



YMCA of Hong Kong
Christian College

My Profile

NAME:

CLASS:

CLASS NUMBER:

STUDENT NUMBER:

HOUSE:

CLASS TEACHER(S):

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My Targets

SMART Target Setting – (For F.1 - F.3)

Set yourself three targets to achieve before the end of this year and review them at regular time intervals. Discuss your progress with your class teachers and subject teachers.

Your targets should be ...

***S**pecific **M**easurable **A**chievable **R**ealistic **T**ime related*

Category	Target	Thing(s) I need to do to achieve this target
Academic	1.	
Academic	2.	
Non-academic	3.	
Non-academic	4.	



SMART Target Setting – (For F.4 - F.6)

Set yourself three targets to achieve before the end of this semester and review them at regular time intervals. Discuss your progress with your class teachers and subject teachers. Your targets should be ...

Specific ***M***easurable ***A***chievable ***R***ealistic ***T***ime related

My Main Goal is

Category	Target	Thing(s) I need to do to achieve this target
Academic	1.	
Academic	2.	
Academic	3.	
Non-academic	4.	
Non-academic	5.	

SMART Target Setting – (For F.4 DSE - F.6 DSE) – cont’d

List three university/ post-secondary programmes you are interested in year.

	University	Programme
1.		
2.		
3.		

Set a target grade for the public examination subjects you are taking this year.

Nature	Subject	Target Grade
Core	English	
	Language: _____	
	Mathematics	
	Citizenship and Social Development	
Elective	X1: _____	
	X2: _____	
	X3: _____	
	(Optional)	
Total Points of Best 5 Subjects		



Student's Signature:

Class Teachers' Signature:

SMART Target Setting – (For F.4 IGCSE focused) – cont'd

List the three subjects that you think you would like to take at GCE A-level after you have completed your IGCSE studies.

	Subject
1.	
2.	
3.	

Set a target grade for the public examination subjects you are taking this year.

Subject	Target Grade	Subject	Target Grade
1.		5.	
2.		6.	
3.		7.	
4.		8.	
9.			



Student's Signature:

Class Teachers' Signature:

SMART Target Setting – (For F.5 GCE - F.6 GCE)

List three university/ post-secondary programmes you are interested in.

	University	Programme
1.		
2.		
3.		

Set a target grade for the public examination subjects you are taking this year.

Subject	Target Grade
Block A:	
Block B:	
Block C:	
Block D: Chinese Language	



Student's Signature:

Class Teachers' Signature:

School Information

School Name	: YMCA of Hong Kong Christian College 港青基信書院
School Address	: 2 Chung Yat Street, Tung Chung, Lantau 大嶼山東涌松逸街2號
Telephone No.	: 2988 8123
Fax No.	: 2988 2000
E-mail Address	: info@yhkcc.edu.hk
Website	: http://www.yhkcc.edu.hk
Sponsoring Body	: YMCA of Hong Kong 香港基督教青年會
Address	: 41 Salisbury Road, Tsimshatsui, Kowloon, Hong Kong 香港九龍尖沙嘴梳士巴利道41號

Vision and Mission

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 CARES principles.



We are committed to educating and nurturing each and every student, helping them to excel in their learning and develop the 14 intellectual character dispositions in the YHKCC Learner Profile.

The School Emblem, School Scripture and Motto



Meaning of the School Emblem

1. In the centre is the Bible with the words of the School Motto: Fides et Virtus (Faith and Strength). The Bible has the School Scripture (John: Chapter 10, Verse 10 – I have come that they may have life, and have it to the full.) It sets forth the aims and objectives of the School to provide all-round and quality education for the young generation, that their full potential be developed and that they can enjoy their lives in abundance.
2. “XP” are the Greek abbreviations for the emblem of early Christianity.
3. The triangle stands for the trinity within the Godhead: Father, Son and Holy Spirit. It also stands for the trinity within man: the spirit, the mind and the body.
4. A double circle: one stands for the completeness and unity of the total of life and God’s created order. The other symbolizes a wedding ring, showing friendship and love without end, among individuals.
5. The letters in English and Chinese are, of course, the School name.

Five Core Values

We have 5 core values which guide our school. These are:



National Anthem

中 華 人 民 共 和 國 國 歌

zhong hua ren min gong he guo guo ge

義 勇 軍 進 行 曲
(yi yong jun jin xing qu)

起來！不願做奴隸的人們！

qǐ lái bú yuàn zuò nú lì de rén men

把我們的血肉，築成我們新的長城！

bǎ wǒ men de xuè ròu zhù chéng wǒ men xīn de cháng chéng

中華民族到了最危險的時候，

zhōng huá mín zú dào le zuì wèi xiǎn de shí hou

每個人被迫著發出最後的吼聲，

měi ge rén bèi pò zhe fā chū zuì hòu de hǒu shēng

起來！起來！起來！

qǐ lái qǐ lái qǐ lái

我們萬眾一心，

wǒ men wàn zhòng yì xīn

冒著敵人的炮火前進，

mào zhe dí rén de pào huǒ qián jìn

冒著敵人的炮火前進！

mào zhe dí rén de pào huǒ qián jìn

前進！前進！進！

qián jìn qián jìn jìn

School Song

VERSE:

We believe in the Spirit of Love
Freely given from a power above.
It's the way to truly live,
A life that freely gives.

Y. H. K. C. C.

We're united in diversity!
Though we fall we never give in.
We will rise for love will win.

CHORUS:

Abundant life
is what we have together.
With Love and truth
we'll change our world for better.
In God we shall be strong.
By faith we live this song.

BRIDGE:

Arm in arm we'll walk together,
Hand in hand we'll stand.
Arm in arm we'll walk together,
Hand in hand we'll stand.

For no harm can crush or sever
What we know 'we can':
We can serve like MORRISON
We can serve like WILLIAMS
We can serve like CHAMBERS and TAYLOR

CHORUS:

Abundant life
is what we have together.
With Love and truth
we'll change our world for better.
In God we shall be strong.
By faith we live this song.

CODA:

Abundant life is what we share forever.

By Prof. Daniel K. L. Chua

Amazing Grace

- 1 Amazing grace!
 How Sweet the sound, that saved a wretch like me!
 I once was lost, but now am found,
 Was blind, but now I see.
- 2 'Twas grace that taught my heart to fear,
 And grace my fears relieved;
 How precious did that grace appear
 The hour I first believed!
- 3 When we've been there ten thousand years
 Bright shining as the sun.
 We've no less days to sing God's praise
 Than when we've first begun.

A Short Order of Assembly

Opening Sentences

Leader : The Lord be with you.

All : And also with you.

The Lord's Prayer

Our Father in heaven,
Hallowed be your Name,
Your kingdom come,
Your will be done,
On earth as in heaven.
Give us today our daily bread.
Forgive us our sins
As we forgive those who sin against us.
Lead us not into temptation
But deliver us from evil.
For the kingdom, the power,
And the glory are yours,
Now and forever. *Amen.*

The Grace

The Grace of our Lord Jesus Christ, and the love of God, and the fellowship of the Holy Spirit, be with us all forevermore. *Amen.*

School Library

In accordance with the school's core purpose, the school library aims to help students learn effectively and be equipped to succeed in life and the examinations that are often the gateway to a better future. Our library offers a diverse collection of books, multimedia resources, magazines, and digital newspapers for both leisure and academic purposes. We encourage all school community members to fully utilize our library's resources and foster strong reading habits.

Opening hours: 8:30 a.m. – 5:00 p.m. on school days

Library services and regulations:

- Students may borrow five books for two weeks using their Student Card. If books have not been reserved, they can be renewed once.
- Practice papers for public examinations can be borrowed for one week only. If books have not been reserved, they can be renewed once.
- Dictionaries, reference books, e-newspapers and magazines must be read inside the library.
- For each overdue item, a fine of \$1 per day is charged, with a maximum charge of \$100.
- For each lost or damaged item, a fine equivalent to the list price of the item plus the replacement costs (20% of the list price of the lost item) is charged.
- A multi-functional copier is available for student use. Payment is \$0.5 per page for black-and-white copies and \$1.5 per page for colour copies. Students can also print in the Student Learning Centre (SLC).
- Students can search for our library collection remotely using our online catalogue, *LibraryCEO* (<https://www.libraryceo.com/yhkcc/opac/>). We also provide an app version available in the Google Play and Apple App Store.

Parent-Teacher Association

We encourage parents to play a more active role in the activities organized by the school. Every year, the PTA works hand in hand with the school in a variety of activities through which mutual support and understanding are demonstrated, e.g. International Fun Fair. It also organizes many activities for students and their parents, e.g. seminars, barbecues and outings.

Floor Plan of the School

MR

Fitness Centre		
		A

7/F

Store Room	702D Fine Arts Centre	702C	702B Fine Arts Centre	702A	701 Chapel
B	Library				A

6/F

		605	604B	604A STEAM Lab	603 Server Room	602B 6C	602A 6M	601 6Y
B	611 Physics Lab							A
		612 Chemistry Lab						

5/F

		506 5K	505 5H	504 5A	503 5C	502 5M	501 5Y		
B	512 I.S. Lab					514C 6H		514B 6A	A
						Trinity Hall			

4/F

		406 3K	405 3H	404 3A	403 3C	402 3M	401 3Y	
B	412 Biology Lab				413C	413B 6K	413A	A
						415 AV Control Room		

3/F

		306 2K	305 2H	304 2A	303 2C	302 2M	301 2Y	
B	312 Store Room				313B 4K	313A 4H	314 H.E. Room	A
						315 School Hall (Balcony)		

2/F

		206 1K	205 1H	204 1A	203 1C	202 1M	201 1Y	
B	212 Wellness Studio		213B English Room		213A Chinese Room		A	
						School Hall		

Music Block

1/F

Promenade				106 Staff Common Room	105 4A	104 4C	103 4M	102 4Y	101 Conference Room	
Studio 2	Link Bridge	B	112 Staff Room							A
				113A Careers Centre	113 Student Learning Centre	114A Drama Studio	114 SWT Office	115 Leadership Team Office		

G/F

P.E. Classroom				Changing Room	Medical Room	Social Worker Room	General Office	Parents Waiting Area	Admission Office		
Concourse		B	Canteen							A	
Studio 1					Staff Room (P.E.)			P.E. Store Room			
Running Tracks, Long Jump Sand Pit, College Green					Basketball/ Volleyball Court			Covered Playground		Football Pitch	

School Leadership Team

Principal	: Ms. Diana Lo
Deputy Principal (International Curriculum)	: Mr. Andrew Higgins
Deputy Principal (School Administration)	: Mr. Wallace Lau
Assistant Principal (Examinations)	: Ms. Kit Ng
Assistant Principal (Student Development)	: Mr. Isaac Chiu
Head of Local Curriculum	: Ms. Jessica Choi
Head of Student Wellbeing	: Mr. Angus Yung

Quality Assurance Committee

Head of QAC	: Mr. Paul Wong
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Academic Departments

Head of Business & Technology	: Mr. Matthew Clarke
Head of Chinese	: Ms. Sarah Sze
Deputy Head of Chinese	: Ms. Emma Man
Head of Creative Arts	: Ms. Patsa Heung
Head of English	: Mr. Chris McLaren
Head of Humanities	: Mr. Eric Wong
Head of Mathematics	: Dr. David Dy
Deputy Head of Mathematics	: Ms. Serra Kim
Head of Physical Education	: Mr. Samuel Allen
Head of Science	: Mr. Jonathan Yip

Student Wellbeing Team

Head of Student Wellbeing	: Mr. Angus Yung
Assistant Head of Student Wellbeing	: Ms. Vienna Chang
Form 1 Heads of Year	: Ms. Betty Choi & Mr. Nicholas Chu
Form 2 Heads of Year	: Ms. Yuko Kanna & Mr. Paul Wong
Form 3 Heads of Year	: Ms. Stephanie Ho & Mr. Evaristo Mayemba
Form 4 Head of Year	: Ms. Jacqueline Le
Form 5 Head of Year	: Mr. Paul Williams
Form 6 Head of Year	: Mr. Brian Yip

Student Support Team

Social Worker	: Ms. Rovena Tse
Educational Psychologist	: Mr. Rickie Hung
School Nurse	: Ms. Carrie Chau
Fee Remission & Scholarship Coordinator	: Ms. Annie Cheng Ms. Yuko Kanna
Head of SEN	: Ms. Iris Yau
EAL Coordinator	: Ms. Benisha Fernandes
EAL Assistant	: Ms. Tracy Zhao

Extra-curricular Activities and Service

Head of ECA	: Ms. Charlotte Leung
Deputy Head of ECA	: Mr. Andrew Koo
Head of Community Service	: Ms. Stephanie Ho

Careers

Head of Careers & Higher Education	: Mr. Anders Lam
Careers & Higher Education Counsellor	: Ms. Michelle Ng

Administrative Staff

School Secretary	: Ms. Ada Ching
Executive Officer	: Ms. Bonnie Shing
Admissions Officer	: Ms. Cherry Chen
Senior Accounting Officer	: Mr. Alfon Lam
Accounts Clerk	: Ms. Tracy Chan
Communication & Marketing Manager	: Ms. Ankie Fok
Student Activities Officer	: Mr. Joshua Bukowicki
Purchasing Officer	: Ms. BoBo Leung
Receptionist	: Ms. Francesca Aguiatan
Laboratory Technicians	: Mr. Chun Pong Sin Mr. Stephen Leung
IT Officers	: Mr. Kenny Kwok Mr. Elvio Ngai
IT Assistant	: Mr. Kelvin Lo
AV Technician	: Ms. Jenifer Chavez
School Nurse	: Ms. Carrie Chau
School Librarian	: Ms. Miranda Leung

Class Teacher List

Class	Class Teacher	Home-room
<i>Form 1</i>		
1Y	Mr. Itsham Shahid* Ms. Tracy Zhao	201
1M	Ms. Charmaine Leung* Mr. John Wong	202
1C	Ms. Verna Kwong* Mr. Kevin Wong	203
1A	Mr. Yusuf Alejo Ms. Vasti Tang*	204
1H	Mr. Charles Britton Ms. Joyce Puk*	205
1K	Mr. Ringo Ma Ms. Altnayn Tamerlanova	206

<i>Form 2</i>		
2Y	Ms. Lovepreet Kaur* Mr. Hong Shing Lee	301
2M	Mr. Sijan Gurung* Ms. Cris Zhang	302
2C	Ms. Natalie Lau Mr. James Ma*	303
2A	Mr. Murphy Meng Ms. Julia Wang*	304
2H	Ms. Kiran Budhrani* Mr. Jimmy Sin	305
2K	Ms. Kitty Chan* Mr. Richard Nadar	306

<i>Form 3</i>		
3Y	Ms. Alison Chan Mr. Bill Chan*	401
3M	Ms. Jacqueline Chiu Ms. Rita Cheung*	402
3C	Mr. Jocelyn Gagnon* Ms. Melody Lo	403
3A	Ms. Sarah Mendoza* Mr. Ryan Puk	404
3H	Ms. Tiffany Poon* Mr. Mark Clemenson	405
3K	Ms. Katia Dionisio* Mr. Chris Wong	406

Class	Class Teacher	Home-room
<i>Form 4</i>		
4Y	Mr. Herald Pedregosa	102
4M	Mr. Vermouth Hung	103
4C	Ms. Serra Kim	104
4A	Ms. Maggie Yeung	105
4H	Ms. Jennifer Fong	313A
4K	Mr. Louis Joseph	313B

<i>Form 5</i>		
5Y	Mrs. Dimple Deans	501
5M	Ms. Emma Man	502
5C	Mrs. Lisa Baczkowski	503
5A	Mrs. Sarah Williams	504
5H	Dr. Sanjukta Ghosh	505
5K	Ms. Yvette Morin	506

<i>Form 6</i>		
6Y	Ms. Holly Tau	601
6M	Mr. Andrew Koo	602A
6C	Ms. Wendy Chow	602B
6A	Ms. Annie Cheng	514B
6H	Ms. Becky O'Brien	514C
6K	Ms. Hee Jo Han	413B

* SEQTA Contact

Subject Teacher List

Business & Technology Department

Mr. Matthew Clarke	Ms. Kiran Budhrani
Ms. Annie Cheng	Ms. Altynai Tamerlanova

Chinese Department

Ms. Sarah Sze	Ms. Emma Man
Ms. Alison Chan	Ms. Kit Ng
Ms. Kitty Chan	Ms. Joyce Puk
Ms. Vienna Chang	Mr. Ryan Puk
Ms. Rita Cheung	Ms. Julia Wang
Ms. Stephanie Ho	Mr. John Wong
Ms. Natalie Lau	Ms. Maggie Yeung
Mr. Hong Shing Lee	Ms. Cris Zhang

Creative Arts Department

Ms. Patsa Heung	Ms. Keisha Martinez
Mr. Edgar Caole	Ms. Anne Roberts
Ms. Lorraine Chow	Mrs. Sarah Williams
Ms. Yvette Morin	

English Department

Mr. Christopher McLaren	Mr. Jocelyn Gagnon
Mrs. Lisa Baczkowski	Ms. Yuko Kanna
Mr. Charles Britton	Ms. Lovepreet Kaur
Ms. Jessica Choi	Ms. Charlotte Leung
Mr. Mark Clemenson	Ms. Sarah Mendoza
Ms. Katia Dionisio	Ms. Tiffany Poon
Ms. Benisha Fernandes	Ms. Tracy Zhao
Ms. Jennifer Fong	

Humanities Department

Mr. Eric Wong	Ms. Charmaine Leung
Mr. Yusuf Alejo	Ms. Melody Lo
Mr. Isaac Chiu	Mr. Evaristo Mayemba
Mr. Vermouth Hung	Mr. Richard Nadar
Mr. Andrew Koo	Mr. Herald Pedregosa
Ms. Verna Kwong	Mr. Jimmy Sin
Mr. Anders Lam	Mr. Paul Williams
Mr. Wallace Lau	Mr. Paul Wong
Ms. Jacqueline Le	

Mathematics Department

Dr. David Dy	Mr. Louis Joseph
Mr. Peter Chan	Ms. Serra Kim
Ms. Betty Choi	Mr. James Ma
Ms. Wendy Chow	Mrs. Leanne Mehaffey
Mrs. Dimple Deans	Mr. Murphy Meng
Ms. Hee Jo Han	Ms. Vasti Tang
Mr. Andrew Higgins	Ms. Iris Yau

Physical Education Department

Mr. Samuel Allen	Mr. Itsham Shahid
Mr. Ringo Ma	Ms. Holly Tau
Ms. Becky O'Brien	

Science Department

Mr. Jonathan Yip	Mr. Tommy Kwan
Mr. Bill Chan	Mr. Itsham Shahid
Mr. Nicholas Chu	Mr. Chris Wong
Dr. Sanjukta Ghosh	Mr. Kevin Wong
Mr. Sijan Gurung	Mr. Brian Yip
Mr. Michael Ku	Mr. Angus Yung

Teacher Email List

Teachers	E-mail (@yhkcc.edu.hk)
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Mr. Charles Britton	charles.britton
Mr. Edgar Caole	edgar.caole
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Mr. Peter Chan	peter.chan
Ms. Kitty Chan	kitty.chan
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Ms. Vienna Chang	vienna.chang
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Ms. Wendy Chow	wendy.chow
Ms. Lorraine Chow	lorraine.chow
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Mrs. Dimple Deans	dimple.deans
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Ms. Jennifer Fong	jennifer.fong
Mr. Jocelyn Gagnon	jocelyn.gagnon
Dr. Sanjukta Ghosh	sanjukta.ghosh
Mr. Sijan Gurung	sijan.gurung
Ms. Hee Jo Han	heejo.han

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Ms. Stephanie Ho	stephanie.ho
Mr. Vermouth Hung	vermouth.hung
Ms. Ivy Ip	ivy.ip
Mr. Louis Joseph	louis.joseph
Ms. Yuko Kanna	yuko.kanna
Ms. Lovepreet Kaur	lovepreet.kaur
Ms. Serra Kim	serra.kim
Mr. Andrew Koo	andrew.koo
Mr. Michael Ku	michael.ku
Mr. Tommy Kwan	tommy.kwan
Ms. Verna Kwong	verna.kwong
Mr. Anders Lam	anders.lam
Mr. Wallace Lau	wallace.lau
Ms. Natalie Lau	natalie.lau
Ms. Jacqueline Le	jacqueline.le
Mr. Hong Shing Lee	hongshing.lee
Ms. Charmaine Leung	charmaine.leung
Ms. Charlotte Leung	charlotte.leung
Ms. Melody Lo	melody.lo
Ms. Diana Lo	diana.lo
Mr. James Ma	james.ma
Mr. Ringo Ma	ringo.ma
Ms. Emma Man	emma.man
Ms. Keisha Martinez	keisha.martinez
Mr. Evaristo Mayemba	evaristo.mayemba
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Ms. Sarah Mendoza	sarah.mendoza
Mr. Murphy Meng	murphy.meng
Mr. Jiménez Miguel	jimenez.miguel

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Ms. Becky O'Brien	rebecca.obrien
Ms. Kit Ng	kitying.ng
Mr. Herald Pedregosa	herald.pedregosa
Ms. Tiffany Poon	tiffany.poon
Ms. Joyce Puk	joyce.puk
Mr. Ryan Puk	ryan.puk
Ms. Anne Roberts	anne.roberts
Mr. Itsham Shahid	itsham.shahid
Mr. Jimmy Sin	jimmy.sin
Ms. Sarah Sze	sarah.sze
Ms. Altynai Tamerlanova	altynai.tamerlanova
Ms. Vasti Tang	vasti.tang
Ms. Holly Tau	holly.tau
Ms. Cindy Tsoi	cindy.tsoi
Ms. Julia Wang	julia.wang
Mr. Paul Williams	paul.williams
Mrs. Sarah Williams	sarah.williams
Mr. John Wong	john.wong
Mr. Eric Wong	eric.wong
Mr. Paul Wong	paul.wong
Mr. Chris Wong	chris.wong
Mr. Kevin Wong	kevin.wong
Ms. Iris Yau	iris.yau
Ms. Maggie Yeung	maggie.yeung
Mr. Brian Yip	brian.yip
Mr. Jonathan Yip	jonathan.yip
Mr. Angus Yung	angus.yung
Ms. Cris Zhang	cris.zhang
Ms. Tracy Zhao	tracy.zhao

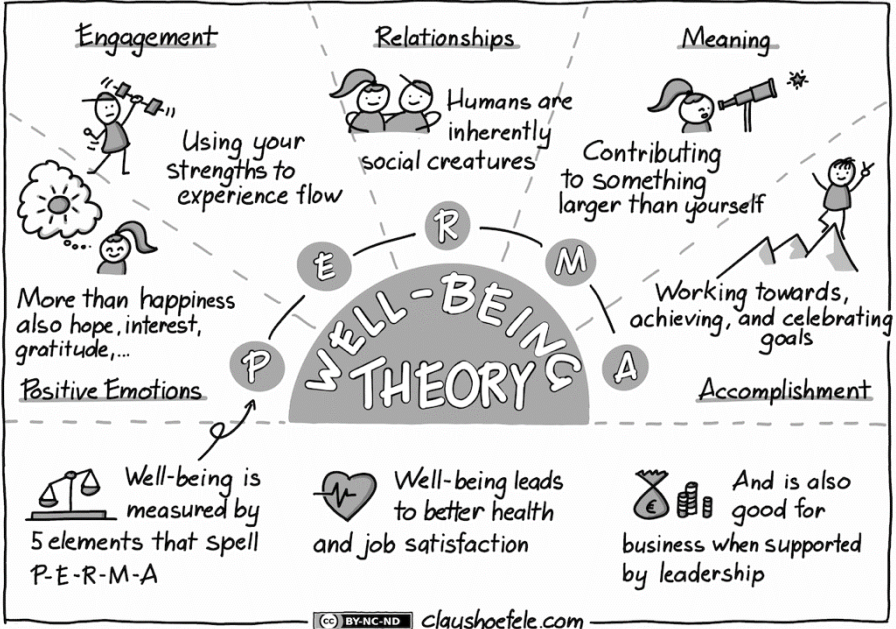
Teaching Staff

- Ms. LO Yu Man Diana 盧裕敏; B.Sc. (Hons), PGDE, M.Ed.
Mr. HIGGINS Andrew James 許安德; B.Sc. (Hons), PGCE
Mr. LAU Siu Lung (Wallace) 劉少龍; B.A. (Hons), PGDE
Ms. NG Kit Ying 吳潔盈; B.A. (Hons), PGDE, Ad. PGDE, M.Phil., M.A.
Mr. CHIU King Sum (Isaac) 招敬琛; B.Soc.Sc. (Hons), PGDE, M.A.
Ms. CHOI Jessica Vivian 崔穎詩; B.A., B.Ed. (Hons)
Mr. YUNG Angus Yu Ching 翁于正; B.Sc. (Hons), PGDE
Mr. ALEJO Yusuf Oluwanisola; B.A., B.Ed., M.A.
Mr. ALLEN Samuel Josef; B.Ed.
Ms. ANG Naomi Isis Castor; B.Soc.Sc. (Hons)
Mrs. BACZKOWSKI Lai Shan Lisa 葉麗珊; B.Ed. (Hons), TESOL
Mr. BRITTON Charles Robert (Charles); B.A. (Hons)
Ms. BUDHRANI Kiran; H.Dip., MBA, PGCE
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Ms. CHEUNG Wai Ni (Rita) 張瑋妮; B.A. (Hons), M.A.
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Mr. CHU King Lim Nicholas 朱景廉; B.Sc., B.Ed., M.A.
Mr. CLARKE Matthew Justin; L.L.B. (Hons), PGCE
Mr. CLEMENSON Mark David; B.A. (Hons), PGCE
Mrs. DIMPLE DEANS Rose; B.Sc. (Hons), M.Sc., PGDE
Ms. DIONISIO Katia Ysabel Cruz 王雨婷; B.A. (Hons), PGDE
Mr. DY Chun Yin (David) 李俊彥; BSc, M.Phil., Ph.D., PGDE
Ms. FERNANDES Benisha Beverly; B.Soc.Sc. PGDE
Ms. FONG Jennifer; B.A., TESOL, TEFL, M.Soc.Sc., PGCE

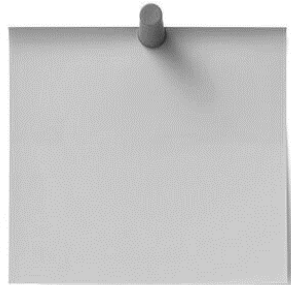
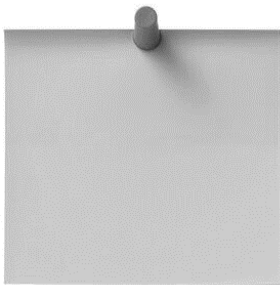
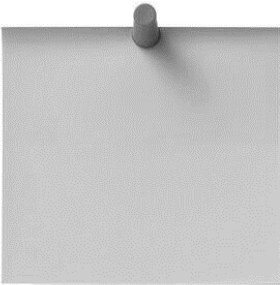
Mr. GAGNON Jocelyn; B.A. (Hons), PGDE, TEFL, TESOL, M.Ed.
Dr. GHOSH Sanjukta; B.Sc. (Hons), M.Sc., Ph.D., PGCE
Mr. GURUNG Sijan 古龍斯正; B.Eng. (Hons), PGCE
Ms. HAN Hee Jo 韓喜朝; B.Sc., M.Sc., PGDE
Ms. HEUNG Pak Yan (Patsa) 香柏欣; B.A. (Hons), M.V.A., PGDE
Ms. HO Wing Kwan (Stephanie) 何穎鈞; B.A. (Hons), PGDE
Mr. HUNG Chun Wai (Vermouth) 洪振威; B.A. (Hons) & B.Ed. (Hons)
Ms. IP Oi Wah (Ivy) 葉愛華; B.Soc.Sc. (Hons)
Mr. JOSEPH Louis Anthony Ulysses; B.L. (Hons), PGCE
Ms. KANNA Yuko 漢那祐子; B.A., B.Ed. (Hons)
Ms. KAUR Lovepreet 李妍愛; B.Ed. (Hons)
Ms. KIM Serryoung 金抒暎; B.Sc. (Hons), M.Ed., PGDE
Mr. KOO Man Chun (Andrew) 顧文俊; B.A. (Hons), PGDE
Mr. KU Man Chiu (Michael) 顧文超; B.Sc. (Hons), PGDE
Mr. KWAN Tin Fu (Tommy) 關天富; B.Sc. (Hons), PGDE, M.Med.Sc., M.Phil., M.Ed.,
Cert. (Guidance & Discipline), MRSB
Ms. KWONG Lo Ming (Verna) 鄺路明; B.A., M.Sc., PGDE
Mr. LAM Yuk Pui (Anders) 林彥培; B.A. (Hons), M.A., PGDE
Ms. LAU Wing Kum Natalie 劉詠琴; B.Ed., M.Ed.
Ms. LE Jiaying (Jacqueline) 樂佳穎; B.Law., M.A. PGDE
Mr. LEE Hong Shing 李康誠; B.A. (Hons), PGDE
Ms. LEUNG Charmaine Amy 梁淑銘; B.A. (Hons), MBA, PGD (Psy), PGDE, M.A., Cert. (Careers)
Ms. LEUNG Sin Hang Charlotte 梁善恆; B.A., B.Ed.
Ms. LO Tsz Tung Melody 羅子桐; B.A.
Mr. MA Ka Chun (James) 馬嘉駿; B.Eng.
Mr. MA Wing Hong (Ringo) 馬永康; B.Ed. (Hons), M.A., Prof. Dip. (Discipline),
PG. Dip. (Sports & Rec. Mgt.)
Ms. MAN Yiu Ling (Emma) 萬堯鈴; B.A., B.Ed., M.Ed.
Ms. MARTINEZ Keisha Mei Maglaque; B.F.A. (Hons)
Mr. MAYEMBA Evaristo Lucas; B.A., M.A., M.Sc., PGCE
Mr. MCLAREN Christopher Ross; M.A. PGDE
Mrs. MEHAFFEY Leanne Rachel; B.Sc. (Hons); PGCE
Ms. MENDOZA Sarah Jane Ramos; B.A.
Mr. MENG Qingyi 孟慶毅; B.Sc. & B.Ed., M.Ed.
Ms. MORIN Yvette Suzanne; B.F.A., M.Ed.

- Mr. NADAR Richard Seenivasagam; B.A., M.A., B.Ed., M.Ed.
Ms. O'BRIEN Rebecca Ann; B.Sc. (Hons); PGCE
Mr. PEDREGOSA Herald Israel Capayas; B.Sc., PGCE
Ms. POON Tiffany May 潘恩霖; B.A. (Hons), M.A., PGDE
Ms. PUK Yee Ting (Joyce) 濮綺婷; B.A., PGDE
Mr. PUK Wan Cheung (Ryan) 卜勻翔; B.Ed.
Ms. ROBERTS Anne 羅文凱; B.Ed. (Hons), A.Cert. (Nutrition), A. Dip.
(Child & Adolescent Nutrition)
Mr. SHAHID Itsham; B.Sc., PGCE
Mr. SIN Ching Yin Jimmy 冼正言; B.A., PGDE
Ms. SZE Hung Hung (Sarah) 施紅紅; B.A. (Hons), M.A., PGDE
Ms. TAMERLANOVA Altnai; B.Ed. (Hons)
Ms. TANG Vasti 鄧巧喬; B.Sc. (Hons)
Ms. TAU Ho Yee (Holly) 陶可兒; B.Ed. (Hons), PGDE
Ms. TSOI Lai Ling (Cindy) 蔡麗玲; B.Sc. (Hons), PGDE
Ms. WANG Yizhou (Julia) 汪逸舟; B.Ed. (Hons), M.A.
Mr. WILLIAMS Paul Douglas Alan; B.A. (Hons), PGCE
Mrs. WILLAAMS Sarah Mary; B.A.E. (Hons)
Mr. WONG Cheuk Ming (John) 黃卓銘; B.A. (Hons) M.A.
Mr. WONG Chi Kin (Eric) 黃智建; B.Soc.Sc., PGDE
Mr. WONG Hoi Fung Paul J. 黃凱峯; B.A. (Hons), M.U.P., PGDE
Mr. WONG Lok Man (Chris) 黃樂敏; B.Sc., MPhil
Mr. WONG Poon Wing (Kevin) 黃潘詠; B.Sc., Mphil, PGDE
Ms. YAU Ho Wun Iris 邱皓媛; B.Sc. (Hons), PGDE
Ms. YEUNG Sin Tung (Maggie) 楊倩桐; B.A. (Hons), PGDE
Mr. YIP Che Hoo (Brian) 葉智皓; B.Sc.
Mr. YIP Sai Cheong (Jonathan) 葉世昌; B.Sc (Hons), PGDE, M.A.
Ms. ZHANG Yue (Cris) 張悅; B.A., M.A.
Ms. ZHANG Yunxiao (Tracy) 趙芸笑; B.A., M.A., TESOL

My Wellbeing



Please take a moment to write down 3 self-care strategies you can use to support your wellbeing.



Student Wellbeing Team

Head of Student Wellbeing

The Head of Student Wellbeing is a member of the Leadership Team. He works closely with the Assistant Head of Student Wellbeing, Heads of Year and the Student Support Team (School Social Workers, Educational Psychologist and Head of SEN), to coordinate the support, guidance and discipline of students in collaboration with teachers, students and parents, in addition to outside agencies where appropriate. He is also responsible for whole-school wellbeing initiatives, retreat programmes, pastoral care staff training, PSHE curriculum design and implementation, the Adopt-a-Charity campaign and the Know My Students Survey. He promotes and upholds the school's five core values and plays a leading role with regard to safeguarding and child protection issues in school.



Mr. Angus Yung
angus.yung@yhkcc.edu.hk

Heads of Year

Each form has one or two Head(s) of Year, who oversee student wellbeing at that level. The Heads of Year(s) work closely with the Head of Student Wellbeing to create the PSHE curriculum, form assemblies, year theme, Adopt-a-Charity fundraising, wellbeing initiatives and affirmation certificates and prizes. The Head(s) of Year also monitor attendance, punctuality and individualized interventions to support students in their wellbeing and learning. The Head(s) of Year lead the Class Teacher Team in pastoral care. They work with the Student Support Team and liaise with parents and guardians, as appropriate.



Class Teachers

YHKCC students have two Class Teachers in Forms 1 – 3 and one Class Teacher in Forms 4 – 6. The Class Teachers lead the morning devotion and wellbeing activities, providing a nurturing start to each school day. They deliver the weekly PSHE lesson and participate in enrichment activities to build community spirit and belonging. Class Teachers also monitor student wellbeing and they are the main point of contact for parents and guardians. After Progress Reports are issued, Class Teachers meet students to review and discuss their reflection booklets.



Educational Psychologist

Hi! My name is Rickie Hung. I am a Registered Educational Psychologist. I serve the school by helping students to learn more effectively and helping parents to support their children. For students who have learning difficulties, I can provide a variety of psychological assessments (e.g. tests of IQ, academic skills, attention levels and emotional wellbeing) to help students know more about their own abilities and find ways to tackle their difficulties. I also provide counselling and training to help students enhance their skills in studying, stress management, and socio-emotional and behavioural regulation.



Mr. Rickie Hung
rickie.hung@yhkcc.edu.hk



Ms. Rovena Tse
rovena.tse@yhkcc.edu.hk

School Social Worker

Hi everyone! My name is Rovena. I offer individual or group counselling service for students that address a range of issues, including educational, relational, emotional, family and personal challenges which may affect their wellbeing. I can provide crisis intervention services for students with urgent needs and referral services for professional follow up when necessary. The School Social Workers also run programmes, including the Form 1 Mentorship Programme and various types of group activities to meet the needs of our students. I look forward to meeting you soon and providing the support you need.

SEN Department

Hello! My name is Iris Yau. I am the Head of Special Educational Needs (SEN) at the YHKCC. I work with students with various special educational needs, to ensure that they receive the assistance they need to access the curriculum. The SEN team regularly provides academic and emotional support for students with special needs during lessons, self-study periods and after school. We also make special arrangements for internal and public examinations, and assist students in planning their careers.



Ms. Iris Yau
iris.yau@yhkcc.edu.hk

My Conduct

YHKCC Code of Conduct

The purpose of the Code of Conduct is to establish clear expectations and provide guidance regarding behaviour. The main aim is to create a safe environment that is conducive to learning so that students can derive the greatest benefit from their education at the YHKCC. Students are therefore expected to act and behave in accordance with the school's values and conduct themselves appropriately in school and in the local community. In instances where behaviour is inappropriate or students display a significant lack of responsibility, guidance will be given and expectations, boundaries and consequences will be reinforced.

General Guidelines and Daily Expectations

Students are expected (to):

1. uphold the core values of the school at all times including in the community, and on school activities and trips;
2. be polite and considerate at all times and uphold the highest level of courtesy;
3. strictly follow the Punctuality and Attendance Policy;
4. use their Student ID for attendance to school;
5. bring their Student Handbook and all appropriate materials for lessons. Any electronic devices (e.g. iPad, laptop) brought to school shall be used for academic purposes only and at their own risk;
6. mobile phones, if brought to school, will be collected and safely stored during the school day and returned at the end of the school day;
7. students who miss school for any reason are required to submit a doctor's note and/or parent's letter to the school within one week of returning to school;
8. use non-abusive and respectful language;
9. not to bring any items to school that have no educational value;
10. not to bring any illegal or dangerous items to school at any time;
11. not litter in school and ensure that the campus remains clean and tidy.

Uniform

The school uniform is the most visible source of identity within the local community. In effect YHKCC students are mobile 'adverts' for the school. As such, the school uniform must be worn with pride at all times. It is important to understand that individual students have a personal responsibility, both to the school and to their fellow students, to positively represent the YHKCC to the community and uphold the school's values by their behaviour in words and actions. Students are expected to wear the school PE uniform for PE lessons and sports activities.

Uniform

Boys

SHIRT

Summer: Short-sleeved white school shirt, plain white undershirt, school cardigan.

Winter: A long-sleeved, white school shirt and school tie. School sweater and dark grey school jacket.

TROUSERS

Summer: Dark navy school trousers and plain black leather belt.

Winter: Dark grey school trousers and plain black leather belt.

SOCKS

School socks or navy-blue socks above the ankle.

SHOES

Low-heeled, smart plain black leather or faux leather shoes. Canvas shoes, suede shoes, training shoes or shoes with non-matching coloured soles are *not* permitted.



Summer Uniform



Winter Uniform

Girls

Summer Uniform



Winter Uniform

SHIRT

Summer: Short-sleeved white school blouse and girl's tie, plain white undershirt or underwear, school cardigan.

Winter: A long-sleeved, white school shirt and school tie. School sweater and dark grey school jacket.

SKIRT

Summer: Approximately knee-length blue school skirt.

Winter: Approximately knee-length dark grey school skirt or dark grey school trousers.

SOCKS

Summer: School socks or plain white socks above the ankle.

Winter: School socks or dark grey socks above the ankle or black opaque tights.

SHOES

Low-heeled, smart plain black leather or faux leather shoes. Canvas shoes, suede shoes, training shoes or shoes with non-matching coloured soles are *not* permitted.

Uniform

Outdoor Clothing

School Sweater

(For both Summer and Winter Uniform)



Overcoat and School Scarf

(For Winter Uniform)



Fleece Jacket

(For all Forms)



Hoody

(Only for Form 5 and Form 6)



Uniform

PE Uniform

Summer



PE SHIRT

A school house PE shirt.

PE SHORTS

Black school PE shorts.

SPORT SHOES

Sports shoes.

Winter



PE SHIRT

A school house PE shirt.

PE TRACKSUIT

School PE tracksuit.

SPORT SHOES

Sports shoes.

Uniform

Other Items

Girls



HAIR

Hairstyles should be neat and tidy. Hair must be of a natural colour.
Hair clip must be of dark blue or black colour

FACE

Make-up is **not** allowed.

EARS

Girls may only wear one discrete pair of gold or silver stud earrings.

Boys

HAIR

Hairstyles should be neat and tidy. Hair must be of a natural colour.

FACE

Facial hair must be neat and tidy.

EARS

Boys are **not** allowed piercings of any kind.



Students are not permitted to wear any accessories (e.g. bracelets, anklets, rings, etc.). Any special request to wear religious items must be made through a parents letter and approved by the student's Head of Year.

Students who come to school wearing incorrect uniform or neglect to bring the correct PE uniform are required to purchase the corresponding uniform item(s) from the General Office.

Expectations of Student Conduct – Five Core Values

A disciplined and structured environment is needed to provide students with the opportunity to achieve their academic potential, learn important life skills and develop the social and community awareness necessary to succeed in an increasingly globalized world. The YHKCC rules and regulations are based on the school's five core values.

YHKCC students will:

Build a Community that Cares

- always celebrate and respect the racial, religious and cultural diversity of the school community;
- keep the school tidy and clean;
- only eat food in designated areas of the school and always clean up after themselves;
- promote recycling and green living both inside and outside school;
- uphold the core values both inside and outside school to demonstrate our own care and consideration for the rights and rules of the wider community.

Serve One Another in Love

- at all times treat others as they themselves would like to be treated;
- conscientiously think of others and help to support anyone in need;
- greet guests respectfully and make them feel welcome;
- always remember to use good manners by saying 'Excuse me', "Please" and "Thank you", and open doors for staff, visitors and guests;
- offer to help fellow students and members of staff when they are in need;
- approach each other with a friendly, positive and cheerful attitude;
- work together as a team and embrace a positive attitude towards social awareness and responsibility for the community.

Respect Ourselves and Others

- respect all members of the community with equal respect regardless of background, status, race or religion, e.g. students will respect janitors in the same way as the Principal;
- be patient and courteous at all times, and do not interrupt conversations;
- respect teachers and peers by attending lessons punctually with all the correct materials;
- respect the learning of others and avoid disrupting the learning environment;
- refrain from using inappropriate language both inside and outside school;
- respect their own property and the property of others.

Be Responsible

- always take and accept responsibility for their actions and, when necessary, learn from their mistakes;
- be responsible for their punctuality and attendance;
- take responsibility for their own learning by always completing work to the very best of their ability and submitting homework punctually;
- focus on achieving their SMART targets;
- wear the school uniform with pride at all times, both inside and outside school;
- take responsibility for their own possessions and not leave school bags and personal belongings unattended;
- not bring an excessive amount of money or valuables to school as personal loss or damage will be at the students' own risk;
- immediately report any damage to school property to their Class Teacher or the General Office (students are expected to pay for any wilful damage);
- for safety reasons, only enter specialist rooms when accompanied by a member of staff, including the School Hall, Trinity Hall, Fine Arts Centre, Music Block and laboratories;
- not engage in any potentially dangerous activities on school premises or in the community to prevent accidents.

Act with Integrity

- conduct themselves in an honest and trustworthy manner;
- always try to do what is right even when faced with difficult decisions;
- think before acting and consider the consequences of their actions, not only for themselves, but also for other members of the community;
- respect academic honesty and acknowledge any sources used.



Punctuality

- Students must arrive at school before **8:05 a.m.** and be in their classrooms for the Class Teacher Period by **8:10 a.m.**
- Latecomers must show their Student ID Card at the Main Gate or the General Office and write their names in the Latecomers Record Book before proceeding to the classroom.

Attendance

During the academic year, students are expected to attend school every day that the school is in session. If students attend lessons for less than **90%** of the total number of instructional time, s/he will not be considered to have a complete academic record and may be required to repeat the year. Attendance is taken in every lesson. Students in the graduating class will be given a certificate of attendance rather than a graduation certificate, and may not be allowed to attend the graduation ceremony.

Parents should make every effort to ensure full attendance and, as far as possible, try to schedule medical and dental appointments after school or on the weekend. At the end of each semester, students with perfect attendance records will be awarded a 100% attendance certificate.

Absence

If students are absent from school, they are expected to complete the work missed as soon as possible. It is the student's responsibility to proactively inquire about any missed work during a period of absence and ensure that it is completed by the due date or communicate a new one with the subject teacher.

The school is required to inform the Education Bureau if students are absent from school for 7 consecutive school days. Extended absence from school, even if deemed acceptable, will inevitably affect the academic progress of students.

Certain circumstances are recognized as valid reasons for a student to miss school, but absence for any other reason is unacceptable. Each student is given a maximum of 5 days of acceptable absence within the academic year.

Acceptable reasons for absence from school include the following:

- Physical or emotional illness as verified by a doctor or dentist.
- Hospital stays as verified by a doctor or dentist.

-
- Recuperation from an accident as verified by a doctor. Contagious disease within a family as verified by a doctor.
 - Family wedding / death in the family (not to exceed one week).
 - Natural catastrophe and/or disaster.
 - A letter from a parent for personal illness, serious illness in the family or for recognized religious holidays of the student's own faith (not to exceed one week).
 - Selected to represent Hong Kong or the student's home country in an international event (supporting documents are required)

Unacceptable Absences

Absence for reasons other than those listed above shall be considered ***unacceptable***. Examples of unacceptable reasons for absence include family holidays and working at a job, even in their own home or for their own parents. If a student's attendance record shows ***more than five unacceptable absences*** per semester, then the minimum attendance requirement will not have been met and the student may be required to repeat the year.

If the school does not receive a valid reason for absence in the form of letter or email, **within one week** of the child's return to school, it will be permanently recorded as being **unacceptable**. The number of unacceptable absences will be printed on the Report Card.

Absence Procedure

Sick Leave

1. Students who are unable to come to school because of illness must inform the school by telephone on 29888123 by 8:00 a.m. that morning. Parents should submit the application for leave to the class teacher the next day.
2. If the period of sick leave exceeds one day, or students are absent from school functions, e.g. exams, Swimming Gala, Sports Day, etc., both a medical certificate and the application for leave should be submitted to the Class Teacher the next day.

Personal Leave

If a student needs to take leave for any reason other than illness, parents must seek approval from the Head of Year at least 3 days in advance. Applications for leave must be signed by parents and supporting documents should be included, e.g. doctor's appointment note, examination document, etc.

Early Leave

If a student needs to go home because of illness during normal school hours, s/he must be assessed by the school nurse, obtain parental permission by telephone and fill in an exit-pass obtained from the General Office, which is then signed by the subject teacher or the school nurse and a member of the Leadership Team.

Anti-Drug Policy

The school has strict anti-drug policy. The use and possession of mind-altering substances is absolutely prohibited on school premises, during the school day and at all school events.

Use of Drugs

- (a) The school may become concerned if a student shows evidence of using a mind-altering substance. Sources of such concern may include decline in motivation, change of physical appearance, withdrawal from social interaction, declining grades and expression of concern from peers, parents or other adults.
- (b) The school will discuss the concern with the student to decide what is required to help the student.
- (c) If the school suspects that there is a concern regarding possible drug use, parents will be contacted and a drug test will be administered.
- (d) If students test positive or has previously taken drugs, they will be required to partake in a detoxification programme whereby the student will be tested regularly at the parent's expense.

If a student needs to take medication on a regular basis, s/he must do so in the medical room, under supervision.

Distribution – Giving or Receiving of Drugs

If a student, whether previously warned or not, is found giving or receiving drugs on the school campus or during school sponsored events or trips, the student may be expelled regardless of whether or not money is involved. If a student is excluded from the school because of a drugs related issues, school fees already paid will not be refunded.

Rewards System

The school recognizes and acknowledges students' achievements and contributions with a range of awards. All awards are given at the discretion of the Principal.

Affirmations

Affirmations are given for good learning attitude, sound work, positive behaviour, creditable performance or other achievements and contributions. In general, affirmations are given for the following:

Academic

- good learning attitude
- steady improvement in a subject
- an exceptionally good piece of work
- significant improvement demonstrated in a particular subject or overall academic performance

ECAs

- good attitude
- outstanding performance in school team/club

Behaviour

- consistently respectful and courteous to students/staff
- help given to fellow schoolmates, teachers and the school
- improvement in behaviour
- important contribution made which enhances the reputation of the school

Community Service and Leadership

- active participation in community service, e.g. flag selling, visiting the elderly, etc.
- help with school functions and activities
- responsibility exercised
- outstanding leadership

Students are also awarded Bronze, Silver, Gold, Platinum and Diamond Certificates according to the total number of affirmations earned. A Bronze Certificate is awarded for 25 affirmations, Silver for 50 affirmations, Gold for 75 affirmations, Platinum for 100 affirmations and a Diamond Certificate is awarded for 200 affirmations. Certificates are awarded at the end of each semester. Affirmation tallies are carried over from the first semester to the second semester. The average number of affirmations achieved per class determines the amount of money donated to their class elected charity.

Values Postcards

Values Postcards are used to give particular praise to students who uphold the school's five core values. These postcards are sent home by mail with a personalized message from a teacher to express their praise for exceptional behaviour or achievement.

Citizenship Awards

Students may also be nominated for citizenship awards for service to the community exceeding the school's high expectations. This will be celebrated in year assemblies and are given at the discretion of the Heads of Year.

Ladder of Consequences

The following ladder of consequences is used as the basis for determining appropriate sanctions for various types of misbehaviour. All sanctions are applied at the discretion of the Principal and administered by the Head of Student Wellbeing and the Heads of Year.

Consequence		Inappropriate Behaviour
C1	<p style="text-align: center;"><i>Verbal Warning</i></p> <p>Reminder of school rules & expectations leading to and including a final warning</p>	<p>Misbehaviour including, but not exclusive to:</p> <ul style="list-style-type: none"> ▪ Arriving late to lessons ▪ Failure to bring equipment to lessons (stationery, textbooks or exercise books) ▪ Poor attitude to learning or lack of effort ▪ Disturbing the learning of others ▪ Not following teachers' instructions ▪ Talking over the teacher or fellow students ▪ Swearing in class, recess or lunch ▪ Running in the corridors ▪ Inappropriate physical contact – pushing/shoving or kissing/cuddling ▪ Breaking uniform dress code, e.g. shirt out, no tie, skirt too short, etc. ▪ Eating above the ground floor without permission
C2	<p style="text-align: center;"><i>Teacher Detention</i></p> <p>Teachers to give a detention at recess, lunch or after school</p> <p style="text-align: center;">or</p> <p style="text-align: center;"><i>School Service</i></p>	<p>Repeating any of the above or misbehaviour including, but not exclusive to:</p> <ul style="list-style-type: none"> ▪ 2 times late to class (individual teacher) ▪ Continued failure to bring equipment to lessons (stationery, textbooks or exercise books) ▪ Continued disruption to learning in class (per class) ▪ Failure to submit homework (1st time per subject) ▪ Consistent use of inappropriate language ▪ Littering in class or around campus ▪ Inappropriate footwear on school pitches/courts ▪ Minor damage to property, e.g. graffiti on books, breaking a student's ruler, etc. ▪ Minor lack of respect to staff or students, e.g. arguing with staff/challenging the school values, not following teacher's instructions, etc.

Ladder of Consequences

Consequence		Inappropriate Behaviour
C3	<p><i>Senior Leader Detention</i></p> <p>After school detention (1 hour) or extended school service administered by HoDs or HoYs</p>	<p>Repeating any of the above or misbehaviour including, but not exclusive to:</p> <ul style="list-style-type: none"> ▪ 3 times late to lessons (individual teacher) ▪ 5 or more times late to school ▪ Failure to submit homework for the 2nd time (per teacher) ▪ Failure to attend subject teacher detention ▪ Failure to attend school service ▪ Foul language directed at others ▪ Persistent poor attitude to learning, e.g. lack of engagement or work not completed, etc. ▪ Eating on the MTR or littering in the community ▪ Inappropriate behaviour on public transport ▪ Lack of respect to staff or students
C4	<p><i>Leadership Team Detention</i></p> <p>Friday Detention (2 hours) or/and</p> <p><i>Student Academic/ Behavioural Report</i></p>	<p>Repeating any of the above or misbehaviour including, but not exclusive to:</p> <ul style="list-style-type: none"> ▪ Failure to attend extended school service ▪ Failure to attend senior leader detention ▪ Continuous inappropriate behaviour on public transport ▪ Academic malpractice and/or plagiarism ▪ Truancy from Class Teacher Period, Student Briefing or Assembly ▪ Intentional damage to school or student property ▪ Misuse of school property, e.g. taking materials without permission, etc.
C5	<p><i>Suspension from Lesson(s) (Internal)</i></p> <p>or</p> <p><i>Withdrawal from Class(es)</i></p>	<p>Repeating any of the above or misbehaviour including, but not exclusive to:</p> <ul style="list-style-type: none"> ▪ Consistent and repetitive poor behaviour in lessons disrupting other students' learning ▪ Repeatedly misbehaving in the community or eating on the MTR ▪ Failure to attend C4 detention ▪ Truancy from school ▪ Extreme hair styles or dyed hair ▪ Refusing to hand in mobile device ▪ Serious damage to school/student property

Ladder of Consequences

Consequence		Inappropriate Behaviour
C6	<i>Internal/External Suspension</i>	<p>Repeating any of the above or misbehaviour including, but not exclusive to:</p> <ul style="list-style-type: none"> ▪ Consistent and repetitive poor behaviour in lessons while on report ▪ Truancy from school ▪ Serious damage to school or student property ▪ Possession of dangerous materials, e.g. knife, BB gun, etc. ▪ Any form of bullying or harassment ▪ Abusive or threatening behaviour towards students or staff ▪ Physical violence towards a student/staff ▪ Smoking, vaping or drinking alcohol in school uniform or being in possession of any related materials ▪ Use of illegal drugs ▪ Illegal behaviour, e.g. Stealing and fraud, etc.
C7	<i>Exclusion</i> or <i>Withdrawal</i>	<p>Repeating any of the above or misbehaviour including, but not exclusive to:</p> <ul style="list-style-type: none"> ▪ Consistent and repetitive illegal behaviour ▪ Continued absence ▪ Behavioural concerns that put the safety of other students at risk ▪ Positive drug test during the 2/3 test programme

Bad Weather Arrangements

Tropical Cyclones

When tropical cyclones affect Hong Kong, the following general arrangements will apply and appropriate public announcements will be made by the Education Bureau (EDB).

Tropical Cyclone Warning Signal	Action to be taken
No. 1 or No. 3 issued	School to operate as usual
No. 8 or above issued	School to close
No. 8 or above replaced by No. 3 or No. 1 or when all signals are cancelled	School to resume in next session

If students have already set out for school when the No. 8 signal is issued, the school will activate its contingency plan to ensure that the school premises will be open and staffed until proper arrangements are made for arriving students to return home at an appropriate time.

Heavy Persistent Rain

In the event of rainstorms, the following arrangements will apply and appropriate public announcements will be made by the EDB.

Rainstorm Warning Signal	Action to be taken
AMBER	School will operate as usual.
RED or BLACK	
Before 6:15 a.m.	School will be closed all day.
6:15 a.m. – 8:00 a.m.	School will be closed. The school will activate the contingency plan to ensure that the school premises will be open and staffed until the end of normal school hours for arriving students. Staff will ensure that conditions are safe before allowing students to return home.
After 8:00 a.m.	No early dismissal is needed. Students will continue their lessons until the end of normal school hours and the school will ensure that conditions are safe before allowing them to return home.

Closure of Schools

If school is in session and the weather is likely to deteriorate rapidly due to an approaching typhoon or special circumstances, the EDB will announce over the radio and television to advise immediate suspension of classes.

Closure of Schools in Individual Districts

In exceptional circumstances, the EDB may announce the closure of schools in only one or just a few districts. Students living in these districts should not go to school. Schools will give allowance to affected students for lateness or absence from school at their discretion on the day when inclement weather or flooding occurs.

Closure of Individual Schools

If local weather, road, slope, traffic or transport conditions warrant the closure of the school and a general announcement has not been made by the EDB, the Principal may close the school and will arrange for an announcement to be made through the EDB.

Arrangements regarding students' attendance and examinations under exceptional weather, road and transport conditions

1. Parents should use their discretion in deciding whether or not to send their children to school in exceptional weather situations. They should keep their children at home if it seems to them that local weather, road or transport conditions have not returned to normal.
2. Internal arrangements under the above exceptional circumstances:
 - (a) Students who cannot go to school or arrive late will not be penalized.
 - (b) Alternative arrangements regarding internal tests or examinations will be made for these students.
3. Examinations:
 - (a) ***Internal Examinations***

If the EDB announces that all schools are to be closed due to adverse weather conditions, the examination scheduled for that day will be postponed until further notice. **The examination for the following day will be conducted as scheduled.**
 - (b) ***Public Examinations***

Closure of schools, particularly those used as centres for public examinations, as a result of tropical cyclones or heavy persistent rain does not necessarily imply the postponement of a public examination scheduled for that day. Parents and students should listen to the radio or television announcements made by the Hong Kong Examinations and Assessment Authority (HKEAA) regarding the arrangement. Unless an announcement has been made that a public examination is cancelled or postponed, it should be assumed that the examination will be held as scheduled.

Student Leadership



Student Council

Teacher Coordinators:

Ms. Charlotte Leung

Ms. Katia Dionisio

Ms. Vienna Chang

school events and forums throughout the year. Through this process, students learn how to work together as a team, as well as collaborating with the whole student body, parents, teachers and the school.

Every year a group of selected students are given the opportunity to represent the school as part of the student leadership team. As outstanding members of the school community, Prefects act as role models to other students: they demonstrate exceptional behaviour and uphold the school's five core values, the CARES principles and the YHKCC Code of Conduct. Prefects work hard not only to help maintain a disciplined and effective learning environment, but also mentor and support students in need. Prefects welcome students to school in the morning at the front gate and help teachers at recess, lunch breaks and school functions.

Prefects attend a series of training workshops and day camps aimed at developing a range of skills in preparation for exercising greater responsibility within the school as well as in society in the future. It is hoped that these workshops will enhance leadership skills by enabling students to develop the ability to cope with and manage adversity, strengthen social and interpersonal skills, develop the ability to collaborate and work as part of a team and build self-confidence and self-motivation.

The Student Council consists of a cabinet of student-elected senior students which plays an integral and important role in the school community. Students have a voice and a contribution to make to the school. It is vital that they are given the opportunity to express their views on issues of concern to them in the school and they are also encouraged to take an active part in promoting the core values of the school. The Student Council provides a representative structure through which students can raise issues of concern and undertake initiatives which benefit the school and the wider community. The Student Council gives students an opportunity to acquire communication, planning and organizational skills as they coordinate various



Prefects

Teacher Coordinators:

Ms. Jacqueline Le

Ms. Betty Choi

Mr. Angus Yung



Student Ambassadors

Teacher Coordinators:

Mr. Nicholas Chu

Mr. Vermouth Hung

Ms. Benisha Fernandes

The Student Ambassadors are a group of students from all forms who are dedicated to positively promoting the YHKCC at all school events and public functions held for prospective students and their families. They work on a voluntary basis and serve the school community by informing parents, visitors and guests about the school from the students' perspective. Student Ambassadors are given the unique opportunity to receive training in communication skills, public relations, marketing and interpersonal skills.

The four Houses are **Chambers**, **Morrison**, **Taylor** and **Williams**. Each House is made up of teachers and students from different forms and classes. All YHKCC students are assigned to different Houses and are encouraged to participate in activities and competitions for their House.

Throughout the academic year, various **Inter-House Competitions (IHC)** are held, e.g. Sports competitions, Cheerleading, Sports Day and Swimming Gala, etc. At the end of each academic year, the House with the highest number of points is awarded the **YMCA Cup**, the most honourable award for student activities.



Houses

Heads of House:

Ms. Wendy Chow (Chambers)

Ms. Heejo Han (Morrison)

Ms. Jacqueline Chiu (Taylor)

Ms. Iris Yau (Williams)

Houses



Oswald Chambers

**Chambers House
(Blue)**

Oswald Chambers (1874–1917) was a prominent early twentieth century Scottish Protestant Christian minister and teacher, best known as the author of the widely-read devotional “My Utmost for His Highest”. He also worked as a YMCA Chaplain during WWI.



Robert Morrison

**Morrison House
(Purple)**

Robert Morrison (1782–1834) was a Presbyterian minister, translator, and the London Missionary Society’s first missionary to China. He began his work in Macau and is considered the father of Protestant mission work there.



James Hudson Taylor

**Taylor House
(Yellow)**

James Hudson Taylor (1832–1905) was an English missionary to China. Founded the China Inland Mission which at his death included 205 mission stations with over 800 missionaries, and 125,000 Chinese Christians.



George Williams

**Williams House
(Red)**

George Williams (1821–1905) was the founder of the YMCA. As a young man, he described himself as a “careless, thoughtless, godless, swearing young fellow,” but eventually became a devout Christian. Williams was knighted in 1894 by Queen Victoria.

Houses

House Coordinators : Mr. Isaac Chiu

Heads of House and House Captains

Every year, House Captains are selected by the Head of House and Assistant House Captains are nominated and elected by their own house members.

House	*Head of House Assistant Head of House	Captain
Chambers	* Ms. Wendy Chow Mr. Sijan Gurung	
Morrison	* Ms. Heejo Han Ms. Lovepreet Kaur	
Taylor	*Ms. Jacqueline Chiu Ms. Emma Man	
Williams	* Mr.Andrew Koo Ms. Iris Yau	

House Teacher List

Assistant Principal (Student Development): : Mr. Isaac Chiu

Head of ECA : Ms. Charlotte Leung

House Coordinator : Mr. Isaac Chiu

Chambers House		Morrison House	
Head of House: Ms. Wendy Chow		Head of House: Ms. Heejo Han	
Assistant Head of House: Mr. Sijan Gurung		Assistant Head of House: Ms. Lovepreet Kaur	
Mr. Yusuf Alejo	Ms. Keisha Martinez	Ms. Kiran Budhrani	Ms. Charlotte Leung
Ms. Naomi Ang	Mr. Murphy Meng	Ms. Lorraine Chow	Ms. Tiffany Poon
Mr. Edgar Caole	Ms. Sarah Mendoza	Ms. Annie Cheng	Mr. Ryan Puk
Ms. Alison Chan	Ms. Yvette Morin	Mr. Matthew Clarke	Ms. Anne Roberts
Mr. Bill Chan	Ms. Becky O'Brien	Mr. Mark Clemenson	Mr. Jimmy Sin
Mr. Nicholas Chu	Ms. Joyce Puk	Dr. David Dy	Ms. Vasti Tang
Ms. Stephanie Ho	Ms. Cindy Tsoi	Ms. Natalie Lau	Ms. Holly Tau
Mr. Louis Joseph	Mr. Paul Wong	Mr. Wallace Lau	Mrs. Sarah Williams
Ms. Jacqueline Le	Mr. Chris Wong	Ms. Charlotte Leung	Mr. Eric Wong
Ms. Charmaine Leung	Ms. Maggie Yeung	Mr. Evaristo Mayemba	Mr. John Wong
Mr. Ringo Ma	Ms. Tracy Zhao	Mr. Richard Nadar	Mr. Jonathan Yip
Taylor House		Williams House	
Head of House: Ms. Jacqueline Chiu		Head of House: Mr. Andrew Koo	
Assistant Head of House: Ms. Emma Man		Assistant Head of House: Ms. Iris Yau	
Mrs. Lisa Baczkowski	Mrs. Leanne Mehaffey	Mr. Samuel Allen	Ms. Serra Kim
Mr. Charles Britton	Mr. Herald Pedregosa.	Mr. Peter Chan	Mr. Michael Ku
Ms. Kitty Chan	Mr. Itsham Shahid	Ms. Rita Cheung	Mr. Tommy Kwan
Ms. Vienna Chang	Ms. Sarah Sze	Ms. Betty Choi	Ms. Verna Kwong
Mrs. Dimple Deans	Ms. Altynai Tamerlanova	Ms. Jessica Choi	Mr. Anders Lam
Ms. Katia Dionisio	Ms. Julia Wang	Ms. Benisha Fernandes	Ms. Melody Lo
Ms. Jennifer Fong	Mr. Paul Williams	Mr. Jocelyn Gagnon	Mr. Hong Shing Lee
Mr. Andrew Higgins	Mr. Kevin Wong	Dr. Sanjukta Ghosh	Ms. Kit Ng
Mr. Vermouth Hung	Mr. Angus Yung	Ms. Patsa Heung	Mr. Brian Yip
Mr. James Ma	Ms. Cris Zhang	Ms. Ivy Ip	
Mr. Chris McLaren		Ms. Yuko Kanna	

Clubs, Societies and Teams

Students in the YHKCC are expected to fulfil a minimum level of participation in the ECA programmes of the school. It is **compulsory** to the students in Form 1 to Form 3 to **join ONE** to TWO Clubs/ Teams from the Interest, Cultural, Sports, Music and Service Groups. Students in Form 5 and Form 6 are **recommended** to apply to be a student leader, chairperson or committee member of not more than TWO clubs/ teams.

Head of ECA : Ms. Charlotte Leung

Clubs, Societies & Teams		Teacher-in-Charge
FUNCTIONAL TEAMS		
Academic Scholars		*Ms. Jessica Choi
Art Ambassadors		*Ms. Patsa Heung
Catering		*Ms. Anne Roberts
Christian Fellowship	Young Life Club & Campaigner	*Ms. Serra Kim & Mr. Richar Nadar
	Worship Team	*Mr. Paul Williams
Community Service		*Ms. Stephanie Ho
Creative Media		*Ms. Emma Man
Flag Raising		*Mr. Vermouth Hung
Health Ambassador		*Ms. Carrie Chau
Library Ambassadors		*Ms. Miranda Leung
Photography		*Mr. Peter Chan
Stage Management		*Mr. Peter Chan
TASS Ambassadors		*Ms. Lisa Baczkowski
Yearbook		*Ms. Sarah Mendoza
Academic		
Business Society		*Mr. Matthew Clarke
Chinese Society		*Ms. Sarah Sze
Humanities Society		*Mr. Eric Wong
Mathematics Society		*Dr. David Dy
Science Society		*Mr. Jonathan Yip
INTEREST & CULTURE		
Animal Welfare		*Ms. Yvette Morin
Art		*Mrs. Sarah Williams
Board Games		*Mr. Kevin Wong
Chess Club		*Dr. Sanjukta Ghosh
Dance		*Mr. Bill Chan
Drama		*Ms. Jennifer Fong

Clubs, Societies & Teams		Teacher-in-Charge
INTEREST & CULTURE		
English Debate		*Mr. Chris McLaren
Fitness		*Mr. Louis Joseph
Model United Nations		*Mr. Yusuf Alejo
Reading		*Ms. Tiffany Poon
STEAM		*Mr. Tommy Kwan
SPORTS		
Athletics & Cross-country		*Mr. Ringo Ma
Badminton		*Mr. Brian Yip
Basketball	Boys	*Mr. Itsham Shahid
	Girls	*Ms. Yuko Kanna
Cheerleading		*Mr. Herald Pedregosa
Cricket	Boys	*Mr. Paul Williams
	Girls	*Mrs. Dimple Deans
Lacrosse	Girls	*Ms. Charlotte Leung
Football		* Mr. Isaac Chiu & Mr. Sijan Gurung
Handball		*Mr. Ringo Ma
Hockey		*Mr. Joshua Bukowicki
Outdoor Adventure		*Mr. Michael Ku
Rugby		*Mr. Samuel Allen
Swimming		*Mr. Paul Wong
Table-tennis		*Mr. Anders Lam
Taekwondo		*Ms. Holly Tau
Volleyball		*Ms. Jacqueline Chiu
MUSIC		
Music Society	Beat Club	*Mr. Edgar Caole
	Choir	*Ms. Lorraine Chow
	Orchestra	*Ms. Lorraine Chow

*Teacher Coordinator of ECA 2024 – 2025

Results of Inter-House Competition 2006 - 2017

YMCA Cup (Overall Champion)

	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Champion	<i>Blue</i>	<i>Red</i>	<i>Chambers</i>	<i>Chambers</i>	<i>Chambers</i>	<i>Morrison</i>	<i>Morrison</i>	<i>Morrison</i>	<i>Williams</i>	<i>Williams</i>	<i>Chambers</i>
2nd Place	<i>Red</i>	<i>Blue</i>	<i>Williams</i>	<i>Williams</i>	<i>Williams</i>	<i>Chambers</i>	<i>Taylor</i>	<i>Williams</i>	<i>Chambers</i>	<i>Chambers</i>	<i>Williams</i>
3rd Place	<i>Yellow</i>	<i>Purple</i>	<i>Taylor</i>	<i>Taylor</i>	<i>Morrison</i>	<i>Taylor</i>	<i>Chambers</i>	<i>Taylor</i>	<i>Taylor & Morrison</i>	<i>Morrison</i>	<i>Morrison</i>

Individual Events

Year Event	06-07	07-08	08-09	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17
Sports Day	<i>Red</i>	<i>Blue</i>	<i>Chambers</i>	<i>Chambers</i>	<i>Williams</i>	<i>Morrison</i>	<i>Morrison</i>	<i>Morrison</i>	<i>Williams</i>	<i>Williams</i>	<i>Chambers</i>
Sports Day Cheers & Chant	---	---	---	---	---	---	---	---	--	<i>Williams</i>	<i>Taylor</i>
Swimming Gala	---	<i>Blue</i>	<i>Chambers</i>	<i>Williams</i>	<i>Chambers</i>	<i>Chambers</i>	<i>Chambers</i>	<i>Morrison</i>	<i>Chambers</i>	<i>Morrison</i>	<i>Morrison</i>
Badminton	<i>Yellow</i>	<i>Yellow</i>	<i>Taylor</i>	<i>Williams</i>	<i>Taylor</i>	<i>Taylor</i>	<i>Morrison</i>	<i>Williams</i>	<i>Taylor</i>	<i>Taylor</i>	--
Basketball	<i>Blue</i>	---	<i>Chambers</i>	<i>Chambers</i>	<i>Morrison</i>	<i>Morrison</i>	<i>Morrison</i>	<i>Morrison</i>	<i>Taylor</i>	<i>Chambers</i>	<i>Taylor</i>
Cheerleading	<i>Blue</i>	<i>Red</i>	<i>Morrison</i>	<i>Chambers</i>	<i>Morrison</i>	<i>Taylor</i>	<i>Taylor</i>	<i>Williams</i>	<i>Morrison</i>	<i>Williams</i>	<i>Williams</i>
Cooking	---	<i>Red</i>	---	<i>Morrison</i>	<i>Morrison</i>	<i>Morrison</i>	<i>Morrison</i>	<i>Chambers</i>	<i>Chambers</i>	<i>Chambers</i>	<i>Williams</i>
Dodge ball	---	---	---	---	---	---	---	---	<i>Williams</i>	<i>Chambers</i>	<i>Morrison</i>
English Debate	---	---	---	---	---	---	<i>Chambers</i>	<i>Williams</i>	<i>Williams</i>	<i>Williams</i>	<i>Taylor & Chambers</i>
F.I Rope Skipping	---	---	---	---	---	---	---	---	<i>Williams</i>	<i>Williams</i>	<i>Williams</i>
F.I Spelling Bee	---	---	---	---	---	---	---	---	--	<i>Taylor</i>	<i>Taylor/ Chambers</i>
Football	<i>Yellow</i>	<i>Purple</i>	<i>Chambers</i>	<i>Williams</i>	<i>Williams</i>	<i>Morrison</i>	<i>Taylor</i>	<i>Williams</i>	<i>Williams</i>	<i>Chambers</i>	<i>Chambers</i>
Girls Football	---	---	---	---	---	---	---	---	--	<i>Williams</i>	<i>Taylor</i>
Singing Contest	---	---	---	---	<i>Williams</i>	<i>Morrison</i>	<i>Williams</i>	<i>Williams</i>	<i>Morrison</i>	<i>Williams</i>	<i>Williams</i>
Table-tennis	<i>Yellow</i>	<i>Blue</i>	<i>Chambers</i>	<i>Chambers</i>	<i>Williams</i>	<i>Taylor</i>	<i>Morrison</i>	<i>Taylor</i>	<i>Taylor</i>	<i>Morrison</i>	<i>Williams</i>
Touch-rugby	---	---	---	---	---	---	---	---	<i>Taylor</i>	<i>Chambers</i>	<i>Chambers</i>
Volleyball	---	---	---	---	<i>Chambers</i>	<i>Chambers</i>	<i>Chambers</i>	<i>Chambers</i>	<i>Taylor</i>	<i>Taylor</i>	<i>Morrison</i>

Results of Inter-House Competition 2017 - 2023

YMCA Cup (Overall Champion)

	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Champion	<i>Chambers</i>	<i>Taylor</i>	---	<i>Taylor</i>	<i>Chambers</i>	<i>Williams</i>	<i>Morrison</i>
2nd Place	<i>Williams</i>	<i>Chambers</i>	---	<i>Morrison</i>	<i>Taylor</i>	<i>Morrison</i>	<i>Williams</i>
3rd Place	<i>Morrison</i>	<i>Williams</i>	---	<i>Williams</i>	<i>Morrison</i>	<i>Chambers</i>	<i>Taylor</i>

Individual Events

Year Event	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Sports Day	<i>Chambers</i>	<i>Williams</i>	---	---	---	<i>Morrison</i>	<i>Morrison</i>
Sports Day Cheers & Chant	<i>Williams</i>	<i>Morrison</i>	---	---	---	<i>Williams</i>	<i>Williams</i>
Swimming Gala	<i>Williams</i>	<i>Morrison</i>	---	---	---	<i>Williams</i>	<i>Morrison</i>
Badminton	<i>Williams</i>	---	<i>Morrison</i>	---	<i>Chambers</i>	<i>Morrison</i>	<i>Williams</i>
Basketball	<i>Taylor</i>	<i>Taylor</i>	---	<i>Taylor</i>	---	<i>Williams</i>	<i>Taylor</i>
Junior Basketball	---	---	---	---	<i>Williams</i>	---	---
Senior Basketball	---	---	---	---	<i>Taylor</i>	---	---
Cheerleading	<i>Williams</i>	-	<i>Williams</i>	---	---	<i>Williams</i>	---
Cooking	<i>Chambers</i>	<i>Morrison</i>	---	---	---	<i>Chambers</i>	<i>Morrison</i>
Dodgeball	<i>Morrison & Chambers</i>	---	---	<i>Chambers & Morrison</i>	<i>Chambers</i>	---	<i>Morrison & Williams</i>
Junior Dodgeball	---	---	---	---	---	<i>Morrison</i>	---
Senior Dodgeball	---	---	---	---	---	<i>Morrison</i>	<i>Morrison</i>
Drama	---	---	---	---	---	---	<i>Taylor</i>
English Debate	<i>Morrison & Williams</i>	<i>Chambers & Morrison</i>	---	---	---	<i>Chambers & Williams</i>	---
Rope Skipping	<i>Taylor</i>	-	<i>Morrison</i>	<i>Morrison</i>	<i>Chambers</i>	<i>Williams</i>	---
F.1 Spelling Bee	<i>Williams</i>	<i>Taylor</i>	---	<i>Taylor</i>	<i>Taylor</i>	<i>Williams</i>	<i>Chambers</i>
Football	<i>Chambers</i>	<i>Chambers</i>	---	---	<i>Taylor</i>	<i>Chambers</i>	---
Junior Football	---	---	---	---	---	<i>Chambers</i>	<i>Morrison</i>
Senior Football	---	---	---	---	---	<i>Morrison</i>	<i>Williams</i>
Girls Football	<i>Taylor</i>	<i>Chambers</i>	---	---	---	---	---
Hockey	---	---	---	---	<i>Williams</i>	<i>Morrison</i>	---
Mario Kart	---	---	---	---	---	<i>Taylor</i>	---
Monkey Tail	---	---	---	<i>Morrison & Chambers</i>	<i>Taylor</i>	---	---

Year Event	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Mini-relay	---	---	---	<i>Williams</i>	---	---	---
Paper Plane	---	---	---	<i>Chambers</i>	---	---	---
Music Contest	<i>Williams</i>	<i>Taylor</i>	---	---	---	<i>Williams</i>	<i>Taylor</i>
Reading							<i>Williams</i>
Table Tennis	---	<i>Chambers</i>	---	---	<i>Chambers</i>	<i>Morrison</i>	<i>Chambers</i>
Touch-rugby	<i>Morrison</i>	<i>Chambers</i>	---	---	---	---	---
Tug of War	---	---	---	---	---	<i>Williams</i>	---
Tug of War (Girls)	---	---	---	---	---	---	<i>Williams</i>
Tug of War (Boys)	---	---	---	---	---	---	<i>Taylor</i>
UNO	---	---	---	---	---	<i>Williams</i>	<i>Morrison</i>
Volleyball	<i>Chambers</i>	<i>Taylor</i>	<i>Taylor</i>	<i>Taylor</i>	<i>Morrison</i>	<i>Williams</i>	<i>Taylor</i>
YMCA Online Quiz	---	---	---	<i>Williams & Chambers</i>	---	---	---

Internal Examinations

Conduct in Examination Venues

1. Examination Timetable

Students must come to school to take examinations according to the Examination Timetable.

2. School Uniform

Students must wear proper school uniform for all examinations. Students who do not wear the proper school uniform may not be allowed to enter the examination venue.

3. Punctuality

(a) All students must be in school before **8:05 a.m.** on the days that they have an examination that starts at 8:30 a.m. Students should line up in the covered playground at **8:10 a.m.** They will then be taken to the examination venue.

(b) Students who have an examination starting after 8:30 a.m. should come to school and proceed directly to the examination venue **at least 15 minutes before** the examination start time.

(c) No extra time will be given to students who are late.

4. Seating Arrangements

Students must sit according to the seating plan posted outside the examination venue. Students are advised to study the seating plan in advance.

5. Student ID Card

(a) Students should bring their Student ID card to every examination and place it face up in the top right hand corner of the desk.

(b) If a student forgets or loses her/his ID card, s/he should apply for a temporary Student ID card from the General Office before or immediately after the examination. Student will be charged for applying for more than one temporary student ID card.

6. Mobile Phones / Smart Watches

(a) Students who bring a mobile phone and/or smart watch to an examination must switch it off before the examination starts and place it under their chair in a position clearly visible to the invigilators.

(b) Students whose mobile phones or smart watches are not turned off may receive a mark penalty or be disqualified from the examination.

(c) Any student who uses a mobile phone or smart watch in the examination venue or if their mobile phone rings during the examination will be subject to more serious consequences.

7. **During the Examination**

- (a) Students must remain absolutely silent in the examination venue for the entire duration of the examination.
- (b) Only necessary stationery should be put on the desk. All other personal belongings should be put in a bag and placed under the chair or in an area assigned by the invigilator. Non-transparent pencil cases should also be placed under the chair.
- (c) Students are not permitted to borrow stationery in the examination venue.
- (d) Students should raise their hands to notify the invigilators of any problem during an examination.
- (e) Students wishing to use the washroom should first obtain approval from an invigilator and will be accompanied by an invigilator/janitor.
- (f) Students are not permitted to leave before the end of an examination for any reason.
- (g) Any talking or non-verbal communication in the examination venue (without the invigilators' prior approval) or any suspected or actual cheating will be dealt with seriously.

8. **Calculators**

All calculators used must be pad-printed with the "HKEAA approved" label.

9. **Absence or Sick Leave**

If a student is sick and unable to attend an exam, s/he should inform the General Office by telephone (29888123) **before 8:00 a.m.** S/he should submit a medical certificate together with a parent's letter to her/his Class Teacher when s/he returns to school the next day. No 'make up' examinations will be arranged. (Students who are absent from any paper will receive "ABS" for that paper on the Semester Report. The reasons for the absence will be stated in the remarks.)

10. **Lunch Arrangements**

Students who have examinations in both the morning session and the afternoon session are **NOT** allowed to leave school during lunchtime.

11. **Bad Weather Arrangements**

If the Education Bureau announces the closure of secondary schools, examinations will be postponed. Any examinations affected will be rescheduled and students will be informed of the special arrangement when school resumes.

Report Card Grading System

1. Standardized Grade Descriptors for Forms 1 – 3*

Descriptor	Standardized Descriptors for Forms 1 – 3	Grade	Range of Marks
Excellent	Students demonstrate: <ul style="list-style-type: none"> ▪ Comprehensive knowledge and understanding of the curriculum ▪ Ability to apply concepts and skills effectively in diverse, complex and unfamiliar situations with insight 	A*	87 – 100
Very Good	<ul style="list-style-type: none"> ▪ Ability to analyze, synthesize and evaluate information from a wide variety of sources ▪ Ability to communicate ideas and express views concisely and logically 	A	75 – 86
Good	Students demonstrate: <ul style="list-style-type: none"> ▪ Good knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills effectively in unfamiliar situations with insight ▪ Ability to analyze, synthesize and evaluate information from a variety of sources ▪ Ability to communicate ideas and express views logically 	B	63 – 74
Satisfactory	Students demonstrate: <ul style="list-style-type: none"> ▪ Adequate knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills appropriately in a variety of familiar situations ▪ Ability to analyze and interpret information from a variety of sources ▪ Ability to communicate ideas and express views appropriately 	C	50 – 62
Needs Improvement	Students demonstrate: <ul style="list-style-type: none"> ▪ Basic knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills appropriately in familiar situations ▪ Ability to identify and interpret information from straightforward sources ▪ Ability to communicate simple ideas in a balanced way 	D	38 – 49
Poor	Students demonstrate: <ul style="list-style-type: none"> ▪ Elementary knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills appropriately in familiar situations with support ▪ Ability to identify and interpret information from simple sources with guidance ▪ Ability to communicate simple ideas briefly 	E	≤ 37

*Except for Regular Chinese.

2. Standardized Grade Descriptors for Form 4 IGCSE-focused

Descriptor	Standardized Descriptors for Form 4 IGCSE	Grade	
Outstanding	Students demonstrate: <ul style="list-style-type: none"> ▪ Comprehensive knowledge and understanding of the curriculum ▪ Ability to apply concepts and skills effectively in diverse, complex and unfamiliar situations with insight ▪ Ability to analyze, synthesize and evaluate information from a wide variety of sources ▪ Ability to communicate ideas and express views concisely and logically 	A*	9
Excellent		A	8
			7
Very Good	B	6	
Good	Students demonstrate: <ul style="list-style-type: none"> ▪ Good knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills effectively in unfamiliar situations with insight ▪ Ability to analyze, synthesize and evaluate information from a variety of sources ▪ Ability to communicate ideas and express views logically 	C	5
			4
Satisfactory	Students demonstrate: <ul style="list-style-type: none"> ▪ Adequate knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills appropriately in a variety of familiar situations ▪ Ability to analyze and interpret information from a variety of sources ▪ Ability to communicate ideas and express views appropriately 	D	3
Needs Improvement	Students demonstrate: <ul style="list-style-type: none"> ▪ Basic knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills appropriately in familiar situations ▪ Ability to identify and interpret information from straightforward sources ▪ Ability to communicate simple ideas in a balanced way 	E	2
		G	
		U	U

Scan the QR code to see the grade boundaries for F.4 IGCSE-focused subjects



3. Standardized Grade Descriptors for Form 5 – Form 6 GCE ‘A’ Level

Descriptor	Standardized Descriptors for Forms 5 – 6 GCE	Grade
Outstanding	Students demonstrate: <ul style="list-style-type: none"> ▪ Comprehensive knowledge and understanding of the curriculum 	A*
Excellent	<ul style="list-style-type: none"> ▪ Ability to apply concepts and skills effectively in diverse, complex and unfamiliar situations with insight ▪ Ability to analyze, synthesize and evaluate information from a wide variety of sources 	A
Very Good	<ul style="list-style-type: none"> ▪ Ability to communicate ideas and express views concisely and logically 	B
Good	Students demonstrate: <ul style="list-style-type: none"> ▪ Good knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills effectively in unfamiliar situations with insight ▪ Ability to analyze, synthesize and evaluate information from a variety of sources ▪ Ability to communicate ideas and express views logically 	C
Satisfactory	Students demonstrate: <ul style="list-style-type: none"> ▪ Adequate knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills appropriately in a variety of familiar situations ▪ Ability to analyze and interpret information from a variety of sources ▪ Ability to communicate ideas and express views appropriately 	D
Needs Improvement	Students demonstrate: <ul style="list-style-type: none"> ▪ Basic knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills appropriately in familiar situations ▪ Ability to identify and interpret information from straightforward sources ▪ Ability to communicate simple ideas in a balanced way 	E
Poor	Students demonstrate: <ul style="list-style-type: none"> ▪ Insufficient knowledge and understanding of the curriculum ▪ Unable to apply the concepts and skills ▪ Unable to identify and interpret information from simple sources ▪ Unable to communicate simple ideas 	U

Some subjects use different grade boundaries. Scan the QR code to see the grade boundaries for F.5 GCE & F.6 GCE subjects.



4. Standardized Level Descriptors for Form 4 – Form 6 HKDSE

Descriptor	Standardized Descriptors for Forms 4 – 6 DSE	Level	Range of Marks
Outstanding	Outstanding – Awarded to the highest achieving 10% (approx.) of L5 students Excellent – Awarded to the next highest achieving 30% (approx.) of L5 students Students demonstrate:	L5**	95 – 100
Excellent	<ul style="list-style-type: none"> ▪ Comprehensive knowledge and understanding of the curriculum ▪ Ability to apply concepts and skills effectively in diverse, complex and unfamiliar situations with insight 	L5*	87 – 94
Very Good	<ul style="list-style-type: none"> ▪ Ability to analyze, synthesize and evaluate information from a wide variety of sources ▪ Ability to communicate ideas and express views concisely and logically 	L5	75 – 86
Good	Students demonstrate: <ul style="list-style-type: none"> ▪ Good knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills effectively in unfamiliar situations with insight ▪ Ability to analyze, synthesize and evaluate information from a variety of sources ▪ Ability to communicate ideas and express views logically 	L4	63 – 74
Satisfactory	Students demonstrate: <ul style="list-style-type: none"> ▪ Adequate knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills appropriately in a variety of familiar situations ▪ Ability to analyze and interpret information from a variety of sources ▪ Ability to communicate ideas and express views appropriately 	L3	50 – 62
Needs Improvement	Students demonstrate: <ul style="list-style-type: none"> ▪ Basic knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills appropriately in familiar situations ▪ Ability to identify and interpret information from straightforward sources ▪ Ability to communicate simple ideas in a balanced way 	L2	38 – 49

[continued on next page]

Descriptor	Standardized Descriptors for Forms 4 – 6 DSE	Level	Range of Marks
Poor	Students demonstrate: <ul style="list-style-type: none"> ▪ Elementary knowledge and understanding of the curriculum ▪ Ability to apply the concepts and skills appropriately in familiar situations with support ▪ Ability to identify and interpret information from simple sources with guidance ▪ Ability to communicate simple ideas briefly 	L1	20 – 37
	Students demonstrate: <ul style="list-style-type: none"> ▪ Insufficient knowledge and understanding of the curriculum ▪ Unable to apply the concepts and skills ▪ Unable to identify and interpret information from simple sources ▪ Unable to communicate simple ideas 	U	≤ 19

Some subjects use different grade boundaries. Scan the QR code to see the grade boundaries for F.4 DSE – F.6 DSE subjects.



5. Effort Grade Descriptors

Descriptor	Effort Grade Descriptors	Grade
Outstanding	<p>The student works harder than expected all the time</p> <ul style="list-style-type: none"> ▪ always completes assignments on time ▪ shows superior diligence and initiative in preparing assignments ▪ is always prepared for work ▪ does not fail any test based on effort ▪ always brings textbooks and relevant materials to class ▪ is always willing to work ▪ takes initiative in seeking extra help ▪ can provide useful feedback ▪ participates in class with enthusiasm and positive energy ▪ consistently behaves in a responsible and cooperative manner 	5
Good	<p>The student generally works harder than expected</p> <ul style="list-style-type: none"> ▪ generally completes assignments on time ▪ promptly makes up missing assignments ▪ consistently prepares for class ▪ consistently prepares for tests ▪ always brings textbooks and relevant materials to class ▪ consistently participates in class in a positive way ▪ is focused on the job to be done ▪ always behaves acceptably in class 	4
Satisfactory	<p>The student reaches minimum expectations</p> <ul style="list-style-type: none"> ▪ completes assignments regularly with occasional lateness ▪ is occasionally inconsistent about making up missing work ▪ is usually prepared for class ▪ usually brings textbooks and relevant materials to class ▪ comes to extra help sessions when required ▪ may require encouragement to get going ▪ consistently participates in class, but is more of a passive than an active learner ▪ shows satisfactory, if undistinguished, attitude and behaviour ▪ effort does not stand out negatively or positively 	3
Insufficient	<p>The student does not reach expectations</p> <ul style="list-style-type: none"> ▪ student often submits late or incomplete assignments ▪ shows little inclination to make up missing work ▪ rarely prepares for class ▪ fails several tests or quizzes based on effort ▪ rarely brings textbooks and relevant materials to class ▪ does not take advantage of extra help sessions ▪ is reluctant to start or finish work ▪ is immature in fulfilling responsibilities ▪ has negative energy in class / may distract others 	2

[continued on next page]

Descriptor	Effort Grade Descriptors	Grade
Unacceptable	The student rarely if ever meets expectations <ul style="list-style-type: none">▪ student often submits assignments late or not at all▪ never makes up missing work▪ never prepares for class▪ makes no effort for tests and quizzes▪ never brings textbooks and relevant materials to class▪ does not come to extra help or tutoring sessions▪ exhibits disruptive classroom behaviour / has a negative effect on the class▪ is likely to fail the course because of chronic neglect	1

*An average effort grade of 3.5 is required for promotion.

6. Conduct Grade Descriptors

Descriptor	Over the course of the year the student may have demonstrated the following traits:	Grade
Outstanding	Over the course of the semester, the student has embodied the school's five core values and demonstrated excellent conduct both in school and the community. The student has exemplified outstanding adherence to the school's expectations for attendance, punctuality and behaviour, and the school uniform has been consistently worn with pride and respect. The student is always respectful, organized and cooperative, and we encourage them to maintain these high standards in the future.	A
Good	Over the course of the semester, the student has embodied the school's five core values and demonstrated good conduct both in school and the community. The student has exemplified good adherence to the school's expectations for attendance, punctuality and behaviour, and the school uniform has been consistently worn with pride and respect. The student is respectful, organized and cooperative, and we encourage them to continue to apply themselves to the school with dedication and enthusiasm.	B
Satisfactory	Over the course of the semester, the student has mostly upheld the school's five core values and demonstrated satisfactory conduct both in school and in the community. The student has exemplified satisfactory adherence to the school's expectations for attendance, punctuality, and behaviour. In the future, we encourage them to apply themselves to improving their conduct to ensure that they are making a positive contribution to the school community.	C
Needs Improvement	Over the course of the semester, the student has not consistently upheld the five core values of the school to the extent that is expected of them. We encourage them to seek to make improvements in their behaviour, conduct and application to school life, in order to make a more positive contribution to the school community.	D
Unacceptable	Over the course of the semester, the student has not upheld the five core values of the school to the extent that is expected of them. The student has demonstrated unacceptable conduct, which is below the school's expectation and we hope to see a determined effort to improve in the future.	E
For further clarification of the conduct grade awarded, please contact the student's Head of Year		

***Hong Kong Diploma of Secondary Education (HKDSE) (For F.6 DSE)
2025 HKDSE Public Examination Timetable –Written Examinations (Tentative*)***

* Subject to Hong Kong Examination and Assessment Authority updates

For the most up-to-date information, visit the HKEAA website: www.hkeaa.edu.hk

Date	Subject	Component
Tuesday 1 st April, 2025	Visual Arts	Paper 1 & Paper 2
Wednesday 2 nd April, 2025	Chinese Language	Paper 1 & Paper 2
Thursday 3 rd April, 2025	English Language	Paper 1 & Paper 2
Saturday 5 th April, 2025	English Language	Paper 3
Monday 7 th April, 2025	Mathematics	Paper 1 & Paper 2
Tuesday 8 th April, 2025	Citizenship & Social Development	Paper 1 & Paper 2
Thursday 10 th April, 2025	Chemistry	Paper 1 & Paper 2
Saturday 12 th April, 2025	ICT	Paper 1 & Paper 2
Monday 14 th April, 2025	Biology	Paper 1 & Paper 2
Tuesday 15 th April, 2025	BAFS	Paper 1 & Paper 2
Wednesday 16 th April, 2025	Physics	Paper 1 & Paper 2
Wednesday 23 rd April, 2025	Literature in English#	Paper 1 & Paper 2
	Physical Education#	Paper 1 & Paper 2
Thursday 24 th April, 2025	Geography	Paper 1 & Paper 2
Friday 25 th April, 2025	THS	Paper 1 & Paper 2
Saturday 26 th April, 2025	History	Paper 1 & Paper 2
Monday 28 th April, 2025	Mathematics	Module 1 & Module 2
Tuesday 29 th April, 2025	Chinese History	Paper 1 & Paper 2
Wednesday 30 th April, 2025	Economics	Paper 1 & Paper 2
Friday 2 nd May, 2025	Physical Education#	Paper 1 & Paper 2

The examination dates will be finalized by HKEAA after the closing date of registration.

2025 HKDSE Public Examination Timetable – Speaking Examinations (Tentative*)

* Subject to Hong Kong Examination and Assessment Authority updates

For the most up-to-date information, visit the HKEAA website: www.hkeaa.edu.hk

Date	Subject	Component
Mid – Late March 2025	English Language	Paper 4

2025 HKDSE Public Examination Timetable – Practical Examination (Tentative*)

* Subject to Hong Kong Examination and Assessment Authority updates

For the most up-to-date information, visit the HKEAA website: www.hkeaa.edu.hk

Date	Subject	Component
Mid February – Late March 2025	Physical Education	Paper 3

2024 – 2025 HKDSE School-based Assessment (SBA) Deadlines

Date	Subject	Description
Friday 22 nd November, 2024	Chinese Language	Compulsory Module (10%)
Tuesday 10 th December, 2024	ICT	ICT Project (20%)
Tuesday 10 th December, 2024	Visual Arts	Personal Portfolio (50%)
Friday 3 rd January, 2025	English Literature	Portfolio (20%)

For English, the group interactions (Form 5 DSE) and individual presentations (Form 6 DSE) will be filmed during lessons. Students will be informed of the exact dates by subject teachers.

IGCSE (For F.4 IGCSE-focused)

2025 IGCSE Public Examination Timetable –Speaking Tests & Practical Examinations

* Examinations will be administered by the school. A letter to parents will be issued in September 2024 with more details.

Date	Subject (Syllabus)	Description (Weighting)
Wednesday 19 th March, 2025	French (0520)	Paper 3 (25%)
Thursday 20 th March, 2025		<i>A 10-minute speaking test</i>
Wednesday 19 th March, 2025	Spanish (0530)	Paper 3 (25%)
Thursday 20 th March, 2025		<i>A 10-minute speaking test</i>
Tuesday 18 th March, 2025	Mandarin Chinese (0547)	Paper 3 (25%)
Wednesday 19 th March, 2025		<i>A 10-minute speaking test</i>
Thursday 20 th March, 2025		
Monday 31 st March, 2025	English as a Second Language (0511)	Paper 3 (25%) <i>A 10 – 15-minute speaking test</i>
Thursday 20 th March, 2025	Chinese as a Second Language (0523)	Component 3 (20%)
Friday 21 st March, 2025		<i>A 10 – 13-minute speaking test</i>
Monday 14 th April, 2024	Art & Design (0400)	Component 2 (50%)
Tuesday 15 th April, 2024		<i>An 8-hour supervised test over 1½ days</i>

2025 IGCSE Coursework Deadlines

Date	Subject	Description
Monday 13 th January, 2025	Art & Design	Component 1: Coursework (50%)
Monday 10 th March, 2025	Physical Education	Component 3: Practical Performance (30%)
Monday 17 th March, 2025	Physical Education	Component 4: Personal Exercise Programme (10%)

NB. The deadlines are staggered to enable students to manage their time more effectively (i.e. there are two weeks between each coursework deadline) and to provide teachers with sufficient time for marking and/or moderation before coursework tasks have to be sent to Cambridge/Edexcel.

GCE AS/A Level (For F.5 DSE/GCE and F.6 GCE)

2025 GCE AS/A Level Public Examination Timetable

– Speaking Tests & Practical Examinations

* Examinations will be administered by the school. A letter to parents will be issued in September 2024 with more details.

AS LEVEL

Date	Subject (Syllabus)	Description (Weighting)
Wednesday 16 th April, 2025	French Language (8028) (Form 5 & Form 6 DSE)	Component 1 (25%) <i>A 20-minute speaking test</i>
Wednesday 16 th April, 2025	Spanish Language (8022) (Form 5 & Form 6 DSE)	Component 1 (25%) <i>A 20-minute speaking test</i>

A LEVEL

Date	Subject (Syllabus)	Description (Weighting)
Tuesday 15 th April, 2025	Chinese (9CN0) (Form 6 GCE)	Paper 3 (30%)
Wednesday 16 th April, 2025		<i>A 16 – 18-minute speaking test</i>
Tuesday 15 th April, 2025	French (9FR0) (Form 6 GCE)	Paper 3 (30%)
Wednesday 16 th April, 2025		<i>A 16 – 18-minute speaking test</i>

2025 GCE A Level Coursework Deadlines

Date	Subject	Description (A Level Weighting)
Monday 17 th March, 2025	English Literature	Component 4: Coursework (20%)
Monday 17 th March, 2025	Physical Education	Component 3: Practical Performance (15%)
Monday 24 th March, 2025	Physical Education	Component 4: Performance Analysis and Performance Development Programme (15%)
Monday 7 th April, 2025	Art & Design	Component 3: Personal Investigation (50%)

NB. The deadlines are staggered to enable students to manage their time more effectively (i.e. there are two weeks between each coursework deadline) and to provide teachers with sufficient time for marking and/or moderation before coursework tasks have to be sent to Cambridge/Edexcel.

— *My Reading* —



My Library



Reading Habit Tracker

MONTHS

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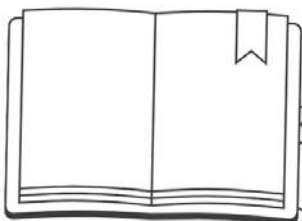
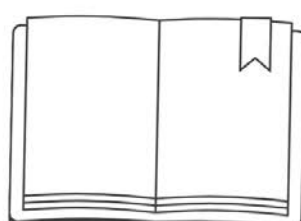
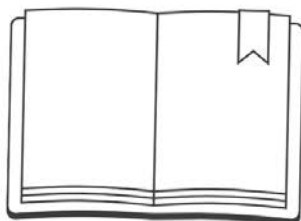
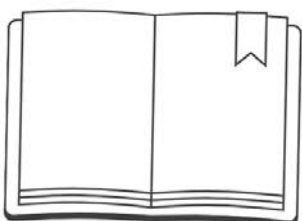
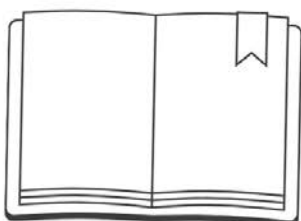
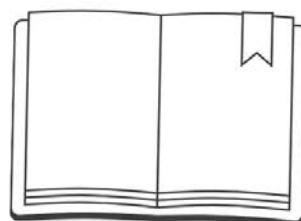
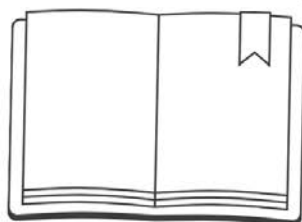
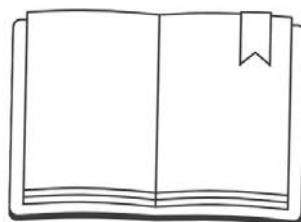
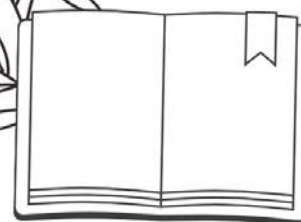
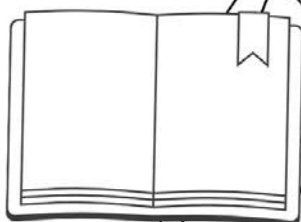
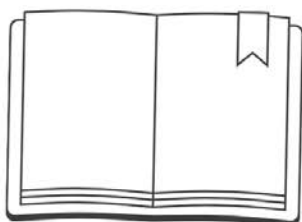
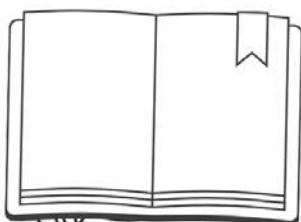
How long do you read every day? Use this tracker to track your reading habits!

Colour the boxes according to how long you've read each day:

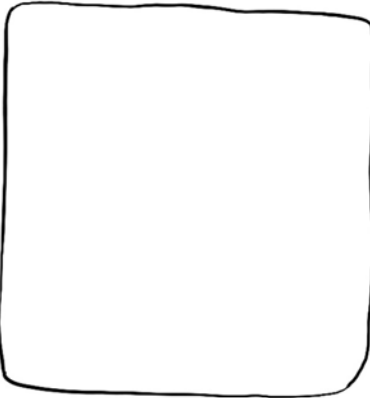
- 5-14 minutes
- 15-20 minutes
- 26-40 minutes
- 41-60 minutes
- 60+ minutes



Monthly Favourites

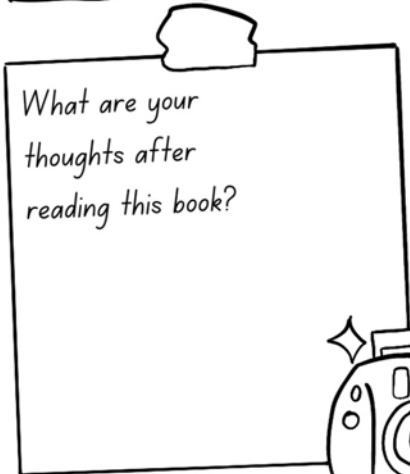


My Book of the Year



Draw your favourite character!

"Quote from the book"



What are your thoughts after reading this book?



Highlights of the book

How do you feel after reading this book?



Describe the book in hashtags

#

Scan me! If you want to make more book reflections!

My Schedule

Timetable

TIME	MONDAY	TUESDAY
8:10 - 8:35	<i>Class Teacher Period</i>	<i>Student Briefing & PSHE Lesson</i>
8:40 - 9:35		
9:40 - 10:35		
10:35 - 11:00	<i>Recess</i>	
11:00 - 11:55		
12:00 - 12:55		
12:55 - 1:50	<i>Lunch</i>	
1:50 - 2:45		
2:50 - 3:45		
3:50 - 3:55	<i>Class Teacher Period</i>	

WEEK A

WEDNESDAY

THURSDAY

FRIDAY

Class Teacher Period

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Recess

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Lunch

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Class Teacher Period

Timetable

TIME	MONDAY	TUESDAY
8:10 - 8:35	<i>Class Teacher Period</i>	<i>Student Briefing & PSHE Lesson</i>
8:40 - 9:35		
9:40 - 10:35		
10:35 - 11:00	<i>Recess</i>	
11:00 - 11:55		
12:00 - 12:55		
12:55 - 1:50	<i>Lunch</i>	
1:50 - 2:45		
2:50 - 3:45		
3:50 - 3:55	<i>Class Teacher Period</i>	

WEEK B

WEDNESDAY

THURSDAY

FRIDAY

Class Teacher Period

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Recess

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Lunch

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Class Teacher Period

School Calendar 2024-2025

		Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Particulars		
2023	September	1	A	25	26	27	28	29	30	31	26/8 Semester I First Day of School and Photo Day (individual)	S
		2	B	1	2	3	4	5	6	7	11/9 Graduation Photo-taking (F.6)	A
		3	A	8	9	10	11	12	13	14	12/9 Back to School Night (F.1) & PTA AGM 13/9 Staff Development Day (No school for students)	S
		4	B	15	16	17	18	19	20	21	18/9 Holiday following the Mid-Autumn Festival	A
		5	A	22	23	24	25	26	27	28	1/10 National Day Holiday	S
	October	6	B	29	30	1	2	3	4	5	11/10 Chung Yeung Festival Holiday	A
		7	A	6	7	8	9	10	11	12	16 - 18/10 Life-wide Learning Camp (F.1 - F.3); Activity Days (F.4 - F.6)	S
		8	B	13	14	15	16	17	18	19	21 - 25/10 Mid-term Break 30 & 31/10 Student-Teacher Conference (All Forms) (Special timetable in the morning)	--
	November	9	A	27	28	29	30	31	1	2	1/11 (PM) Parent-Teacher Conference (F.2 - F.4) (Special timetable in the morning)	S
		10	B	3	4	5	6	7	8	9	2/11 (AM) Parent-Teacher Conference (F.1, F.5 - F.6) 7 & 8/11 Sports Day	A
		11	A	10	11	12	13	14	15	16	21/11 Photo Day (Classes & ECAs)	S
		12	B	17	18	19	20	21	22	23		A
	December	13	A	24	25	26	27	28	29	30		S
		14	B	1	2	3	4	5	6	7	6/12 Half-day school before International Fun Fair 7/12 International Fun Fair 9/12 Holiday after International Fun Fair	A
		15	A	8	9	10	11	12	13	14	13/12 (AM) Christmas Party, Christmas Service & Parade	S
2024	January	16	B	15	16	17	18	19	20	21	16/12 - 1/1 Christmas & New Year Holiday	
		17	A	22	23	24	25	26	27	28	3/1 HKDSE & GCE Information Evening (F.3 & F.4)	
		18	B	29	30	31	1	2	3	4	6 - 18/1 Mid-Year Examinations (F.3 & F.5 DSE) & Mock Examinations (F.6 DSE)	S
		19	A	5	6	7	8	9	10	11	8 - 18/1 Mid-Year Examinations (F.2)	S
	February	20	B	12	13	14	15	16	17	18	24/1 Music Contest (Special timetable in the morning)	S
		21	A	19	20	21	22	23	24	25		
		22	B	26	27	28	29	30	31	1	27/1 - 4/2 Chinese New Year Holiday 5/2 Start of Semester II 7/2 Blood Donation Day (For Senior Form students and all parents)	--
		23	A	9	10	11	12	13	14	15	19/2 Make-up Day (Week B Friday timetable) 20/2 (PM) Parent-Teacher Conference (F.1 & F.5 DSE & F.6 DSE) (Special timetable in the morning)	S
	B	16	17	18	19	20	21	22	21/2 Last School Day (F.6 DSE) Make-up Day (Week B Wednesday timetable)	A		
	A	23	24	25	26	27	28	1	22/2 (AM) Parent-Teacher Conference (F.2 - F.3) 24/2 - 8/3 Mid-Year Examinations (F.4 DSE) & Mock Examinations (F.4 IGCSE, F.5 GCE & F.6 GCE)	S		

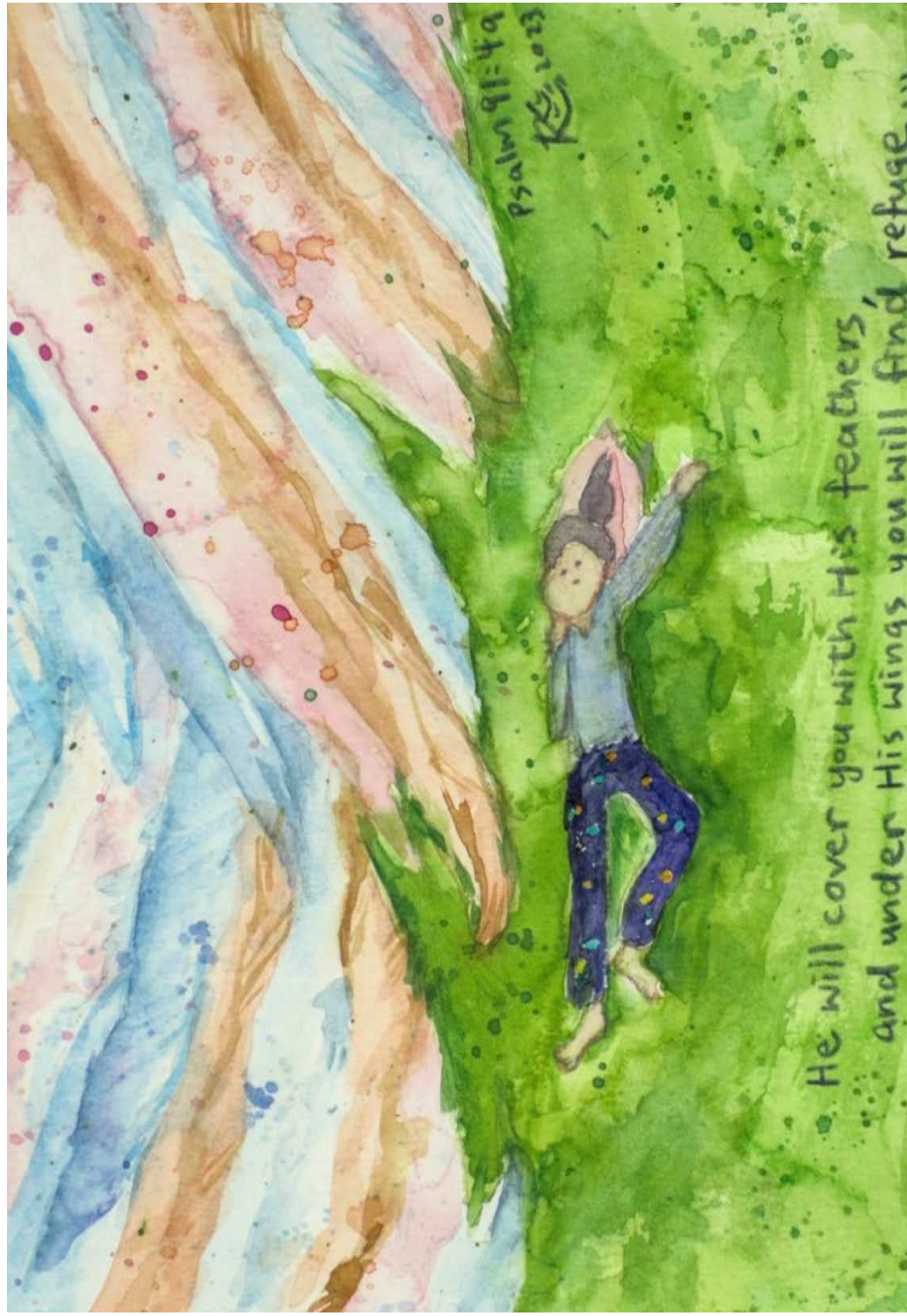
School Event
 Examinations
 Make-up Day
 School Holiday
 Staff Development Day

		Week	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Particulars		
2024	March	24	B	2	3	4	5	6	7	8		S
		25	A	9	10	11	12	13	14	15		S
		26	B	16	17	18	19	20	21	22		A
		27	A	23	24	25	26	27	28	29	25/3 (PM) Parent-Teacher Conference (F.4, F.5 GCE, F.6 DSE & F.6 GCE) (Special timetable in the morning)	S
	April	28	B	30	31	1	2	3	4	5	4/4 Ching Ming Festival Holiday	A
		29	A	6	7	8	9	10	11	12	8/4 F.2 Options Evening (F.1 & F.2)	S
		30	B	13	14	15	16	17	18	19	14 & 15/4 (PM) Student-Teacher Conference (F.1 - F.3, F.4 DSE & F.5 DSE) (Special timetable in the morning)	A
				20	21	22	23	24	25	26	18 - 24/4 Easter Holiday 25/4 Examination Preparation Day	--
	May	31	A	27	28	29	30	1	2	3	30/4 Last School Day (F.6 GCE) Make-up Day (Week B Wednesday timetable)	A
		32	B	4	5	6	7	8	9	10	1/5 Labour Day Holiday 2/5 Start of Study Leave (F.4 IGCSE & F.5 GCE) 5/5 Buddha's Birthday Holiday 8/5 Swimming Gala (Tentative)	S
		33	A	11	12	13	14	15	16	17		S
		34	B	18	19	20	21	22	23	24		S
	June	35	A	25	26	27	28	29	30	31	28/5 - 13/6 Final Examinations (F.3, F.4 DSE & F.5 DSE) 31/5 Tuen Ng Festival Holiday	S
		36	B	1	2	3	4	5	6	7	4 - 13/6 Final Examinations (F.1 - F.2)	S
		37	A	8	9	10	11	12	13	14	14/6 Graduation Day	S
		38	B	15	16	17	18	19	20	21	16 - 20/6 Exam Paper Review (F.1 - F.3, F.4 DSE & F.5 DSE)	S
		39		22	23	24	25	26	27	28	23 - 27/6 Enrichment Week (F.1 - F.5) 1/7 HKSAR Establishment Day Holiday	--
	July	40		29	30	1	2	3	4	5	2/7 Sports Night 3/7 Student-Teacher Conference (F.1 - F.5); College Night	--
				6	7	8	9	10	11	12	4/7 Last Day of School & Thanksgiving Service 7/7 Start of Summer Holiday	
				13	14	15	16	17	18	19	16/7 HKDSE Results Release (Tentative)	
				20	21	22	23	24	25	26		
	August			27	28	29	30	31	1	2		
				3	4	5	6	7	8	9		
				10	11	12	13	14	15	16		
1		A	17	18	19	20	21	22	23			
		24	25	26	27	28	29	30				
	B	24	25	26	27	28	29	30	25/8/2025 First Day of School (School Year 2025 - 2026)			

1 Public Holiday

A Assembly during Wednesday Period 6

S Staff Meetings during Wednesday Period 6 for Form 2 to Form 6 (School finishes at 2:55 p.m.)



He will cover you with His feathers
and under His wings you will find refuge.

psalm 91:4-9
K. 1023

GOD, I THANK YOU FOR

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GOD, I LOOK FORWARD TO

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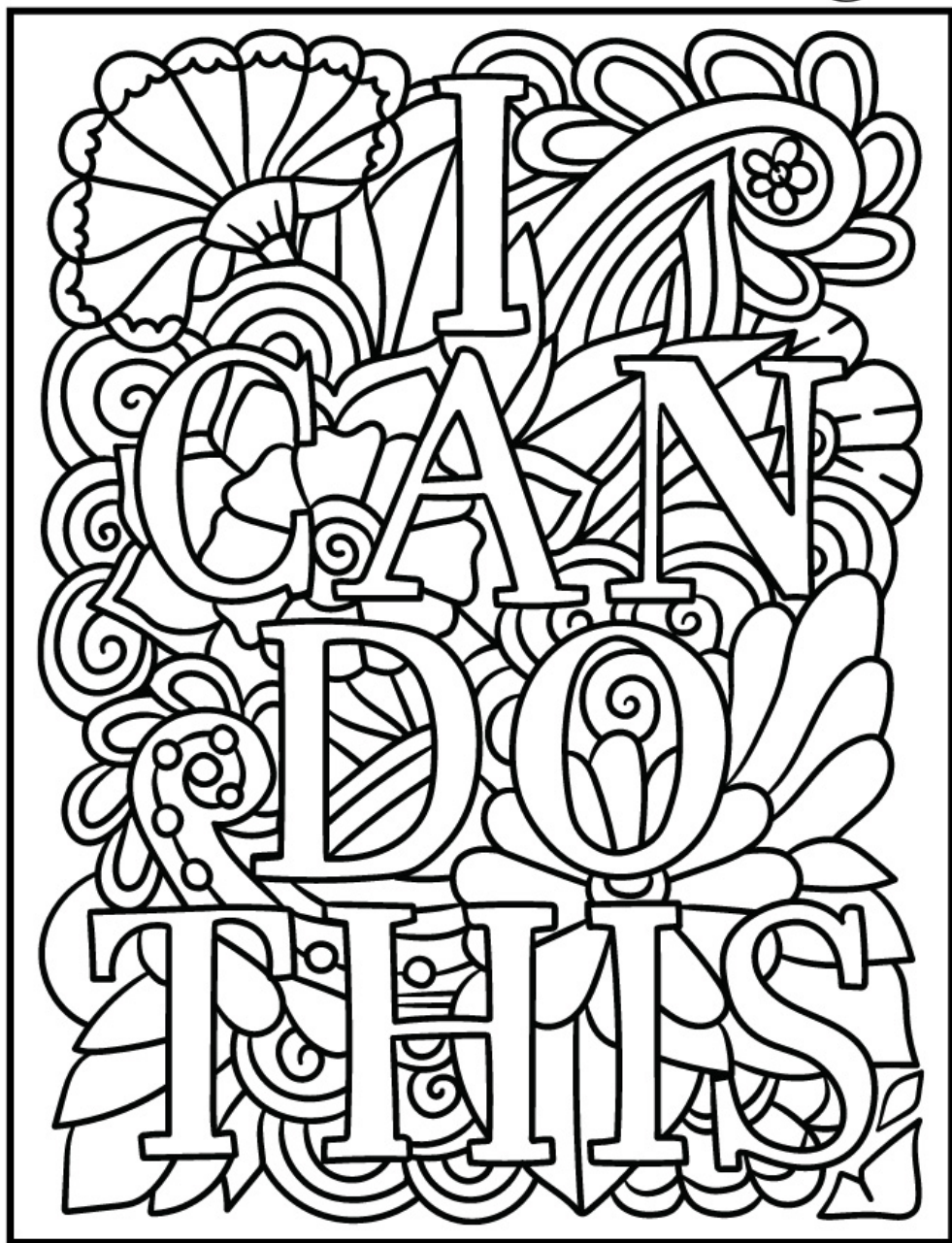
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Mindful Coloring



I AM ...

PATIENT & PERSISTENT

I don't rush my ideas and work. I don't give up when it becomes challenging.



August & September

	Monday	Tuesday	Wednesday	Thursday
Week 1A	26/ Aug Start of Semester I / First Day of School (Half Day School) and Photo Day (Individual)	27	28	29
Week 2B	2	3	4	5
Week 3A	9	10	11 Photo-taking of Graduation Classes (F.6)	12 Back to School Night (F.1) & PTA AGM
Week 4B	16	17	18 Holiday following Mid-Autumn Festival	19
Week 5A	23	24	25	26

Friday	Saturday	Sunday	<i>My Weekly Highlights</i>
30	31	<i>1/ Sept</i>	
6	7	<i>8</i>	
13	14	<i>15</i>	
Staff Development Day (No school for students) 20	21	<i>22</i>	
27	28	<i>29</i>	



GOD, I THANK YOU FOR

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YHKCC Student Wellbeing



Be
You!



Games
to enjoy!

Read



Treat yourself



Sleep



**FEELING
SAD?**

Listen to music



Talk to someone



Be creative



**AND LOVE
YOURSELF!**



COLOUR IT IN!

A mind is like a parachute. it doesn't work if it's not open.

-Frank Zappa

1A KHUSHI
1A SARA



**FAILURE
IS PART OF
LEARNING**

October

	Monday	Tuesday	Wednesday	Thursday
Week 6B	30/ Sep	1/ Oct	2	3
Week 7A	7	8 National Day Holiday	9	10
Week 8B	14	15	16 Life-wide Learning Camp (F.1-F.3) / Activity Day (F.4-F.6)	17 Life-wide Learning Camp (F.1-F.3) / Activity Day (F.4-F.6)
	21 Mid-term Break	22 Mid-term Break	23 Mid-term Break	24 Mid-term Break
Week 9A	28	29	30 Student-Teacher Conference (All Forms) (Special timetable in the morning)	31 Student-Teacher Conference (All Forms) (Special timetable in the morning)

Friday	Saturday	Sunday	<i>My Weekly Highlights</i>
4	5	6	
11	12	13	
Chung Yeung Festival Holiday 18	19	20	
Life-wide Learning Camp (F.1-F.3) / Activity Day (F.4-F.6) 25	26	27	
Mid-term Break 1 / Nov	2	3	
Parent-Teacher Conference (F.2-F.4) (Special timetable in the morning)	Parent-Teacher Conference (F.1, F.5-F.6) (AM)		

"Martha, Martha, You are upset
and worried by many things;



"There is need of only one thing.
Mary has chosen the better part, which will not be taken away from her.
Luke 10:41-42

GOD, I THANK YOU FOR

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GOD, I LOOK FORWARD TO

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Yhkee Student Wellbeing

Colour your own mandala!



Write how you feel after doing this activity. Explain the colours you used and why.

By Meesha, Ebi, Karla, Luna, Krishaa Zy

GROWTH MINDSET

LET'S MAKE LEARNING CHALLENGES AN OPPORTUNITY TO GROW. SAY IT WITH US:

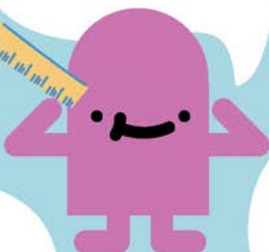
"I'LL GET BETTER WITH PRACTICE."



"MY CLASSMATES INSPIRE ME TO STUDY WELL."



"THERE'S ALWAYS ROOM TO IMPROVE!"



"MISTAKES TEACH ME NEW LESSONS."



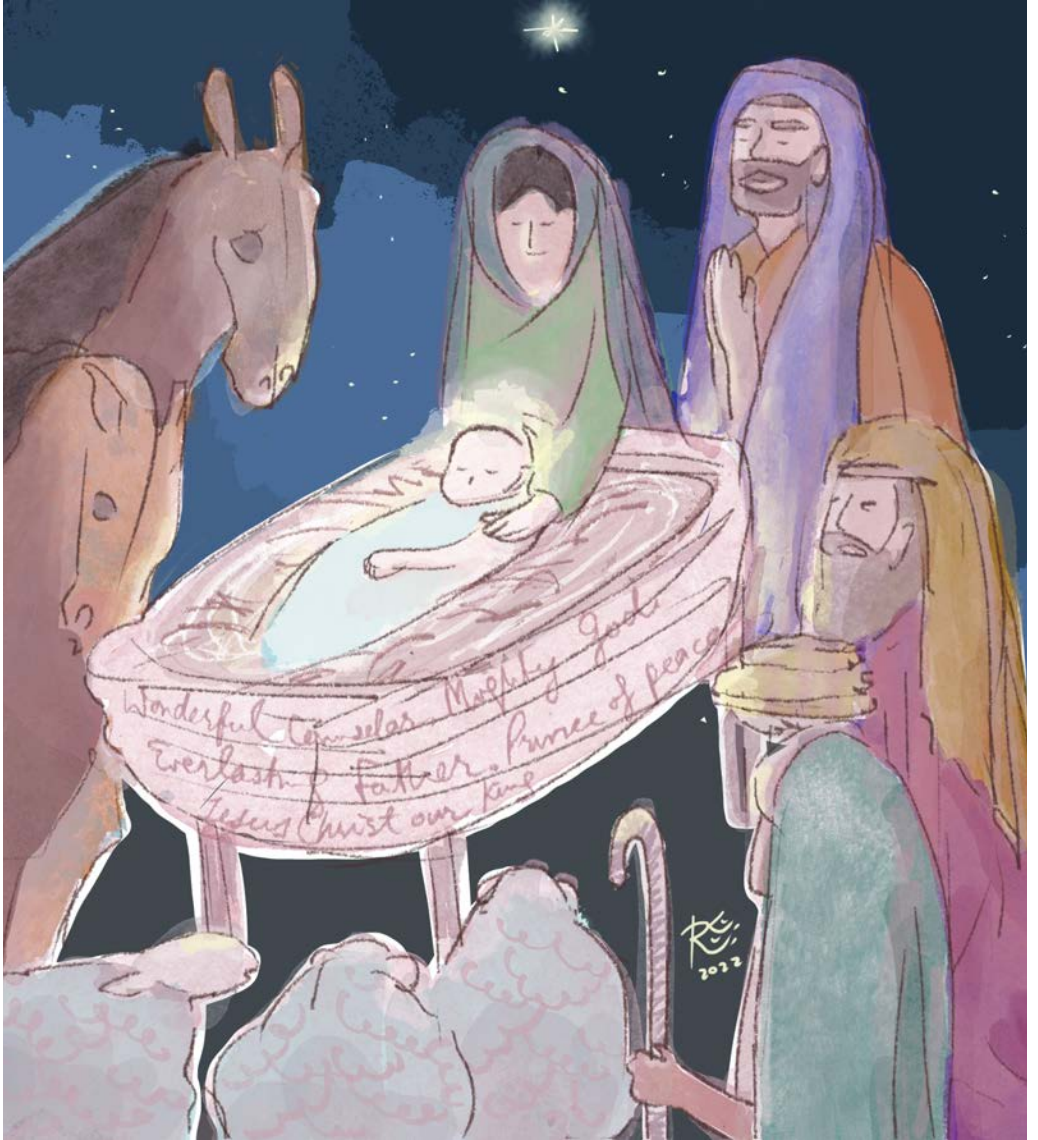
"CHALLENGES ALLOW ME TO GROW."



November

	Monday	Tuesday	Wednesday	Thursday
Week 10B	4/ Nov	5	6	7 Sports Day
Week 11A	11	12	13	14
Week 12B	18	19	20	21 Photo Day (Classes and ECAs)
Week 13A	25	26	27	28

Friday	Saturday	Sunday	<i>My Weekly Highlights</i>
8	9	10	
Sports Day 15	16	17	
22	23	24	
29	30	1 / Dec	



GOD, I THANK YOU FOR

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GOD, I LOOK FORWARD TO

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Christmas



Christmas Vibes

GET YOUR FAVOURITE STICKER/STAMP FOR THIS CHRISTMAS AND PASTE IT HERE

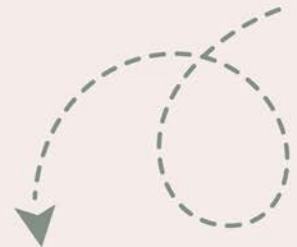


WHAT CHARACTER STRENGTHS YOU HAVE DEVELOPED DURING THIS CHRISTMAS BREAK?

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

WRITE DOWN THE NAME OF YOUR FAVORITE SONGS THIS DECEMBER.

	_____



COLOUR THE FOLLOWING CHRISTMAS ITEMS



MOVIE SUGGESTIONS



4C SOHAM, AND 4C AMANAT

HOW TO ACHIEVE YOUR GOALS IN 5 EASY STEPS

Have SMART goals

01

Take notes

02

Clearly define your goals

03

Make a plan

04

Take action

05

December

	Monday	Tuesday	Wednesday	Thursday
Week 14B	2	3	4	5
Week 15A	9 Holiday after International Fun Fair	10	11	12
	16 Christmas & New Year Holiday	17 Christmas & New Year Holiday	18 Christmas & New Year Holiday	19 Christmas & New Year Holiday
	23 Christmas & New Year Holiday	24 Christmas & New Year Holiday	25 Christmas & New Year Holiday	26 Christmas & New Year Holiday
Week 16B	30 Christmas & New Year Holiday	31 Christmas & New Year Holiday	1/ Jan Christmas & New Year Holiday	2 Christmas & New Year Holiday

Friday	Saturday	Sunday	<i>My Weekly Highlights</i>
<p>6</p> <p>Half Day School before International Fun Fair</p>	<p>7</p> <p>International Fun Fair</p>	<p>8</p>	
<p>13</p> <p>Christmas Party and Christmas Service & Parade</p>	<p>14</p>	<p>15</p>	
<p>20</p> <p>Christmas & New Year Holiday</p>	<p>21</p> <p>Christmas & New Year Holiday</p>	<p>22</p>	
<p>27</p> <p>Christmas & New Year Holiday</p>	<p>28</p> <p>Christmas & New Year Holiday</p>	<p>29</p>	
<p>3</p> <p>HKDSE & GCE Information Evening (F.3 & F.4)</p>	<p>4</p>	<p>5</p>	



GOD, I THANK YOU FOR

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WELLBEING ACTIVITIES

DEEP BREATHING

Techniques such as box breathing can help keep you calm down over stressful times. Before you go to sleep, do a couple rounds of box breathing and let your stress free.

READING A BOOK

Sometimes reading a book can take your mind of the things that are stressing you.



STRETCH

When you are stressed, your muscles get tense, which will lead to muscle spasms. That's why it's good to stretch to not allow the muscles to get tense.



COLOURING

Scan this QR code to go to a website with a lot of colouring templates!



KEEP A JOURNAL

If you are stressed, it is good to spill out what's bothering your mind in a journal.



EXERCISE



Even though your mind is stressed and under pressure, it doesn't mean your body has to start to get weak!

SPEND TIME WITH CLOSE FAMILY AND FRIENDS

If you are feeling lost, it is good to go to someone. Don't go through with this all on your own!



MEDITATE

Meditation improves mental health by minimising stress, boosting self-awareness, and encouraging emotional well-being.



Say *yes* to
challenges!



January

	Monday	Tuesday	Wednesday	Thursday
Week 17A	6	7	8	9
	Mid-year (F.3, F.4, F.5 DSE) & Mock Exams (F.6 DSE)	Mid-year (F.3, F.4, F.5 DSE) & Mock Exams (F.6 DSE)	Mid-year (F.1-F.3, F.4, F.5 DSE) & Mock Exams (F.6 DSE)	Mid-year (F.1-F.3, F.4, F.5 DSE) & Mock Exams (F.6 DSE)
Week 18B	13	14	15	16
	Mid-year (F.1-F.3, F.4, F.5 DSE) & Mock Exams (F.6 DSE)	Mid-year (F.1-F.3, F.4, F.5 DSE) & Mock Exams (F.6 DSE)	Mid-year (F.1-F.3, F.4, F.5 DSE) & Mock Exams (F.6 DSE)	Mid-year (F.1-F.3, F.4, F.5 DSE) & Mock Exams (F.6 DSE)
Week 19A	20	21	22	23
	27	28	29	30
	Chinese New Year Holiday	Chinese New Year Holiday	Chinese New Year Holiday	Chinese New Year Holiday

Friday	Saturday	Sunday	<i>My Weekly Highlights</i>
<p>10</p> <p>Mid-year (F.1-F.3, F.4, F.5 DSE) & Mock Exams (F.6 DSE)</p>	<p>11</p> <p>Mid-year (F.1-F.3, F.4, F.5 DSE) & Mock Exams (F.6 DSE)</p>	<p>12</p>	
<p>17</p> <p>Mid-year (F.1-F.3, F.4, F.5 DSE) & Mock Exams (F.6 DSE)</p>	<p>18</p> <p>Mid-year (F.1-F.3, F.4, F.5 DSE) & Mock Exams (F.6 DSE)</p>	<p>19</p>	
<p>24</p> <p>Music Contest (Special timetable in the morning)</p>	<p>25</p>	<p>26</p>	
<p>31</p> <p>Chinese New Year Holiday</p>	<p>1/ Feb</p> <p>Chinese New Year Holiday</p>	<p>2</p> <p>Chinese New Year Holiday</p>	

Rose Rebecca Kahan
2022



GOD, I THANK YOU FOR

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GOD, I LOOK FORWARD TO

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YHKCC student wellbeing

Wellbeing activities!

-5A Rihanna



A little lofi-study playlist :))



Totoro Crossword Puzzle

E A R O B P I Y C M Y L S G F C A
J G Y T Z X N I I Q H B O O D C S
V S T R W E Y V V D B O R O Y I F
T N J T C L Q K X A J E W U H H W
E T A Q P J A K T V S W Z X G C A
E I R N C D O I Z T B P Q E X U S
K T J E N A Y Y G V I N J Y V M I
V E I Z E Y T V G S C E I N Z B N
I T S R J M D B E U Y Y V I X R R
W K S U P D B C U I C H O A I E O
R U U Q O S O Z B S L Y D R C L C
H L K S S H T Z H B E L L G P L A
J N F P T B E O Z A N M E I X A O
C A K F Y A Z V O W V C N F V V G
H F A G M Z S G T S Z I I H Y S D
M S T O R O T O T P R I K O Q N M
L O S T X T Y S F X T W H G Q S Y

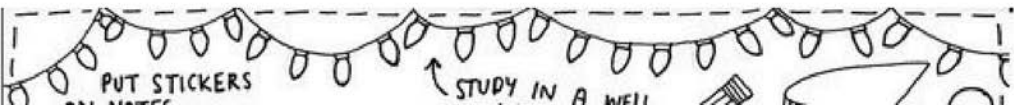
- | | | | |
|----------|---------|--------|-------------|
| Forest | Bicycle | Tree | Soot Sprite |
| Nanny | Satsuki | Mei | Lost |
| Rain | School | House | Cat Bus |
| Umbrella | Acorn | Totoro | |

Play guitar with your keyboard!



SCAN ME





PUT STICKERS ON NOTES YOU NEED TO GO OVER

STUDY IN A WELL LIT AREA

studying tips

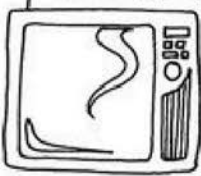
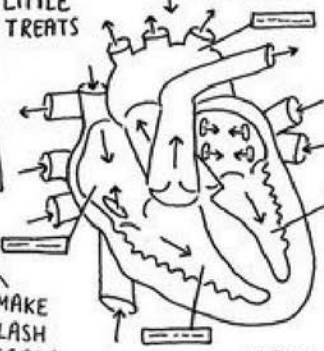
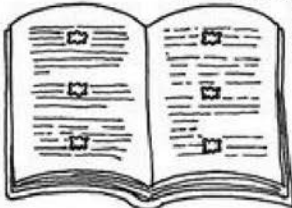
BY REVISE OR DIE (a.k.a Emily)

USE SHAPE RECOGNITION WATCH

REWARD YOURSELF FOR READING WITH LITTLE TREATS

DRAW DIAGRAMS

A DOCUMENTARY ON THE TOPIC



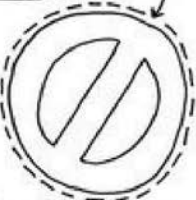
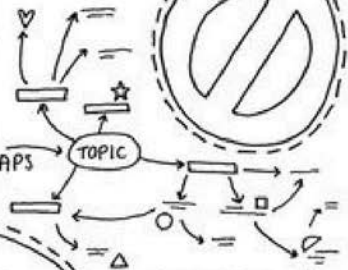
DOWNLOAD A WEBSITE BLOCKER TO STAY ON TASK

LOOK
COVER
WRITE
CHECK

MAKE FLASH CARDS

USE A VARIETY OF METHODS TO KEEP YOU INTERESTED

MAKE MINDMAPS

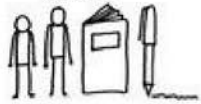


MAKE A SCHEDULE

	MON	TUE	WED	THU	FRI	SAT	SUN
7-9	==	gym			rain	work	gym
9-11		TEST!	==				==
11-1			==				
1-3				TEST!			
3-5		BERK	gym	=		out	gym
5-7					=		

"Let us remember: one book, one pen, one child, and one teacher can change the world."

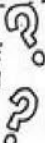
REMEMBER WHAT MALALA SAID...



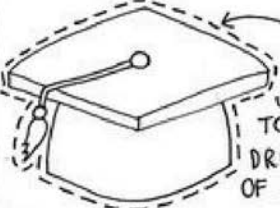
LISTS, TO-DO'S, CHECKLISTS, WHATEVER YOU CALL THEM, MAKE THEM!



IF YOU HAVE A QUESTION - ASK IT!

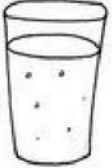


MAKE YOUR OWN TEXTBOOK



TEACH WHAT YOU KNOW TO YOURSELF OR TO OTHERS

DRINK LOTS OF WATER



Remember YOU ARE BRILLIANT

Friday	Saturday	Sunday	<i>My weekly Highlights</i>
<p>7</p> <p>Blood Donation Day (For Senior Form students and all parents)</p>	<p>8</p>	<p>9</p>	
<p>14</p>	<p>15</p>	<p>16</p>	
<p>21</p> <p>Last Day of School (F.6 DSE) Make-up Day (Week B Wednesday timetable)</p>	<p>22</p> <p>Parent-Teacher Conference (F.2-F.4)</p>	<p>23</p>	
<p>28</p> <p>Mock Exams (F.4, F.5 GCE & F.6 GCE)</p>	<p>1/ Mar</p> <p>Mock Exams (F.4, F.5 GCE & F.6 GCE)</p>	<p>2</p>	



GOD, I THANK YOU FOR

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GOD, I LOOK FORWARD TO

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YHKCC Student Wellbeing

01 Box Breathing

Box breathing works by distracting your mind as you breathe, calming your nervous system, and decreasing stress in your body.



Meditation 02

Meditation is a practice that involves focusing or clearing your mind using a combination of mental and physical techniques.



03 Listening to music

Listening to music can activate the pleasure centers in the brain, releasing dopamine and creating feelings of relaxation and happiness.



By 3A

(Siu Wan, Sarabjit, Ian, Harshbir)

4 Methods of Retrieval Practice

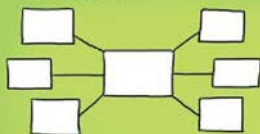
@ImpactWales

Copyright © 2018

Before you start put away all your books & classroom materials.

BRAIN DUMP

Write, draw a picture, create a mind-map on everything you know about a topic.



Give yourself a time limit, say 3 minutes, then have a look at your books & add a few things you forgot.

QUIZZING

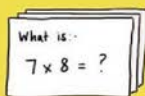
Create practice questions on a topic. Swap your questions with a partner & answer.

Question - What is a metaphor?

- A comparison using 'like, as, than'.
- A comparison where one thing is another.
- A comparison with a human attribute.

FLASHCARDS

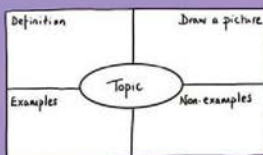
Create your own flashcards, question on one side answer on the other. Can you make links between the cards?



You need to repeat the Q&A process for flashcards you fail on more frequently & less frequently for those you answer correctly.

KNOWLEDGE ORGANISERS

Complete a knowledge organiser template for key information about a topic.



You can use knowledge organisers to learn new vocab & make links in between subjects or ideas.

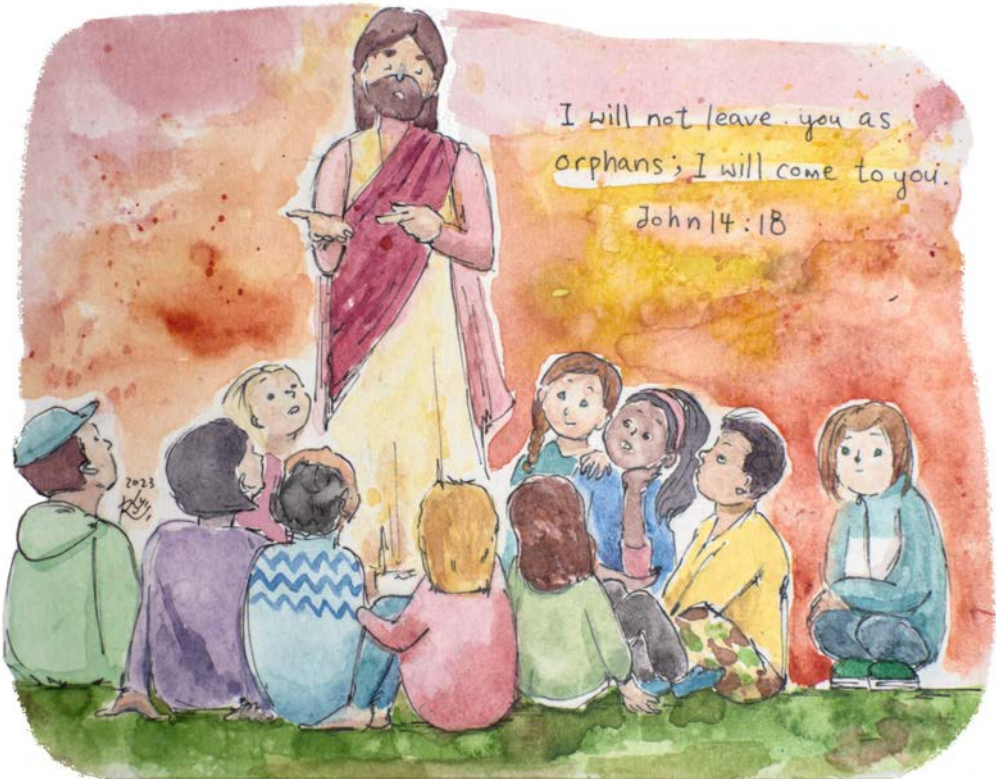
After you have retrieved as much as you can go back to your books & check what you've missed. Next time focus on that missing information

March

	Monday	Tuesday	Wednesday	Thursday
Week 24B	3 Mock Exams (F.4, F.5 GCE & F.6 GCE)	4 Mock Exams (F.4, F.5 GCE & F.6 GCE)	5 Mock Exams (F.4, F.5 GCE & F.6 GCE)	6 Mock Exams (F.4, F.5 GCE & F.6 GCE)
Week 25A	10	11	12	13
Week 26B	17	18	19	20
Week 27A	24	25 Parent-Teacher Conference (F.4, F.5 GCE & F.6 GCE) (Special timetable in the morning)	26	27

Friday	Saturday	Sunday	<i>My weekly highlights</i>
<p>7</p> <p>Mock Exams (F.4, F.5 GCE & F.6 GCE)</p>	<p>8</p> <p>Mock Exams (F.4, F.5 GCE & F.6 GCE)</p>	<p>9</p>	
<p>14</p>	<p>15</p>	<p>16</p>	
<p>21</p>	<p>22</p>	<p>23</p>	
<p>28</p>	<p>29</p>	<p>30</p>	

I will not leave you as
orphans; I will come to you.
John 14:18



GOD, I THANK YOU FOR

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GOD, I LOOK FORWARD TO

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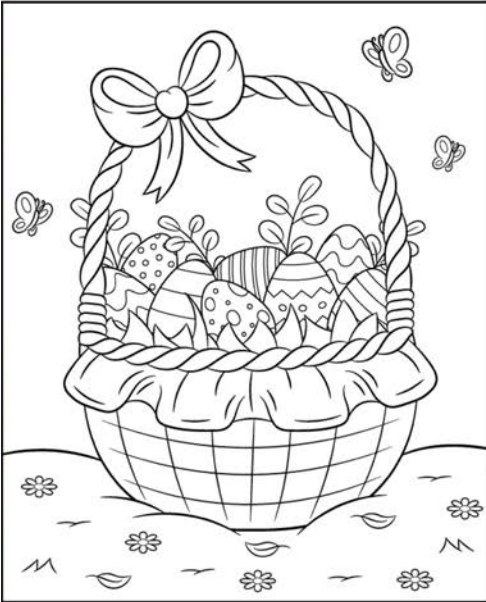
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YHKCC wellbeing



Easter Day Word Hunt

X	K	O	J	E	L	L	Y	B	E	A	N	S	L	C
R	V	D	C	S	N	J	X	V	U	T	T	P	W	H
X	P	V	J	N	G	L	H	Y	K	H	V	R	V	O
P	B	B	N	W	Y	O	N	S	D	A	G	I	E	C
E	T	A	R	O	C	E	D	A	M	N	Z	N	D	O
S	G	G	E	F	X	U	F	R	W	R	A	G	A	L
X	B	H	M	P	E	F	M	E	Z	F	I	C	R	A
G	A	Y	I	Z	O	Y	Q	T	Q	Z	A	T	A	T
U	S	Q	K	D	A	N	T	S	X	U	V	F	P	E
W	K	U	I	Z	C	N	I	A	B	F	L	I	W	W
X	E	L	N	A	E	U	P	E	U	O	H	E	R	X
N	T	K	R	D	D	B	Y	C	W	K	S	U	C	Y
Y	P	R	I	R	A	Q	J	E	L	E	R	A	N	M
T	O	D	O	L	Q	Y	R	B	O	D	Y	S	J	T
T	D	S	K	C	I	H	C	B	Y	I	S	L	F	H

3H

Sukhmanpreet

Rowen

Jessica

Benjamin

Lee On

DECORATE

EASTER

EGGS

FLOWER

HUNT

JELLYBEANS

PARADE

SPRING

SUNDAY

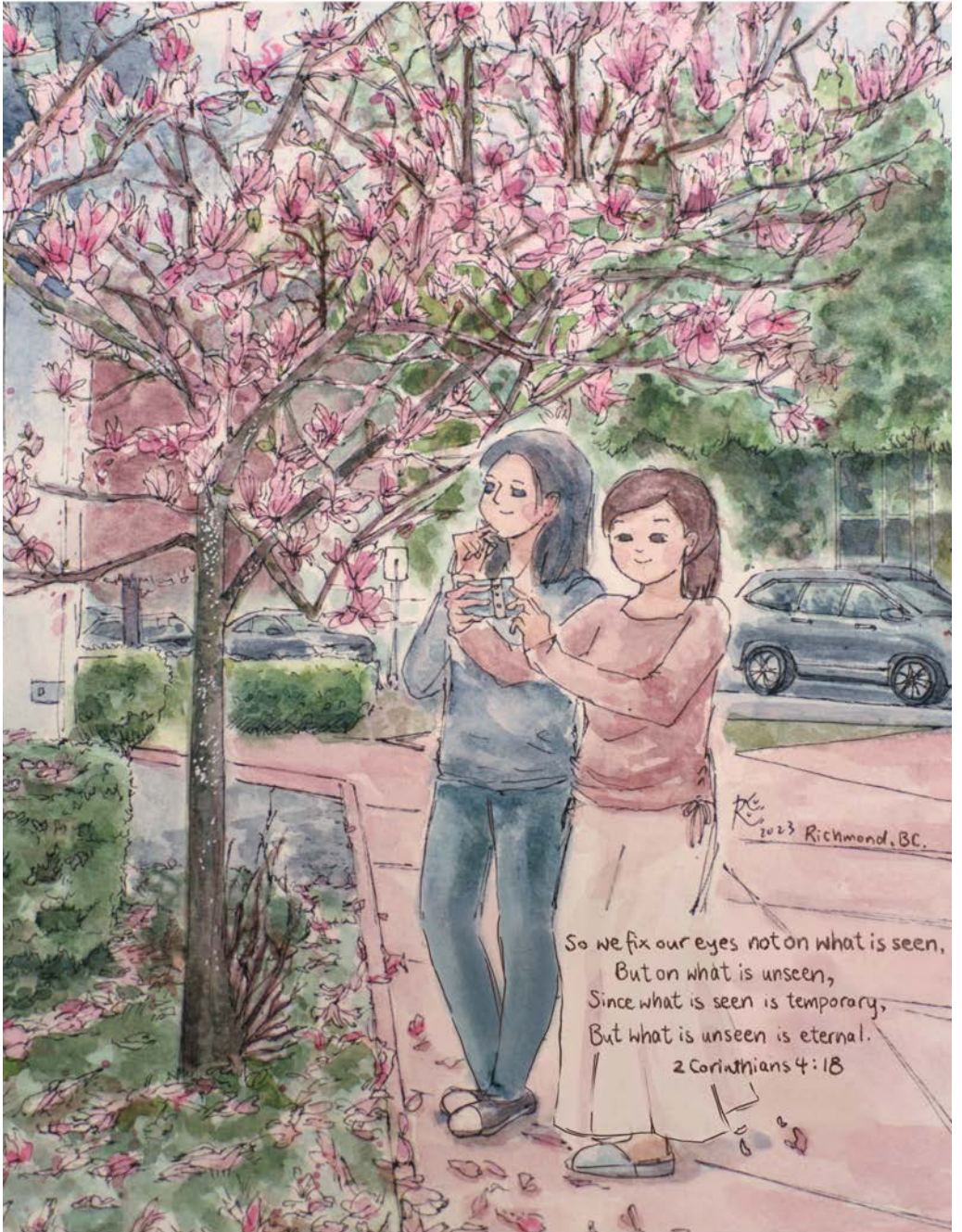


**“Perfection
may not be
possible, but
striving for
excellence is.”**

April

	Monday	Tuesday	Wednesday	Thursday
Week 28B	31/ Mar	1/ Apr	2	3
Week 29A	7	8 F.2 Options Evening (F.1 & F.2)	9	10
Week 30B	14 Student-Teacher Conference (F.1-F.3, F.4 DSE & F.5 DSE) (Special timetable in the morning)	15 Student-Teacher Conference (F.1-F.3, F.4 DSE & F.5 DSE) (Special timetable in the morning)	16	17
	21	22	23	24
	Easter Holiday	Easter Holiday	Easter Holiday	Easter Holiday
Week 31A	28	29	30 Last Day of School (F.6 GCE) Make-up Day (Week B Wednesday Timetable)	1/ May Labour Day Holiday

Friday	Saturday	Sunday	<i>My Weekly Highlights</i>
4	5	6	
<i>Ching Ming Festival Holiday</i> 11	12	13	
18	19	20	
<i>Easter Holiday</i> 25	<i>Easter Holiday</i> 26	<i>Easter Holiday</i> 27	
<i>Examination Preparation Day</i> 2	3	4	
<i>Tentative Start of Study Leave (F.4 IGCSE & F.5 GCE)</i>			



So we fix our eyes not on what is seen,
But on what is unseen,
Since what is seen is temporary,
But what is unseen is eternal.
2 Corinthians 4:18

GOD, I THANK YOU FOR

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GOD, I LOOK FORWARD TO

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THE POMODORO TECHNIQUE®

A SIMPLE METHOD TO BALANCE FOCUS WITH DELIBERATE BREAKS

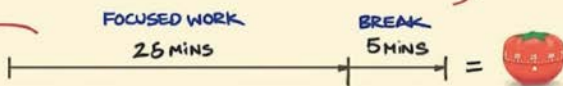


1 PLAN YOUR TASKS
How many pomodoros might you need?

2 DO 1 POMODORO
Time for 25 mins then take a 5 min break

NO SNEAKY
WORKING!

PROTECT
YOUR POMODORO!



3 REPEAT x 4 POMODOROS
Then take a longer break



CONCEIVED BY FRANCESCO CIRILLO

sketchplanations

MINDFULNESS COLOURING PAGE



Coloring in a flower drawing can be a mindful activity because it encourages focused attention on the present moment. It promotes relaxation and reduces stress by engaging in a calming and repetitive task. Coloring requires concentration, allowing the mind to rest from other thoughts and worries. It stimulates creativity and self-expression as individuals choose colors and explore different combinations.

May

Monday

Tuesday

Wednesday

Thursday

Week 32B	5	6	7	8
	Buddha's Birthday Holiday			Swimming Gala (Tentative)
Week 33A	12	13	14	15
Week 34B	19	20	21	22
Week 35A	26	27	28	29
			Final Exams (F.3, F.4 DSE & F.5 DSE)	Final Exams (F.3, F.4 DSE & F.5 DSE)

Friday	Saturday	Sunday	<i>My Weekly Highlights</i>
9	10	11	
16	17	18	
23	24	25	
30	31/ May <small>Tuen Ng Festival Holiday</small>	1/ Jun	

Final Exams (F.3, F.4 DSE & F.5 DSE)



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YHKCC STUDENT WELLBEING



01

Self-love is a practice of nurturing and valuing oneself. It includes accepting both strengths and weaknesses and prioritizing self-care.

03

Self-love involves setting healthy boundaries, saying no when necessary,

and prioritizing one's own needs and well-being without guilt.



Practicing self-love can improve mental health by boosting self-esteem, self-confidence, and resilience in the face of challenges.

02



**self care
senses
awareness
present
kind
compassion
feelings
love
accepting
lifestyle
well being
value
personal
focused**

WORD SEARCH

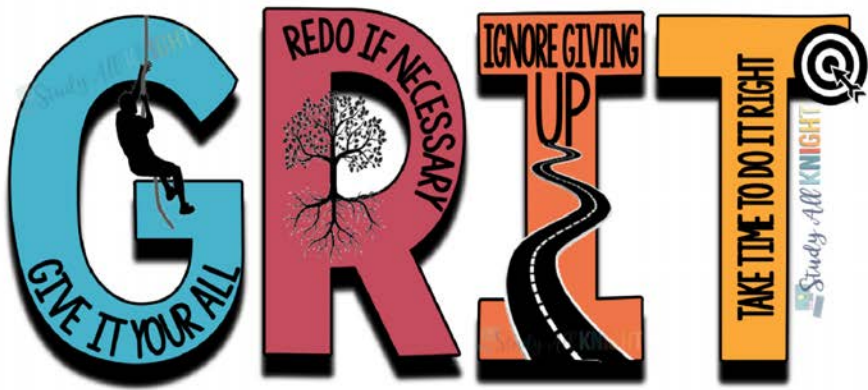
X	H	B	A	X	C	V	A	F	O	C	U	S	E	D
K	C	N	C	Y	O	L	W	I	Z	D	W	G	H	H
I	O	O	C	X	M	I	A	P	R	M	E	I	A	S
N	H	U	E	B	P	X	R	R	B	J	L	Y	H	E
D	F	G	P	J	A	G	E	E	N	L	L	Y	X	N
X	E	C	T	Z	S	T	N	S	C	O	B	M	D	S
N	E	L	I	R	S	P	E	E	O	V	E	P	Z	E
N	L	A	N	G	I	A	S	N	A	E	I	E	I	S
P	I	I	G	W	O	L	S	T	T	H	N	R	N	R
O	N	A	A	A	N	S	A	N	J	R	G	S	N	Y
S	G	Y	S	E	L	F	C	A	R	E	X	O	V	V
Q	S	V	A	L	U	E	W	S	B	Z	I	N	M	C
U	M	H	N	X	R	V	Y	S	U	C	B	A	X	H
Y	G	Z	Q	Q	I	M	C	F	S	A	O	L	Y	U
N	B	Q	L	I	F	E	S	T	Y	L	E	I	W	Y

04

Self-love includes practicing self-compassion and treating oneself with kindness and understanding during difficult times or when facing setbacks.



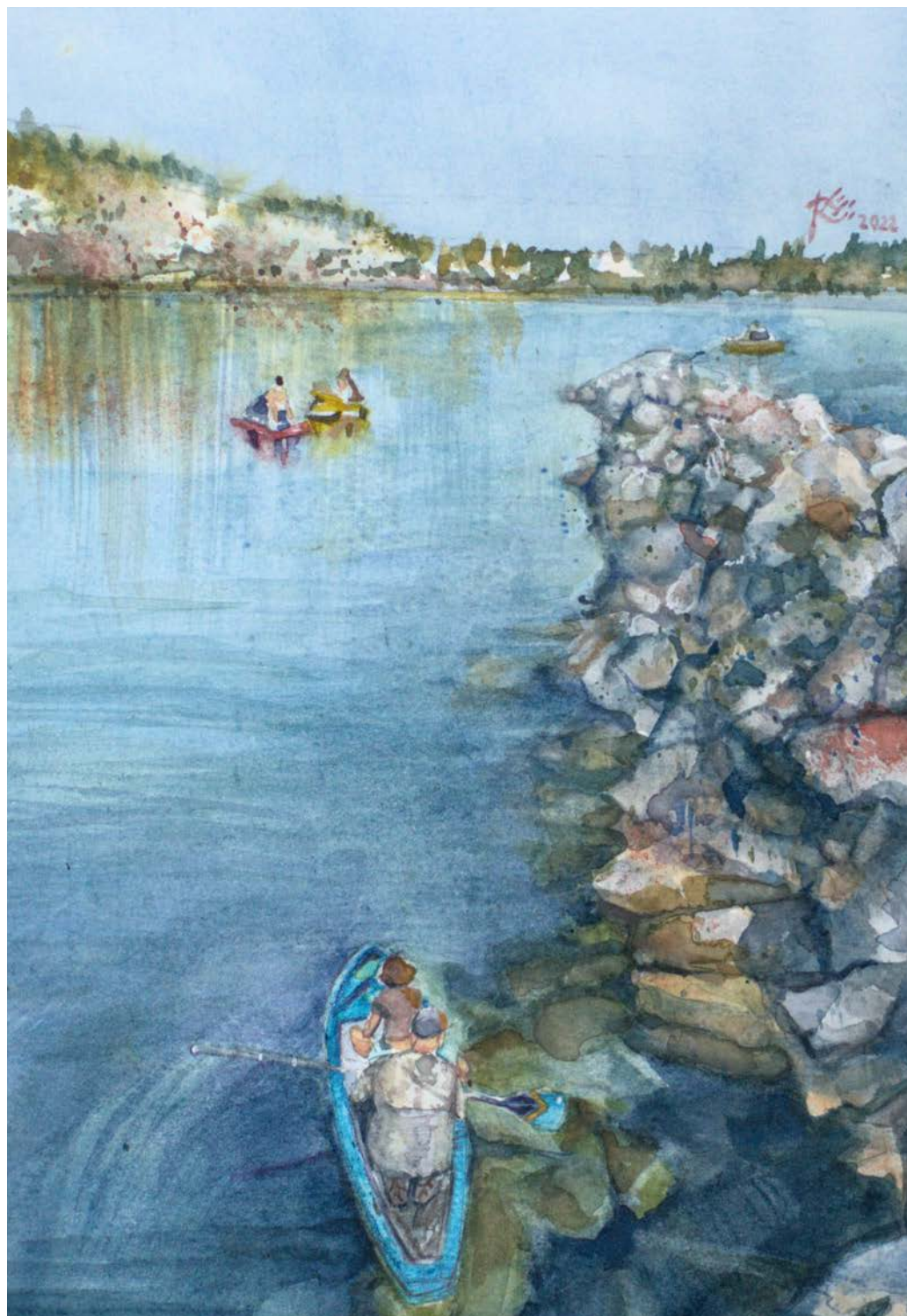
MARIELLA 17,
KASHVI 21,
ARYAN 01,
HARUKA 06, 2K



June

	Monday	Tuesday	Wednesday	Thursday
Week 36B	2 Final Exams (F.3, F.4 DSE & F.5 DSE)	3 Final Exams (F.3, F.4 DSE & F.5 DSE)	4 Final Exams (F.1-F.3, F.4 DSE & F.5 DSE)	5 Final Exams (F.1-F.3, F.4 DSE & F.5 DSE)
Week 37A	9 Final Exams (F.1-F.3, F.4 DSE & F.5 DSE)	10 Final Exams (F.1-F.3, F.4 DSE & F.5 DSE)	11 Final Exams (F.1-F.3, F.4 DSE & F.5 DSE)	12 Final Exams (F.1-F.3, F.4 DSE & F.5 DSE)
Week 38B	16 Exam Paper Review Week	17 Exam Paper Review Week	18 Exam Paper Review Week	19 Exam Paper Review Week
Week 39	23 Enrichment Week (F.1-F.5)	24 Enrichment Week (F.1-F.5)	25 Enrichment Week (F.1-F.5)	26 Enrichment Week (F.1-F.5)

Friday	Saturday	Sunday	<i>My Weekly Highlights</i>
<p>6</p> <p>Final Exams (F.1-F.3, F.4 DSE & F.5 DSE)</p>	<p>7</p> <p>Final Exams (F.1-F.3, F.4 DSE & F.5 DSE)</p>	<p>8</p>	
<p>13</p> <p>Final Exams (F.1-F.3, F.4 DSE & F.5 DSE)</p>	<p>14</p> <p>Graduation Day (F.6)</p>	<p>15</p>	
<p>20</p> <p>Exam Paper Review Week</p>	<p>21</p>	<p>22</p>	
<p>27</p> <p>Enrichment Week (F.1-F.5)</p>	<p>28</p>	<p>29</p>	



GOD, I THANK YOU FOR

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just
breathe

YHKCC Student Wellbeing



BREATHING EXERCISES

01



1.) 4 COUNT BREATHING

1. Take a slow, deep breath in through your nose. Count to four as you inhale, filling your lungs with air.
2. Hold your breath for a count of four.
3. Exhale slowly and completely through your mouth, counting to four as you release the breath.
4. Pause for a count of four before taking the next breath and repeat.

2.) 478 breathing style

Its scientifically proven that it relaxes the body

1. Take a steady breath through your nose while counting for four seconds
2. Hold in your breath for 7 seconds
3. Slowly release through your mouth until 8 seconds is up
4. Pause for 4 seconds or so and repeat the process

02



03



3.) Triangle Breathing

Triangle breathing exercise is a exercise where you breathe in for 3 seconds,hold your breathe for 3 seconds and then breath out for 3 seconds.

What Success Really Takes



Big Life Journal

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July

	Monday	Tuesday	Wednesday	Thursday
Week 40	30/ Jun	1/ Jul	2	3
		HKSAR Establishment Day Holiday	Sports Night	F.1 Registration Day College Night
	7	8	9	10
	Summer Holiday	Summer Holiday	Summer Holiday	Summer Holiday
	14	15	16	17
	Summer Holiday	Summer Holiday	Summer Holiday HKDSE Result Release (F.6 DSE)	Summer Holiday
	21	22	23	24
Summer Holiday	Summer Holiday	Summer Holiday	Summer Holiday	
28	29	30	31	
Summer Holiday	Summer Holiday	Summer Holiday	Summer Holiday	

Friday

Saturday

Sunday

My Weekly Highlights

4

5

6

Last Day of School & Thanksgiving Service

11

12

13

Summer Holiday

Summer Holiday

Summer Holiday

18

19

20

Summer Holiday

Summer Holiday

Summer Holiday

25

26

27

Summer Holiday

Summer Holiday

Summer Holiday

1/ Aug

2

3

Summer Holiday

Summer Holiday

Summer Holiday



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MANDALA



CHANGE YOUR MINDSET



I'M NOT GOOD AT MATH.

I'LL NEVER BE GOOD AT SOCCER.

THAT GIRL IS SO PRETTY.
SHE'LL NEVER TALK TO ME.

NO MATTER HOW HARD I WORK
I'LL NEVER GET GOOD GRADES.

I'LL NEVER MAKE FRIENDS
SO WHY TRY?

THE TEACHER TOLD ME TO WORK ON MY
HANDWRITING. I'M NOT GOOD AT SCHOOL.

I AM ALREADY A GOOD SPELLER.
WHY DO I HAVE TO PRACTICE?

THE REST OF THE CLASS IS SO SMART.
I DON'T WANT TO RAISE MY HAND BECAUSE
THEY WILL THINK I'M DUMB.

August

Monday

Tuesday

Wednesday

Thursday

4

5

6

7

Summer Holiday

Summer Holiday

Summer Holiday

Summer Holiday

11

12

13

14

Summer Holiday

Summer Holiday

Summer Holiday

Summer Holiday

18

19

20

21

Summer Holiday

Summer Holiday

Summer Holiday

Summer Holiday

25

26

27

28

Week 1A

First Day of School
(School Year 2025-2026)

Friday

Saturday

Sunday

*My Weekly
Highlights*

8

9

10

Summer Holiday

15

Summer Holiday

16

Summer Holiday

17

Summer Holiday

22

Summer Holiday

23

Summer Holiday

24

Summer Holiday

29

Summer Holiday

30

Summer Holiday

31

Special thanks to Rebecca Kwan, our alumnus from the Class of 2009, for kindly allowing the school to use her beautiful artwork for the monthly spiritual pages.

