



YMCA of Hong Kong Christian College



Annual School Report

2021 – 2022



YMCA of Hong Kong Christian College

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SCHOOL VISION, MISSION & 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





Values



Statement of Core Values

In our daily interactions with every member of the school community – students, colleagues and support staff – we will endeavour to:

Build a community that cares

- *Value each and every person equally and treat everyone fairly and justly.*
- *Work together and recognize that every individual has something to contribute: “None of us is as good as all of us!”*
- *Encourage one another to build on previous achievements and praise positive steps in the right direction.*
- *When mistakes are made, try to discover the reasons why, empathize and take reasonable and appropriate action.*
- *To choose to be positive in the way that we view our community and actively express praise and gratitude.*

Serve one another in love

- *Care for each other in very practical ways.*
- *Adopt an attitude which continually asks, “How can I help you?”*



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Respect ourselves and others

- *Celebrate our different cultures.*
- *Respect each other's points of view, opinions and beliefs, and tolerate our differences.*
- *Don't hold grudges and forgive each other quickly.*

Be responsible

- *Take full responsibility for all that we say and do.*
- *Make carefully considered decisions and follow through with determination.*
- *Be reflective and committed to ongoing personal and professional improvement.*
- *"No complaining without a positive solution!" Be 100% committed to being 'part of the solution' rather than choosing to complain about difficulties we encounter.*

Act with integrity

- *Strive for professional excellence at all times.*
- *Recognize and fulfill our vocational responsibility as stewards of students' potential.*
- *Protect the children who have been placed in our care.*
- *Be a role model and ensure that our words and actions are consistent.*
- *Do not listen to or spread gossip about students or colleagues.*

These values can be summed up in the **golden rule**, first expressed more than 2,000 years ago by Jesus, who said, "In everything, do to others what you would have them do to you." (Matthew 7:12.) Or, as expressed in The Message version, "Here is a simple, rule-of-thumb guide for behaviour: Ask yourself what you want people to do for you, then grab the initiative and do it for them. Add up God's Law and Prophets and this is what you get."

I. SCHOOL MOTTO & 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)



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II. SCHOOL

General Information

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 has sponsored 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 English as medium of instruction school.

The school offers a school-based curriculum in Forms 1 and Form 2, an Integrated Curriculum in Forms 3 and 4, including the Hong Kong Diploma of Education (HKDSE) and the International General Certificate of Secondary Education (IGCSE), and the HKDSE and UK General Certificate of Education A-level (GCE) in Forms 5 and 6.

Special Features

- 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. The YHKCC has numerous trees and flowerbeds within the campus, making it 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 access for students to study and do research, an air-conditioned hall with excellent sound and



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lighting equipment for assemblies, performances and other activities. The school also has 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 enhancing language competencies and the all-round development of students. It has a rich language environment and students are immersed in English medium learning across the curriculum. Almost half of the staff are non-local, native English speaking teachers. All teachers are university graduates, many having lived in foreign countries, including Canada, USA, UK, Ireland, France, New Zealand, Spain, Japan, India, Korea, Philippines and Australia, for an extended period of time either studying or working.
- The school also has a wide variety of Extra Curricular Activities (ECAs) to choose from in a range of areas including music, art, performing arts and sports. Students are encouraged to develop their talent and potential. Students are also encouraged to participate in community service throughout their time in the school, to develop a sense of sharing and belonging to the community.
- The school provides students with a comprehensive careers programme and a variety of trips and excursions to places outside Hong Kong through international links established by the YMCA of Hong Kong so that students can develop a deeper understanding of different cultural and environmental needs in the world around them. Students engaging in these activities can also enrich their perspectives and broaden their horizons.
- The school organizes an Enrichment Week for all students at the end of school year. Despite the ongoing Covid-19 pandemic, it was still possible to arrange the following activities during the 2021 – 2022 academic year:
 - Form 1 students were split into groups for Other Learning Experiences: Music, Arts, Drama, Sports and STEM (MADSS).
 - Form 2 students participated in spiritual retreat day camps in school.
 - Form 3 and 4 students participated in a Service Exploration Week with local services including Eldpathy, Dialogue in the Dark, Impact HK, Feeding HK, SLCO Community Resources, Food Angel and Islands Community Green Station. Form 4 students also had an opportunity to serve in SWCS YMCA of Hong Kong Christian School.
 - Form 5 students participated in a Work Placement Programme in school which includes workshops, simulation activities and workplace visits. 19 students were able to find a job and work for the company for a week in order to gain real experiences of the workplace.



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School Management Committee

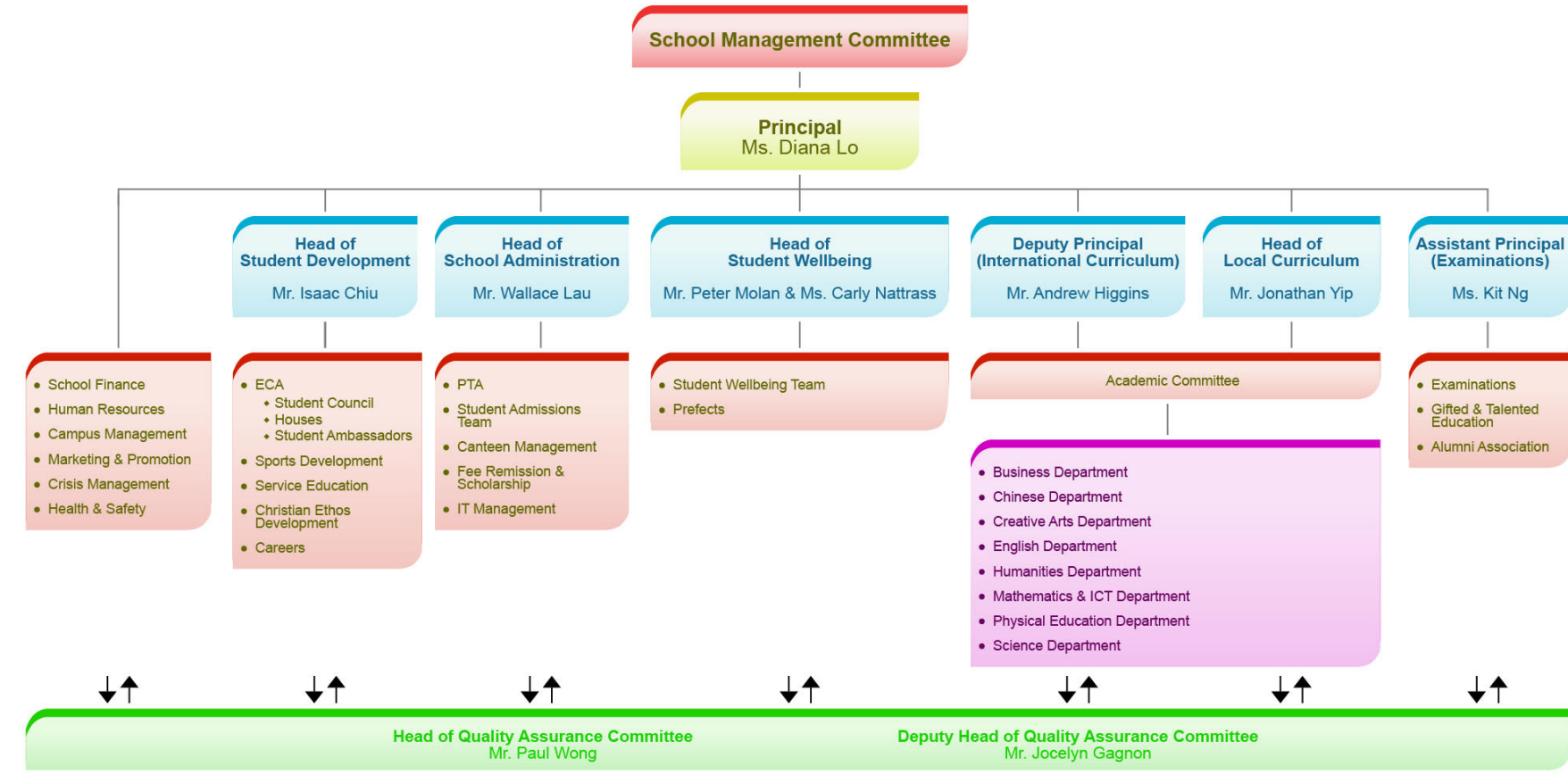
Mr. Patrick Yip	Chairperson
Mr. Peter Ho	School Supervisor & Chairperson of Human Resources Sub-committee
Mr. Benjamin Lam	Honorary Secretary
Mrs. Sheila Chuang	Honorary Treasurer & Chairperson of Finance Sub-committee
Ms. Vivienne Fung	Chairperson of Governance Review Sub-committee
Mr. Tony Ip	Chairperson of Building Sub-committee
Mr. Dave Lee	School Manager & Chairperson of Curriculum Development Sub-committee
Mr. Alexander Kwan	School Manager
Ms. Lily Fong, S.B.S.	School Manager
Ms. Julia Ong	School Manager
Mr. Wallace Lau	School Manager
Mr. Paul Wong	Teacher Manager
Ms. Julie Simon	Parent Manager
Ms. Diana Lo	Principal



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Organizational Chart 2021 – 2022





III. STUDENTS

Class Organization

Number of Operating Classes for Year 2021 – 2022

Level	F.1	F.2	F.3	F.4	F.5		F.6		Total
					DSE	GCE	DSE	GCE	
No. of Classes	6	6	6	6	3	3	3	3	36

Number of Students for the 2021 – 2022 School Year as at 30th September, 2021.

Form	No. of Students	Eligible for DSS Subsidy
1	163	163
2	163	163
3	151	135
4	147	147
5	130	130
6	134	134
Total	888	872

In the junior forms, students enjoy small class teaching (about 20 students per group) in English, Chinese, Elementary Chinese, French, Spanish, Mathematics, Home Economics and Visual Arts.

About 58% of the students have an international background, coming from 34 countries and about 50% of the Form 1 students come from local primary schools. 38% of the students speak Chinese at home, while the rest speak English or other languages, totalling 20 different languages spoken by the students.



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Student Wellbeing Team

The Student Wellbeing Team work to guide and develop strong, resilient young people; equipped and prepared for the challenges of the modern world.

The Student Wellbeing and the Student Support Teams work closely together to enable students to achieve their potential; they ensure a nurturing learning environment and provide students with appropriate support and challenge.

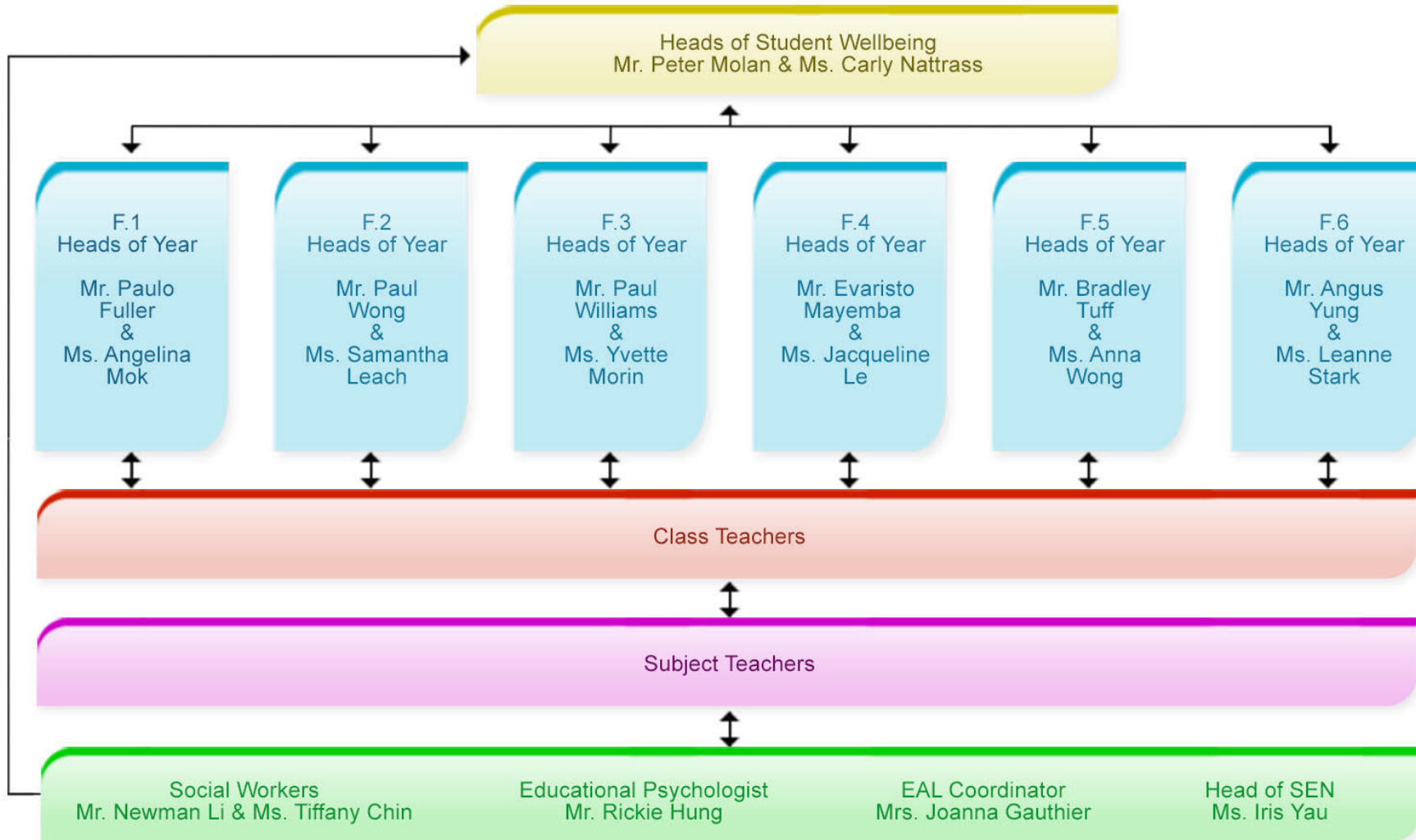
More specifically, the aims of the Student Wellbeing Team are:

- (a) instil in students a sense of purpose, responsibility, resilience, optimism and an understanding of their individual talents and character strengths;
- (b) develop a culture in which students holistically engage in school life with a positive sense of belonging;
- (c) to provide personal, social, health and moral education;
- (d) to equip students with an understanding of personal wellbeing;
- (e) to provide a happy, safe environment in which everyone can work together in a spirit of cooperation and mutual respect.
- (f) to promote a caring and serving community consistent with our Christian ethos;
- (g) to provide opportunities for spirituality through collective worship and retreat programmes;
- (h) to support students in developing healthy self-image, self-esteem, self-discipline and high expectations of themselves;
- (i) to provide the school with a consistent approach in ensuring proper behaviour and discipline on campus in support of effective learning;
- (j) to provide assistance to students in dealing with their social, emotional and learning challenges as referred by themselves, their parents, class teachers or other staff, using specialist services e.g. Educational Psychologist, School Social Worker, and Counsellor when appropriate;
- (k) to train students to become responsible citizens.

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 feels more comfortable and confident in sharing their thoughts, concerns and cultural experiences.



Student Wellbeing Structure





Personal, Social, Health & Economic Education

Personal, Social, Health & Economic (PSHE) Education is a subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in the future.

Our PSHE programme aims to develop 21st century skills and attributes such as resilience, self-assurance, empathy, collaboration and critical thinking in the context of learning grouped under the five core values. The programme also includes aspects of careers education.

Every class has one dedicated PSHE lesson per week. The schemes of work for the PSHE curriculum focus on topics which relate to specific age groups, and/or are differentiated to suit the needs of different year levels. Each year the school targets specific areas which need further improvement, e.g. behaviour, manners, hygiene, positive relationships, mental wellbeing, managing stress and citizenship.

PSHE 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.

- **Building a community that cares** – election of class representative, understanding the importance of helping those in need, class charity selection, stewardship, building friendships, restorative justice skills, identifying character strengths, positive diversity, celebrating diversity and inclusion, challenging prejudice and discrimination.
- **Act with integrity** – importance of self-care, healthy lifestyle choices, consequences of unhealthy lifestyle choices (including understanding alcohol, smoking, vaping, illegal substances), healthy habits, respectful relationships, consent, contraception, positive role models, respectful online behaviour.
- **Be responsible** – how to identify risk and manage personal safety in increasingly independent situations; including online, setting clear boundaries, basic first aid, citizenship, positive learning behaviours, economic wellbeing.
- **Respect ourselves and others** – positive self, resilience building, mindfulness, positive health, identifying sources of support for mental health both in school and wider community, growth mindset, characteristics of wellbeing (including physical activity, sleep, maintaining hygiene, healthy diet), physical health check-ups, emotional wellbeing.
- **Serve one another in love** – gratitude, identifying characters strengths in others, local and international community service, role as environmental stewards, community living, social affairs.



Know My Students Survey

Over the course of the year, the school offered students the opportunity to participate in the mental health screening programme 'Know My Students'. This programme was well received and offered the Student Wellbeing Team valuable information on students that may require assistance and intervention. Individual follow-up conversations and interventions were conducted by the School Social Workers and Heads of Year.

The 'Know My Students' data is analyzed to identify areas of focus for Student Wellbeing at a school level and to plan to address student needs at a Form level in PSHE, year assemblies and enrichment activities.

Positive Education

Over the course of the year, Heads of Student Wellbeing and Heads of Year participated in a range of online professional development on Positive Education. This was incorporated into the development of wellbeing-based lessons and resources were added to the PSHE curriculum.

Year Themes

This year, each Form selected a theme to guide their year and help them work toward their goals. These themes are integrated into PSHE lessons, personal reflections and goal setting throughout the year.

- Form 1 – *Friend to friend, heart to heart.*
- Form 2 – *Do what is right, not what is easy.*
- Form 3 – *Success is liking yourself, liking what you do, and liking how you do it.* Form 4 – *Do something today that you will be proud of tomorrow.*
- Form 5 – *Whatever you're dreaming, begin it.*
- Form 6 – *The best way to predict the future is to create it.*

Retreat Programmes

The Form 6 Retreat was received a high degree of interest from students and was split into two one-day programmes structured around the Form 6 Year Theme: '*The best way to predict the future is to create it.*' The activities and workshops worked toward building students' confidence, resilience and enthusiasm for the challenges that lie ahead of them in both the final year of school and transition to adult life. The retreat was followed by an enrichment trip to Ocean Park for all our Form 6 students.

The Form 2 Retreat was a four-day programme run during Enrichment Week. The retreat provided Form 2 students with an opportunity to take time to evaluate what is important, share their concerns and hopes with peers, and learn ways to support each other. A series of activities were designed which included self-reflective, competitive, spiritual and team-building elements. After another year of online learning and the challenges of the ongoing pandemic, the retreat experience helped our students to connect with each other and learn some self-care.



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Guest Speakers

To inspire students about possible futures and what it might take to reach them, as well as broaden students' horizons to see the world outside of their classroom and local community, a range of guest speakers were invited to speak to different forms.

Form 1	Ms. Kellie Wong, Founder of Compassion Culture	– Mindfulness Workshop
Form 2	Community Drug Advisory Council	– Keep Calm, No Smoking
Form 3	Ms. Dana Winograd, Plastic Free Seas	– Plastic Free Seas
Form 4	Ms. Alison Yu, Paralympic Gold Medallist Ms. Charley Cheung, Redress Ms. Sherry Zhong & Mr Green, Branches of Hope	– Overcoming Physical Obstacles and Challenges The Pathway from Fast Fashion to Slow Fashion Refugee Issues in a Global and Local Context
Form 5	Alison Yu, Paralympic Gold Medallist	Overcoming physical obstacles and challenges

Adopt a Charity

One of the key elements of the school's vision and mission is service. We aim to develop empathic, self-assured, empowered leaders who contribute positively to their community both as individuals and as part of an effective team. To achieve this goal the school encourages students to actively and wholeheartedly participate in acts of service to the community. An exciting new initiative called "Adopt-a-Charity" was launched in the 2020 – 2021 school year to empower students to give back to their local community through their good-works and affirmation awards. Each of the 36 classes in the school selected a charity they would like to support during the academic year.

To help raise funds for their chosen charities the school organized six "Adopt-a-Charity" casual dress days throughout the year, one for each form. A total of \$100,946.70 was raised for charity.

Student Wellbeing during Online Learning

To continue to support student engagement, community and wellbeing during the period of school closure, the Student Wellbeing Team created form-based activities for students to enrich their learning experiences. Students in Forms 1 – 3 received weekly and daily wellbeing challenges and tips. Students in Forms 4 – 6 received a range of themed messages from Heads of Year and fun challenges to share their online learning experiences and connect with their year community. The challenges were shared with students via Direct Message on SEQTA.



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Clinical Psychologist Consultation

On 19th August 2021, the school Leadership Team and Senior Teachers attended a two-hour training session on ‘Promoting Mental Well-Being in the School Community Through Positive Education’. This session was led by Ms. Felicia Lau as part of our school Clinical Psychology consultation service. The session focused on helping teachers to gain an understanding of positive psychology concepts; knowing how to apply positive psychology to education effectively; developing concrete strategies to foster personal mental health as well as students’ mental wellbeing.

A workshop (1.5 hours) was conducted on 11th April, 2022, for staff on the topic of “The Impact of COVID-19 Pandemic on the Wellbeing of Children: Supporting Their Mental Health and Learning how to Take Care of Ourselves in the Process.” The workshop was attended by 37 staff members.



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STUDENT LEADERSHIP BODIES

There are four student bodies in the school:

- A. Student Council
- B. Prefects
- C. Student Ambassadors
- D. Houses

Each group serves a different purpose with specific areas of responsibility, including service. They serve the school with full participation from students of all forms. Students involved in these groups have a voice and acquire strong leadership skills.

A. Student Council

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

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

- Enjoying and achieving – getting the most out of 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 the following positions: President, Vice-President (x2), Secretary, Treasurer, Activity Officer, House Officer, Promotions Officer, Publications Officer and Communication Officer. In addition, the Student Council also includes Sub-committees that consist of Class Representatives.

During the election period, cabinet parties went through a four-week promotion period where they shared their visions and proposals to the school. The cabinets were also engaged in a campaign debate during assembly. The whole student body was involved in the election of the Student Council for the year.

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 student-teacher matches and mini performances, which help spread positivity and create a sense of belonging among the student body. Besides, they also helped in school functions such as inter-house competitions, subject elective talks, the Form 1 Induction Program and sharing messages during morning devotions.

Teacher Advisors: Mr. William Chan & Ms. Charlotte Leung



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Executive Committee Members:

President	Patty Yeung (5K)
Vice President	Oscar Seyau (5K)
Vice President	Skye Schallenberger (5C)
Secretary	Swara Kamble (5K)
Treasurer	Kale Bishop (5K)
Activity Officer	Max Severs (5A)
House Officer	Vance Akillian (5C)
Publication Officer	Ashley Tsang (5K)
Promotion Officer	Stephen Anzelmo (5A)
Communications Officer	Mariella Clemenson (5K)

B. Prefects

The purpose of the Prefect Team is as follows:

- 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 6 team leaders leading 6 teams of prefects, setting good examples for the student body in terms of behaviour and service in the school, helping teachers in monitoring students in terms of uniform, proper behaviour in school. In addition, Prefects act as mentors for Form 1 students to assist them in settling into the new school environment.

Teacher Advisors: Ms. Jacqueline Le & Mr. Angus Yung

Head Prefects: Aidan Ho (5M) & Ruvarashe Shoko (5A)

C. Student Ambassadors

The Student Ambassadors conduct themselves to the same high standards as Prefects; however, their duties are generally mainly on representing the school at public functions, including the Form 1 Admission Briefing and Form 1 Admission Interviews. They also helped in school functions such as the Graduation Ceremony and Music Contest this year. Student Ambassadors were chosen by the Teacher Advisor for the Team and this year, there were almost 80 Student Ambassadors from all Forms.

Teacher Advisor: Ms. Leah Eun & Mr. Nicholas Chu

President & Vice Presidents:

President Harjot Kaur (5M)
Vice Presidents Mariella Clemenson (5K) & Claudia Lai (5H)



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

Each House has its Head of House (teacher), Assistant Head of House (teacher) and a House Committee (students) includes one House Captain, two Assistant House Captains, and 8 – 10 other committee members.

Because of the Covid-19 situation the original house activities were adapted and a series of mini house competitions such as Dodgeball, Basketball, Hockey, Form 1 Rope Skipping, Volleyball, Form 2 Monkey Tail, Badminton and Football were held during the year. The cumulative House Points determine the winner of the mini YMCA Cup.

Morrison House

Head of House: Mr. Alan Lee
Assistant Head of House: Ms. Amy Chen
House Captain: Yash Kataria (5M)
Assistant House Captains: Unni Shao (4K) & Allaighn Jamieson (4K)

Chambers House

Head of House: Ms. Wendy Chow
Assistant Head of House: Mr. Ken Wong
House Captain: Yan Lam Lee (5C)
Assistant House Captains: Luis Diego (5Y) & Ella Rose (5K)

Williams House

Head of House: Mr. Peter Chan
Assistant Head of House: Ms. Iris Yau
House Captain: Kristy Mok (5K)
Assistant House Captains: Ilana Cheung (5A) & Yau Hin Tsang (5Y)

Taylor House

Head of House: Mr. Curtis Chu
Assistant Head of House: Mr. Doulos Tam
House Captain: Nerish Sembu (5C)
Assistant House Captains: Gesie Ang (5M) & Maverick Mata (5C)



V. 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 diverse nature of students’ abilities and backgrounds, the school offers French, Spanish and Elementary Chinese to some students, which leads to the International General Certificate of Secondary Education (IGCSE) qualification.

Curriculum Structure

The following curriculum structure was introduced in the 2016 – 2017 school year and fully implemented in the 2017 – 2018 school year to provide the opportunity for students to study a wider range of subjects in Form 3.

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

Integrated Curriculum

The school offers an Integrated Curriculum in Form 3, which integrates the content of the local HKDSE curriculum with IGCSE syllabuses. Students study 5 core subjects: Language (Chinese Language *or* IGCSE Mandarin *or* French *or* Spanish), English Language, Mathematics, Liberal Studies and Religious Studies). Students also select 4 Elective Subjects from a choice of 15 subjects.

During Form 3 students are required to apply to study in either the Hong Kong Stream in Forms 4 – 6 or the IGCSE-focused curriculum in Form 4 followed by the International Stream in Forms 5 – 6.

The integrated curriculum provides a solid foundation for both the HKDSE and IGCSE curricula, and this structure ensures a smoother progression and better preparation for students studying the HKDSE curriculum in Forms 4 – 6.

Hong Kong Stream

Students in the Hong Kong Stream sit for the Hong Kong Diploma of Secondary Education (HKDSE) examination at the end of Form 6. Students apply for local university places through the JUPAS system. An increasing number of students in the Hong Kong Stream are applying and being admitted to universities overseas.



International Stream

All students in the IGCSE-focused Integrated Curriculum sit for their IGCSE examinations at the end of Form 4. Students satisfying the entrance requirement (i.e. at least 5 IGCSE passes at grade B or better) then start their General Certificate of Education Advanced Level (GCE A-level) studies in Form 5 and sit for the examination at the end of Form 6. Students apply for local university places through non-JUPAS.

The number of students in the International Stream is capped at 80 and at least 51% of the total number of students in the year group are in the Hong Kong Stream, as per the requirements of the Education Bureau.

Post-IGCSE Examination GCE A-Level Foundation Course

The school continued to have an earlier start for students in the IGCSE-focused Integrated Curriculum. After the IGCSE examination period had concluded, Form 4 students were grouped into GCE classes and started a GCE A-level Foundation Course designed to laid the groundwork for success in their academic studies in Forms 5 and 6. Teachers prepared special materials to cover the foundations for subjects taught in the International Stream.

Subjects Offered

The table below shows the subjects offered in different forms and in different streams.

	Forms 1 – 2	Forms 3 – 4	Forms 5 – 6	
	School-Based Curriculum	Integrated Curriculum	DSE Curriculum	GCE Curriculum
English				
English Language	✓	✓	✓	
English Literature		✓	✓	
English Language & Literature				✓
Drama	*	✓		
Drama & Theatre				✓
Chinese				
Chinese Language	✓	✓	✓	
Elementary Chinese / IGCSE Chinese	✓	✓	✓	
GCE AS/A-level Chinese			✓	✓
Modern Foreign Languages				
French	✓	✓	✓	
Spanish	✓	✓	✓	



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	Forms 1 – 2	Forms 3 – 4	Forms 5 – 6	
	School-Based Curriculum	Integrated Curriculum	DSE Curriculum	GCE Curriculum
Mathematics & ICT				
Mathematics	✓	✓	✓	✓
Mathematics – Extended (M2)		✓	✓	
Information & Communication Technology (ICT)		✓	✓	
Science				
Integrated Science	✓			
Biology		✓	✓	✓
Chemistry		✓	✓	✓
Physics		✓	✓	✓
Business				
Business, Accounting & Financial Studies (BAFS) / Business Studies		✓	✓	✓
Economics		✓	✓	
Humanities				
Chinese History	✓	✓		
Geography	✓	✓	✓	✓
History	✓	✓	✓	✓
Life & Society / Citizenship & Social Development / Liberal Studies		✓	✓	
Philosophy & Religious Studies	*	*	*	*
Religious Studies		✓		✓
Tourism & Hospitality Studies (THS)		✓	✓	
Creative Arts				
Home Economics	*			
Independent Living			*	*
Music	*	✓		
Visual Arts / Art & Design	*	✓	✓	✓
Physical Education				
Physical Education	*	* and ✓	* and ✓	* and ✓

* Non-Public Examination Subject



Special Educational Needs

There are 59 SEN students who were diagnosed with Specific Learning Difficulties (SpLD) – Dyslexia, Autism Spectrum Disorder (ASD), Attention Deficit (Hyperactive) Disorder (ADD/ ADHD), Borderline Intellectual Functioning, Hearing impairment, Oppositional Defiant Disorder, Anxiety and Depression.

One Head of SEN, one SEN Teacher and two SEN Teaching Assistants provided regular academic support to ten students in various subjects from September 2021 to June 2022 during lessons, self-study period and after school. Ten students attended the ASD social group from The Salvation Army for social skills training. One student with Dyslexia attended the Units of Sound program for reading, writing, speaking and listening training. One student with physical disability attended the three 2-hour occupational therapy sessions offered by Mega Inspire.

Special access arrangements for examinations, including extra time, were arranged for the internal examinations. The number of students with special examination arrangements are shown in the table below.

Examination	Date	Form	No. of students
Pre-Mock	January 2022	Form 6	2
Mid-year	January 2022	Forms 2, 3 & 5	20
Mock	February/March 2022	Forms 4, 5 & 6	16

Access arrangements were also made for the public examinations in April to June 2022.

The Head of SEN, Educational Psychologist, School Social Workers and the Heads of Student Wellbeing Team had regular weekly meetings to discuss student's cases so as to give immediate support and assessments to students if needed.

Learning Support

In order to support students in completing homework, the school continued to provide a Learning Support Room. Students experiencing difficulties with their homework can go to a designated room after school where they receive assistance from subject teachers. This measure is quite successful in ensuring that homework assignments are submitted on time and also enables teachers to more effectively monitor learning progress.



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English as an Additional Language

There are currently 74 students classified as EAL students (43 mild / 31 moderate). Currently, 24 students are enrolled on specialist online programmes and 13 EAL students are also classified as having special educational needs.

Before the start of the academic year, the school ran a pre-F1 Enhancement Course which facilitated the accurate identification of EAL students who would benefit from additional support. Furthermore, nine students were then selected to take an additional EAL class once per week instead of the third language (French/Spanish). This initiative was designed to provide an additional opportunity for students to develop their English skills so that they can learn alongside their classmates with minimal support and develop their confidence so they can participate actively in all lessons.

Around half of the Form 1 and Form 2 EAL students are studying English in small classes of 11 – 13 students. Some in-class support has also been arranged in Form 1 classes to further support specific students.

To promote reading again this year, the school continued to offer an online reading scheme (LightSail) to provide an opportunity for 24 EAL students to develop their reading skills independently. Another online scheme for DSE students (iLearner) was not offered this year as it was too difficult to implement and monitor during the lengthy school suspension period. The effectiveness of the platform will be evaluated again and may be restarted in the next academic year.

The 'Reading Partners' scheme was reintroduced at the start of this year with both teachers and Form 5 students paired up to support 28 students to develop their reading skills and confidence. Except during the school suspension period, each pair met once a week.

Due to the previous success of the scheme to provide a Form 6 DSE EAL support class focusing on improving basic language skills to achieve level 3 in the HKDSE exam, this initiative has been continued in this academic year with a class of 11 students.

This year has seen a rise in the number of EAL students joining later in the academic year. Every effort has been made to arrange some level of support for these students. For example, weekly one-to-one sessions were arranged to support two newly arrived Form 2 students during the Reading lesson or the French/Spanish class, and mentoring was provided for a Form 3 student who was struggling with the transition from a CMI to an EMI school. Several older EAL students also receive regular support during the Reading lesson.

For ease of identification by teachers, EAL students are now identified on the SEQTA registers. This ensures the information is more readily available so that teachers can provide the necessary support.



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School Social Workers

This was a very challenging year for everyone due to the challenges presented by the COVID-19 pandemic. The School Social Workers focused on helping family communication issues and students who had mental health concerns during the school closure period. There were more emotional or wellbeing concerns during the school closure period, especially during February to April. A total of 80 active student cases were supported by the two full-time School Social Workers.

School Social Workers helped individual students to enhance skills for adjustment when the school reopened in May. It was challenging because many students have different levels of pressures coming back to school.

Finally, the School Social Workers provided more individual support to students who have mental health or wellbeing concerns, more support to families who had communication concerns, and more support to those students who were on medical treatment.

Next year we are going to review our support, hopefully we can improve our support to students effectively, improve the channels that students could reach us easily, and provide a safe, comfortable and stable environment for students to share.

YHKCC Mentorship Programme

The mentorship programme started in August 2021. Training workshops were provided for all mentors and a pre-mentorship survey was completed for all Form 1 students. Due to the pandemic situation and the school arrangement, the mentorship program was switched to online mode. Due to the ongoing COVID-19 pandemic and school closure, we had 8 sessions: one session was face-to-face and 7 sessions were online. The mentorship programme involved 260 students.

Guidelines, materials and suggestions were provided and mentors were expected to follow during online sessions. Positive Psychology approaches were built into the programme, aiming to enhance student wellbeing.

Most of mentors reported the programme helped them to improve communication, time management, and leadership skills. The programme also boosted self-confidence and achieving personal growth. Most of mentees reported the programme helped them with the transition to the YHKCC.



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Community Service

The Community Based Project group provides assistance and opportunities for disadvantaged students to improve their learning effectiveness and broaden their learning experience. The school cooperated with the NAAC this year, and planned three programmes as follows:

Ocean Park Academy

Due to the physical school suspension, the Ocean Park Academy was cancelled.

Nagomi Pastel Art

The Nagomi Pastel Art was conducted online in December 2021 and 9 students participated in the workshop. The workshop went well and the feedback from students was positive.

Pet Grooming Workshop

Due to the physical school suspension, the Pet Grooming Workshop was cancelled.

In addition, the following community service activities were organized by the school:

Moon Cake Donation – The YHKCC Community Service Club and the Chinese Department co-organized a mooncake collection event with warm message cards. The objective of the event was to bring love, warmth and care to the people in need during the Mid-Autumn Festival. All the mooncakes and the message cards were delivered to designated people or families through the connection of the school's Social Workers on 17th September, 2022.

Flag Selling Events – To provide opportunities for all students to participate in fund-raising for charity, the school joined four flag selling events this year. Unfortunately, two of them were cancelled due to the Typhoon Signal 8 and the pandemic issue.

Christmas Parade Visit – The school collected gifts from our students/staff and shared our love to the community during the Christmas time. A group of student volunteers passed all the gifts (including canned food, stationary and toys) to the Excelsior Manor Centre and distributed it to the needy.

YHKCC OIWA Elder Academy – We continue to serve the elderly in our community by arranging different activities, including a Pickleball Training Session for the elderly, an online English/Korean lesson and recorded Christmas Cooking videos.



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VI. TEACHERS

The school employed 93 teachers and 9 teaching assistants.

Qualifications

All teachers are degree holders: 89% have a PGDE (or equivalent) qualification and 41% have master's degrees. About 24% of teachers are employed from overseas.

Staff Development

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

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

The aims of the Staff Development Programme for the 2021 – 2022 school year were as follows:

- To develop a deeper understanding of wellbeing in the YHKCC community
- To connect the YHKCC staff community
- To enhance the learning effectiveness using a whole-person approach
- To raise awareness of National Security Education

A. Hotspots

Each Thursday morning a member of staff shared a Hotspot; a short, focused sharing of a specific teaching and learning strategy, tool or pedagogical idea. During the 2021 – 2022 academic year, Hotspots focused on the specific targeted areas of the Staff Development Objectives: Academic Committee; Student Wellbeing Team; Sharing Good Practice and Staff Wellbeing. Hotspots are shared with teaching staff via email and uploaded to the Staff Development Website.



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B. Learning Trios

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

The purpose of the learning trios is to provide deliberate, purposeful and structured opportunities for professional growth within a supportive, small-group context. The Learning Trios aimed to develop practice in one of the lesson observation focus areas.

Each Learning Trio investigated and developed a specific area of teaching and learning. The primary aim is to facilitate research, collaboration, change and development. The Learning Trios for 2021 – 2022 were as follows:

1. **Positive Education (Mindfulness)** – Bringing mindfulness practice into the classroom to allow students to be aware of the present moment with purpose and without judgement. (24 members of staff were involved.)
2. **Positive Education (Character Strengths)** – Creating classroom opportunities for students to explore their signature character strengths to enable high functioning and performance. (12 members of staff were involved.)
3. **Effective Learning Strategies (Dual Coding & Retrieval Practice)** – Implementing visual and verbal tools to build learning and methods to boost recall. (39 members of staff were involved.)
4. **Literacy** – To implement subject specific strategies that aim to improve the quality and standard of student writing. (25 members of staff were involved.)

Due to the school closure, the school was able to host the initial Learning Trios workshop, but we were not able to begin the collaborative implementation process. The learning trio themes and allocations will continue in the next academic year.

C. Early Professional Years Programme (EPY)

The Early Professional Years programme has been designed for the context of YHKCC to support teaching graduates in their early professional years. The programme had two specific themes: Teaching & Learning and Student Support. The EPY sessions were non-judgmental and complimented existing departmental mentorship.

Meetings were led by the Heads of Staff Development and Senior Teachers with one session scheduled during times when the whole-school met for assembly.



The content of the meetings for the 2021 – 2022 academic year is shown in the table below.

Date	Title	Description
1 st September, 2021	Welcome Meeting	To outline the programme and meet with Head and Coordinator of Staff Development
15 th September, 2021	Behaviour for learning	To consider top tips for behaviour management
3 rd November, 2021	Apple Teacher and IT to enhance teaching and learning	An introduction to Apple Teacher qualification
17 th November, 2021	Student Wellbeing	Understand the role of class teacher and safeguarding
1 st December, 2021	ESR	To introduce new colleagues to the External School Review
5 th January, 2022	Lesson Planning	To consider models of teaching and learning when lesson planning
9 th February, 2022	Smart marking	To focus teacher task setting and marking
23 rd February, 2022	Supporting SEN students	Understanding of SEN strategies and support in school
9 th March 2022	Supporting EAL students	Understanding of EAL strategies and support in school
25 th May 2022	Positive Education	Understanding the basic concepts behind positive education
13 th June 2022	End of year review and celebration	To celebrate the success of the year and to complete initiation programme

Due to the school closure and a compressed timetable, the EPY programme was unable to run the full course and so participants from the 2021 – 2022 cohort will be invited to join missed sessions during the next academic year.

D. Positive Education Continuing Professional Development

This year we aimed to further develop our knowledge of Positive Education. Five members of staff from the Leadership Team and Senior Teachers completed the Level 2 ‘Discovering Positive Education’ training Course. Delivered online over eight weeks, the course helped participants understand that wellbeing is a fundamental skill for learning and growth. Staff are equipped with evidence-based skills and knowledge designed to help teachers, students and families adapt and thrive.

Led by highly-experienced trainers from the Institute of Positive Education (IPE), DPE 2.0 leveraged the six evidence-based domains of Positive Education to provide an opportunity for educators to explore foundational and emerging research, progressive educational philosophy, and best-practice application.



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The Bei Shan Tang Foundation has been promoting the development of Positive Education in Hong Kong for the well-being of our community for nearly a decade. Joining hands with Geelong Grammar School (“GGS”), the ‘Discovering Positive Education’ professional training course was delivered online over a 3-day period from 1st to 3rd June, 2022, in Cantonese. Five YHKCC staff members attended. The course provided participants with an in-depth personal exploration of the science of well-being and local examples on the implementation.

All members of staff who completed the ‘Discovering Positive Education’ course will be members of the Positive Education Committee in 2022 – 2023 and will work to teach the school community on the PERMA model as we transition to implement into our school.

E. Staff Development Website

To centralise the work of Staff Development and give staff online access to the wealth of tools and sharing resources, a Staff Development website was launched using Google Sites. The Staff Development website has an online Pineapple Chart, Learning Trio resources, Hotspots, Ed Tech, Teacher Development Plan model examples, upcoming CPD courses, and Teaching & Learning bulletins.

F. National Security Education CPD

As the school implements National Security Education (NSE), a number of CPD events were organized to allow staff to understand the EDB framework which identifies the learning elements of national security education in the Hong Kong School Curriculum.

On 28th September, 2021, all Chinese speaking members of staff attended a three-hour workshop which introduced the NSE Curriculum Frameworks, shared examples of lesson plans and explored how to teach NSE in schools.

G. Academic Professional Development

Continuing professional development to address particular subject-specific needs was incorporated into each of the departmental meetings scheduled for the 2021 – 2022 academic year.

Collaborative lesson planning and peer observation was delivered through departments, at least once per semester, based on but not limited to the models described in the School Policy & Procedure Manual. Some time was also allocated during department meetings for teachers to work on specific parts of the Teacher Development Plan, e.g. collaborative lesson planning and peer observation feedback. Heads of Department published a Departmental Professional Development Plan for the year.



H. Personal Professional Development

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

Peer Observation

Peer observation is an important part of personal professional development. In addition to informally observing other department members at least once per semester, all teachers observed colleagues within their learning community on three occasions during the academic year. The specific foci for the lesson observation (based on areas for development previously identified) were discussed beforehand.

Teachers were encouraged to informally observe each other as much as possible, both within department groups and across departments.

Lesson Observations

Heads of Department observed every department member at least once for staff development purposes and gave feedback generally as well as on particular targets identified in the Teacher Development Plan.

All teachers were observed at least once a year by the Principal or Heads of Academic (Local/International Curriculum) for staff development purposes. Feedback was given.

Before each appraisal lesson observation teachers were asked to identify specific foci for the observer. The foci, a lesson plan (using the department template) and any lesson materials were given to the observer at least one day before the lesson observation.

Learning Walks

The Leadership Team and Heads of Departments conducted a series of 'learning walks' this year, which involved collaboratively observing specific teaching strategies in the classroom.

Pineapple Chart

The Pineapple Chart which is displayed in the Staff Common Room has created an opportunity for teachers to invite peers into their classroom for informal observation and to share good practice.

Mentoring

Heads of Department were provided with a refresher training session on the importance of coaching within their department in order to support the development of their staff over the course of the year. Strategies were provided to help Heads of Departments make the most of their one-on-one meetings, such as the Teacher Development Plan reflection.



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I. Teacher Development Plan

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

The role of the mentor was as follows:

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

There were three key deadlines in the Teacher Development Plan.

Stage 1: Planning

Teachers started by setting personal goals for professional development. Mentors then made arrangements to meet with each teacher to discuss the targets and help develop appropriate strategies.

Stage 2: Implementation

Teachers met with their mentors to reflect on the collaborative lesson planning process, feedback from any lesson observations, subject-specific staff development and feedback from students during the first semester.

Stage 3: Evaluation

Staff completed their End of Cycle Evaluation independently to identify key areas for personal improvement and future development. Suggestions for whole school or departmental staff development for the following academic year were also included in the Annual Review.

The data was used by the Staff Development Committee to inform the Staff Development Plan for the next academic year.



VII. STUDENT ACHIEVEMENTS

HKDSE

The Form 6 HKDSE results (level 4 and above and level 2 and above) for the five-year period from 2018 to 2022 are shown in the table below.

Subject	Percentage of candidates achieving level 4 and above					Percentage of candidates achieving level 2 and above				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Business, Accounting & Financial Management (Accounting)	0%	7.1%	6.3%	0%	9.1%	70%	71.4%	87.5%	77.8%	72.7%
Business, Accounting & Financial Management (Business Management)	0%	5.6%	7.7%	11.1%	0%	90.9%	77.8%	92.3%	66.7%	64.3%
Biology	13.3%	0%	18.8%	10.5%	20%	86.7%	77.8%	87.5%	63.2%	86.7%
Chemistry	28.6%	7.1%	0%	40.0%	25%	78.6%	64.3%	53.8%	80.0%	79.2%
Chinese Language	11.8%	20%	0%	25.0%	28.6%	70.6%	86.7%	66.7%	100%	76.2%
Economics	0%	33.3%	9.1%	28.6%	33.3%	75%	100%	63.6%	100%	50%
English Language	74.6%	71.9%	76.3%	59.7%	59.4%	100%	100%	100%	100%	100%
French Language	0%	50%	0%	0%	33.3%	37.5%	50%	22.2%	50%	100%
Geography	N/A	16.7%	N/A	11.8%	0%	N/A	83.8%	N/A	76.5%	85.7%
History	0%	0%	N/A	28.6%	0%	100%	50%	N/A	100%	100%
Information & Communication Technology (ICT)	20%	12%	33.3%	0%	40%	100%	100%	100%	100%	80%
Liberal Studies	30.2%	22.2%	28.8%	37.1%	31.9%	88.9%	95.2%	89.8%	87.1%	97.1%
Literature in English	42.9%	37.5%	0%	22.2%	11.1%	100%	100%	100%	88.9%	44.4%
Mathematics (Core)	15.9%	10.9%	8.5%	17.7%	24.6%	73%	59.4%	81.4%	66.1%	69.6%
Mathematics (M1)	50%	N/A	0%	0%	N/A	100%	N/A	100%	66.7%	N/A
Mathematics (M2)	33.3%	100%	25%	25%	20%	66.7%	100%	100%	75%	90%
Physical Education	25%	0%	0%	0%	50%	75%	100%	60%	67.7%	100%



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Physics	15.8%	12.5%	0%	60.0%	22.2%	73.7%	87.5%	64.3%	80.0%	83.3%
Spanish Language	N/A	100%	0%	33.3%	50%	N/A	100%	75%	66.7%	100%
Tourism & Hospitality Studies (THS)	0%	12.5%	8.3%	8.3%	0%	80%	87.5%	91.7%	75.0%	60%
Visual Arts	14.3%	33.3%	16.7%	0%	20%	85.7%	66.7%	100%	71.4%	70%

IGCSE

The Form 4 IGCSE results (grades A* – C and grades A* – G) for the five-year period from June 2018 to June 2022 are shown in the table below.

Subject	Percentage of candidates achieving grades A* – C					Percentage of candidates achieving grades A* – G				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Art & Design	76.5%	100%	87.5%	92.3%	85.7%	100%	100%	100%	100%	100%
Biology	85.4%	72.5%	91.8%	83.3%	88.1%	100%	100%	100%	100%	100%
Business Studies	90.2%	93.9%	100%	100%	97.6%	100%	100%	100%	100%	100%
Chemistry	92.5%	97.2%	100%	97.4%	94.9%	100%	100%	100%	100%	100%
Chinese as a Second Language	100%	100%	100%	100%	81.8%	100%	100%	100%	100%	100%
Drama	91.7%	92.3%	100%	100%	100%	100%	100%	100%	100%	100%
Economics	94.1%	90.0%	100%	100%	100%	100%	100%	100%	100%	100%
English as a Second Language	100%	0%	50.0%	100%	N/A	100%	100%	100%	100%	N/A
First Language Chinese	85.7%	92.3%	90.0%	80.0%	81.8%	100%	100%	100%	100%	100%
First Language English	98.5%	97.5%	100%	97.1%	98.4%	100%	100%	100%	100%	100%
Foreign Language Mandarin Chinese	98.3%	100%	97.3%	100%	96.9%	100%	100%	100%	100%	100%
Foreign Language French	68.0%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Foreign Language Spanish	75.0%	88.9%	100%	100%	100%	100%	100%	100%	100%	100%
Geography	88.9%	75.0%	100%	96.2%	100%	100%	100%	100%	100%	100%



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History	92.3%	80.8%	100%	100%	100%	100%	100%	100%	100%	100%
English Literature	87.5%	91.7%	96.0%	100%	92.9%	100%	100%	100%	100%	100%
Mathematics	91.4%	93.9%	100%	95.6%	93.5%	100%	100%	100%	100%	100%
Music	N/A	N/A	100%	N/A	100%	N/A	N/A	100%	N/A	100%
Physical Education	59.1%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Physics	93.1%	96.7%	100%	96.8%	96.2%	100%	100%	100%	100%	100%
Religious Studies	87.1%	96.3%	100%	95.5%	98.4%	100%	100%	100%	100%	100%
Sociology	N/A	N/A	N/A	100%	98.4%	N/A	N/A	N/A	100%	100%
Travel & Tourism	N/A	100%	100%	90.9%	100%	N/A	100%	100%	100%	100%

GCE A-LEVEL

The Form 6 GCE results (grades A* – C and grades A* – E) for the five-year period from June 2018 to June 2022 are shown in the table below.

Subject	Percentage of candidates achieving grades A* – C					Percentage of candidates achieving grades A* – E				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Art & Design	57.1%	50.0%	66.7%	100%	100%	100%	100%	100%	100%	100%
Biology	64.7%	80.0%	95.0%	90.5%	91.3%	88.2%	93.3%	100%	90.5%	100%
Business	66.7%	69.6%	87.0%	86.2%	94.4%	96.7%	100%	100%	96.6%	100%
Chemistry	75.0%	80.0%	85.0%	94.7%	95.5%	93.8%	95.0%	100%	100%	95.5%
Chinese	71.4%	33.3%	100%	100%	100%	100%	77.8%	100%	100%	100%
Drama & Theatre	45.5%	80.0%	100%	83.3%	100%	100%	100%	100%	100%	100%
English Language & Literature	53.3%	52.6%	92.3%	83.3%	100%	100%	94.7%	100%	100%	100%
French	33.3%	75.0%	N/A	100%	N/A	100%	100%	100%	100%	N/A
Geography	100%	100%	83.3%	91.7%	80%	100%	100%	100%	100%	100%



History	85.7%	75.0%	100%	100%	92.3%	92.9%	100%	100%	100%	100%
Mathematics	65.5%	61.1%	100%	85.7%	86.8%	93.1%	86.1%	100%	92.9%	97.4%
Physical Education	58.3%	66.7%	80.0%	75.0%	80%	83.3%	83.3%	100%	100%	100%
Physics	81.3%	72.7%	100%	88.9%	93.3%	100%	100%	100%	100%	100%
Religious Studies	N/A	85.7%	100%	80.0%	94.7%	N/A	100%	100%	95.0%	100%

Form 6 Graduate Destinations

The 2021 – 2022 school year was a successful one for the Form 6 graduating class.

A total of 97 students (74.0%) out of the cohort of the 131 Form 6 graduates are confirmed to continue their studies in some form or another. A further 13 students (9.9%) have expressed an intention to do further study. Ten students (7.6%) have opted to take a gap year and one student (0.8%) will go into full-time employment.

	DSE		GCE		Form 6 Cohort	
Further Study	44	63.8%	53	85.5%	97	74.0%
Further Study (but not yet confirmed)	10	14.5%	3	4.8%	13	10.0%
Gap Year	5	7.3%	5	8.1%	10	7.6%
Employment	1	1.4%	0	0%	1	0.8%
Undecided	0	0%	0	0%	0	0%
Unknown	9	13.0%	1	1.6%	10	7.6%
Total:	69		62		131	

Further Study – Programme

Of those progressing on to further study, 72 students (74.2%) will take bachelor degree programmes and 18.5% will study an associate degree or higher diploma and 6.2% will take a foundation course.

	DSE		GCE		Total		Form 6 Cohort
Bachelor Degree	24	54.5%	48	90.6%	72	74.2%	55.0%
Associate Degree	10	22.7%	4	7.5%	14	14.4%	10.7%
Higher Diploma	4	9.1%	0	0%	4	4.2%	3.1%
Foundation Course	5	11.4%	1	1.9%	6	6.2%	4.5%
Other	1	2.3%	0	0%	1	1.0%	0.7%
Total:	44		53		97		74.0%



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Further Study – Country

	DSE		GCE		Total		Form 6 cohort
Hong Kong	29	65.9%	27	50.9%	56	57.7%	42.7%
United Kingdom	5	11.4%	8	15.1%	13	13.4%	9.9%
Canada	4	9.1%	5	9.4%	9	9.3%	6.9%
Australia	2	4.5%	5	9.4%	7	7.2%	5.3%
The Netherlands	0	0%	3	5.7%	3	3.1%	2.3%
New Zealand	0	0%	2	3.8%	2	2.1%	1.5%
United States	2	4.5%	0	0%	2	2.1%	1.5%
Taiwan	2	4.5%	0	0%	2	2.1%	1.5%
Japan	0	0%	1	1.9%	1	1.0%	0.8%
Philippines	0	0%	1	1.9%	1	1.0%	0.8%
Malaysia	0	0%	1	1.9%	1	1.0%	0.8%
Total:	44		53		97		

Hong Kong is still the most popular destination with 57.7% of graduates (who are progressing on to further study) choosing to continue their education here.

A further 42.3% will be studying overseas in the United Kingdom, Canada, Australia, Netherlands, New Zealand, United States of America and Taiwan.

	DSE	GCE	Total
HKU SPACE	7	3	10
Hong Kong University of Science & Technology (HKUST)	2	8	10
The University of Hong Kong (HKU)	4	5	9
City University of Hong Kong (CityU)	1	4	5
University of Wollongong, Hong Kong	3	2	5
The Chinese University of Hong Kong (CUHK)	2	2	4
Polytechnic University of Hong Kong Community College (PolyU CC)	3	0	3
Education University of Hong Kong (Edu)	2	0	2
Polytechnic University of Hong Kong (PolyU)	1	1	2
Gratia College	1	0	1
Hong Kong Arts School	0	1	1
Hong Kong Baptist University (HKBU)	1	0	1
Hong Kong Metropolitan University	1	0	1
Lingnan University of Hong Kong	0	1	1
University of Sunderland, Hong Kong	1	0	1
Total:	29	27	56



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YHKCC students have been admitted to the following universities around the world:

UK

Aberystwyth University
Brighton University
Cardiff University
City University London
Imperial College London
King's College London
Middlesex University
University of East Anglia
University of Exeter
University of Leeds
University of York

Taiwan

National Dong-hwa University
Shi-te University

The Netherlands

Tillburg University
Vrije University

USA

Benedictine College
Cal State University, Fullerton

Australia

Australian Catholic University
Griffiths University
La Trobe University
Monash University
University of Melbourne
University of Queensland

Canada

Algonquin College
Simon Fraser University
Trinity Western University
University of Alberta
University of British Columbia

Japan

Keio University

Malaysia

International Medical University

New Zealand

University of Auckland

Philippines

Miriam University



VIII. OTHER LEARNING EXPERIENCES

A. Sports

Athletic & Cross-country Team

- 1) HKSSF inter-school Athletic Championships (Tsuen Wan & Islands District)
 - 5 Gold, 4 Silver, 5 Bronze, 10 Copper Medals

Badminton Team

- 1) HKSSF inter-school Badminton Competition (Tsuen Wan & Islands District)
 - A Grade Boys – Champion
 - C Grade Boys – Champion
 - B Grade Girls – Champion
 - C Grade Girls – Champion

Football Team

- 1) HKSSF inter-school Football Cup (Tsuen Wan & Islands District)
 - All Grade – Champion
- 2) HKFA Jockey Club Futsal Cup (School Division)
 - U17 Boys – 1st Runner up
 - U15 Boys – 1st Runner up
 - U17 Girls – 2nd Runner up
- 3) Lion's Club Youth Futsal Tournament
 - U13 Boys – 1st Runner up
- 4) Islands District Mini Soccer Tournament
 - U16 Boys – Champion
 - U12 Boys – Champion

Swimming Team

- 1) HKSSF inter-school Swimming Championship (Tsuen Wan & Islands District)
 - 8 Gold, 8 Silver, 3 Bronze, 3 Copper Medals

Table Tennis Team

- 1) HKSSF inter-school Table Tennis Championship (Tsuen Wan & Islands District)
 - A Grade Girls – 3rd Runner up

Taekwondo Team

- 1) Inter-school Taekwondo Competition
 - LAU Tsz Wan Tammy (4M) – Champion in 15 aged or above (Featherweight) Black Belt Sparring Competition



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B. Speech / Drama / Debate / Music

Event	Achievement
The 10 th Putonghua Speech Competition for Non-Chinese Speaking Students (Secondary School Division)	<p><u>Solo Verse Speaking</u></p> <ul style="list-style-type: none"> ▪ Madalena NUGTEREN (5Y) – Gold ▪ Mariella CLEMENSON (5K) – Silver <p><u>Best Showmanship Award</u></p> <ul style="list-style-type: none"> ▪ CHOW Nga Ying Lydia (1H) <p><u>Creative Performance Award</u></p> <ul style="list-style-type: none"> ▪ Muniba KAMAL (1Y) ▪ Duaa HAROON (1Y) <p><u>Duologue</u></p> <ul style="list-style-type: none"> ▪ LAW Ching Ching (1A) & YEUNG Hayley (1H) – Gold ▪ Diya VIRANI (2M) & YASHVI (2M) – Bronze

C. Academic

Event	Achievement
Merit Award in the 2 nd Hong Kong Secondary School Cosmetic Formulation Competition	<ul style="list-style-type: none"> ▪ Gesie ANG (5Y) ▪ HO Hoi Tung (5M) ▪ LAU Kin Fung (5A) ▪ Ivana PATRICK (5A)
UK Biology Challenge	<ul style="list-style-type: none"> ▪ Hana CHAN (4M) – Gold ▪ Tamiranashe SHOKO (4H) – Gold ▪ Annabelle LAM (4Y) – Gold ▪ Priyanshu DEY (4H) – Silver ▪ NG Shu Ying Prudence (4Y) – Silver ▪ Louis BUDDLE (4H) – Silver ▪ Gia ANAND (4M) – Silver ▪ Hridika Abhijit GHOSH (4A) – Bronze ▪ Neelesh NAYAK (4K) – Highly Commended ▪ PANG Tsz Wing (4Y) – Highly Commended ▪ CHAN Sum Lui Brittany (4H) – Commended
Exhibition of Secondary School Students' Creative Visual Arts Work	<ul style="list-style-type: none"> ▪ Aidan DREW (4A) – Merit Award ▪ TSANG Ho Hin (5Y) – Shortlisted ▪ Ana RUBIO (6A) – Shortlisted ▪ Velianne WU (6A) – Shortlisted ▪ LEONG Hin Yee (3M) – Shortlisted ▪ LAW Ching Ching (1A) – Shortlisted
The Wharf Hong Kong Secondary School Art Competition	<ul style="list-style-type: none"> ▪ Kristen HONG (6Y) – Outstanding Entry Award
HK Territory Youth Online Painting Competition	<ul style="list-style-type: none"> ▪ Allaignn JAMIESON (4K) – Merit Prize



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D. Community Service

Event	Date
Moon Cake Donation	September 2021
YHKCC OIWA Elder Academy: Pickleball Training Session	October 2021
YHKCC OIWA Elder Academy: Online English and Korean lessons	November 2021
Christmas Parade: Visit elderly to give out goodie bags (Excelsior Manor)	December 2021
Flag Day: Hong Kong Army Cadets Association Flag Selling	December 2021
YHKCC OIWA Elder Academy: Christmas Cooking Class	December 2021
Service Week (approx. 300 students involved)	June 2022
Visit children in Tai O to give out goodie bags	July 2022

E. School Visits

Due to the ongoing COVID-19 pandemic it was not possible to arrange any school visits.

F. Large-scale Student Activities

Activity	Date
Virtual Meet & Greet (F.1)	September 2021
Life-wide Learning Camp (F.1 to F.3)	October 2021
Student-Teacher Conferences	November 2021 & May 2022
Parent-Teacher Conferences	November 2021, February 2022 & March 2022
HKDSE & GCE Information Evening (F.3 & F.4)	January 2022
Options Evening (F.2)	April 2022
Graduation Ceremony (F.6)	June 2022
Enrichment Week (F.1 to F.5)	June 2022
Music Contest	June 2022
Thanksgiving Service	June 2022



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IX. PARENT-TEACHER ASSOCIATION

The Annual General Meeting of the Parent-Teacher Association for the 2021 – 2022 school year was held on 9th September, 2021. The election of new executive committee members was carried out and the following parents were elected:

- Mr. Martin Donovan (Chairperson)
- Mr. Jamal Mohamed Ashraff (First Vice-Chairperson)
- Mrs. Hanii Kwok (Second Secretary)
- Ms. Alison Leng (First Honorary Treasurer)
- Mr. Standy Chan (Social Convener)
- Ms. Jasmine Chong (Social Convener)
- Ms. Julie Simon (Social Convener)

The teacher members are:

- Ms. Diana Lo
- Mr. Andrew Higgins
- Mr. Wallace Lau
- Ms. Anne Roberts
- Mrs. Lisa Baczkowski
- Mr. Andrew Koo

Three Executive Committee meetings were conducted: two in school on 30th September, 2021, and 4th November, 2021, and one via Zoom on 9th March, 2022.

List of Items Sponsored by the PTA in 2021 – 2022

- PTA Donations for Enhancing Learning Experiences, e.g. 3 Light Boxes for the Creative Arts Department – Art; Condenser Dryer for the Creative Arts Department – Home Economics and Sponsorship in Publishing of English Creative Writing of \$10,000, which will be given out at the International Fun Fair on 10th December, 2022.
- Student Affairs Expenses – Transportation for ECAs: Cricket Team in November 2021, December 2021 and May 2022; Volleyball Team in December 2021; Football Team in November 2021; Athletics Team in December 2021.
- Progress Prizes for the 2021 – 2022 school year.
- Meals for graduates for the Graduation Ceremony on 18th June, 2022.

The Executive Committee also organized sales of used textbooks in conjunction with the Library and welcomed new students and parents during the Form 1 Registration on 26th August, 2022.



X. FINANCIAL SUMMARY

A. School Financial Report for 2020 – 2021 (Audited Version)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	56.32%	N.A.
School Fees	N.A.	33.23%
Donations, if any	N.A.	8.00%
Other Income, if any	N.A.	2.45%
Total	56.32%	43.68%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		83.35%
Operational Expenses (including those for Learning and Teaching)		7.16%
Fee Remission / Scholarship ¹ (10.68% of the School Fee Income)		3.77%
Repairs and Maintenance		0.86%
Depreciation		4.86%
Miscellaneous		N.A.
Total		100%
Deficit for the School Year #	0.01 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year #	2.68 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works

▪ Skylight Cover for School Entrance & Car Park (2006/07)	\$1,406,715
▪ Multi-purpose Sports Field Construction (2008/09)	\$5,823,686
▪ Student Learning Centre, Admission Office & Classroom Renovation (2009/10)	\$2,210,125
▪ Fine Art Centre, Library Study Area & Classroom Renovation (2010/11)	\$2,678,037
▪ Music Block and Promenade Construction (2012/13)	\$26,150,569
▪ 5 th Floor Senior Form Centre (2012/13)	\$103,929
▪ Careers Centre	\$250,000
▪ Geography Room	\$400,000
▪ Home Economics Room	\$500,000
▪ Upgrade of Apple TVs and other Multi-media learning facilities in classrooms	\$750,000
▪ Black Box Theatre and Fitness Centre (2018/19)	\$26,000,000
▪ Steam Lab on 6/F (2019/2020)	\$759,147



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▪ Conference Room on 1/F (2019/20)	\$460,000
▪ Student Wellbeing Centre and Renovation of room 313 (2019/20)	\$907,000
▪ Renovations of Science Labs – Chemistry & Physics 612, 611 (2020/21)	\$1,307,561
▪ Renovation of Art Room (2020/21)	\$285,134
▪ Access Control System (2020/21)	\$523,850
▪ Movable Glassdoor (2020/21)	\$819,850
▪ Canteen Floor (2021/22)	\$494,000
▪ Floor at Covered Playground (2021/22)	\$668,000

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

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



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B. Use of Government Grants & Donations

1. School Fee Remission Reserves

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	0.00	0.00
Add: Provision for the Year	4,210,750.00	4,083,188.70
Donations	71,921.30	165,252.90
Additional Provision from School	0.00	234,810.00
Other	0.00	30,923.00
Less: Payment for the Year	(4,032,387.50)	(4,514,174.60)
Balance as at 31 August	250,283.80	0.00

2. Capacity Enhancement Grant

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	627,840.00	610,610.00
Less: Expenditure	(627,840.00)	(610,610.00)
Balance as at 31 August	0.00	0.00

3. Community Care Fund (CCF) Assistance Programmes

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	0.00	190,590.00
Less: Expenditure	(0.00)	(190,590.00)
Balance as at 31 August	0.00	0.00

4. Diversity Learning Grant – Other Programmes

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	159,818.34	83,668.34
Add: Current Year Grant	56,000.00	93,600.00
Less: Expenditure	(48,226.67)	(17,450.00)
Balance as at 31 August	167,591.67	159,818.34



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5. Diversity Learning Grant – Other Languages

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	0.00	115,050.00
Add: Current Year Grant	193,050.00	78,000.00
Less: Expenditure	(193,050.00)	(193,050.00)
Balance as at 31 August	0.00	0.00

6. Learning Support Grant

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	728,593.00	716,386.00
Add: Current Year Grant	70,114.00	1,106,151.00
Less: Expenditure	(773,268.20)	(1,093,944.00)
Balance as at 31 August	25,438.80	728,593.00

7. The Sister School Grant

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	260,507.10	135,462.10
Add: Current Year Grant	157,127.00	156,035.00
Less: Expenditure	0.00	(30,990.00)
Balance as at 31 August	417,634.10	260,507.10

8. PTA Grant

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	15,780.00	15,740.00
Less: Expenditure	(15,780.00)	(15,740.00)
Balance as at 31 August	0.00	0.00

9. Provision to Support Non-Chinese Speaking Students to Learn Chinese History & Culture

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	92,100.00	92,100.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	0.00	0.00
Balance as at 31 August	92,100.00	92,100.00



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10. Quality Education Fund – Developing School-based Chinese History Curriculum for NCS students

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	62,816.00	5,000.00
Add: Current Year Grant	251,248.00	0.00
Add: Grant for next Year	0.00	62,816.00
Less: Expenditure	(314,064.00)	(5,000.00)
Balance as at 31 August	0.00	62,816.00

11. Senior Secondary School Students Mainland Exchange Programme Subvention Scheme

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	1,350.00	41,350.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(0.00)	(0.00)
Claw Back	(0.00)	(40,000.00)
Balance as at 31 August	1,350.00	1,350.00

12. School-based After-School Learning & Support Programmes

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	180,369.43	144,441.43
Add: Current Year Grant	62,400.00	62,400.00
Less: Expenditure	(17,801.43)	(26,472.00)
Balance as at 31 August	224,968.00	180,369.43

13. Stepping Up Education Support for Non-Chinese Speaking

	2021/2022 HKD \$	2020/2021 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	1,500,000.00	1,500,000.00
Less: Expenditure	(1,500,000.00)	(1,500,000.00)
Balance as at 31 August	0.00	0.00



14. Student Activities Support Grant

	2021/2022	2020/2021
	HKD \$	HKD \$
Balance as at 1 September	98,800.00	48,100.00
Add: Current Year Grant	31,525.00	50,700.00
Less: Expenditure	(29,575.00)	0.00
Balance as at 31 August	100,750.00	98,800.00

15. Supporting Non-Chinese Speaking Students with Special Education Needs

	2021/2022	2020/2021
	HKD \$	HKD \$
Balance as at 1 September	202,810.00	201,400.00
Add: Current Year Grant	0.00	202,810.00
Less: Expenditure	(201,399.96)	(201,400.00)
Balance as at 31 August	1,410.04	202,810.00

16. One-off Special Support Grant

	2021/2022	2020/2021
	HKD \$	HKD \$
Balance as at 1 September	44,500.00	100,000.00
Add: Current Year Grant	0.00	0.00
Less: Claw Back / Expenditure	(44,500.00)	(55,500.00)
Balance as at 31 August	0.00	44,500.00

17. Understanding Our Motherland Programme

	2021/2022	2020/2021
	HKD \$	HKD \$
Balance as at 1 September	0.00	16,000.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	0.00	0.00
Claw Back	(0.00)	(16,000.00)
Balance as at 31 August	0.00	0.00

18. One-Off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development

	2021/2022	2020/2021
	HKD \$	HKD \$
Balance as at 1 September	300,000.00	0.00
Add: Current Year Grant	0.00	0.00
Add: Grant for Next Year	0.00	300,000.00
Less: Expenditure	(10,700.00)	0.00
Balance as at 31 August	289,300.00	300,000.00



19. Special Anti-epidemic Grant

	2021/2022	2020/2021
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	30,000.00	0.00
Less: Expenditure	(30,000.00)	0.00
Balance as at 31 August	0.00	0.00

20. Green School Subsidy

	2021/2022	2020/2021
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	2,000.00	5,000.00
Less: Expenditure	(2,000.00)	(5,000.00)
Balance as at 31 August	0.00	0.00

21. IT Innovation Lab Programme

	2021/2022	2020/2021
	HKD \$	HKD \$
Balance as at 1 September	650,000.00	0.00
Add: Current Year Grant	0.00	650,000.00
Less: Expenditure	(390,000.00)	(0.00)
Balance as at 31 August	260,000.00	650,000.00



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C. Report on Use of Grants

(a) Capacity Enhancement Grant

In order to support the personal growth of students and provide professional services to students and parents, the School continuously utilized the Capacity Enhancement Grant (CEG) to employ an Educational Psychologist for the 2021/2022 school year.

Pastoral Care

- Part-time Educational Psychologist

(b) Student Activities Grant

The grant was used for supporting students in joining various ECA programme, in particular on subsidizing the hiring of sports coaches and music instructors, subsidizing the Form 1 – 3 Life-wide Learning Camps, purchasing sport team jerseys and equipment and paying for the transportation costs for the sports teams participating competitions outside Tung Chung. However, limited student activities could be arranged during the pandemic and so only part of the grant was used in this school year.



XI. REVIEW OF ANNUAL SCHOOL PLAN 2021 – 2022

The major concerns for the 2021 – 2022 school year were as follows:

1. To enhance teaching and learning effectiveness using a whole person approach.
2. To further embed and instil values education as part of the 21st century relevant curriculum.
3. To develop a deeper understanding of wellbeing within the YHKCC community.

The progress made during the year towards achieving these major concerns is shown in the table below.

Major Concern #1: To enhance learning effectiveness using a whole person approach.

Targets	Strategies	Progress
To continue to promote the “Effort Matters” theme so that it becomes an integral part of the YHKCC school culture.	Continue to actively promote the importance of effort and the need for students to strive to be the best that they can be, e.g. review of internal procedures, devotions, talks, posters, displays of students’ work, etc.	
	Introduce new awards to reward improvement due to effort.	
To continue to develop effective learning strategies.	Continue to develop and embed Dual Coding and Retrieval Practice strategies.	
	Introduce two new learning strategies: Concrete Examples and Elaboration.	
To further develop teachers’ pedagogical expertise.	Explore how Rosenshine’s Principles of Instruction can enhance teaching and learning effectiveness; make Rosenshine’s Principles a specific target in the Teacher Development Plan.	
	Review and refine the Literacy Policy.	
	Introduce literacy expectations for different year groups.	
	Further develop common approaches towards developing literacy across departments; make literacy a specific target in the Teacher Development Plan.	



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	Produce a periodical Teaching & Learning Bulletin to promote a research-based approach to teaching and publicly recognize and celebrate good practice across the YHKCC.	
	Encourage an open-classroom culture; provide more opportunities for teachers to observe teachers.	
	Further embed strategies that facilitate the development of independent learners, including the use of self-assessment trackers.	
To revamp the Gifted & Talented Programme to stretch the more able and provide a suitably challenging curriculum.	Create a method for effectively identifying Gifted & Talented students.	
	Implement a programme of events for Gifted & Talented students.	
	Devise measures to ensure that gifted and talented students are suitably challenged by the academic curriculum.	
To enhance the support network for underachievers.	Define roles of senior leaders with HoDs assuming responsibility for academic concerns in particular year groups.	
	Trial a pilot “Academic Mentors” programme to provide more academic assistance for junior form students.	
To improve public examination results.	Provide extra tutorial lessons for senior students.	
	Introduce plans for revision tests/quizzes to help students recall previous knowledge learned since F.4 HKDSE.	
	Arrange “pre-mock examination” week for F.6 HKDSE students to provide them a holistic revision platform and give instant learning feedback for subject teachers in refining their teachings the few months before the HKDSE examination.	












Major Concern #2: To further embed and instil values education as part of the 21st century relevant curriculum.

Targets	Strategies	Progress
To further integrate the intellectual character dispositions in the YHKCC Learner Profile into the academic curriculum.	Departments continue to devise new teaching techniques, strategies and learning activities to develop all of the intellectual character dispositions and embed them into schemes of work.	
	Teachers use strategies to develop the intellectual character dispositions in the classroom on a more regular basis; each lesson to have a dispositional focus.	
	Embed Star of the Month activities across the school to promote and encourage the development of the intellectual character dispositions.	
To foster students' sense of national identity and correct concepts of citizenship in the Hong Kong community.	Review and refine the curriculum to further strengthen the elements of national security education. Chinese, Chinese History, Liberal Studies and History will be involved in the curriculum review and refinement in the first semester as the first stage. Others subjects will follow the direction and start the curriculum refinement in the second semester.	
	Review the current SWT system to ensure the related positive concepts are included in the PSHE curriculum and corresponding behaviours are covered by the ladder of consequences.	
	Enrich current exchange programme to further strengthen students' sense of national identity and 'glocal' citizenship by organizing trips and visits to China (if possible), as well as long-distance communication between students in the YHKCC and sister schools.	
	Raise the Chinese flag and play the National Anthem at important school events. Introduce the background and history of the national flag and national anthem to students in the F.1 Induction Programme and in music lessons.	
To equip and cultivate students with essential qualities/ skills for the 21 st century in accordance with the YHKCC learner profile through provision of ECA activities.	ECA clubs/teams/societies create aims and objectives to incorporate intellectual character dispositions.	



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To continue to promote student leadership by essential qualities/ skills for the 21 st century in accordance with the YHKCC Learner Profile.	Provide opportunities for student leaders to work in collaboration to organize and host school events and activities (e.g. Student Council activities, inter-house events. F.1 induction, International Fun Fair, etc.)	
	Cultivate the essential qualities of student leadership; and the importance of embedding the core values into the daily practice of student leaders to act as role models representing the YHKCC community.	
To devise service education curriculum in accordance to the intellectual character dispositions in the YHKCC Learner Profile.	Strengthen students' sense of serving the community through the organization and provision of service activities organized by the Community Service Club.	
	Strengthen students' sense of serving the community through the organization and provision of Service Outreach Week to F.3 & F.4 students.	
To further integrate values education into the PSHE curriculum.	Further build upon the PSHE resources developed in 2020 – 2021 to reflect the values and learning dispositions of the school.	
	Incorporate the Core Values and Year Themes into the PSHE lessons and guiding principles of the curriculum.	
	Incorporate the VIA Characters Strengths into lessons and Year Activities.	
To use values, character strengths and learning dispositions in the pastoral care and disciplinary matters throughout the school.	To revise the student- teacher conference reflection booklets to highlight values, character strengths and learning dispositions.	
To raise students' awareness of character strengths and values.	The Student Wellbeing Team and the Positive Education Committee to devise new teaching techniques, strategies and learning activities to develop an understanding of character strengths and embed them into schemes of work.	



Major Concern #3: To develop a deeper understanding of wellbeing within the YHKCC community.

Targets	Strategies	Progress
To continue to promote spiritual development and wellbeing within the YHKCC community.	Set up new year scripture.	
	Instill more visible spiritual environment within the school campus.	
	Devise and strengthen the morning devotion programme as a daily routine. Structure content into various subcategories including weekly scriptures, biblical stories, worship songs and class devotions.	
	Streamline and centralize content to be delivered across devotions, assemblies and Christian fellowship to increase the coherence of the spiritual messages delivered.	
	To invest in deeper relationships with students of Christian faith by means of regular meetings in Christian fellowship.	
	Provide opportunities to nurture, equip students as spiritual leaders and to be involved in spiritual activities (e.g. worship band, prayer leader, class devotions, etc.)	
To nurture and foster whole person development and wellbeing of students through provision of various types of extra-curricular activities.	Review ECA structure and manpower allocation to ensure adequate and sufficient resources are provided into the administration.	
	Fully establish and utilize the online platform for ECA administration and record keeping (SOCS), e.g. enrollment, attendance and activity registration, etc.	
	Refine the direction of sports development to foster inclusive participation and work collaboratively with ECA and the PE Department to provide more opportunities for students to develop their interests.	
	Provide opportunities for ECA tasters before the enrollment process, e.g. F.1 ECA tasters during the Summer Bridging Course, ECA try-outs and taster activities, etc.	



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To further promote the idea of mentorship among student leaders and provide opportunities for them to mentor junior form/new students.	Student leaders host F.1 Induction, inter-house activities and ECA taster activities to enable new F.1 students to settle in new school life.	
	Student leaders participate in the F.1 Mentorship Programme to help new F.1 students to adjust to school life.	
	Student leaders organize information sessions and sharing sessions to enable junior form students to understand more regarding subject and stream selections.	
To build a strong sense of community and cooperation within individual forms.	Develop and implement a Retreat Programme for students in F.2, F.4 and F.6.	
To develop students' skills in wellbeing.	Implement whole form wellbeing activities, utilizing previous professional learning e.g. Form Assemblies, Know My Students Survey, Retreats, etc.	
	Invite guest speakers for PSHE that focus upon mindfulness, stress management and wellbeing strategies.	



YMCA of Hong Kong Christian College

港青基信書院

XII. DEVELOPMENT FOR 2022 – 2023

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 Annual School Plan for the 2022 – 2023 school year are as follows:

- 1. To enhance learning effectiveness by developing independent and resilient learners.**
- 2. To educate our whole school community about PERMA as a model for wellbeing.**
- 3. To embed positive values and attitudes in the extra-curricular programme.**

The Annual School Plan is based on the current School Development Plan (2020 – 2023).

1. To continue to enhance teaching and learning effectiveness.
2. To refine and improve the 21st century relevant curriculum.
3. To incorporate the key elements of character education and wellbeing into the YHKCC curriculum.