016 (170+ participants)
Music Contest	March 2016 (all students)
Swimming Gala	April 2016 (all students)
Graduation Ceremony	June 2016 (500 + participants)
Enrichment Week F1 – Other Learning Experience (Art/Music/Sports/Drama) F2 – Spiritual Retreat Camp (3 days 2 nights) F3 and F4 Service Outreach Week (Local and Overseas) F5 Work Experience Week	June 2016 (all students)
Sports Night	July 2016 (300+parents)
School Musical	July 2016 (180+)
Prize Presentation Ceremony	July 2016 (all students)
Thanksgiving Service	July 2016 (all students)



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PARENT-TEACHER ASSOCIATION

The PTA AGM 2015 -2016 was held on 10th September and was smoothly carried out.

The election of new executive committee members for the year 2015-2016 was carried out, and the results are as follows:

- Mr. Ross O'Brien (Chairman)
- Mr. Kelsey Dawson (First Vice Chairman)
- Ms. Rina Mathews (First Treasurer)
- Mr. Michael Johnson (Second Secretary)
- Ms. Jessica Syvones (Social Convener)
- Mr. Evans Mendonca (Social Convener)
- Ms. Bee Lui (Social Convener)

Teacher members are: Mr. Dion Chen, Ms. Diana Lo, Ms. Jane Leung, Mr. Kent Lo, Mr. Ken Harley and Mr. Wilson Kwan.

Three Executive Committee Meetings (24th September, 2015, 7th December, 2016, 29th August, 2016) were held.

List of items sponsored by the PTA in 2015-2016

- PTA Donation for Enhancing Learning Experience e.g. Van de Graaf Generator, Ipads, A3 screen printing and 3D printer.
- PTA Progress Prize (Book coupons)
- Sponsorship for Best All-round Students
- Refreshment of the PTA Annual General Meeting
- Refreshment of the PTA Executive Committee Meetings
- International Fun Fair Day on 12th December, 2015
- Student Affairs Activities e.g. sport shoes, soccer, basketball, rugby; dragon boat; basketball; volleyball sports team uniform, Transportation and coaching fees for sport teams
- New Students Orientation Day for 2016-2017 school year

The Committee also organized Sales of Used Textbooks and Welcoming of New Students and Parents in the Form 1 Registration Days.



FINANCIAL SUMMARY (for the 2014/2015 School Year)

A. School Financial Report for 2014-2015 (Audited Version)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	59.43%	N.A.
School Fees	N.A.	35.91%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	4.66%
Total	59.43%	40.57%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		79.88%
Operational Expenses (including those for Learning and Teaching)		8.86%
Fee Remission / Scholarship ¹		5.44%
Repairs and Maintenance		0.81%
Depreciation		5.01%
Miscellaneous		N.A.
Total		100%
Surplus for the School Year [#]	0.39 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	2.34 months of the annual expenditure [^]	
[#] in terms of equivalent months of annual overall expenditure		
[^] it included a HK\$1.5 million capital injection from the School Sponsoring Body, YMCA of HK.		

Details of expenditure for large-scale capital works

• Skylight Cover for School Entrance and Car Park (2006/2007)	\$1,406,715
• Multi-purpose Sports Field Construction (2008/2009)	\$5,823,686
• Student Learning Center, Admission Office and Classrooms Renovation (2009/2010)	\$2,210,125
• Fine Art Centre, Library Study Area and Classrooms Renovation (2010/2011)	\$2,678,037
• Music Block and Promenade Construction (2012/2013)	\$26,150,569
• 5 th Floor Senior Form Centre (2012/2013)	\$103,929

¹ 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).



• Total \$38,373,061

FINANCIAL SUMMARY (for the 2015/2016 School Year)

B. School Financial Report for 2015-2016 (To be audited)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	60.52%	N.A.
School Fees	N.A.	37.03%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	2.45%
Total	60.52%	39.48%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		81.55%
Operational Expenses (including those for Learning and Teaching)		7.70%
Fee Remission / Scholarship ²		5.07%
Repairs and Maintenance		1.02%
Depreciation		4.66%
Miscellaneous		N.A.
Total		100%
Surplus for the School Year [#]	0.36 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year [#]	2.56 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works

• Skylight Cover for School Entrance and Car Park (2006/2007)	\$1,406,715
• Multi-purpose Sports Field Construction (2008/2009)	\$5,823,686
• Student Learning Center, Admission Office and Classrooms Renovation (2009/2010)	\$2,210,125
• Fine Art Centre, Library Study Area and Classrooms Renovation (2010/2011)	\$2,678,037
• Music Block and Promenade Construction (2012/2013)	\$26,150,569
• 5 th Floor Senior Form Centre (2012/2013)	\$103,929
• Classroom Renovations	\$521,430
• Total	<u>\$38,894,491</u>

² 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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C. School Fee Remission Reserves

	2015/2016	2014/2015
	HKD \$	HKD \$
Balance as at 1 September	0.00	139,359.50
Add: Provision for the Year	3,304,724.40	3,078,534.80
Donations	446,833.30	403,333.30
Additional Provision from School	656,349.30	649,897.96
Less: Payment for the Year	(4,407,907.00)	(4,271,125.60)
Balance as at 31 August	0.00	0.00

D. Capacity Enhancement Grant

	2015/2016	2014/2015
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	544,830.00	512,560.00
Less: Expenditure	(544,830.00)	(512,560.00)
Balance as at 31 August	0.00	0.00

E. Other Grants

Diversity Learning Grant—Other Programmes

	2015/2016	2014/2015
	HKD \$	HKD \$
Balance as at 1 September	131,521.50	143,435.50
Add: Current Year Grant	84,000.00	84,000.00
Less: Expenditure	(180,855.50)	(95,914.00)
Balance as at 31 August	34,666.00	131,521.50

Diversity Learning Grant—Other Languages

	2015/2016	2014/2015
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	318,500.00	535,500.00
Less: Expenditure	(318,500.00)	(535,500.00)
Balance as at 31 August	0.00	0.00



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Jockey Club Life-wide Learning Fund

	2015/2016 HKD \$	2014/2015 HKD \$
Balance as at 1 September	12,770.00	35.00
Add: Current Year Grant	42,315.00	48,450.00
Less: Expenditure	(47,545.00)	(36,215.00)
Balance as at 31 August	7,040.00	12,270.00

Moral and National Education Subject Support Grant

	2015/2016 HKD \$	2014/2015 HKD \$
Balance as at 1 September	388,000.00	460,000.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(87,000.00)	(72,000.00)
Balance as at 31 August	301,000.00	388,000.00

One-Off Grant For Upgrading of WebSAMS and Technical Specifications of the Standard Hardware and Software

	2015/2016 HKD \$	2014/2015 HKD \$
Balance as at 1 September	20.00	50,000.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	0.00	(49,980.00)
Balance as at 31 August	20.00	20.00

PTA Grant

	2015/2016 HKD \$	2014/2015 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	10,129.00	12,989.00
Less: Expenditure	(10,129.00)	(12,989.00)
Balance as at 31 August	0.00	0.00

QEF Fund

	2015/2016 HKD \$	2014/2015 HKD \$
Balance as at 1 September		101,522.06
Add: Current Year Grant		78,595.94
Less: Expenditure		(180,118.00)
Balance as at 31 August		0.00



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School-based After-School Learning and Support Programmes

	2015/2016 HKD \$	2014/2015 HKD \$
Balance as at 1 September	130,200.00	69,000.00
Add: Current Year Grant	0.00	104,600.00
Less: Expenditure	(78,110.00)	(43,400.00)
Balance as at 31 August	52,090.00	130,200.00

School-based Support Scheme Grant (Newly Arrival Students)

	2015/2016 HKD \$	2014/2015 HKD \$
Balance as at 1 September	183,732.00	274,672.00
Add: Current Year Grant	0.00	50,140.00
Less: Expenditure	(0.00)	(141,080.00)
Balance as at 31 August	183,732.00	183,732.00

Senior Secondary School Students Mainland Exchange Programme Subvention Scheme

	2015/2016 HKD \$	2014/2015 HKD \$
Balance as at 1 September	1350.00	0.00
Add: Current Year Grant	28,800.00	28,800.00
Less: Expenditure	(28,800.00)	(27,450.00)
Balance as at 31 August	1,350.00	1,350.00

Junior Secondary School Students Mainland Exchange Programme Subvention Scheme

	2015/2016 HKD \$	2014/2015 HKD \$
Balance as at 1 September	1,000.00	0.00
Add: Current Year Grant	16,000.00	16,000.00
Less: Expenditure	(17,000.00)	(15,000.00)
Balance as at 31 August	0.00	1000.00

Stepping Up Education Support-Non Chinese Speaking

	2015/2016 HKD \$	2014/2015 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	1,500,000.00	1,500,000.00
Less: Expenditure	(1,500,000.00)	(1,500,000.00)
Balance as at 31 August	0.00	0.00



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Community Care Fund

	2015/2016	2014/2015
	HKD \$	HKD \$
Balance as at 1 September		22,820.00
Add: Current Year Grant		0.00
Less: Expenditure		(22,820.00)
Balance as at 31 August		0.00

Green School Subsidy

	2015/2016	2014/2015
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	7,800.00	3,000.00
Less: Expenditure	(7,800.00)	(3,000.00)
Balance as at 31 August	0.00	0.00

School Administration Management Grant

	2015/2016
	HKD \$
Balance as at 1 September	0.00
Add: Current Year Grant	250,000.00
Less: Expenditure	(149,831.40)
Balance as at 31 August	100,168.60

Hong Kong School Drama Festival

	2015/2016
	HKD \$
Balance as at 1 September	2,850.00
Add: Current Year Grant	3,000.00
Less: Expenditure	(1,509.00)
Balance as at 31 August	4,341.00



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Report on Use of Grants

Report on Capacity Enhancement Grant

In order to support the personal growth of students and provide professional service to students and parents, our School has continuously utilised the Capacity Enhancement Grant to employ Educational Psychologist in 2015/2016 school year. CEG was also well-used on supporting the sports development in YHKCC through employing swimming coaches. Part of the CEG was also used for hiring a part-time staff to support the clerical work.

Pastoral care

- Part-time Educational Psychologist

Administrative Support

- Part-time clerical support

Swimming Coach

- Coaching service during the swimming lessons

CEG has provided the YHKCC additional resources to further enhance the professional pastoral service to students, parents and teachers. With the support of the Educational Psychologist, the Student Guidance and Discipline System (SGDS) was able to provide an all-round pastoral care support to students.

Resource was also invested into the employment of part-time proof-reader to reduce the administrative work of Teachers as well as clerical staff. Part of the CEG was used to employ swimming coaches to provide professional swimming training to our students.



REVIEW OF SCHOOL PLAN 2015 – 2016

The major concerns for the 2015 – 2016 school year were as follows:

- 1. To continue to inspire and stimulate students to pursue academic excellence.**
Strategies to include ... further development of student-centered learning and teaching approaches; effective target setting; assessment for learning; encouraging a greater degree of creativity in the classroom; enhancing opportunities for collaboration between teachers and cross-fertilization of ideas; sharing good practice; development of the rewards system; public recognition of academic achievement; development of study skills; revision of schemes of work; mentoring of teachers.
- 2. To foster whole-person development based on the five core values of the school.**
Strategies to include ... aligning student behaviour with the core values; reinforcing the core values on a regular basis; development of the rewards system; development of the concept of 'YHKCC Citizenship'; extending opportunities for student involvement; more effective home-school communication and cooperation.
- 3. To equip students with the skills needed for success in a multi-cultural, globalized world**
Strategies to include ... embedding principles of 'international-mindedness' within the curriculum; development of greater understanding and appreciation/celebration of different cultures; development of 'learner attributes' – transferrable skills needed to succeed as a global citizen in an ever-changing world; further development of service opportunities.

Major Concern 1	<i>To continue to inspire and stimulate students to pursue academic excellence.</i>	
Targets	Strategies	Progress
1. To empower students to learn more effectively by 'learning how to learn'.	(a) Develop consistent, whole school approaches to teaching a range of study skills, including note-taking, revision techniques, etc.; integrate study skills into the taught curriculum and the PSE curriculum as necessary.	
	(b) Actively support collaboration between departments in developing common approaches to study skills, e.g. essay writing skills.	
	(c) Establish a Task Force to develop a whole school literacy policy.	
	(d) Strengthen provision of support for EAL students.	



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	(e) Continue to provide a Learning Support Room for studying and completing homework.	
2. To engage parents more in the learning process.	(a) Enhance communication channels between parents and the school through further development of the VLE.	
	(b) Introduce regular drop-in sessions for parents.	
	(c) Refine the arrangements for Back to School Night and Parent-Teacher Conferences.	
3. To enhance teaching effectiveness.	(a) Revise existing schemes of work and prepare new schemes of work as necessary for the new timetable due to be introduced in the 2016 – 2017 academic year.	
	(b) Refine the curriculum structure to ensure more focused teaching for HKDSE and IGCSE/GCE streams.	
	(c) Discuss strategies for supporting gifted students and those with specific learning difficulties, especially SEN/EAL students, in department meetings during the pre-term staff meetings.	
	(d) Regularly review learning progress (i.e. in monthly department meetings) by comparing the current level of attainment with target grades; provide additional support as necessary.	
	(e) Continue to actively support the development of a wide range of assessment for learning strategies through staff development.	
	(f) Continue to actively encourage a more collaborative culture by providing opportunities for cross-curricular peer observation.	
	(g) Engage the Innovative Teaching Committee in promoting and sharing creative teaching ideas.	
	(h) Provide professional development workshops for different focus groups, e.g. class teachers (delivering the PSE programme), middle managers, enriching teaching and learning, classroom management, etc.	



	(i) Continue to provide platforms (e.g. through Department Meetings and General Staff Meetings) for teachers to collaborate further and share good teaching practice.	
	(j) To 'mentor' selected teachers through the 'Teaching Teachers Mentoring Scheme' by providing opportunities to observe great teachers in action.	
	(k) Continue to encourage teachers to attend external seminars and courses for professional development.	
	(l) Continue to conduct lesson observations for staff development purposes. All teachers will be observed at least once per semester by Heads of Department and once a year by the Principal and/or Deputy Principals.	
	(m) Devise comprehensive descriptors for lesson observations and performance appraisal of subject teachers; conduct training of Heads of Department in assessing teaching quality; ensure consistent interpretation of descriptors by conducting joint observations.	
	(n) Update and improve IT equipment.	
	(o) Enhance teaching through the use of ICT and online resources.	
	(p) Introduce new VLE modules to support teaching and learning, e.g. Departmental Resources Pages.	
4. To encourage students to aim higher academically.	(a) Make greater use of the MidYIS and YELLIS data for academic target setting purposes.	
	(b) Review and refine the system of awards to publically recognize and reward academic achievement on a more regular basis throughout the school year.	
	(c) Further enhance the provision of careers and higher education guidance by strengthening the FUTURES programme: F.1 <u>F</u> inding yourself F.2 <u>U</u> nderstanding your choices F.3 <u>D</u> iscovering your personality <u>T</u> ype F.4 <u>U</u> nderstanding the availability of possible study paths and career choices	



	F.5 R esearch – workplace experience plus getting prepared for your study and career plan F.6 E xecuting your plan.	
	(d) Review and refine the provision of careers and higher education guidance within the PSE programme and progressively develop a range of skills, e.g. advice on choosing electives, interview skills, etc.	
	(e) Continue to provide more focused guidance about applying to university.	
	(f) Develop a VLE module to process university applications.	
	(g) Review and refine the process of elective selection and subject allocation.	

Major Concern 2		
<i>To foster whole person development based on the five core values of the school.</i>		
Targets	Strategies	Progress
1. To continue to align students' behaviour with the CARES principles and five core values of the school.	(a) Further develop and improve whole school approaches to discipline and guidance, including consistent strategies for dealing with behavioural and uniform issues.	
	(b) Reinforce the five core values in dealing with classroom management issues; develop a step-by-step procedure with clear guidelines for teachers.	
	(c) Further strengthen the Form 1 Induction Programme by ensuring a clear understanding of the five core values, with clear examples of how students can carry out and fulfill the core values in their daily lives.	
	(d) Regularly emphasize the SGDS themes during morning briefings, assemblies for students and in year team meetings and staff development for PSE for teachers.	
	(e) Embed the five core values into the curriculum (both PSE and academic); teachers refer to core values when planning lessons.	
	(f) Review and enhance awards and rewards for students, including merit and attendance awards.	
	(g) Introduce 'Values Postcards' based on the five core values: Appreciation, Service, Respect, Responsibility and Integrity.	



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	(h) Members of Leadership Team to deliver devotions based on the five core values to students during class teacher period.	
	(i) Increase class support for class teachers struggling with classroom management.	
	(j) Continue to increase home/school communication and cooperation involving parents in the values education.	
2. To further strengthen the concept of 'YHKCC Citizenship' and behaviour within the local community.	(a) Further educate students about good citizenship through the PSE curriculum and Form 1 Community Lunch.	
	(b) Review and monitor behaviour of students within the local community; set up a patrol duty for SGDS staff.	
	(c) Work with the PTA to further educate students as to their responsibilities as YHKCC citizens and positive members of the community.	
	(d) Make good use of assemblies and student briefings to further educate students about good behaviour in the community and share examples of good citizenship.	
	(e) Award students for good citizenship / behaviour on whole school and year levels by presenting them with a citizenship certificates.	
	(f) Public recognition of students who show good YHKCC citizenship via the school newsletter and/or the school's yearbook.	
	(g) Develop a Principal's letter to be sent home to students who exemplify YHKCC citizenship.	
3. To continue to empower student leaders.	(a) Extend opportunities for students to be involved in planning and managing ECA programmes.	
	(b) Introduce opportunities for students to be involved in school/campus management.	
	(c) Further develop the role of Prefects in the Student Mentorship Scheme.	



Major Concern 3		<i>To equip students with the skills needed for success in a multi-cultural, globalized world.</i>	
Targets	Strategies	Progress	
1. To integrate the principles of international-mindedness into the curriculum.	(a) Embed principles of international-mindedness within the taught curriculum (academic and PSE schemes of work) and the wider curriculum (ECAs, etc.)		
2. To further promote respect within multi-cultural environments.	(a) Continue to develop greater student involvement in different cultural events, social service and exchange programmes (i.e. IFF, SoW, Enrichment Week, trips to overseas/ mainland China)		
3. To cultivate 'glocal' citizens who can think globally and act locally.	(a) Provide greater variety of local and overseas service opportunities and work experience placements.		
	(b) Review the Community Service Scheme.		
4. To begin to develop a specific set of transferrable skills.	(a) Develop a commonly agreed set of 6–8 'learner attributes', e.g. confident, responsible, reflective, innovative and engaged.		



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DEVELOPMENT FOR 2016 – 2017 (MAJOR CONCERNS)

The major concerns for the 2016 – 2017 school year are as follows:

- 1. To enhance the quality of the education provided in the pursuit of academic excellence.**
- 2. To continue to foster values-based, whole-person development.**
- 3. To further equip students with the skills needed for success in a multi-cultural, globalized world.**