



# YMCA of Hong Kong Christian College



## Annual School Report

2013/2014



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## SCHOOL VISION, MISSION AND VALUES

### Vision

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

### Mission

#### **C**REATIVITY & CRITICAL THINKING

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

#### **A**CHIEVEMENT

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

#### **R**ESILIENCE & RESPONSIBILITY

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

#### **E**NGLISH PROFICIENCY, EMPOWERMENT & EXCELLENCE

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

#### **S**ERVICE & SPIRIT

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

### Values





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## SCHOOL MOTTO AND SCRIPTURE

**Fides et virtus**  
(Faith and Strength)

School Motto 校訓

篤信 剛毅



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

School Scripture 經訓

我來了，是叫人得生命，  
並且得的更豐盛。  
(約翰福音十章十節)

## OUR SCHOOL

### General Information of the School

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

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

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

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

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



### Special Feature of the School

- ◆ The School is situated in Tung Chung, surrounded by green mountains, overseeing the airport, and is within walking distance from the Tung Chung MTR station. It has numerous trees and flower beds within the campus, making the School an environmentally friendly place in which students study, make friends, grow and enjoy life.
- ◆ The School has modern and spacious facilities. For example, each classroom and special room is equipped with multi-media teaching and learning facilities; there are spacious sports areas – basketball courts, an artificial all-weather turf, a soccer pitch, a handball court, badminton courts, a 4x100-metre track, a gym, a dance/drama room, a student learning centre where computers are equipped with internet services for students to do research and study, an air-conditioned hall with excellent sound and lighting equipment for assemblies, performances and other activities. The School has just built a two-storey Music Block with a Promenade area overlooking the sports field. Students can now have a spacious music room for their lessons, and after school instrumental lessons can also be held in smaller practice rooms. During recess and lunchtime, students have ample space in the Promenade area for their leisurely meals or rest. They can also watch ball games sitting on the benches over-looking these areas.
- ◆ The School emphasizes in enhancing language competence and all round development of students. It has a rich language environment, where students are immersed in English medium learning across the curriculum. About 40% of its staff is non-local, native English speaking teachers. All teachers are university graduates, many having lived in foreign countries, such as Canada, US, UK, France, New Zealand and Australia, for an extended period of time either studying or working.
- ◆ The School also has a wide variety of Extra Curricular Activities groups, in music, art, performing art and sports for students to choose from where they can develop their talents and potentials. It encourages students to take up community services throughout their study at school, to develop their sense of sharing and belonging to the community.
- ◆ The School provides its students programs in career exposure, and trips and excursions to places outside Hong Kong through its international links established by the YMCA of Hong Kong. Students will be able to broaden their understanding of different cultural and environmental needs in the world around them. They can also enrich their perspectives and widen their horizon by engaging in these activities.
- ◆ Same as previous years, the School continued organising an Enrichment Week for all students before the end of school year. F1 students were split into groups for different Other Learning Experience programmes, including Music, Sports, Drama and Visual Art. F2 students participated in the Spiritual Retreat Day Camp. F3 and F4 students participated in a Service Outreach Programme which required students go out and experience the lives of the less privileged either in Hong Kong





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or abroad (in China, Cambodia, Vietnam and Taiwan) through service rendered to these people. Form 5 students participated in a Work Experienced Programme that the students required to work for the company for a week in order to gain the real working experience.

### **School Management**

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

### **School Management Committee**

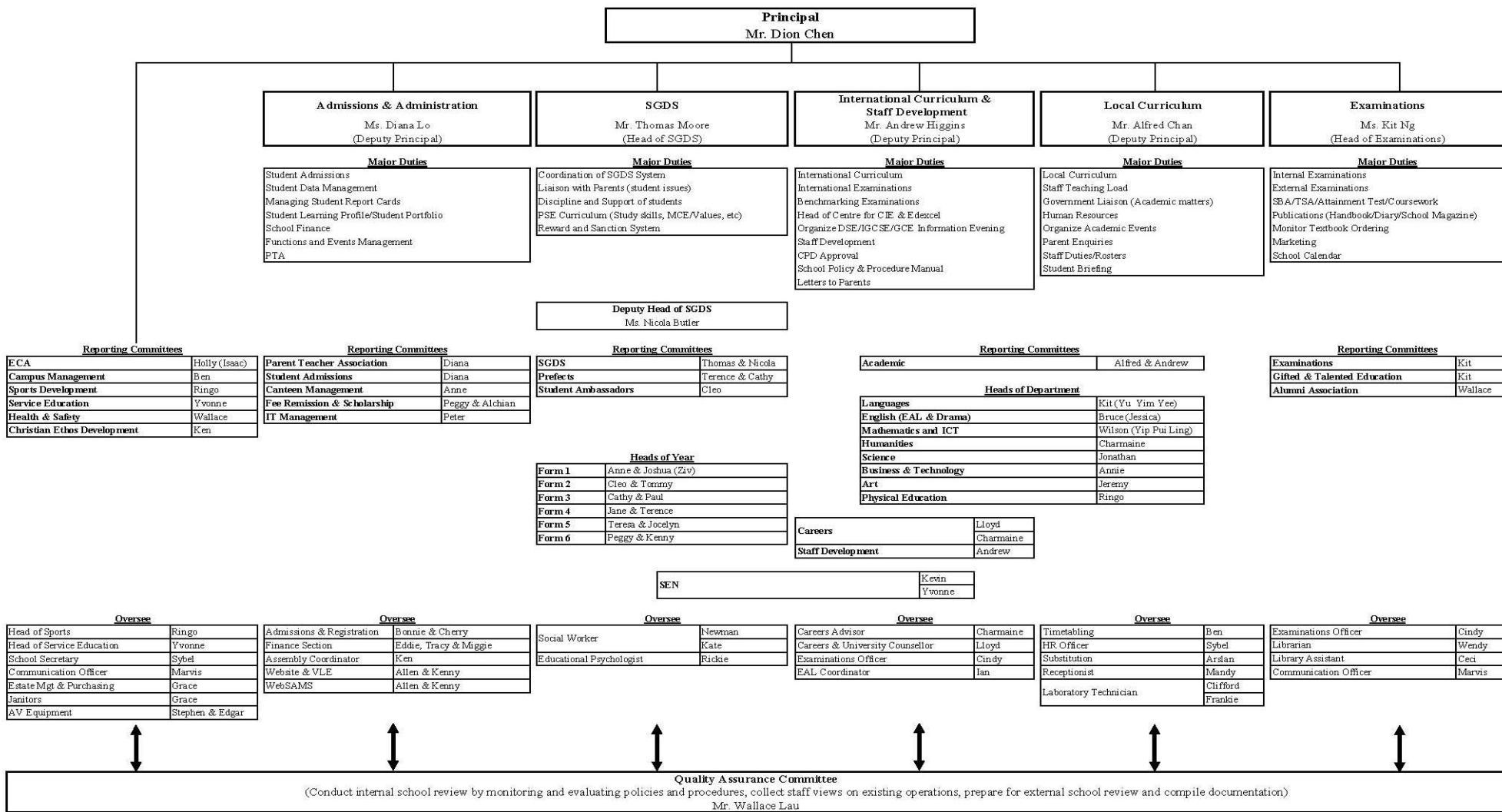
Mr. Douglas OXLEY	Chairman
Mr. Benjamin LAM	Honorary Secretary
Mrs. Sheila CHUANG	Honorary Treasurer
Dr. Alice YUK, JP	School Supervisor
Dr. Robert LAM	Chairman of HR Sub-committee
Mr. Patrick YIP	School Manager
Dr. Aldrin LEUNG	School Manager
Mr. Peter HO	School Manager
Professor Brian John DUGGAN	School Manager
Ms. Vivienne FUNG	Chairman of Governance Review Sub-Committee
Mr. Alexander KWAN	School Manager
Mr. Dion CHEN	Principal



# YMCA of Hong Kong Christian College

## 2013-2014

### Organisation Chart





## OUR STUDENTS

### Class Organisation

Number of Operating Classes for Year 2013-2014

Level	F1	F2	F3	F4	F5 DSE	F5 GCE	F6	A2	Total
No. of Classes	6	6	6	6	4	3	4	3	38

Number of Students for Year 2013-2014

Form	No of students	Eligible for DSS Subsidy
I	160	135
II	160	135
III	160	135
IV	166	166
V	154	154
VI	73	73
A2	67	67
<b>TOTAL</b>	<b>940</b>	<b>865</b>

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

About 70% of the junior students have an international background, coming from 40 countries and about 69% of the Form 1 students come from local primary schools. 25% of the students speak Chinese at home, while the rest speak English or other languages, totalling 18 different languages spoken by the students.





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## **Student Guidance and Discipline System**

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

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

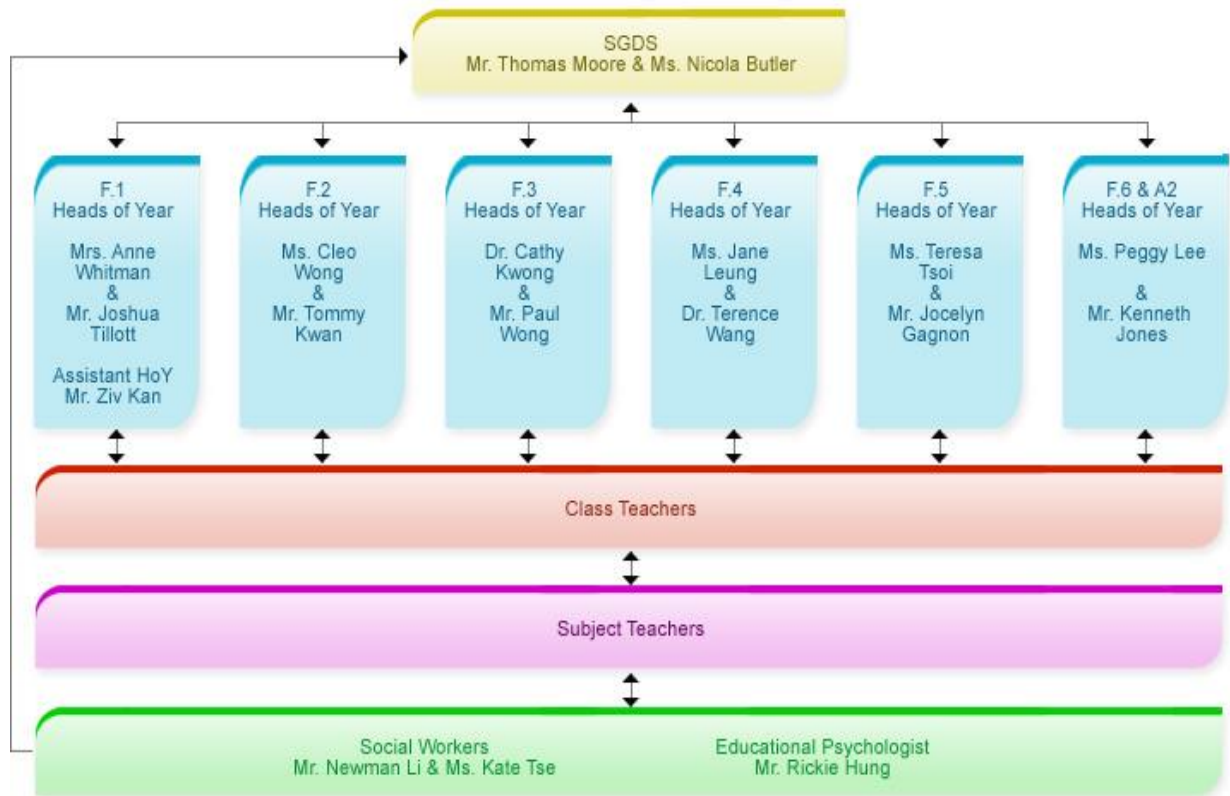
More specifically, the aims of the SGDS are:

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

As far as possible we try to maintain a balance between gender and cultural background in selecting Class Teachers and Heads of Year; so that every student may feel confident in sharing their thoughts and concerns, and will be able to share their culture and experiences they feel more comfortable with.



SGDS Structure



Personal and Social Education

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

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

Duration

Every class has ONE dedicated PSE Lesson per week focusing on age group specific schemes of work. In addition there are many reinforced citizenship campaigns throughout the year on a whole school approach. The school will target areas of the



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school to improve in terms of behaviour, manners, hygiene, cleanliness and social awareness.

### **PSE Overview**

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

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

### **KELY GROUP SUPPORT**

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

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

### **Whole School Approach to Discipline - Focus Weeks**

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

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

Special Programmes conducted for different year groups by teachers and/or social workers during the year:



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Nature of Group/ Programme	Objective	Target Group	Date	No. of sessions
1. Mentorship scheme	To enhance students' adjustment	F1	Oct 2013-June 2014	13
2. Mentorship Scheme Training	To provide leadership training for mentors	F3, F4, F5	Sept 2013 – June 2014	25
3. Mentorship scheme – team building training session	To enhance students' communication skills and team spirit	F3, F4, F5	July 2013	2
4. Mentorship scheme-team building fun day	To enhance students' communication skills	F1, F3, F4, F5	Feb 2014	2
5. Love ° The Blind	To enhance students' communication and organization skills	F2- F5	Oct – Dec 2013	7
6. Flag Selling	To enhance sense of responsibility, and promote volunteerism	F1 - F5	Nov 2013	2
7. Christmas Volunteer Service	To enhance sense of responsibility, and promote volunteerism	F1-F4	Dec 2013	2
8. Mental Disable Service	To enhance sense of responsibility, and promote volunteerism	F2-F4	Mar 2014	2
9. Tai O elderly living alone visit	To enhance sense of responsibility, and promote volunteerism	F1- F5	May 2014	2
10. Social Skills Group	To enhance students' communication skills	F3-F5	Nov – Dec 2013	5
11. Social Skills Group	To enhance students' communication skills	F3-F5	May – June 2013	5
12. Dessert Making Class	To enhance students' communication skills	F3	Sept 2013	1
Annual Total:				68



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### **Student Bodies for student development and service to school**

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

### **STUDENT COUNCIL**

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

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

- Enjoying and achieving – getting the most out of their life and developing the skills for adulthood
- Making positive contributions – being involved with the community and society and promoting a selfless sense of community

The Student Council adopts a cabinet system and includes positions such as President, two Vice-Presidents, Secretary, Treasurer, Activity Officer, House Officer, Promotion Officer, Publication Officer and Communication Officer. The official cabinet was elected on 20th October. In addition, the Student Council also includes Sub-committees which consists of Form and Class Representatives. One of the major responsibilities of the Student Council was to collate student views regarding school policies and welfare. In addition, they held various whole school activities such as the Teacher-Student Fortnight and the Senior Ball. Besides, they also helped in school functions such as inter-house competitions, form 1 induction program and setting up inter-class competitions.

### **Teacher Advisor:**

Mr. Isaac Chiu

### **Executive Committee Members:**

President	PONCE Lorenzo Fong (5C)
Senior Vice President	SANTOS Zachary Keity Lustre (5K)
Junior Vice President	MEHTA Nicholas Sagar (4M)
Secretary	JENNER Joshua William A. (4M)
Treasurer	CHENG Hon Lam Teddy (5M)
Activity Officer	CADANO Cassandra Theresa Buensuceso (5M)
House Officer	JANG Chloe Emily (5K)
Publication Officer	MISHRA Maneka (5A)
Promotion Officer	SIVAKUMAR Gayathri (5G)
Communications Officer	CLARKE Sky (5C)





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## **PREFECTS**

The purpose of the Prefect Team is

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

The Prefect Team consists of two Head Prefects with a group of 5 Senior Prefects each leading a team of prefects, setting good examples for the student body in terms of behaviour and service in the school, helping teachers in monitoring students in terms of uniform, proper behaviour in school.

### **Teacher Advisors:**

Dr. Cathy Kwong

Dr. Terence Wang

**Head of Prefect (Boys)**      HAKIM Samuel (5K)

**Head of Prefect (Girls)**      DHAKAL Soyena (5Y)

## **STUDENT AMBASSADORS**

The Student Ambassadors conducted themselves to the same high standards as prefects; however their duties were generally focussed on representing the school at public functions, such as Back to School Nights, International Fun fair, Parent-Teacher Conferences, Admission Briefings, etc. They also represented the school in outside events such as the UNESCO peace for All Campaign.

Student Ambassadors were chosen by the Teacher responsible for the Team and this year, there were almost 50 Student Ambassadors from all Forms.

### **Teacher Advisor:**

Ms. Cleo Wong

**President**      FERNANDES Benisha Beverly (5H)

**Vice President**      JENKINS Hewlwen Lavender Eos (4K)

## **HOUSES**

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

The Houses are Chambers, Morrison, Taylor and Williams. Each House is made up of teachers and students from different forms and classes. All students in the school are assigned to different Houses and are encouraged to participate in activities and



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competitions for their House.

Each House has its House Advisor (teacher) and a House Captain (student) in arranging various competitions and events for its house members.

Throughout the academic year, various Inter-House Competitions were held. At the end of the academic year 2013-2014, Morrison became the Champion with Williams being the 1<sup>st</sup> Runner-up and Taylor the 2<sup>nd</sup> Runner-up.

### **Morrison House:**

Head of House: Mr. Isaac Chiu

Deputy Head of House: Ms. Gloria Pun

House Captain FRANCISO Bianca Theresa (5A)

Assistant Captains  
WONG Kwan Ho (5A)  
TAM Chester Sek Yin (5K)

### **Chambers House:**

Head of House: Mr. Alchian Au

Deputy Head of House: Ms. Wendy Chow

House Captain LUI Julia Jo Muh (5H)

Assistant Captains  
LEONCZEK Madeleine Jane (4A)  
MANUEL Luz Isaganille Q. (4C)

### **Williams House:**

Head of House: Mr. Peter Chan

Deputy Head of House: Ms. Iris Yau

House Captain LEA Cabanca May (4H)

Assistant Captains  
PONCE John Dave (5A)  
FLEMING George Andrew (4A)

### **Taylor House:**

Head of House: Ms. Yvonne Yuen

Deputy Head of House: Mr. Curtis Chu

House Captain KIMA Vanessa (5G)

Assistant Captains  
JIMENEZ Jeff Michael Ryan (4H)  
TON Tai On (5Y)



## OUR CURRICULUM

### Subjects, the local and international curriculum

The school uses the local curriculum for most subjects, as set by the Education Bureau (EDB) in Hong Kong, leading to the Hong Kong Diploma of Secondary Education (HKDSE).

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

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

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

	Form 1-2 Local Curriculum	Form 3-4 Integrated Curriculum	Form 5-6 HKDSE Curriculum	Form 5-6 GCE Curriculum
<i>Languages</i>				
English Language	✓	✓	✓	
English Literature		✓	✓	✓
Drama	*	* and ✓		
Chinese Language	✓	✓	✓	
Chinese Language and Culture				*
Elementary Chinese	✓	✓	✓	
French	✓	✓	✓	✓
Spanish	✓	✓		
Putonghua	*			
<i>Mathematics and ICT</i>				
Mathematics	✓	✓	✓	✓
or Alternative Mathematics		✓	✓	
or Extended mathematics (M1, M2)		✓	✓	



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

\* Non-Public Examination Subject

### Calendar and Timetable Task Force

This year, the calendar and timetable task force discussed on the improvement of the school calendar and timetable and came up with suggestions in bringing a better arrangement in the calendar. The major suggestions are:

- The three major holidays (Christmas, Chinese New Year and Easter) will have similar number of days in the holidays
- The LWL Camps will be confined to Forms 1 – 3 so that examination classes have more teaching time (i.e.2014/2015 onwards)
- Form1 will not have mid-year exam in the coming year as a trial also for the benefit of more teaching time for student, and see whether this could be



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extended to higher forms

- Events and meetings will be scheduled in the calendar so that teachers and parents/students can better plan for their activities

The timetable task group has sought the first round of opinions from staff. Most staff generally agreed that a longer teaching time and fewer lessons in a day should be implemented. The Task Group will convene after the summer to make feasible proposals for the second round of views from staff and the Leadership Team.

### **Post-IGCSE exam programme for HKDSE and GCE students**

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





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## **OUR TEACHERS**

In year 2013/2014 the School employed 83 teachers and 9 teaching assistants. All teachers are Degree holders; 3 have Doctor's and 39 have Master's Degrees. About 40% teachers and teaching assistants are employed from overseas.

### **STAFF DEVELOPMENT PLAN 2013 – 2014**

This year, the school emphasized Collaborative and Cooperative Learning among its staff. The Staff Development Plan aims to address professional development needs (identified in the Teacher Development Plan 2013 – 2014) in four different areas: whole school, pastoral, departmental and personal.

#### **A. WHOLE SCHOOL PROFESSIONAL DEVELOPMENT**

Three days were set aside for whole school continuing professional development.

- Day 1 – a team building, more relaxed activity was conducted (The Amazing Race) 30<sup>th</sup> September, 2013
- Day 2 – Staff Forum was conducted in which teachers could join 2 topics out of 9 and a whole school seminar/discussion on “Literacy Across The Curriculum” in the afternoon. (21<sup>st</sup> February, 2014)
- Day 3 – similar to Day 2, Staff Forum was conducted in which teachers could join 2 topics out of 9 and a whole school seminar/discussion on “International Mindedness: The Way Forward” in the afternoon. (21<sup>st</sup> May, 2014)

SEN/EAL input was once again a regular feature of General Staff Meetings. Sharing of good practice has been coordinated by the Innovative Teaching Committee and all teachers were actively encouraged to contribute.

#### **B. PASTORAL PROFESSIONAL DEVELOPMENT**

A collaborative approach to delivering the PSE programme was a regular feature of Year Meetings throughout the year.

#### **C. DEPARTMENTAL PROFESSIONAL DEVELOPMENT**

Continuing professional development to address particular subject specific needs has been incorporated into each of the departmental meetings scheduled for the 2013 – 2014 academic year.

Staff Development Forums were held on some of the dates as part of the Department Meeting.

Collaborative lesson planning and peer observation were delivered through departments, at least once per semester, based on the models described in the School Policy & Procedure Manual.

Some time was also being allocated during department meetings for teachers to work on specific parts of the Teacher Development Plan.



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Heads of Department have published a Departmental Professional Development Plan for the year.

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

### **D. PERSONAL PROFESSIONAL DEVELOPMENT FORUMS**

A series of 60-minute forums was run over the course of the academic year to address a range of individual, subject-specific and whole school professional development needs.

The forums provide plenty of opportunity for discussion, collaboration and sharing of good practice between teachers.

#### **DEPARTMENTAL FORUMS**

Three forums were conducted within departments or subject groups. The topic of each forum was determined by Heads of Department to address subject specific concerns.

#### **WHOLE SCHOOL FORUMS**

Six forums took place in cross-curricular groups.

Teachers attended 6 out of the 12 forums listed below:

- Student-centered teaching and learning
- Setting clear learning objectives
- Conducting the plenary
- Assessment for learning strategies
- Encouraging creativity
- Engaging students in learning
- Differentiation techniques
- Groupwork
- Using games in the classroom
- Motivating the unmotivated
- The learning environment
- Student ownership of learning

#### **ADDITIONAL FORUMS**

Two additional forums on 'Effective classroom management' and 'Behaviour management' were also run during the first term.



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### **PEER OBSERVATION**

Critical Friend Peer Observations were conducted in both Semester 1 and 2. Teachers needed to meet together beforehand to determine at least two foci, which ideally should be based on areas for development identified in the targets. The other focus of the observation was one of the school's major concerns – 'student-centered teaching and learning approaches' in the first semester and 'encouraging creativity in the classroom' in the second.

### **LESSON OBSERVATIONS**

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

All teachers were also observed at least once a year by the Principal or Deputy Principal (Local/International Curriculum) for staff development purposes.

### **TEACHER DEVELOPMENT PLAN**

At the beginning of the academic year, teachers will identify specific targets for professional growth linked to the major concerns of the school and areas for personal development.

There were six key stages of the Teacher Development Plan:

- STAGE 1: SETTING PERSONAL GOALS
- STAGE 2: SEMESTER 1 REFLECTION
- STAGE 3: MID CYCLE EVALUATION
- STAGE 4: SEMESTER 2 REFLECTION
- STAGE 5: END OF CYCLE EVALUATION
- STAGE 6: ANNUAL REVIEW



## STUDENT ACHIEVEMENTS

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

HKDSE L4 and above and passing percentages in 2014 and 2013.

Subject	Level 4 and above		Passing percentage	
	2014	2013	2014	2013
BAFS (Accounting and Business Management)	18.8%	7.4%	68.8%	74.1%
Biology	6.3%	0%	50.0%	88.8%
Chemistry	62.5%	23.8%	100%	66.7%
Chinese History	0%	30.0%	71.4%	70.0%
Chinese Language	11.6%	16.4%	81.4%	69.1%
Economics	50.0%	16.7%	75.0%	75.0%
English Language	50.0%	52.3%	100%	97.7%
Geography	0%	20.0%	55.6%	50.0%
History	0%	25.0%	100%	50.0%
Information Technology	21.4%	20.0%	57.1%	80.0%
Liberal Studies	11.3%	12.8%	83.1%	86.0%
Literature In English	30.8%	8.3%	61.5%	83.3%
Mathematics (Core)	20.8%	11.8%	61.1%	68.2%
Mathematics (M1)	33.3%	33.3%	88.9%	85.7%
Mathematics (M2)	37.5%	0%	75.0%	14.3%
Physical Education	16.7%	12.5%	66.7%	75.0%
Physics	45.5%	18.2%	90.9%	68.2%
Tourism and Hospitality	16.7%	0%	58.3%	64.3%
Visual Arts	25.0%	43.8%	75.0%	87.5%



# YMCA of Hong Kong Christian College

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### IGCSE RESULTS JUNE 2014 AND 2013

Subject	No. of Candidates	Percentage of candidates achieving A* – C		Percentage of candidates achieving A* – G	
		2014	2013	2014	2013
Art & Design	39	71.8	71.4	100.0	100.0
Biology	54	61.1	50.8	98.1	96.9
Business Studies	93	58.1	67.7	90.3	96.0
Chemistry	62	58.1	54.8	98.4	100.0
Drama	19	73.7	65.0	94.7	100.0
Economics	33	36.4	54.8	78.8	93.5
English as a Second Language	43	65.1	72.7	100.0	98.2
First Language Chinese	41	100.0	100.0	100.0	100.0
First Language English	120	80.8	87.4	100.0	100.0
Foreign Language Mandarin Chinese	72	80.6	71.1	100.0	100.0
Foreign Language French	45	80.0	76.7	100.0	100.0
Geography	25	56.0	39.3	100.0	96.4
History	23	65.2	48.4	100.0	100.0
English Literature	13	69.2	50.0	100.0	94.4
Mathematics	163	62.0	61.8	90.8	94.7
Physical Education	34	82.4	71.0	100.0	100.0
Physics	35	80.0	68.8	97.1	93.8





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### GCE RESULTS JUNE 2014 AND 2013

Subject	No. of Candidates	Percentage of candidates achieving A* – C		Percentage of candidates achieving A* – E	
		2014	2013	2014	2013
Art & Design	18	72.2	100%	100.0	100%
Biology	16	37.5	55.6%	81.3	88.9%
Business Studies	34	35.3	58.1%	79.4	93.5%
Chemistry	12	58.3	80.0%	91.7	100%
Chinese	10	60.0	100%	100.0	100%
English Language & Literature	27	51.9	52.0%	100.0	96.0%
French	8	25.0	--	37.5	--
Geography	14	21.4	14.3%	78.6	57.1%
History	8	50.0	23.1%	87.5	76.9%
Mathematics	31	48.4	25.9%	71.0	59.3%
Physical Education	5	20.0	--	60.0	--



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### Destinations of Form 6 HKDSE Graduates

Further Study / Employment	No. of Students (last year's no.)
Local Tertiary Institutes (Bachelor Degree)	9.7% (12%)
Local Tertiary Institutes (Associate Degree / Higher Diploma / Advanced Diploma / Foundation Diploma)	54.2% (31%)
Non-local Tertiary Institutes (Bachelor Degree)	12.5% (18%)
Non-local Tertiary Institutes (Associate Degree / Higher Diploma / Advanced Diploma / Foundation Diploma)	6.9% (17%)
<b>Other Options</b> (Repeat, Yi Jin Diploma, Seek Employment, Gap Year, Undecided)	16.7% (22%)

### Destinations of Form 6 GCE Graduates

Further Study / Employment	No. of Students
Local Tertiary Institutes (Bachelor Degree)	9.4%
Local Tertiary Institutes (Associate Degree / Higher Diploma / Advanced Diploma / Foundation Diploma)	17.2%
Non-local Tertiary Institutes (Bachelor Degree)	21.9%
Non-local Tertiary Institutes (Associate Degree / Higher Diploma / Advanced Diploma / Foundation Diploma)	3.1%
<b>Other Options</b> (Repeat, Yi Jin Diploma, Seek Employment, Gap Year, Undecided)	32.8%
<b>To be confirmed</b>	15.6%



**Achievements (External Competitions)**

1. Athletic and Cross-country Team:

1) Islands District Athletic Meet 2013

- 7 Gold
- 10 Silver
- 6 Bronze medals

2) Kwai Chung & Tsing Yi District Athletic Meet 2013

- 7 Gold
- 7 Silver
- 2 Bronze medals

3) Islands Cross Country Race 2013

- 6<sup>th</sup> Boy's youth
- 4<sup>th</sup> Girl's youth U14
- 4<sup>th</sup> Boy's youth U14
- 3<sup>rd</sup> Boy's junior U16
- 2<sup>nd</sup> Boy's youth U14

4) HKSSF Inter-school Cross-country Championships 2013-14

- 1<sup>st</sup> Runner Up

5) HKSSF Inter-school Athletic Championships 2013-14

- 6 Gold medals
- 8 Silver medals
- 8 Bronze medals.
- Overall Trophy:
  - A Grade Girls: 3<sup>rd</sup> Runner Up
  - B Grade Girls: 2<sup>nd</sup> Runner Up
  - C Grade Girls: 2<sup>nd</sup> Runner Up

6) ISSFHK Track and Field Championships 2012-13

- 10 Gold
- 5 Silver
- 8 Bronze medals
- Overall Trophy:
  - U20 Girls: Champion
  - U 20 Boys: 1<sup>st</sup> Runner Up

2. Badminton Team

HKSSF Inter-school Badminton Competition

- A Boys: 2<sup>nd</sup> Runner Up



3. Basketball Team

- 1) HKSSF Inter-school Basketball Championships
  - A Girls: Champion
  - C Girls: 2<sup>nd</sup> Runner Up
- 2) ISSFHK Inter-school Basketball Championships
  - Division 1 U20 Girls: Champion ,
  - Division 1 U20 Boys: 1<sup>st</sup> Runner Up
  - Division 2 U16 Boys: Champion
- 3) All Inter-school Basketball (Panasonic Basketball Marathon)
  - Girls Top Eight

4. Cheerleading Team

- 1) 17<sup>th</sup> Cheerleading World Championship (Thailand)
  - Hong Kong Exhibition Team, Phoenix
- 2) 2014 Islands District Cheering Team Competition
  - Champion, Phoenix
- 3) 2014 Islands District Cheering Team Competition (Invitational)
  - 1<sup>st</sup> Runner up, Phoenix
- 4) 2014 Islands District Cheering Team Competition
  - 2<sup>nd</sup> Runner up, Embers
- 5) 18 Districts Cheering Team Competition
  - Silver Award (1<sup>st</sup> Runner Up)

5. Cricket Team

- ECS Schools Sixes Tournament
- Senior Boys: 1<sup>st</sup> Runner Up

6. Football Team

- 1) Islands District 7-a-side Football Competition (Secondary School Division)
  - Boys: 2<sup>nd</sup> Runner Up
- 2) HKSSF Inter-school Football Championships
  - A Boys: 2<sup>nd</sup> Runner Up
  - B Boys: 3<sup>rd</sup> Runner Up
  - C Boys: 3<sup>rd</sup> Runner Up

7. Handball Team

- HKSSF Inter-school Handball Championships
- B and C Boys: 2<sup>nd</sup> Runner Up
  - A Boys: 3<sup>rd</sup> Runner Up



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- B Girls: 3<sup>rd</sup> Runner Up
- A and C Girls: 4<sup>th</sup> Runner Up

### 8. Rugby Team - Participation Certificates;

#### 1) HKSSF Inter-school Rugby Sevens Championships (All NT Districts)

- B Boys: 1<sup>st</sup> Runner Up
- C Boys: 6<sup>th</sup> Runner Up
- A Boys: 7<sup>th</sup> Runner Up
- C Girls: Champion
- A & B Girls Combined Team: Plate Champion

#### 2) All Hong Kong Inter-school Rugby Sevens Competition

- C Girls: Champion
- B Boys: 2<sup>nd</sup> Runner Up
- A & B Girls Combined Team: Bowl Champion

### 9. Swimming Team - Participation Certificates;

#### 1) HKSSF Inter-school Swimming Championships

- 6 Silver and 3 Bronze medals
- Overall trophies:
  - A Boys: 3<sup>rd</sup> Runner Up
  - C Girls: 2<sup>nd</sup> Runner Up

#### 2) YMCA Invitational Swim Meet

- 6 Silver and 1 Bronze medals

### 10. Table Tennis Team

#### HKSSF Inter-school Table Tennis Championships

- A Boys: Champion
- A Girls: 1<sup>st</sup> Runner Up

### 11. Taekwondo Team

#### Inter-school Taekwondo Championships

- Boy: Heavyweight Champion (Tepandra Limbu, 3H)
- Girl: Free Fight 1<sup>st</sup> Runner Up (Sarah Liu, 3A)

### 12. Volleyball Team

#### HKSSF Inter-school Volleyball Championships

- A Girls: 3<sup>rd</sup> Runner Up
- A Boys: 2<sup>nd</sup> Runner Up
- C Boys: 2<sup>nd</sup> Runner Up

### 13. English Debate Team:

#### HKDSSDE Debate Competition (NT-West)

- Junior Team: Champions
- **English Debate Team:**



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### 14. Math Society

The ISF Academy 2014 Chess Open

- Age 14 Winner Team Prize: 2<sup>nd</sup> Place

### 15. Performing Arts Club

#### 1) Hong Kong Schools Dance Festival

- Modern Dance Section: Highly Commended Award
- Jazz and Street Jazz Section: Commended Award
- Oriental Section: Pass

#### 2) Hong Kong Schools Drama Festival

- Award for outstanding cooperation (Whole cast)
- Award for Outstanding performer

### 16. Music Society

2013 Hong Kong Marching Band Festival

- Drum Battle: Silver Prize Award





## STUDENT ACTIVITIES

### Extra-curricular Opportunities

A particular strength of our school is the whole-person development of and the provision of all-round educational opportunities for students. Consequently, we offer over 40 clubs, societies and teams for students to discover and develop their talents and interests apart from the academic curriculum.

#### Clubs, Societies & Teams

<b>ACADEMIC GROUPS</b>
Chinese Activities Club
Chinese Debate Team
Creative Writing Club
English Debate Club
Mathematics Society
Science Society
Humanities Society

<b>INTEREST GROUP</b>
Board Games Club
Creative Media Club
Green Club
Home Economics Club

<b>CULTURAL GROUPS</b>
Christian Fellowship
Dance Team
English Drama Team
French Culture Club
Japanese Culture Club
Performing Arts Club
Spanish Culture Club
Visual Art Club

<b>SPORTS GROUP</b>
Athletics & Cross-country Team
Badminton Team / Club
Basketball Team / Club
Cheerleading Team
Cricket Team
Football Team / Club
Handball Team
Rugby Team
Swimming Team
Table-tennis Team / Club
Taekwondo Club



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Volleyball Team
Indoor Rowing

<b>MUSIC GROUPS</b>
Band
Beat Club
Choir
String Ensemble
Orchestra

<b>SERVICE GROUPS</b>
Community Service Group
Stage Management Crew
Scouts
Student Librarian*

### **Life-wide learning Programme**

A Life-wide learning week took place during 23<sup>rd</sup> to 25<sup>th</sup> October 2013. Our students were given a chance to develop interpersonal, communication, leadership skills and team building through a series of outdoor adventure based activities. Different Forms went to different locations, as follows:

- Form 1 – Pui O
- Form 2 – Don Bosco Camp, Cheung Chau
- Form 3 – Hoi Ha, Sai Kung
- Form 4 – YWCA Sydney Leong Camp, Lantau
- Form 5 – Sai Kung Outdoor Training Center

### **Form 6 and A2 Higher Education Conference and Exam Preparation**

The Higher Education & Careers Conference was organised for all Form 6 and GCE A2 students from 23<sup>rd</sup> October to 25<sup>th</sup> October, 2013. The aim of the conference was to enable students to make informed decisions about their higher educational needs so that they can realize future career goals. Various talks, workshops and practical activities were arranged for the morning sessions on each of the three days of the conference. The afternoon sessions were set aside for tests set by subject teachers.

The following talks and workshops were arranged:

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



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### F.1 Enrichment Week

To allow students' whole person development, the Performing Arts Club, the Art, Music and Sports Department collaborated and provided an Enrichment Week programme for F.1 students on 30 June and during 2-4 July 2014. F.1 students were allowed to join either Visual Arts, Performing Arts, Music or Sports Activities in the week.

Programme	Nature
Visual Arts	A project to allow students to experience using different materials and learn skills that are not learned in class.
Performing Arts	Students worked with Performing Arts industry specialists and gained a practical insight into the demands of acting, directing and script writing.
Music	Professional musician came to school to teach students drum and band skills.
Sports	Student had chance to participate in varies Sports, such as Dragon Boat, and Bowling. Students were taught survival skills such as map reading and wild cooking.

### Form 2 Spiritual Retreat Camp

All F.2 students participated in a Day Camp for three days from 2<sup>nd</sup> July to 4<sup>th</sup> July, 2014 at Po Leung Kuk Camp Site. The camp aimed to help students develop spiritually as well as nurturing perseverance, self-confidence and team spirit. The camp was an extension of the Alpha Programme.



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### Form 3 and Form 4 Service Week

A Service Week took place during 29<sup>th</sup> June to 4<sup>th</sup> July 2014. Our F.3 and F.4 students were given a precious chance to experience service learning local and overseas.

Programme	Date	Number of students involved
Taiwan	30 June-5 July	40
Cambodia	29 June-4 July	47
Qingyuan China	29 June-4 July	20
Vietnam	Cancelled due to travel warning	
NAAC Tung Chung Elderly	30 June, 2-4 July	21
Tin Shui Wai Primary Ministry and Storytelling	30 June, 2-4 July	18
Kindergarten Ministry	30 June, 2-4 July	25
Feeding Hong Kong	30 June, 2-4 July	12
Food Angel	30 June, 2-4 July	15
Crossroads	30 June, 2-4 July	31
Cheung Chau English Ministry	30 June, 2-4 July	25
Homeless	30 June, 2-4 July	38
Hong Kong Clean Up	30 June, 2-4 July	9
Cheerleading Ministry	30 June, 3-4 July	11

### Form 5 Work Experience programme

During the week of 2<sup>nd</sup> July to 5<sup>th</sup> July, 2014, all F5 students took part in a Work Experience Programme. This programme provided students an opportunity to experience the real work environment and further improve their inter-personal communication skills. The experience gained in this week will help students in making more informed decisions regarding their future education and career choices in the future.



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## **PARENT-TEACHER ASSOCIATION**

The PTA AGM 2013 -2014 was held on 21<sup>st</sup> November, 2013, but was rescheduled to 7<sup>th</sup> December, 2013 due to insufficient parents to meet the meeting quorum.

The election of new executive committee members for the year 2013-2014 was carried out, and the results are as follows:

- Mr. Robert Jang (Chairman)
- Mr. Kelsey Dawson (First Vice Chairman)
- Ms. Diana Lo (Second Vice Chairman)
- Mr. Evans Mendonca (First Treasurer)
- Mr. Michael Johnson (Second Secretary)
- Ms. Kathy Albert (Social Convener)
- Ms. Farveen Fathima (Social Convener)
- Mr. Ross O'Brien (Social Convener)

Teacher members are: Mr. Dion Chen, Ms. Jane Leung, Ms. Yvonne Yuen, Mr. Ken Harley and Mr. Jim Shiflett.

Four Executive Committee Meetings (22<sup>nd</sup> January, 2014; on 9<sup>th</sup> April, 2014; 29<sup>th</sup> May, 2014 and 23<sup>rd</sup> June, 2014) were held

### **List of items sponsored by the PTA in 2013-2014**

- PTA Progress Prize (Book coupons)
- Refreshment of the PTA Annual General Meeting
- Refreshment of the PTA Executive Committee Meetings
- International Fun Fair Day on 7<sup>th</sup> December, 2013
- Student Affairs Activities e.g. sport shoes, soccer, basketball, rugby; dragon boat; basketball; volleyball sports team uniform, Transportation and coaching fees for sport teams
- New Students Orientation Day for 2014-2015 school year

As the Committee was only formed in December, only a couple of activities were organized in the second half of the school year, which included Sales of Used Textbooks and Welcoming of New Students and Parents in the Form 1 Registration Days.



## FINANCIAL SUMMARY (for the 2012/2013 School Year)

### A. School Financial Report for 2012-2013

	Government Funds	Non-Government Funds
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	60.54%	N.A.
School Fees	N.A.	37.49%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	1.97%
<b>Total</b>	60.54%	39.46%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		78.08%
Operational Expenses (including those for Learning and Teaching)		10.19%
Fee Remission / Scholarship <sup>1</sup>		4.26%
Repairs and Maintenance		1.10%
Depreciation		6.37%
Miscellaneous		N.A.
<b>Total</b>		100%
<b>Deficit for the School Year</b> <sup>#</sup>	0.65 months of the annual expenditure	
<b>Accumulated Deficit in the Operating Reserve as at the End of the School Year</b> <sup>#</sup>	1.80 months of the annual expenditure	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

#### Details of expenditure for large-scale capital works

• Skylight Cover for School Entrance and Car Park (2006/2007)	\$1,406,715
• Multi-purpose Sports Field Construction (2008/2009)	\$5,823,686
• Student Learning Center, Admission Office and Classrooms Renovation (2009/2010)	\$2,210,125
• Fine Art Centre, Library Study Area and Classrooms Renovation (2010/2011)	\$2,678,037
• Music Block and Promenade Construction (2012/2013)	\$26,150,569
• 5 <sup>th</sup> Floor Senior Form Centre (2012/2013)	\$103,929
• Total	\$38,373,061

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

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





**FINANCIAL SUMMARY (for the 2013/2014 School Year)**  
(TO BE AUDITED)

**B. School Financial Report for 2013-2014**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	59.26%	N.A.
School Fees	N.A.	38.97%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	1.77%
<b>Total</b>	59.26%	40.74%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		77.58%
Operational Expenses (including those for Learning and Teaching)		9.08%
Fee Remission / Scholarship <sup>2</sup>		4.99%
Repairs and Maintenance		1.14%
Depreciation		7.21%
Miscellaneous		N.A.
<b>Total</b>		100%
<b>Deficit for the School Year</b> <sup>#</sup>	0.66 months of the annual expenditure	
<b>Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year</b> <sup>#</sup>	1.01 months of the annual expenditure	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

**Details of expenditure for large-scale capital works**

• Skylight Cover for School Entrance and Car Park (2006/2007)	\$1,406,715
• Multi-purpose Sports Field Construction (2008/2009)	\$5,823,686
• Student Learning Center, Admission Office and Classrooms Renovation (2009/2010)	\$2,210,125
• Fine Art Centre, Library Study Area and Classrooms Renovation (2010/2011)	\$2,678,037
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• 5 <sup>th</sup> Floor Senior Form Centre (2012/2013)	\$103,929
• Total	\$38,373,061

<sup>2</sup> The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

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



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### C. School Fee Remission Reserves

	2013/2014	2012/2013
	HKD \$	HKD \$
Balance as at 1 September	271,856.10	497,130.71
Add: Provision for the Year	3,232,617.50	2,702,633.93
Donation	412,000.00	50,000.00
Less: Payment for the Year	(3,628,219.00)	(2,977,905.50)
Balance as at 31 August	288,254.60	271,856.10

### D. Capacity Enhancement Grant for 2013-2014

	2013/2014	2012/2013
	HKD \$	HKD \$
Balance as at 1 September	442,780.00	434,184.00
Add: Current Year Grant	31,007.00	481,120.00
Less: Expenditure	(473,787.00)	(472,524.00)
Balance as at 31 August	0	442,780.00

### E. Other Grants

#### After –School Extended Chinese Granting Grant

	2013/2014	2012/2013
	HKD \$	HKD \$
Balance as at 1 September	0	123,110.52
Add: Current Year Grant	300,000	300,000.00
Less: Expenditure	300,000	(423,110.52)
Balance as at 31 August	0	0

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

	2013/2014	2012/2013
	HKD \$	HKD \$
Balance as at 1 September	0.00	5,335.22
Add: Bank Interest	0.00	0.00
Less: Expenditure	0.00	(5,335.22)
Balance as at 31 August	0.00	0.00



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### Community Care Fund

	<b>2013/2014</b> <b>HKD \$</b>	<b>2012/2013</b> <b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Bank Interest	0.00	0.00
Less: Expenditure	(22,820.00)	0.00
Balance as at 31 August	(22,820.00)	0.00

### Diversity Learning Grant—Other Programmes

	<b>2013/2014</b> <b>HKD \$</b>	<b>2012/2013</b> <b>HKD \$</b>
Balance as at 1 September	161,480.34	127,046.34
Add: Current Year Grant	84,000.00	84,000.00
Less: Expenditure	95,024.84	(45,066.00)
Balance as at 31 August	150,455.16	161,480.34

### Diversity Learning Grant—Other Languages

	<b>2013/2014</b> <b>HKD \$</b>	<b>2013/2014</b> <b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	486,500.00	245,000.00
Less: Expenditure	(486,500.00)	(245,000.00)
Balance as at 31 August	0.00	0.00

### Liberal Studies Curriculum Support Grant

	<b>2013/2014</b> <b>HKD \$</b>	<b>2012/2013</b> <b>HKD \$</b>
Balance as at 1 September	0.00	895.00
Add: Current Year Grant	0.00	160,000.00
Less: Expenditure	0.00	(160,895.00)
Balance as at 31 August	0.00	0.00

### Jockey Club Life-wide Learning Fund

	<b>2013/2014</b> <b>HKD \$</b>	<b>2012/2013</b> <b>HKD \$</b>
Balance as at 1 September	30.00	2,685.00
Add: Current Year Grant	44,400.00	23,900.00
Less: Expenditure	(44,395.00)	(26,555.00)
Balance as at 31 August	35.00	30.00



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### Moral and National Education Subject Support Grant

	2013/2014 HKD \$	2012/2013 HKD \$
Balance as at 1 September	530,000.00	0.00
Add: Current Year Grant	0.00	530,000.00
Less: Expenditure	(70,000.00)	0.00
Balance as at 31 August	460,000.00	530,000.00

### PTA Grant

	2013/2014 HKD \$	2012/2013 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	4,811.00	4,626.00
Less: Expenditure	(4,811.00)	(4,626.00)
Balance as at 31 August	0.00	0.00

### QEF Fund

	2013/2014 HKD \$	2012/2013 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	314,320.00	0.00
Less: Expenditure	(250,000.00)	0.00
Balance as at 31 August	64,320.00	0.00

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

	2013/2014 HKD \$	2012/2013 HKD \$
Balance as at 1 September	74,000.00	49,200.00
Add: Current Year Grant	31,600.00	30,400.00
Less: Expenditure	(31,600.00)	(5,600.00)
Balance as at 31 August	69,000.00	74,000.00

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

	2013/2014 HKD \$	2012/2013 HKD \$
Balance as at 1 September	293,758.00	317,964.00
Add: Current Year Grant	63,362.00	79,594.00
Less: Expenditure	(63,289.00)	(103,800.00)
Balance as at 31 August	293,831.00	293,758.00



### Stepping Up The Education Support For Non-Chinese Speaking Students

	2013/2014 HKD \$	2012/2013 HKD \$
Balance as at 1 September	600,000.00	0.00
Add: Current Year Grant	0.00	600,000.00
Less: Expenditure	(600,000.00)	0.00
Balance as at 31 August	0.00	600,000.00

## Report on Use of Grants

### Report on Capacity Enhancement Grant

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

#### Pastoral care

- Employ Educational Psychologist

#### Academic excellence

- Chinese Story Writing Class
- Teaching Assistant for Physical Education

#### Other Learning Experiences

- Music
  - ◆ Orchestra conductor
  - ◆ Stage Band
  - ◆ String Ensemble
- Sports
  - ◆ Swimming Programme
  - ◆ Table Tennis Advance Training Programme

The performance of different programmes was above expectation. Students enjoyed the programmes the school offered, especially the sports and music.

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



## ANNUAL SCHOOL PLAN 2013 – 2014

This document describes specific areas for improvement within the current academic year, i.e. from September 2013 to July 2014.

Following a review and evaluation of the Annual School Plan at the end of each academic year, the Leadership Team of the school identifies specific areas (major concerns) for future improvement and development. Teaching staff are consulted and the proposed major concerns are modified as necessary and published. The Leadership Team then devises a range of specific targets (with associated strategies, success criteria and evaluation methods) to achieve each of the major concerns within a given time frame.

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

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

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

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

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

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

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





<b>Major Concern 1</b>		<b>To continue to raise academic standards.</b>	
<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Completion</b>
(a) Improve internal examination results.	(i) To implement reflective, evaluative and comprehensive internal and external examination evaluation systems which include clear improvement plans and strategies.	Examination results improved.	Partially, will complete in 2014-15
(b) Improve public examination results.	(i) To set specific targets for departments to achieve in public examinations: (a) within 2 years to meet the HK/Worldwide norm for both the passing rate and rate for individual levels/grades for TSA, HKDSE, IGCSE and GCE, (b) if norms are already being met, to achieve negotiated percentage improvements.	Targets achieved.	Partially, will complete in 2014-2015
(c) Improve students' performance in oral examinations.	(i) To organize joint HKDSE Chinese and English oral sharing and practice sessions with schools in Tung Chung to further improve students' experience and skills in the HKDSE oral examinations.	Improved performance in oral examinations.	Achieved
(d) More accurately forecast student performance in public examinations.	(i) To set more accurate forecast grades/levels for each subject and student in F.4, F.5 and F.6 using baseline information (such as students' internal exam results, previous passing rate and credit rate).	Students achieve forecast grades.	Achieved
(e) Provide more support for student learning.	(i) To schedule regular Academic Committee meetings to discuss academic causes for concern and devise strategies for improvement.	Students receive support as necessary.	Achieved
	(ii) To review the effectiveness of the strategies implemented to support students as a result of the Academic Year Meetings.	More effective strategies devised to support students.	Achieved



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	(iii) To further raise students' and parents' academic awareness through the development and enhancement of different modules, My Learning Activity, My Online Grading, Resources Page of mYnet.	Number of visit time on mYnet increases.	Achieved also continue in 2014-15
	(iv) To involve parents more in supporting students' learning by scheduling two Parent-Teacher Conference Days a year.	Students gain more parental support in learning.	Achieved
	(v) To collect feedback from users after the first two months of implementation of new modules on mYnet with a view to further improving modules and systems.	Feedback collected.	Partially, will continue in 2014-15
	(vi) To continue to set high and realistic expectations for students by further promoting the use of benchmark test data through the production a simplified version of benchmark test data for teachers in setting targets.	Teachers understand the meaning of the data and are able to use it more effectively in setting target and support students' learning.	Achieved
	(vii) To further promote the use of the benchmark data (including data from the F.1 Attainment Test and TSA) in evaluating the value-addedness and supporting weaker students.	Students in need are supported.	Partially, will continue in 2014-15
(f) Introduce new benchmark testing to support student learning.	(i) To explore the possibility of introducing the ALIS benchmark test for forecasting students' performance at GCE.	ALIS benchmark test used to support GCE students.	Will not use ALIS



<p>(g) Enhance student ownership of learning.</p>	<p>(i) To continue to schedule a Student Teacher Conference Day in the middle of each semester for class teachers to help students evaluate their learning progress across all subjects and suggest ways in which improvements can be made in study habits and attitudes and recognize students' academic achievement and effort.</p>	<p>Students become familiar with the process of reviewing targets, and reflecting on and evaluating goals on a regular basis as a means of striving for improvement in learning; students' achievements and efforts are recognized.</p>	<p>Achieved, will continue in 2014-15</p>
<p>(h) Further enhance the quality of careers and university guidance provided to students and parents.</p>	<p>(i) To employ a full-time Careers &amp; University Counsellor.</p>	<p>Quality of careers and university guidance is enhanced.</p>	<p>Achieved, will continue in 2014-15</p>
	<p>(ii) To provide more information about higher education through the PSE programme and encourage students to set higher expectations for themselves.</p>	<p>Students are more motivated to strive for academic excellence.</p>	<p>Achieved, will continue in 2014-15</p>
	<p>(iii) To provide more focused guidance about applying to university.</p>	<p>Greater proportion of graduates progress to higher education.</p>	<p>Achieved, will continue in 2014-15</p>
	<p>(iv) To incorporate careers guidance into the PSE programme for F.1 – 6 to progressively develop a range of skills (e.g. advice on choosing electives, interview skills, etc.).</p>		<p>Achieved, will continue in 2014-15</p>
<p>(i) Enhance teaching quality through the staff development programme.</p>	<p>(i) To introduce cross-curricular peer observation at least once per semester and actively encourage a more collaborative culture.</p>	<p>Cross-fertilization of ideas leads to improvements in teaching quality.</p>	<p>Achieved</p>
	<p>(ii) To introduce staff development forums to discuss a range of issues related to teaching and learning</p>	<p>Cross-fertilization of ideas leads to improvements in teaching quality</p>	<p>Achieved</p>



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	(iii) To organize additional forums on effective classroom management and behaviour management	Improved classroom management results in more effective learning environment	Achieved
	(iv) To mentor teachers through the 'Teaching Teachers Scheme' by providing opportunities to observe great teachers in action.	Teachers put observed techniques into action; classroom management skills are enhanced.	Achieved, will continue in 2014-15
	(v) To continue to conduct lesson observations for staff development purposes. All teachers will be observed at least once per semester by Heads of Department and once a year by the Principal / Deputy Principals.	Teachers act on written feedback and changes; teaching quality is enhanced.	Achieved
	(vi) To set up an Innovative Teaching Committee to identify and share examples of good teaching practice in the YHKCC.	Teachers adapt ideas in their own classrooms.	Achieved, will continue in 2014-15
	(vii) To continue to encourage teachers to attend external seminars and courses for professional development.	Teachers disseminate new knowledge and skills.	Achieved, will continue in 2014-15
(j) Enhance teaching and learning effectiveness by reviewing the school calendar.	(i) To set up a working party to review and suggest improvements to the current school calendar setting to suit the needs of various curricula, teaching and learning schedules and public examinations.	Sufficient evidence that teaching and learning effectiveness will be enhanced is collected.	In progress
(k) Enhance teaching and learning effectiveness by reviewing the timetable.	(i) To set up a working party to review and suggest improvements to the current timetable setting to suit the needs of various curricula, teaching and learning schedules and public examinations.	Sufficient evidence that teaching and learning effectiveness will be enhanced is collected.	In progress
(l) Improve and consolidate the Elementary Chinese curriculum.	(i) To tailor the existing Elementary Chinese curriculum to suit students needs.	Curriculum revised.	Achieved, will continue in 2014-15



(m) Raise students' ability and interest in second languages	(i) To jointly organize various language programmes with local schools which offer Spanish, French and Elementary Chinese.	Lesson observations arranged; Speech Festivals and experience sharing sessions organized.	Achieved, will continue in 2014-15
	(ii) To organize a variety of local and overseas language trips (e.g. France, Mainland China, etc.).	Students gain more learning experience and share to other students in school	Achieved, will continue in 2014-15

<b>Major Concern 2</b>	<i>To actively promote and advance the development of student attitudes and behaviour based on the five core Christian values of the school – 'build a community that cares', 'serve one another in love', 'respect ourselves and others', 'be responsible' and 'act with integrity'.</i>		
<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Completion</b>
(a) Students develop right attitudes and behaviour based on the five core values of the school.	(i) To set different themes/values (with reference to the five core values) throughout the school year and use a whole school approach (e.g. Tuesday Briefings, Hall Assemblies, PSE lessons and regular lessons) to actively promote them.	Students show greater awareness of the themes/values and practically demonstrate the core values through their behaviour.	In progress
	(ii) To introduce 'Values Postcards' based on the five core values: Appreciation, Service, Respect, Responsibility and Integrity.	Observable improvement in student behaviour.	Achieved, will continue in 2014-15
	(iii) To facilitate the production of Statement of Core Values created by students themselves.	Students show greater awareness of the core values and practically demonstrate them through their behaviour.	Not achieved
	(iv) To review and revise the system of rewards and sanctions to ensure that they are appropriate and timely.	Students take greater responsibility for their actions and modify behaviour accordingly.	In progress
(b) Students conduct themselves in a polite and respectful manner.	(i) To set high expectations for students and consistently reinforce the YHKCC Code of Conduct through class and subject teachers.	Observable improvement in student behaviour.	Achieved, will continue in 2014-15



(c) Provide more pastoral support for students during non-contact time.	(i) To assign duties to HoY during recess, lunch and after school, to provide support for students and class teachers / teaching assistants.	Greater visibility of class teachers and HoY around the school during non-contact time; support provided to students as necessary.	Achieved, will continue in 2014-15
(d) Develop a more consistent, whole school approach to guidance and discipline.	(i) To ensure that measures for dealing with behavioural issues are implemented consistently by all teachers.	Teachers actively and consistently reinforce the YHKCC Code of Conduct; cases are dealt appropriately and efficiently in line with school policies and procedures; accurate and up-to-date records are kept; good coordination between class teachers, subject teachers, HoYs.	In progress
(e) Enhance the effectiveness of PSE lessons.	(i) To develop additional in-house resources for delivering the PSE curriculum.	Additional in-house resources developed.	Achieved, will continue in 2014-15
	(ii) To provide training for class teachers in delivering the PSE curriculum to meet students' needs.	Class teachers are able to deliver PSE lessons with more confidence.	In progress
	(iii) To provide more support for class teachers, including in-class support as necessary.	Class teachers are able to conduct lessons with more confidence.	Achieved, will continue in 2014-15
	(iv) To integrate professional courses, talks and outside community support into the PSE curriculum.	PSE lessons conducted effectively.	Achieved, will continue in 2014-15
(f) Integrate F.1 students into the YHKCC culture and instill a strong set of values.	(i) To introduce a new lunch arrangement for F.1 students to provide opportunities for reinforcement of core values and development of manners.	Values and manners developed.	Achieved, will continue in 2014-15





<b>Major Concern 3</b>			
<b><i>To cultivate and nurture responsible, internationally-minded, 'glocal' citizens in accordance with the vision and mission of the YHKCC.</i></b>			
<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Completion</b>
(a) Broaden students' cultural experiences.	(i) To recognize and appreciate the major events of different countries through Hall Assemblies, Tuesday Briefings, the Daily Bulletin, the Student Council and other special events.	Increased participation rate in different student activities; students develop a better understanding of and respect for different cultures.	Achieved, will continue in 2014-15
	(ii) To organize a Language Week to promote different languages and cultures.	Higher participation rate during language week.	In progress
(b) Encourage more parental support and involvement in cultural activities.	(i) To further involve the PTA by recruiting more parent volunteers to help organize cultural activities.	Parents participate and contribute in organizing some activities for students and all other parents to join.	Achieved, will continue in 2014-15
(c) Cultivate 'glocal' citizens who can think globally and act locally.	(i) To continue to provide local and overseas service opportunities.	Higher participation rate in service activities.	Achieved, will continue in 2014-15
	(ii) To organize more cultural exchange visits.	Increased participation rate in cultural exchanges; students develop a better understanding of and respect for different cultures.	Achieved, will continue in 2014-15
(d) Develop a clear understanding of international-mindedness.	(i) To set up a working party to explore the concept of 'international mindedness' and the implications for the YHKCC.	Teachers understand the concept and the benefits of making international-mindedness an explicit aim.	Achieved, will continue in 2014-15





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## ANNUAL SCHOOL DEVELOPMENT PLAN 2014-2015

### MAJOR CONCERNS

The major concerns for the 2014 – 2015 school year are as follows:

#### SCHOOL MAJOR CONCERNS

**1. To actively encourage students to pursue excellence in their academic studies.**

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

**2. To continue to promote and advance the development of student attitudes and behaviour based on the five core values of the school.**

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

**3. To continue to cultivate and nurture responsible, internationally-minded, 'glocal' citizens.**

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