



# YMCA of Hong Kong Christian College

School Report  
2010/2011



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**YMCA of Hong Kong Christian College**

**港青基信書院**

## **SCHOOL VISION, MISSION AND VALUES**

### **VISION**

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

### **MISSION**

We are determined to develop our school based on the **CARES** principles where:

#### **C** stands for **CREATIVITY & CRITICAL THINKING**

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

#### **A** stands for **ACHIEVEMENT**

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

#### **R** stands for **RESILIENCE & RESPONSIBILITY**

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

#### **E** stands for **ENGLISH PROFICIENCY, EMPOWERMENT & EXCELLENCE**

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

#### **S** stands for **SERVICE & SPIRIT**

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

Our Long Term Development Goal is to build an EMI learning and caring community with international flavour which caters for international as well as local students. We aim to help students excel in education in terms of added value and critical learning.



## VALUES

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

### **Build a community that cares**

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

### **Serve one another in love**

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

### **Respect ourselves and others**

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

### **Be responsible**

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

### **Act with integrity**

- Strive for professional excellence at all times.
- Recognize and 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.”



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## **OUR SCHOOL**

### **General Information of the School**

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

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

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

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

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

### **Special Feature of the School**

- ◆ The School is situated in Tung Chung, surrounded by green mountains, overseeing the airport, and is within walking distance from the Tung Chung MTR station. It has numerous trees and flower beds within the campus, making the School an environmentally friendly place in which students study, make friends, grow and enjoy life.
- ◆ The School has modern and spacious facilities. For example, each classroom and special room is equipped with multi-media teaching and learning facilities; there are spacious sports areas – basketball courts, an artificial all-weather turf, a soccer pitch, a handball court, badminton courts, a 4x100-metre track, a gym, a dance/drama room, a student learning centre where computers are equipped with internet services for students to do research and study, an air-conditioned hall with excellent sound and lighting equipment for assemblies, performances and other activities.



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- ◆ 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 37% of its staff is non-local, native English speaking teachers. All teachers are university graduates, many having lived in foreign countries, such as Canada, US, UK, France, New Zealand and Australia, for an extended period of time either studying or working.
- ◆ The School also has a wide variety of Extra Curricular Activities groups, in music, art, cultural and sports for students to choose from where they can develop their talents and potentials. It encourages students to take up community services throughout their study at school, to develop their sense of sharing and belonging to the community.
- ◆ The School provides its students programs in career exposure, and trips and excursions to places outside Hong Kong through its international links established by the YMCA of Hong Kong. Students will be able to broaden their understanding of different cultural and environmental needs in the world around them. They can also enrich their perspectives and widen their horizon by engaging in these activities.
- ◆ Starting this year, the School has extended the Service Outreach Scheme to both for Form 3 & 4 students during the second last week of the school year before they break for summer. The purpose of the Service Week is to allow students to go out and experience the lives of the less privileged either in Hong Kong or abroad (in the Vietnam, China, Cambodia) through service rendered to these people. Students join voluntary agencies and stay and live with the people they will serve in a “five-day project” to gain a first-hand experience of these people.

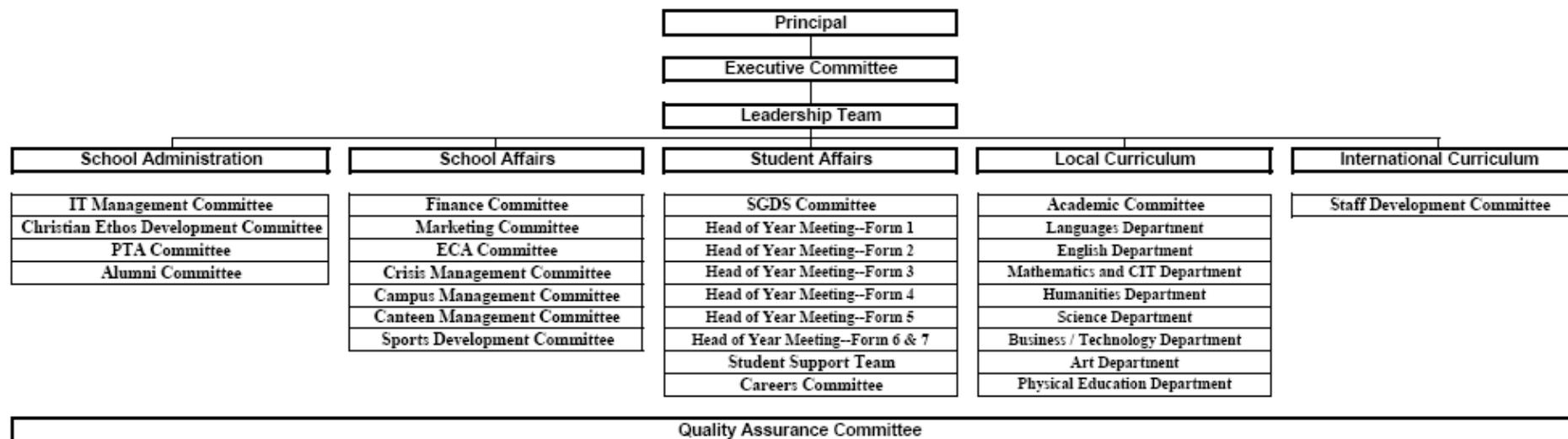
### **School Management**

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



# YMCA of Hong Kong Christian College 2010-2011

## Organisation Chart





## OUR STUDENTS

### Class Organisation

Number of Operating Classes for Year 2010-2011

Level	F1	F2	F3	F4	F5	F6	F7	A1	Total
No. of Classes	5	4	5	5	4	3	3	3	32

Number of Students for Year 2010-2011

Form	No of students	DSS	Non-DSS
I	168	135	34
II	152	135	44
III	153	135	14
IV	154	152	0
V	105	106	0
VI	78	70	8
VII	88	70	18
A1	77	62	16
<b>TOTAL</b>	<b>974</b>	<b>865</b>	<b>108</b>

In the junior forms, students enjoy small class teaching (about 20 a group) for English, Chinese/Elementary Chinese, French, Mathematics, Home Economics and Visual Art.

About 70% of the junior students have an international background, coming from 40 countries and the other half come from local primary schools. 68% of the students speak Chinese at home, while the rest speak English or other languages, totalling 21 different languages spoken by the students.

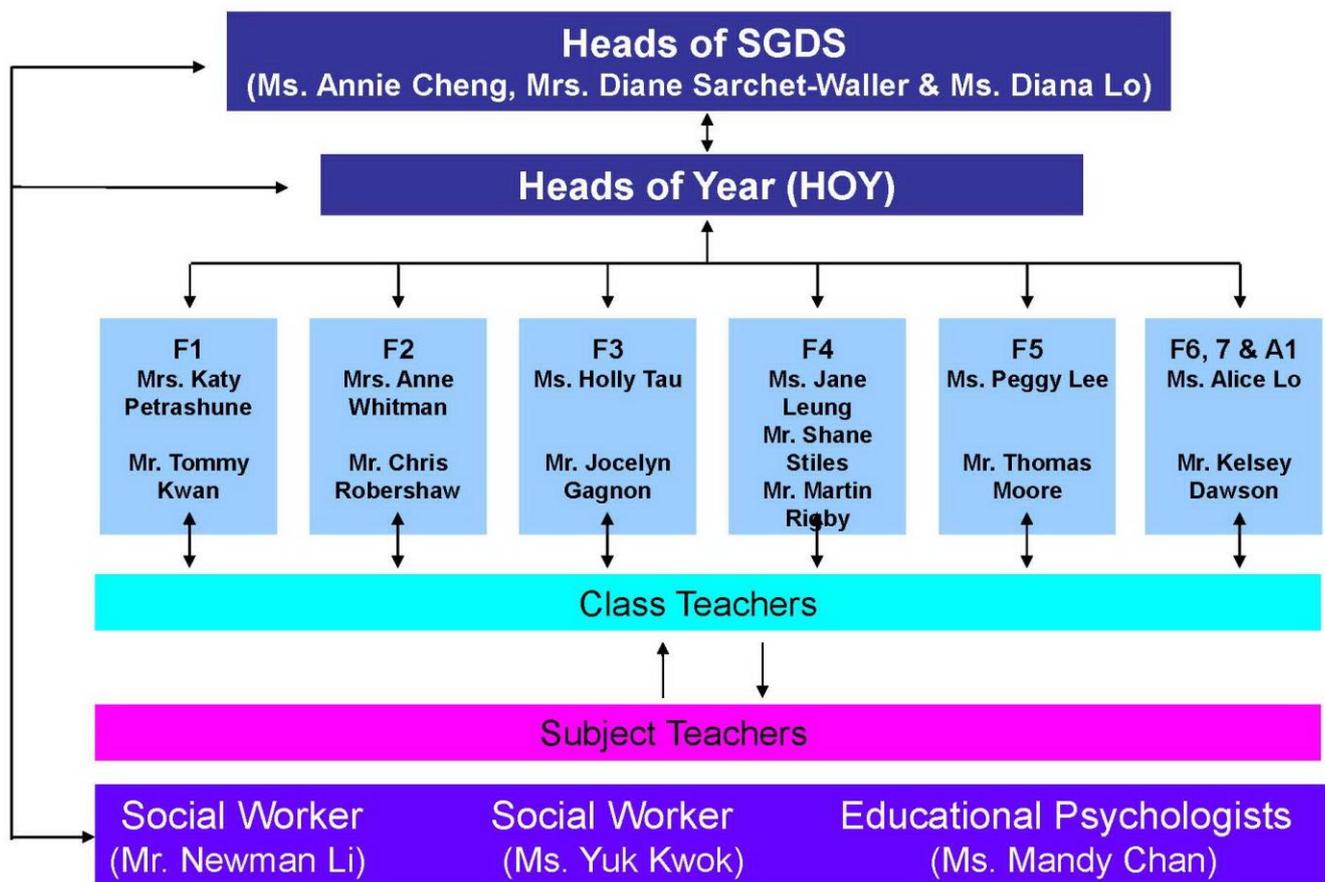


## Student Guidance and Discipline System

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

As far as possible we try to maintain a balance between gender and cultural background in selecting Class Teachers and Heads of Year; so that every student may feel confident in sharing their thoughts and concerns.

### S.G.D.S. Structure





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### **Personal and Social Education:**

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

#### **Specifically the aims of PSE at YHKCC are to:**

- develop learners' self-esteem and a sense of personal responsibility
- promote self-respect, respect for others and celebrate diversity
- equip learners to live safe, healthy lives
- prepare learners for the choices and opportunities of lifelong learning
- empower learners to participate in their schools and communities as active, responsible citizens locally, nationally and globally
- foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- prepare learners for the challenges, choices and responsibilities of work and adult life.

Each Form has one lesson of PSE on Tuesday, Period 8. It is taught by Class Teachers and supported and monitored by Heads of Year.

In Forms 1, 2 the themes are based on the PATHS programme and in Forms 3 to 7 the Heads of Year have created their own programmes of study and schemes of work.



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**THE NEIGHBOURHOOD ADVICE-ACTION COUNCIL**

**TUNG CHUNG SCHOOL SOCIAL WORK SERVICE**

**Evaluation Report 2010-2011**

<b>Period under review:</b>	<b>1/9/2010 – 31/8/2011</b>
<b>Name of School:</b>	<b>YMCA of Hong Kong Christian College</b>
<b>Student Population:</b>	<b>957</b>
<b>Name of Agency:</b>	<b>The Neighbourhood Advice-Action Council</b>
<b>Name of Worker:</b>	<b>Ms. Kwok Lai Wan, Mr. Newman Li</b>

### **A. Casework Service:**

#### 1. Distribution of Cases by Status:

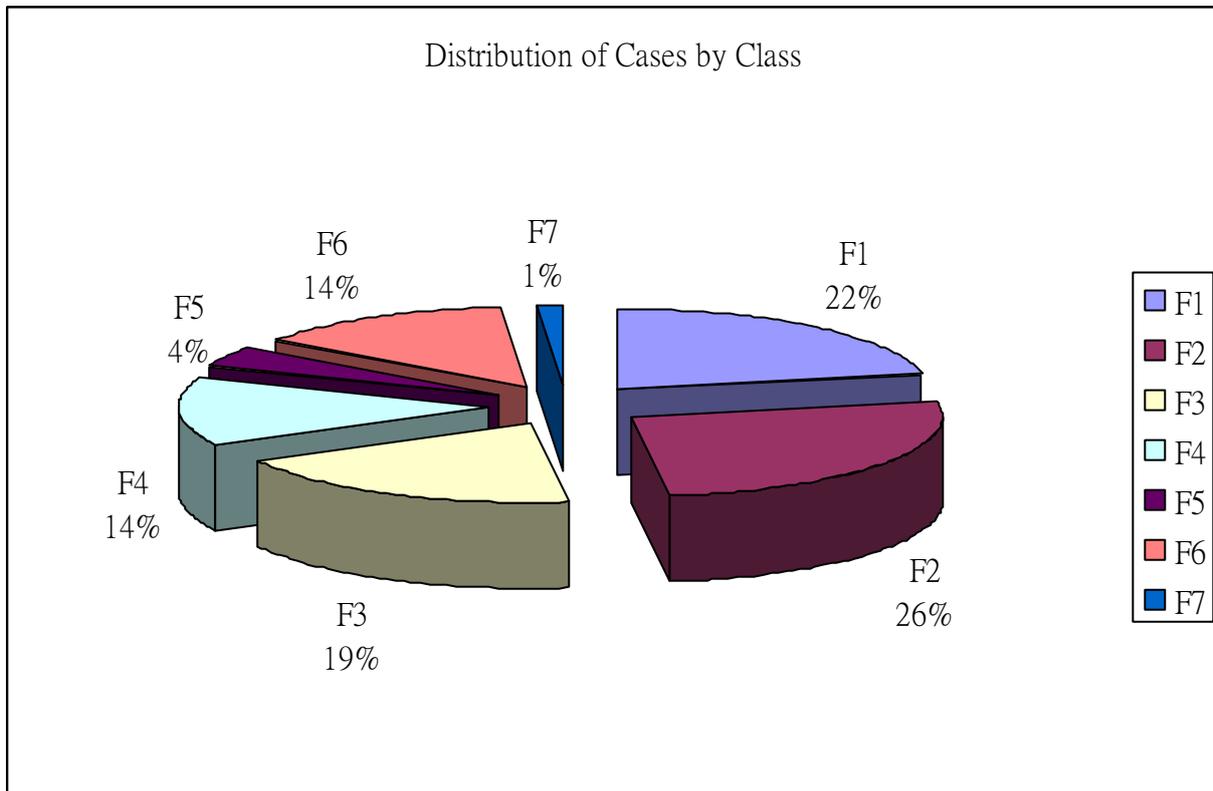
	Total Number
a. No. of active cases brought forward from school year 09-10	41
b. No. of new cases during the period	32
c. No. of re-activated cases during the period	1
d. No. of cases closed during the period	26
e. No. of cases carried forward to Aug, 2011	47
(a+b+c-d)	

Total number of case handled: 73



2. Distribution of Cases by Class:

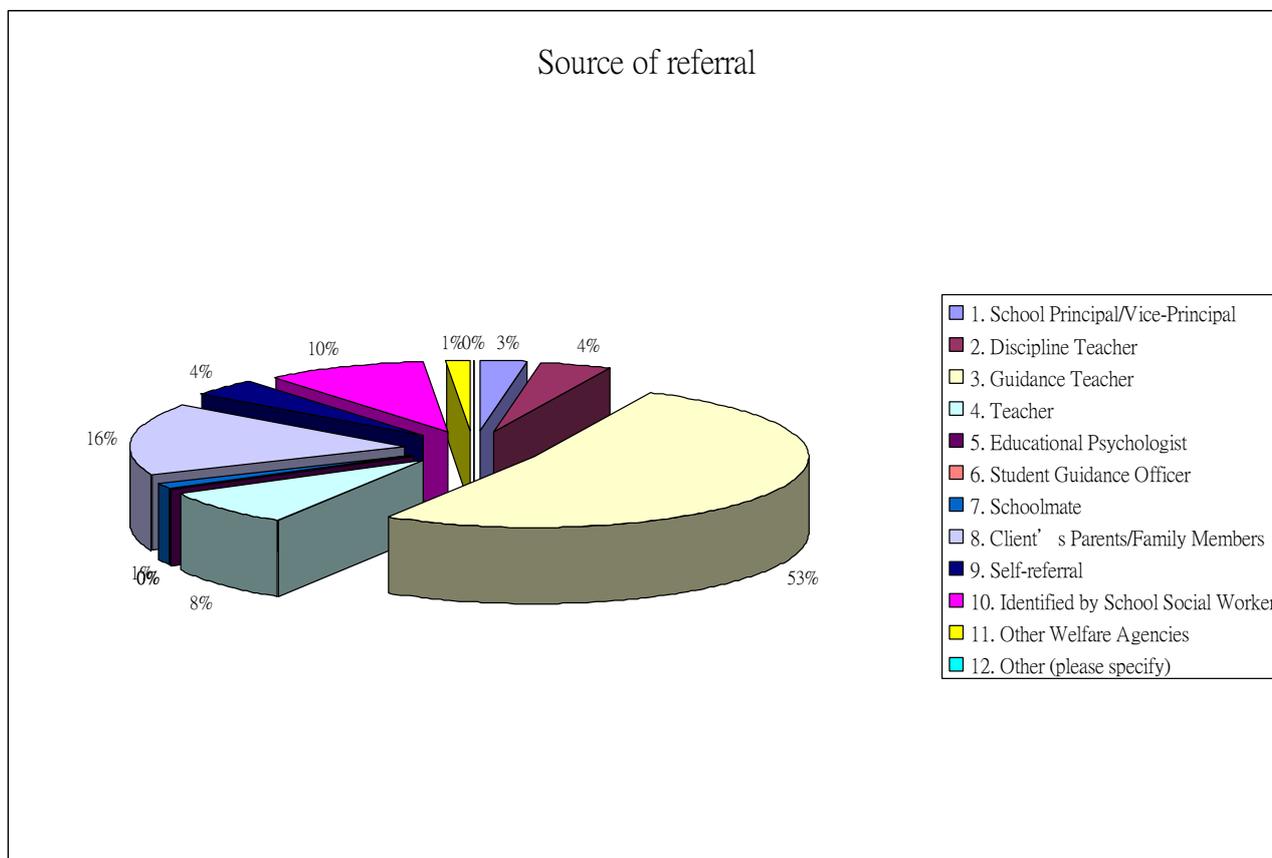
Form	
1	16
2	19
3	14
4	10
5	3
6	10
7	1
<b>Total</b>	<b>73</b>





3. Source of referral

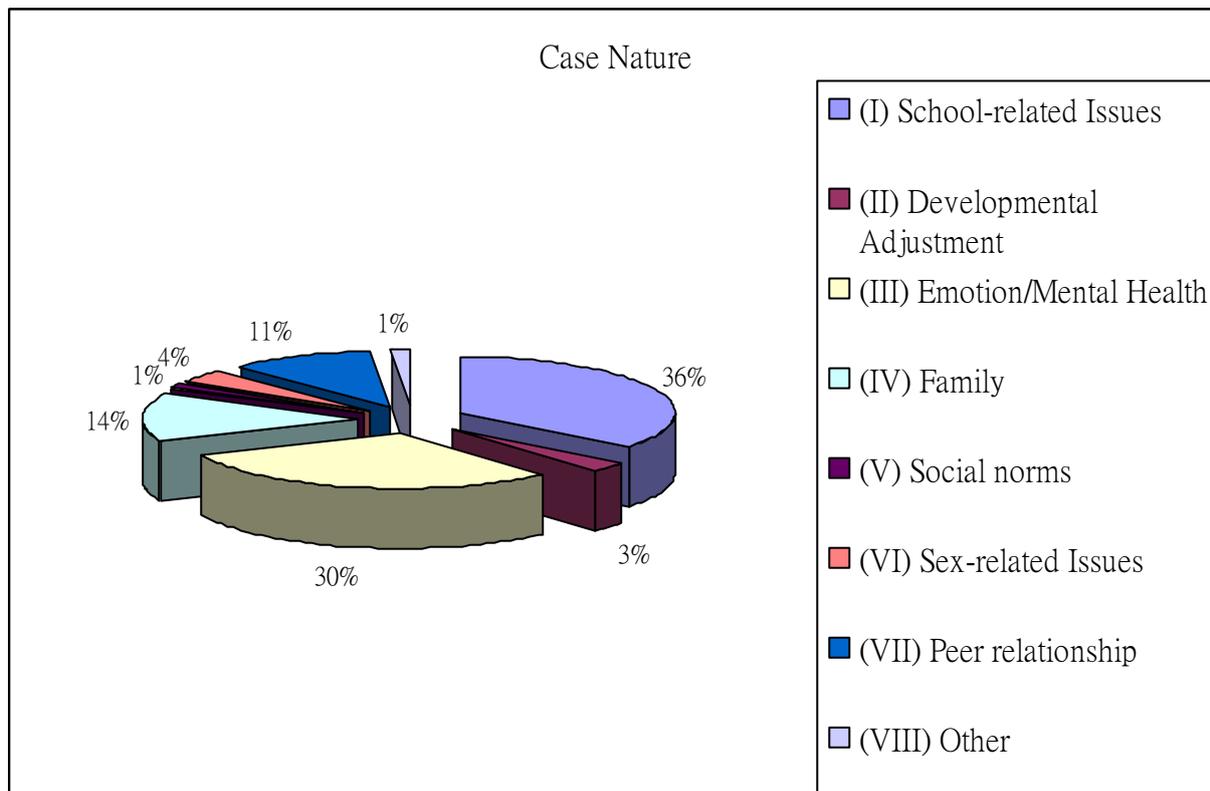
Source of Referral	
1. School Principal/Vice-Principal	2
2. Discipline Teacher	3
3. Guidance Teacher	38
4. Teacher	6
5. Educational Psychologist	0
6. Student Guidance Officer	0
7. Schoolmate	1
8. Client's Parents/Family Members	12
9. Self-referral	3
10. Identified by School Social Worker	7
11. Other Welfare Agencies	1
12. Other (please specify)	0
<b>Total</b>	<b>73</b>





4. Case Nature

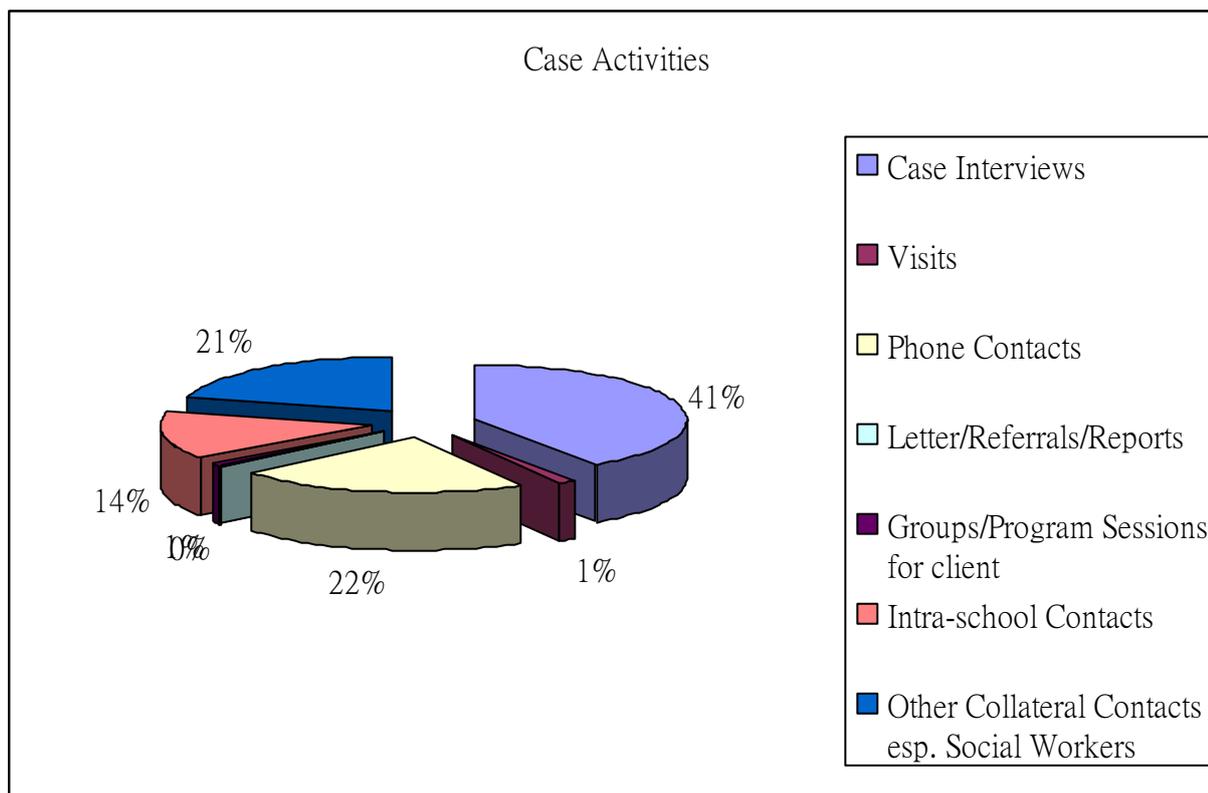
Nature of Case	
(I) School-related Issues	26
(II) Developmental Adjustment	2
(III) Emotion/Mental Health	22
(IV) Family	10
(V) Social norms	1
(VI) Sex-related Issues	3
(VII) Peer relationship	8
(VIII) Other	1
<b>Total:</b>	<b>73</b>





### 5. Case Activities

Nature of Service	
Case Interviews	463
Visits	15
Phone Contacts	256
Letter/Referrals/Reports	1
Groups/Program Sessions for client	10
Intra-school Contacts	163
Other Collateral Contacts esp. Social Workers	239
Total:	1189





**B. Number of Group/Program Session (non case): 122 (without counting of Tier one)**

**Total no. of participants: 1371 (without counting of Tier one)**

**Total no. of attendance: 1994 (without counting of Tier one)**

Nature of Group/ Programme	Objective	Target Group	Date/ Period	Est. no. of sessions	Est. no. of participants and Attendance	Other Parties Involved	Evaluation method	Outcome measurement
1. Mentorship scheme	To enhance student's adjustment to new school	F1 students	Nov 2010- June 2011	14 sessions	18 students Attendance 122	PW HOY	Paths questionnaire Worker Observation	Collected 15 questionnaires and 100% of the students satisfied with the service. 80% students think that the service can enhance their growth. Some students expressed that they learnt how to respect and be friendly to others. The program can help students to build up relationship with other with the coaching of the mentor.
2. Mentorship Scheme Trainee	To provide training for mentors To enhance caring and support in school	F3, F5 and GCE students	Nov 2010- June 2011	47 sessions	23 students Attendance 391	PW HOY	Questionnaire Worker Observation	Collected 10 questionnaires and 100% of the students satisfied with the service. 100% students think that the service can enhance their growth. Some students expressed that they learnt how to be patient and communicate with the younger form students. The mentors found fulfillment when working for the F1 students.



3. Mentorship scheme – hiking and BBQ activities	To enhance students communication skills and team spirit	F1, F3, F5 and GCE	Apr 2011	3 sessions	33 students Attendance 72	PW	Paths questionnaire Worker Observation	Collected 23 questionnaires and 82.6% of the students satisfied with the service.82.6% students think that the service can enhance their growth. Some students expressed that they learnt how to have team work together. The program can help mentors and the form one student to build up relationship and learnt to have team work.
4. Mentorship scheme- SPCA visit	To enhance students communication skills	F1, F3, F5 and GCE	May 2011	2 sessions	33 students Attendance 48	PW	Paths questionnaire Worker Observation	Collected 26 questionnaires and 92.3% of the students satisfied with the service.88.6% students think that the service can enhance their growth. Some students expressed that they learnt how to respect for life and love the animals . The program can help students to care for life and the animals but it took a long time to travel to SPCA which students will feel boring about it.
5. Harmony Ambassador	To enhance students communication skills and organization skills	F2,F3, and F5 students	Nov 2010- June 2011	17 sessions	14 students Attendance: 140	PW	Paths questionnaire Worker Observation	Collected 12 questionnaires and 100% of the students satisfied with the service.100% students think that the service can enhance their growth and have positive change after joining the program. Some students expressed that they learnt how to communicate with elderly and child. The program can help students to work as a team and enhance their social skills through the process of communicating with others.



6. Christmas Volunteer Service	To enhance sense of responsibility To promote volunteerism	F1-F3 students	Dec 2010	3 sessions	38 students Attendance38	SSW PW Social Service Club	Paths questionnaire Worker Observation	Collected 29 questionnaires and 100% of the students satisfied with the service.100% students think that the service can enhance their growth and have positive change after joining the program. Some students expressed that they learnt how to communicate with elderly care for others . The program can help students to know more about elderly and mental disable people and learnt how to take care of them.
7. Elderly Service 26-3-2011	To enhance sense of responsibility To promote volunteerism	F1-F4 students	Mar 2011	2 sessions	20 students Attendance39	PW Social Service Club SSW	Paths questionnaire Worker Observation	Collected 13 questionnaires and 100% of the students satisfied with the service.100% students think that the service can enhance their growth and have positive change after joining the program. Some students expressed that they learnt how to communicate with elderly and have fun with them. The student learnt to be patient to the elderly thought the process of teaching the elderly to do the hand excise and sand bottles.



8. Tai O elderly living alone visit	To enhance sense of responsibility To promote volunteerism	F1-F3 students	May 2011	2 sessions	26 students Attendance 48	TCIS PW Social Service Club	Paths questionnaire Worker Observation	Collected 24 questionnaires and 100% of the students satisfied with the service.83.3% students think that the service can enhance their growth. Some students expressed that they learnt how to respect and care for the elderly. The student are well prepare to perform in front of the elderly and it help non Chinese speaking students can communicate with the elderly.
9. Form three sex education workshop	To enhance student knowledge about Sex	F3	Dec 2010	4 sessions	153 students Attendance 153	SSW HOY	Worker Observation	Student learnt how to deal with break up in a respectful way and they get involve to discuss about what is the method they will use when they face break up. The program divided the whole form into four groups and it was too much students in one class. Therefore, it was difficult to control the students to concentrate in the workshop.
10. Form three anxiety and depression workshop	To enhance students knowledge about depression	F3	Jan 2011	1 session	153 students Attendance153	SRASP HOY	Worker observation and questionnaire	Collected 140 questionnaires and 81.4 % of the students think that the program can help them understand more about depression but teachers feedback that it is not suitable to talk about suicide in this workshop which not fit to the level of the students.



11. Form two anti-drug workshop	To enhance students knowledge about drug	F2	Apr 2011	2 sessions	148 students Attendance 148	SRACP English teacher	Paths questionnaire Worker Observation	Collected 134 questionnaires and 78.3% of the students satisfied with the service.72.43% students think that the they learnt how to help themselves through participating in the program. Some students expressed that they learnt the harmful effect of drug and leant to stay away from drug.
12. Form two sex education workshop	To enhance student knowledge about Sex	F2	May 2011	2 sessions	148 students Attendance 148	ELCHK HOY	Paths questionnaire Worker Observation	Collected 140 questionnaire and above 80 % students expressed that the program can help them to realize the message of love and caring for themselves. Students were very impressive with the teens mother sharing with them and with her baby and they leant the consequence of pre-marital sex.
13. Form two anti-drug workshop 2	To enhance students knowledge about drug	F2	May 2011	2 sessions	148 students Attendance 148	KELLY HOY	Paths questionnaire Worker Observation	Students learnt the harmful effect of the drug and leant how to stay away from drug and they are attentive in the workshop.
14. Form three anti-drug workshop2	To enhance students knowledge about drug	F3	May 2011	1 session	155 students Attendance 155	KELLY HOY	Worker Observation questionnaire	Students learnt about the negative effect of drug and skills to refuse to take drug. Collected 148 questionnaire and 86% of the student know that dependency on a drug is more than just physical.



15. Mental health and anti-stress workshop	To enhance student's stress management	F1	Apr 2011	3 sessions	168 students Attendance 168	SRACP English teacher	Worker Observation questionnaire	Students learnt about what is stress and how to cope with stress and students were attentive in the program and learnt to do relax exercise.
16. Fun Workshop	To enhance students social skill	F1 and F3	June 2011	2 sessions	8 students Attendance 12	PW	Worker observation , Paths questionnaire	Collected 4 questionnaires and 100% of the students satisfied with the service.100% students think that the service can enhance their growth. The attendance was unstable which the program were held too near the exam period.
17. F1 and F2 study group for exam	To enhance students study skills	F1 and F2	June 2011	3 sessions	17 students Attendance 36	F7 studentsH OY	Worker observation , Paths questionnaire	Collected 7 questionnaires and 100% of the students satisfied with the service.100% students think that they have positive change after joining the program. Some students expressed that the program can enhance their study skills and they got a good grade in their exam.
18. P.A.T.H.S	To create positive experience with school To promote healthy life	F1 and 2 students	2 semesters	20 units for each class	F1—168 F2--148 F3--155 AttendanceF1: 3360 F2: 2960 F3: 3060	Class Teachers	Paths questionnaire Worker Observation	Collected 155 questionnaires from F1 and 84.5% of the students have every positive evaluation of the program. Collected 130 questionnaires from F2 and 66.2% of the students have every positive evaluation of the program. Collected 139 questionnaires from F3 and 57.6% of the students have very positive evaluation of the program.



19. Mentor training	To enhance students communication skills	F2	June 2011	1 session	13 students Attendance 13	HOY	Paths questionnaire Worker Observation	Collected 11 questionnaires and 100% of the students satisfied with the service. 100% students think that the program helped them a lot and have positive change after joining the program. Some students expressed that they have much more interaction in the program and learnt the skills on how to help others.
20. Summer Adventure Camp	To enhance student's communication and problem solving skills	F1-F3, F5 and F7 students	July 2011	5 sessions	23 students Attendance 115	HOY	Paths questionnaire Worker Observation	Collected 21 questionnaires and 100% of the students satisfied with the service. 100% students think that the service can enhance their growth. Some students expressed that they learnt how to communicate with others and have team work together.
			Sub Total:	182	1894/ 11374			
			Annual Total:	182	1894/ 11374			



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### **C. Consultation Service**

<b>Source of Consultation</b>	
<b>Students</b>	154
<b>Guidance Teacher</b>	122
<b>Other School Staff</b>	42
<b>Family Members</b>	45
<b>Student-related Committee</b>	3
<b>School-related Committee</b>	2
<b>Other</b>	1
<b>Total:</b>	<b>369</b>

### **D. No. of Liaison Contacts with Non-School-based Community**

**Resources**

**42**

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**E. Overall Evaluation on Services Rendered**

<b>Strategies / Work</b>	<b>Effectiveness of Work Completed</b>	<b>Evaluation</b>
Volunteer Services	Students were willing to join the service proactively. They loved to have more interaction with the elderly and people with mental disability. They had high acceptance and showed their caring heart to those in need. Students were co-operative and organized.	High attendance and well-organized.
Mentorship Scheme	Most of F1 students attend the program regularly. They also can establish relationship with mentor. The program can help to eliminate the labeling effect on participants in compare with the growth group which conducted by SSW last year.	Well-organized and students are highly involve in this program.
Mentorship Scheme Trainee	Most of the mentor from F3, F5 and GCE can attend the program regularly. The mentor can take initiative to take care the difficult case, to prepare the food for the program at home and provide extra time to have revision with F1. The duration of the program has extent and some of the mentor has poor attendance due to GCE exam.	Well organized and can train the students with program organizing skills and communication skills
Harmony Ambassador	The program target at students who has difficulties in their social life in school. Students were divided into different working groups and they learn how to run the program as a team for different target group.	High attendance and well-organized.
F1 and F2 study group for exam	Most of the students who join this program with high motivation in study and the group also can help to eliminate the labeling effect to the student on requesting the students to join the program voluntary.	High attendance and well-organization



Workshop	Positive feedback from the students for the mental health and anti-stress workshop, teenage pregnancy workshop and anti drug workshop. But teachers feedback the time for the workshop was better with double lessons, coordinate the topic with different form and with small group or class base can help them to concentrate better .	Well-organized
Cooperation with Student Guidance and Discipline System SDGS	Regular meetings have been scheduled with SDGS Case Conference every week SDGS meeting every week	Cooperative and effective

## F. Other Feedback

1. Tier One (Collecting Students' feedbacks)  
Teachers can amend most of the teaching materials from the approval of the PATHS agency and higher flexibility they can have this year in using the teaching materials. Some of the new substitute topics were provided. Teachers feedback the new topic were not well connect with the overall content and even give some bad examples to the students to follow. Teacher suggested the paths agency can provide word files instead of PDF files for them to amend the teaching materials. SSW will help to give the feedback to the Paths agency for the concern of teachers.
2. Tier Two (Analyzing the data)  
Teacher appreciated for the mentorship program and the study group for they found the students really like to join those programs. Teachers feedback the time for the workshop was better with double lessons, coordinate the topics with different forms and with small groups or classes base can help them to concentrate better.



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## **Student Council**

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

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

- enjoying and achieving – getting the most out of life and developing the skills for adulthood
- making a positive contribution – being involved with the community and society and not engaging in anti-social or offending behaviour.

The second Student Council, consisting of Form Representatives, Junior Vice-President, Treasurer, Secretary, Senior Vice President and President was elected on 19th October, 2010 and one of their major responsibilities was that of collating student views regarding the design of a new school uniform. Many designs and suggestions were submitted and the Council garnered views and suggestions from the whole student body. In addition, they held fund raising events to help victims of natural disasters in Asia as well as other countries around the world.



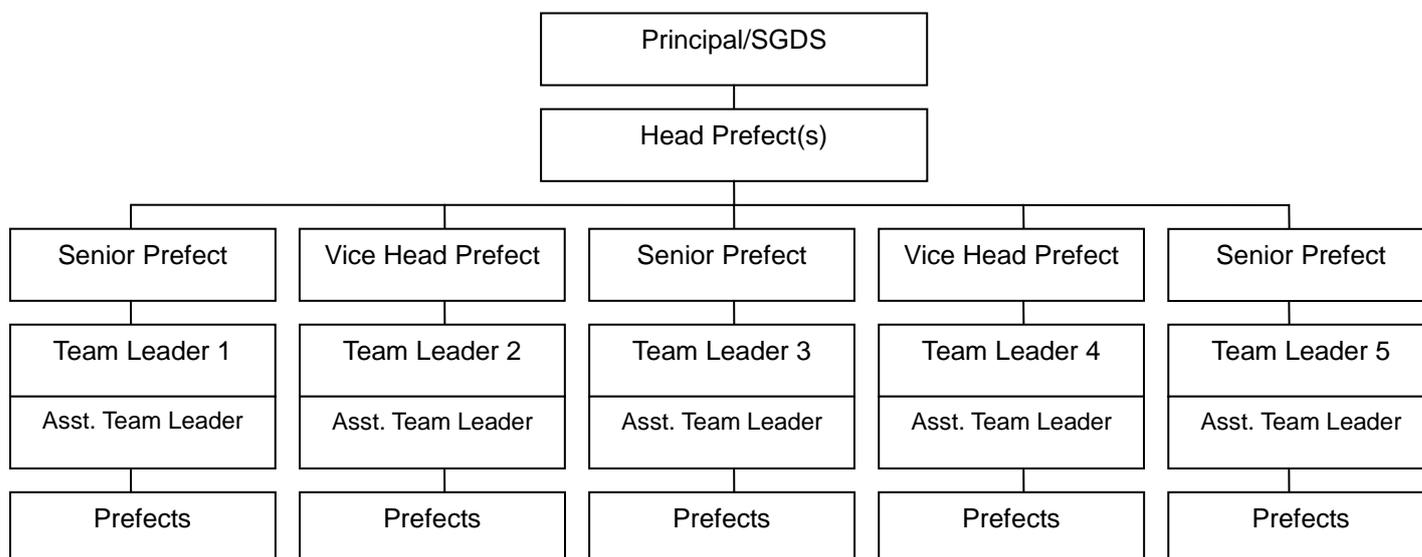
### **The Prefect System:**

#### **1. Prefect Team Objectives**

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

#### **2. Prefect Team Structure**

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#### **Prefect Team Image Building**

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##### 1. Conduct and Attitude

- To set a good example through good conduct.
- To keep a neat and tidy appearance.
- To have a good academic performance.
- Be punctual.
- Be attentive while on duty.
- Be respectful towards teachers and staff.
- Be courteous and respectful towards students.
- Be objective, polite and firm when administering the school's rules and policies.
- To be bold and show initiative on or off duty.
- To report to and seek help from Head Prefects, Senior Prefects/Team Leaders



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or teachers if serious offences are found while on or off duty.

- To ask for substitution from Head Prefects if a conflict or absence arises.

### 2. Inauguration

- In order to establish the Prefects position in school, Head Prefects will represent the Prefect Team in taking an oath and be officially appointed in the Inauguration ceremony.
- Prefect Oath: *On behalf of all prefects, we promise to assist teachers in upholding and administering the school rules. We endeavor to be a role model, to follow instructions and school rules, to fulfill duties impartially and with integrity, for the honour of our team and the benefit of the school. May God assist us in all that we do and may He be given the glory.*

### 3. Outstanding Prefect Award

- Head Prefects and teachers nominate Outstanding Prefect candidates.
- The candidate list will be posted on the Discipline Team notice board.
- Election (all teachers and students).
- Prizes presented to Outstanding Prefects during Assembly.



## OUR CURRICULUM

The school uses the local curriculum for most subjects, as set by the Education Bureau (EDB) in Hong Kong, leading to the Hong Kong Certificate of Education (HKCEE), Hong Kong Advanced Level (HKALE) examinations and, later, to the Hong Kong Diploma of Secondary Education (HKDSE).

To cater for the diversity of students in ability and background, the school offers French, 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 HKDSE curriculum, our school started to offer also the Integrated Curriculum in Form 3 this year 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 Integrated Curriculum	Form 4-5 HKDSE Curriculum	Form 6, 7 HKALE Curriculum	A1 International Curriculum
<i>Languages</i>					
English Language / Use of English	✓	✓	✓	✓	
Literature in English	✓	✓	✓	✓	✓
Chinese Language / Chinese language and Culture	✓	✓	✓	✓	✓
or Elementary Chinese	✓	✓			
or French	✓				✓
Putonghua	*				
<i>Mathematics and I. T.</i>					
Mathematics	✓	✓	✓		✓
or Alternative Mathematics		✓	✓		
or Extended mathematics (M1, M2)			✓		
Pure Mathematics				✓	



Mathematics and Statistics					
Information and Communication Technology	✓	✓	✓		
<i>Science</i>					
Integrated Science	✓	✓	✓		
Physics		✓	✓		
Chemistry		✓	✓		✓
Biology		✓	✓		✓
<i>Business and Technology</i>					
Principles of Accounts			✓		
Business Studies					✓
Economics		✓	✓		
Business, Accounting and Financial Studies		✓	✓		
<i>Humanities</i>					
History	✓	✓	✓		✓
Geography	✓	✓	✓		✓
Chinese History	✓	✓	✓		
Hong Kong and China Studies	*				
Philosophy & Religious Education	*	*	*		
Home Economics	✓	*			
Tourism and Hospitality Studies		✓	✓		
Liberal Studies		✓	✓		
<i>Arts</i>					
Music	*	*	*		
Visual Arts	✓	✓	✓		
Art & Design					✓
<i>Physical Education</i>					
Physical Education	*	* and ✓	* and ✓		

\* Non-Public Examination Subject

## OUR TEACHERS

In year 2010/2011 the School employed 77 teachers and 6 teaching assistants. All teachers are Degree holders; 3 have PhDs and 25 have Master's Degrees. About 35% teachers and teaching assistants are employed from overseas.



**STAFF DEVELOPMENT**

**Rationale**

This year’s plan has been created in response to feedback from departments, creating the opportunity for departments to tailor sessions according to individual/departmental needs. As a result the plan is considerably more flexible and also provides ample time for departments to work on their own staff development initiatives.

One of the major concerns in the Annual School Development Plan 2010 – 2011 is ...

*‘To continue to raise academic standards through curriculum and staff development initiatives, including developing student-centered teaching approaches and materials, and encouraging students to take greater responsibility for their own learning.’*

The Staff Development Plan has been created with the aim of enabling teachers to more effectively achieve this goal.

Research confirms that teachers are the single most important factor in raising student achievement. However, teachers rarely have enough time or support to reflect on their teaching, evaluate their performance in the classroom and further develop the necessary skills, since the demands posed by daily teaching absorb the majority of teachers’ energy, thought, and attention. Teachers need time to observe one another, coach one another, plan lessons together, share good practice, and meet for other purposes. In view of the considerable demands on teacher’s time and the importance of staff development, fortnightly Continuing Professional Development (CPD) sessions have been built into the timetable to create the mental space necessary for ongoing professional development.

The following key strategies will be employed in implementing the Staff Development Plan:

1. In-Service Training (INSET) Events
2. Continuing Professional Development (CPD) Sessions
3. Monitoring Teaching & Learning
4. Sharing Good Practice
5. Induction & Mentoring
6. External Seminars & Courses

**STAFF DEVELOPMENT PLAN 2010 – 2011**

Activity	Description
INSET EVENTS	1.1 Teaching & Learning
	▪ Effective Groupwork



Activity	Description
	<ul style="list-style-type: none"> <li>▪ Differentiation</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Assessment for Learning</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Cross-Curricular Collaboration</li> </ul>
	<b>1.2 SGDS</b>
	<ul style="list-style-type: none"> <li>▪ What is Student Voice?</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Counselling Students with Depression</li> </ul>
	<b>1.3 Team Building</b>
<b>CPD SESSIONS</b>	<b>2.1 Department Based CPD</b>
	<ul style="list-style-type: none"> <li>▪ Setting Personal Goals for 2010–2011</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Developing Student-Centered Approaches</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Developing Groupwork Strategies</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Using Assessment for Learning</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Annual Review</li> </ul>
	<b>2.2 Peer Observation</b>
	<ul style="list-style-type: none"> <li>▪ Pre-Observation Discussion</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Peer Observation Evaluation</li> </ul>
	<b>2.3 Collaborative Lesson Planning</b>
<ul style="list-style-type: none"> <li>▪ Planning the Collaborative Lesson</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Preparing Resources</li> </ul>	
<ul style="list-style-type: none"> <li>▪ Evaluation of Collaborative Lesson</li> </ul>	
<b>MONITORING</b>	<b>3.1 Lesson Observation</b>



Activity	Description
<b>TEACHING &amp; LEARNING</b>	<ul style="list-style-type: none"> <li>▪ Peer Observation</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Head of Department</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Principal</li> </ul>
	<ul style="list-style-type: none"> <li>▪ External Consultant</li> </ul>
	<b>3.2 Shadowing</b>
	<ul style="list-style-type: none"> <li>▪ Head of Staff Development</li> </ul>
	<ul style="list-style-type: none"> <li>▪ External Consultant</li> </ul>
<b>SHARING GOOD PRACTICE</b>	<b>4.1 General Staff Meeting</b>
	<ul style="list-style-type: none"> <li>▪ Sharing Good Practice</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Learning Difficulties – Practical Strategies</li> </ul>
	<b>4.2 E-Sharing &amp; Staff Briefings</b>
	<ul style="list-style-type: none"> <li>▪ Teach Like A Champion</li> </ul>
	<b>4.3 Observing Experienced Teachers</b>
<b>INDUCTION &amp; MENTORING</b>	<b>5.1 Induction of New Staff</b>
	<ul style="list-style-type: none"> <li>▪ Induction Programme Implemented</li> </ul>
	<ul style="list-style-type: none"> <li>▪ Evaluation of Induction Programme</li> </ul>
	<b>5.2 Mentoring</b>
	<ul style="list-style-type: none"> <li>▪ Classroom Management Training</li> </ul>
<b>EXTERNAL SEMINARS &amp; COURSES</b>	<b>6.1 External Seminars &amp; Courses</b>
	<ul style="list-style-type: none"> <li>▪ Staff attend external seminars and courses</li> </ul>



Activity	Description
	<b>6.2 Departmental Sharing</b>
	<ul style="list-style-type: none"> <li>▪ Staff feedback to relevant department members within two weeks</li> </ul>

NB. All INSET events and CPD lessons will take place in room 101 unless otherwise stated.

**STAFF DEVELOPMENT BI-WEEKLY ACTIVITIES 2010 – 2011**

No.	Activity
1	<b>INSET ~ Drugs Talk</b> – TWGHs CROSS Centre 'Identifying & Handling Drug Abusers'
2	<b>CPD ~ Introduction</b> – AJH 'Staff Development Plan 2010 – 2011' & CPD Procedures
3	<b>CPD ~ Sharing Good Practice</b> – JG 'Creating a Google Website'
4	<b>CPD ~ Departmental Session #1</b> – HoD 'Setting Personal & Departmental Goals'
5	<b>Mentoring ~ Classroom Management #1</b> – Archie McGlynn 'Lesson Observation & Areas for Development'
6	<b>INSET ~ 'What is Student Voice?'</b> – Archie McGlynn
7	<b>CPD ~ Collaborative Lesson Planning #1</b> – HoD 'Planning the Collaborative Lesson'
8	<b>Mentoring ~ Classroom Management #2</b> – Archie McGlynn 'Lesson Observation, Feedback & Target Setting'
9	<b>CPD ~ Collaborative Lesson Planning #2</b> – HoD 'Preparing Resources'
10	<b>INSET ~ Effective Groupwork</b> – David Coles
11	<b>CPD ~ Departmental Discussion</b> – HoD 'Developing Groupwork Strategies'
12	<b>INSET ~ Differentiation</b> – David Coles
13	<b>CPD ~ Departmental Session #2</b> – HoD 'Developing Student-Centered Approaches'
14	<b>CPD ~ Collaborative Lesson Planning #3</b> – HoD 'Evaluation of Collaborative Lesson'
15	<b>CPD ~ Peer Observation</b> – Pairs 'Pre-Observation Discussion'
16	<b>CPD ~ Peer Observation</b> – HoD 'Peer Observation Evaluation'
17	<b>CPD ~ Departmental Session #3</b> – HoD 'Developing Student-Centered Approaches'



No.	Activity
18	<b>CPD ~ Collaborative Lesson Planning #1</b> – HoD ‘Planning the Collaborative Lesson’
19	<b>CPD ~ Collaborative Lesson Planning #2</b> – HoD ‘Preparing Resources’
20	<b>INSET ~ Team Building (Wetlands Park)</b>
21	<b>CPD ~ Collaborative Lesson Planning #3</b> – HoD ‘Evaluation of Collaborative Lesson’
22	<b>CPD ~ Peer Observation</b> – Pairs ‘Pre-Observation Discussion’
23	<b>CPD ~ Peer Observation</b> – HoD ‘Peer Observation Evaluation’
24	<b>INSET ~ Assessment for Learning</b> – David Coles
25	<b>CPD ~ Departmental Discussion</b> – HoD ‘Using Assessment for Learning’
26	<b>INSET ~ Cross-Curricular Collaboration</b> – David Coles
27	<b>CPD ~ Departmental Session #4</b> – HoD ‘Developing Student-Centered Approaches’
28	<b>CPD ~ Departmental Session #5</b> – HoD ‘Annual Review’
29	<b>INSET ~ Drugs Talk</b> – TWGHs CROSS Centre ‘Identifying & Handling Drug Abusers’
30	<b>CPD ~ Introduction</b> – AJH ‘Staff Development Plan 2010 – 2011’ & CPD Procedures

### Summary

The Staff Development Plan proved to be very effective in improving the quality of learning and teaching, as evidenced by a report submitted by an independent consultant, commissioned to observe a random stratified sample of 20 teaching periods of 40 minutes each in April 2010. All of the Key Learning Areas (KLA) were represented and the teachers observed ranged from the relatively recently qualified to the very experienced. Classes were observed in all forms, with the exception of those where students were on study leave. The consultant used the same lesson observation pro-forma as that employed in the Education Bureau’s (EDB) Comprehensive Review of the school, conducted in March 2009. The lessons were graded using the EDB four point scale, in relation to its published Performance Indicators. Over 70% of the lessons observed are adjudged to be either good or excellent.

The consultant concluded that:

*On the basis of this series of observations it is safe to conclude that the learning and teaching in the school continue to reflect a commitment to learner-centered classrooms*



*and activity-based lessons. Teachers are hardworking, fully committed and professionally prepared to sustain and take further the school's developmental aspirations. There is clear evidence that the comprehensive and ambitious staff development programme is yielding success and that the school is firmly set on a course of continuing pedagogical improvement.*

## **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.

HKALE passing percentages

<b>Subject</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
AS Use of Eng	96.1	93.90	96.6
AS Chin. & Cult.	92.7	92.10	90.4
Physics	33.3	57.10	42.1
Chemistry	27.3	53.30	59.3
Biology	16.7	37.50	60
Pure Math	50.0	83.30	50
AS M & S	76.2	47.40	58.1
Business Studies	63.03	65.40	53.1
Economics	83.3	64.70	57.7
AS Economics	N/A	100.00	N/A
Geography	55.6	66.70	50
Principal of Acct.	50.0	84.20	78.6
AS Lib. Studies (HK)	60.0	70.00	83.3
AS Lib. Studies(Human)		45.00	65.4
AS Eng Lit.	N/A	100.00	100
Eng Lit.	N/A	33.30	37.5
AS History (SYL.B)	50.4	100.00	N/A
History	60.0	60.00	37.5



# YMCA of Hong Kong Christian College

## 港青基信書院

The performance of our students in Pre-F1 Hong Kong Attainment Test, F3 Territory-wide System Assessment, Hong Kong Certificate of Education Examination and Hong Kong Advanced Level Examination are listed below.

Subject	Chinese					
	No. of students			Percentage %		
	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
90-100	0	0	0	0.0	0.0	0.0
80-89	0	1	1	0.0	2.1	2.1
70-79	0	3	3	0.0	6.3	6.3
60-69	7	12	12	17.5	25.0	25.0
50-59	8	15	15	20.0	31.3	31.3
40-49	5	8	8	12.5	16.7	16.7
30-39	7	4	4	17.5	8.3	8.3
20-29	5	2	2	12.5	4.2	4.2
10-19	6	3	3	15.0	6.3	6.3
0-9	2	0	0	5.0	0.0	0
<b>TOTAL</b>		<b>48</b>	<b>48</b>			

Subject	English					
	No. of students			Percentage %		
	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
90-100	12	16	12	10.8	10.3	7.7
80-89	29	56	42	26.1	36.1	27.1
70-79	25	42	43	22.5	27.1	27.7
60-69	19	19	32	17.1	12.3	20.6
50-59	8	12	13	7.2	7.7	8.4
40-49	3	7	9	2.7	4.5	5.8
30-39	9	2	3	8.1	1.3	1.9
20-29	4	1	0	3.6	0.6	0
10-19	2	0	1	1.8	0.0	0.6
0-9	0	0	0	0.0	0.0	0
<b>TOTAL</b>		<b>155</b>	<b>155</b>			



# YMCA of Hong Kong Christian College

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Subject	Mathematics					
	No. of students			Percentage %		
	<u>2009</u>	<u>2010</u>	<u>2011</u>	<u>2009</u>	<u>2010</u>	<u>2011</u>
90-100	<b>0</b>	<b>0</b>	<b>1</b>	<b>0.0</b>	<b>0.0</b>	<b>0.6</b>
80-89	<b>0</b>	<b>1</b>	<b>2</b>	<b>0.0</b>	<b>0.6</b>	<b>1.3</b>
70-79	<b>3</b>	<b>6</b>	<b>2</b>	<b>2.7</b>	<b>3.9</b>	<b>1.3</b>
60-69	<b>8</b>	<b>8</b>	<b>6</b>	<b>7.3</b>	<b>5.2</b>	<b>3.9</b>
50-59	<b>13</b>	<b>23</b>	<b>7</b>	<b>11.8</b>	<b>14.8</b>	<b>4.5</b>
40-49	<b>8</b>	<b>12</b>	<b>12</b>	<b>7.3</b>	<b>7.7</b>	<b>7.7</b>
30-39	<b>21</b>	<b>24</b>	<b>28</b>	<b>19.1</b>	<b>15.5</b>	<b>18.1</b>
20-29	<b>21</b>	<b>36</b>	<b>37</b>	<b>19.1</b>	<b>23.2</b>	<b>23.9</b>
10-19	<b>33</b>	<b>37</b>	<b>51</b>	<b>30.0</b>	<b>23.9</b>	<b>32.9</b>
0-9	<b>3</b>	<b>8</b>	<b>9</b>	<b>2.7</b>	<b>5.2</b>	<b>5.8</b>
<b>TOTAL</b>	<b>110</b>	<b>155</b>	<b>155</b>			



# YMCA of Hong Kong Christian College

## 港青基信書院

An analysis of the destination of our Form 7 graduates are provided below.

<b>Form 7 Graduates' Choices of Further Studies and Employment (2010-2011)</b>	
<b>Further Study / Employment</b>	<b>No. of Student</b>
<b>Local Tertiary Institutes:</b>	
<u>Bachelor Degree</u>	
University of Hong Kong	2
Chinese University of Hong Kong	1
Hong Kong University of Science and Technology	2
Hong Kong Baptist University	2
Hong Kong Institution of Education	1
The Open University of Hong Kong	2
Hong Kong Shue Yan University	7
Hang Seng School of Commerce	1
Zhuhai College	1
<u>Associate Degree / Higher Diploma</u>	
Baptist University	4
The Chinese University of Hong Kong (TWGHs)	2
City University of Hong Kong	18
Hong Kong Community College (Poly University)	15
HKU SPACE / Community College	3
City University	1
IVE	2
Nursing School	1
<b>Non-local Tertiary Institutes:</b>	
Canada	1
China	1
France	1
Philippines	1
United States	2
United Kingdom	2
<b>Other Options</b>	
Repeat Form 7	2
Seeking Employment	3
Undecided	5
<b>Percentage of students admitted to universities and colleges (degree and sub-degree programmes):</b>	<b>87.7%</b>



## Student Activities and Competitions

### Life-wide learning Programme

Participants	Venue	Teachers in-charge
F.1	YWCA Youth Camp, San Shek Wan, South Lantau, Hong Kong	Mrs. Katy Petrashune and Mr. Tommy Kwan
F.2	Lady Macle hose Holiday Village in Pak Tam, Sai Kung, Hong Kong	Mrs. Anne Whitman and Mr. Chris Robershaw
F.3	Nam Shan, Red Cross Shek Pik, and Lo Kei Wan Campsites, Lantau	Ms. Holly Tau and Mr. Jocelyn Gagnon
F.4	Wan Tsai, Pak Lap, and Sai Wan Campsites, Sai Kung	Ms. Jane Leung and Mr. Shane Stiles
F.5	Chinese YMCA of Hong Kong Y's men - YMCA Wong Yi Chau Youth Camp	Ms. Peggy Lee and Mr. Thomas Moore
F.6, F.7 & A1	Shek O, Sai Kung East (Luk Woo), Sai Kung (Dolphin Canoe Club)	Ms. Alice Lo and Mr. Kelsey Dawson

### Service Week

A Service Week took place during 4<sup>th</sup> to 8<sup>th</sup> July 2011. Our F.3 and F.4 students were given a precious chance to experience service learning local and overseas.

Venue	Teachers involved	No. of participants
Cambodia	Ms. Chris Wong and Mr. Issac Chiu	20
Vietnam	Mr. Yvonne Yuen and Mr. Alchian Au	19



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Guangxi	Mr. Lam Kei Ting and Mr. Cindy Mak	27
Beijing	Mr. Jim Shiflett	12
Sichuan	Ms. Holly Fan and Mr. Patrick Tsang	23
Kaiping	Mr. Chung Chun To, Mr. Jeremy Barclay and Ms. Tracy Shek	26
Local – Crossroad Village, Tuen Mun	Mr. Jocelyn Gagnon, Ms. Annie Cheng and Mr. Benson Chan	29
Local –Suen Douh Camp	Ms. Carol Lau and Mr. Martin Rigby	25
Local –English Enhancement Programme	Ms. Maureen Coulter and Mr. Vincent Wong	24
Local – Tung Chung Elderly Services	Ms. Jane Leung and Mr. Charlie Yu	20
Local – Chung King Mansion, Tsim Sha Tsui	Ms. Madhu Prakash and Mrs. Riffat Ara	8
Local – Visiting Homeless	Ms. Holly Tau and Mr. Bruce Reid	25
Local – Foodbank	Ms. Verna Kwong and Mr. Wilson Kwan	30



# YMCA of Hong Kong Christian College

## 港青基信書院

### House

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

The HOUSES are **Chambers, Morrison, Taylor** and **Williams**. Each House is made up of teachers and students from different forms and classes. All students in our school are assigned to different Houses and are encouraged to participate in activities and competitions for their House. Students are not allowed to change their House during their study in YHKCC.

Throughout the academic year, various **Inter-House Competitions (IHC)** will be held, e.g. Sports competitions, Quizzes, Sports Day, Swimming Gala and Cheerleading, etc. At the end of each academic year, the House that wins the highest points will be awarded the **YMCA Cup**, the most honorable award for student activities.

### YMCA Cup Results (Overall Champion)

Place	House
<b>Champion</b>	<i>Chambers</i>
<b>2<sup>nd</sup> Place</b>	<i>Williams</i>
<b>3<sup>rd</sup> Place</b>	<i>Morrison Taylor</i>

### Inter-house Competition Results

Event	Champion
Swimming Gala	<i>Chambers</i>
Sports Day	<i>Williams</i>
Cheerleading Competition	<i>Morrison</i>
Volleyball Competition	<i>Chambers</i>
Cross-Country Competition	<i>Chambers</i>
General Knowledge Quiz	<i>Morrison</i>
Football Competition	<i>Williams</i>
Badminton Competition	<i>Taylor</i>
Basketball Competition	<i>Morrison</i>
Table-Tennis Competition	<i>Williams</i>
Scrabble Competition	<i>Taylor</i>
Pictionary Competition	<i>Williams</i>
Cooking Competition	<i>Morrison</i>
Singing Contest	<i>Williams</i>
Photography Competition	<i>Chambers</i>



## Competitions outside the school

### Sports Activities

#### A. Athletics & Cross Country Team

1) Islands District Athletic Meet 2010 on 24 Oct 10, the Team won a total of 14 medals with 4 Gold, 6 Silver and 4 Bronze medals.

##### Gold Medals:

1. Kyra Tong (5M) 100m 16-18 Girls
2. Erin Song (A1-Y) High Jump 16-18 Girls (Broke official Record: 1.45m)
3. Jeanne Yip (A2-Y) Shot Put 16-18 Girls
4. Chloe Emily Jang (3Y) 200m 16-18 Girls
5. 4 x 400m 16-18 Girls: Michelle Smith (A1-Y), Julia Harling (A1-Y), Rachel Fong (A1-C) and Chloe Jang (3Y)

##### Silver Medals:

1. Terry Wan (5A) Long Jump 16-18 Boys
2. Rachel Fong (A1-C) 100m 16-18 Girls
3. McCall Alexandra Ashley(1A) Shot Put 13-15 Girls
4. Michelle Smith(A1-Y) 1500m 16-18 Girls
5. 4 x 100m 16-18 Boys: Terry Wan (5A), Oscar Chui (5M), Ashreet Gurung (A1-Y) and Sran Ranjot Singh (3Y)

##### Bronze Medals:

1. Oscar Chui Moon Lai (5M) 110Hurdles 16-18Boys
2. Terry Wan (5A) 100m 16-18 Boys
3. Terry Wan (5A) High Jump 16-18 Boys
4. Sran Ranjot Singh (3Y) 100m 13-15 Boys
5. Gladis Yau Yi Lam (4H) 100m 13-15 Girls
6. Charmaine Connolly (5C) Shot Put 16-18 Girls
7. 4 x 100m 13- 15 Girls: Gladis Yau Yi Lam (4H), Chan Yuen Ching (1H), ENCISO MURCIA Paula Andrea (5C) and FRANCISCO Bianca Therese M (3C)

2) Kwai Tsing District Athletic Meet 2010 on 7 Nov 2010, our team won a total of 15 medals with 4 Gold, 6 Silver and 5 Bronze medals.

##### Gold Medals

1. Erin Song (A1-Y) High Jump - B Girls (Broke Official Record)
2. Chiu Ho Chi (5C) High Jump - B Boys
3. Rachel Fong (4A) 100m – C Girls
4. 4 X 400m - C Girls: Annabel Monk (4A), Rachel Fong (4A), JANG Chloe Emily(2C) and Michelle Smith (4A)



Silver Medals

1. Terry Wan (4C) High Jump - B Boys
2. Ranjot Sran (2M) 200m – C Boys
3. Rachel Fong (4A) 200m - C Girls
4. Alexandra Bays (4H) 200m - B Girls
5. 4 X 100m – Girls: Samantha To (4Y), Alexandra Bays (4H), Jasmine Cheng (7M) and Jeanne Yip (A1-Y)
6. 4 X 100m – Boys: Terry Wan (4C), Ashreet Gurung (4Y), Jason Chu (4C) and Ranjot Sran (2M)

Bronzes Medals

1. Jeanne Yip (A1-Y) Shot Put - B Girls
2. Alice Chan (4Y) 800m - B Girls
3. Michelle Smith (4A) Long Jump - C Girls
4. Nikka Francisco (2M) High Jump – C Girls
5. 4 X 400m – Girls: Fiona Fung, Erin Song (A1-Y), Shonagh Ryan (A1-M) and Alice Chan (4Y)

- 3) Inter-school Cross -country competition on 16 Nov 2010, Top 10 Medalists:  
Champion of B Girls and C Girls, 5th Place of C Girls & 6th Place of A Girls

Top 10 Medalists

1. Alice Chan (4Y) Champion of B Girls
2. Kaho Ohashi (1C) Champion of C Girls
3. Samantha Steptoe (1A) 5th Place of C Girls
4. Tirion Jenkins (A1-M) 6th Place of A Girls

- 4) Inter-school Athletics Championships 2010-11 on 10th, 14th & 15th, our team won a total of 26 medals with 10 Gold, 6 Silver and 10 Bronze medals and 3 overall trophies of 1st Runner-up for A, B & C Grade Girls.

Gold Medals

1. High Jump A Boys – Chiu Ho Chi (5C)
2. Long Jump B Boys – Terry Wan (4C)
3. 100m B Girls – Rachel Fong (4A)
4. 200m B girls – Rachel Fong (4A)
5. 800m B girls – Alice Chan (4Y)
6. 1500m B Girls – Alice Chan (4Y)
7. 200m C girls – Chole Jang (2C)
8. 400m C girls – Chole Jang (2C)
9. 1500m C girls – Kaho Ohashi (1C)
10. 4 x 100m Relay B Girls: Rachel Fong (4A), Gladys Yau (3A), Samantha To (4Y) and Alex Bays (4H)



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### Silver Medals

1. Shot Put A Girls – Jeanne Yip (A1Y)
2. High Jump A Girls – Erin Song (A1M)
3. 100m B Boys – Terry Wan (4C)
4. 4 x 100m A Girls: Jasmine Cheung(7M), Vanessa Chan (4A), Mayariska Dewi Astuti (A1Y) and Jethro Clarke (A1M)
5. 4 x 400m Relay C Girls: Kaho Ohashi (1C), Megan Campbell (2C), Vicky Fung (2Y) and Chole Jang (2C)
6. 4 x 400m Relay A Girls: Tatania Galt (A1C), Tirion Jenkins (A1M), Josephine Wallluschnig (A1M) and Patti Price (A1C)

### Bronze Medals

1. Long Jump A Girls – Jasmine Cheung (7M)
  2. 100m Hurdle B Boys – Oscar Chui (4M)
  3. 100m Hurdle C Boys – Williams Lam (2Y)
  4. 100m Hurdle A Girls – Vanessa Chan (4A)
  5. Discus C Girls – Patricia Abundo (3C)
  6. 1500m B Girls – Michelle Smith (4A)
  7. 400m A Boys – Stefan Fernandes (5Y)
  8. 800m A girls – Patti Price (A1C)
  9. 800m C Girls – Kaho Ohashi (1C)
  10. 4 x 400m Relays: Jason Chu (4C), Jason Staples (2Y), Ashreet Gurung (4Y) and Angus Liu (4C)
- 3 Overall Trophies: 1<sup>st</sup> Runner-up for A, B & C Girls
- 5) 5th Tolo Harhour 4km Race on 27th March, Top 10 Winners:
1. Michelle Smith (4A), Champion in the group of 14-15 (girls) and 2. Kaho Ohashi (1C) 6th in the group of 12-13 (girls)
- 6) Pacers New Stars Athletic Meet 2011 on 5<sup>th</sup> April 2011:
- Stefan Fernades (5Y): 1st runner up in 400m (Boys Age14-18), 2. Terry Wan (4C): 1st runner up in Long Jump (Boys Age14-18), 3. Gladys Yau (3A): 2nd runner up in 100m (Girls Age14-18)
- 7) Easter Run 2011 on 17 April 2011, Top 10 winners:
- Kaho Ohashi (F.1C) of Group 2: 3rd Runner-up and 2. Michelle Smith (F. 4A) of Group 3: 3rd Runner-up

### B. Swimming Team

- 1) Islands District Swimming Championships 2010 on 22 Aug 2010 - Our team won 2 gold, 3 Silver, 4 Bronze medals.

### Gold Medals

1. Fiona Fung (7M) - 50m Freestyle (Girls Open - Over 18)
2. Chan Chun Wing (6M) - 50m Freestyle (Girls Under 18)



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### Silver Medals

1. Fiona Fung (7M) - 50m Breaststroke (Girls Open – Over 18)
2. Ohashi Yoshiya (3A) - 50m Backstroke (Boys Under 18)
3. 4x50m Freestyle Relay - Boys (Under 18)  
Kelvin Ho (3Y), Oscar Chui (3Y), Jason Chu (3M) and Liu Kam Tung (7Y)

### Bronze Medals

1. Liu Kam Tung (7Y) - 100m Freestyle (Boys Under 18)
2. Liu Kam Tung (7Y) - 50m Backstroke (Boys Under 18)
3. Chan Chun Wing (6M) - 100m Freestyle (Girls Under 18)
4. Kelvin Ho (3Y) - 50m Freestyle (Boys Under 18)

- 2) Inter-school Swimming Championships 2010-11 on 16 & 17 May 2011,  
Our team won a total of 19 medals with 6 Gold, 8 Silver and 5 Bronze medals. In addition, the team also got the overall champion in A Grade Boys and 2nd Runner Up in B Grade Boys

### Gold Medals

1. Liu Kam Tung, Carlos (7Y) - 100m Freestyle (A Grade Boys)
2. Ohashi Kaho (1C) – 100m Breast (C Grade Girls)
3. Ohashi Kaho (1C) – 200m Breast Stroke (C Grade Girls)
4. Ohashi Yoshiya (4Y) – 100m Back Stroke (A Grade Boys)
5. Chu Hiu Long, Jason (4C) – 50m Breast Stroke (B Grade Boys) Broke Official Record
6. 4 x 50m Medley Relay (A Grade Boys) – Liu Kam Tung Carlos (7Y), Ohashi Yoshiya (4Y), Chiu Ho Chi (5C) & Anson Leung Kai Yin (6C).

### Silver Medals

1. Chu Hiu Long, Jason (4C) – 100m Breast Stroke (B Grade Boys) Broke Official Record
2. Chan Chun Wing, Rainbow (7M) - 50m Breast Stroke (A Grade girls)
3. Ohashi Yoshiya (4Y) – 50m Back Stroke (A Grade Boys)
4. Anson Leung Kai Yin (6C) – 200m Individual Medley (A Grade Boys)
5. Anson Leung Kai Yin (6C) – 50m Butterfly (A Grade Boys)
6. Liu Kam Tung Carlos (7Y) - 50m Freestyle (A Grade Boys)
7. Nguyen, Julia (4A) – Back Stroke (A Grade Girls)
8. 4 x 50m Free Style Relay (B Grade Boys) – Chu Hiu Long, Jason (4C), Jason Law (4M), Oscar Chui Moon Lai (4M) & Fung Kin Wing, Angus (3A)

### Bronze Medals

1. Michelle Smith (4A) – 50m Breast Stroke (B Grade Girls)
2. Jeffery Tsang Yue Lung (2C) – 200m Freestyle (C Grade Boys)
3. Jeffery Tsang Yue Lung (2C) – 200m Individual Medley (C Grade Boys)
4. Jason Law (4M) – 200m Freestyle (B Boys)
5. 4 x 50m Free Style Relay (B Grade Girls) – Michelle Smith (4A), Francisco Bianca Therese (2Y), Sarenas Patricia Louise L (4Y) & Mirandilla Ashley Sarah (2M)



*Overall Trophy:*

*A Grade Boys: Champion*

*B Grade Boys: 2nd Runner Up*

**C. Soccer Team**

*1. First Runner up - Inter-school C-grade Boys Football Competition (Tsuen Wan and Island District)*

*2. Third Runner up - Inter-school B-grade Boys Football Competition (Tsuen Wan and Island District)*

*3. Champion - Island District 7-a-side Football Competition (Secondary level)*

**D. Table Tennis Team**

*Inter-School Table Tennis Competition (TW and Island)-*

C grade Boys	Champion	KWOK, Chin Pok 2A WU, Chun Ming 2M MA Ka Chun 1Y NG Yui Ching 1C YAM Pak Long 1A
B grade Girls	1 <sup>st</sup> Runner-up	WU, Sum Yu 3M LEUNG, Chin Ching 4Y SHUM, Wood Yee 4Y
A grade Girls	3 <sup>rd</sup> Runner-up	MO, Hei Shim Michelle 7M CHEUNG, Lok Yan 4C YIP, Tsz Yan A1-Y
C grade Girls	5 <sup>th</sup> place	FUNG Wing Ki 2Y PON, Lok Yin 2M LAU, Yuet Ting Alvina 2C LAU Sin Ting Cynthia 1A
A grade Boys	Quarter Semi Final	YU Hui Yin 6Y CHAN Wing Sing 6M TANG Wing Him 6M LAU, Yin Lun (Tony) 7C
B grade Boys	Quarter Semi Final	YU, Chun Hei 4C CHOW, Wing Cheong Kelsey 4H LUM, Tian Song 4Y HO, Ringo 4C



**PTA Achievements**

Whole HK Home-School Table Tennis Team Competition	Champion	Mr. and Mrs Yu (Parents of 6C Alex Yu, hui yin) Mr. Eric Fong (Parents of 3C Yigi Fong) Mr. Benson Chan(Teacher)
Home-School Table Tennis Team Competition – New Territories	2 <sup>nd</sup> Runner-up	Same as above
HKFSW Table Tennis Competition	3rd Runner-up - Double	Mr. Benson Chan

2011 Heng Seng Table Tennis Competition

*Quarter final – Double: Mo Hei Shim 7M, Jessica Wu Sum Yu 3M*

E. Other Sports Teams:

*Athletics - 3 trophies of 1st Runner UP in ABC Grills,*

*Badminton – Overall 3rd Runner up in Boys.*

*Basketball – Overall Champion in B Boys and 1st Runner-up in B Girls.*

*Rugby - 1st Runner Up in B and C Boys, 2nd Runner Up in A Boys.*

*Overall Campion-*

*Girls, 3rd Runner Up of overall champion (all sports) out of 27 schools in Tsuen Wan and Island District.*

*Boys, 1st Runner Up of overall champion (all sports) out of 29 schools and also got the Best Achievement Award from last year 6th place to this 2nd place.*



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## PARENT-TEACHER ASSOCIATION

There were 5 Executives Committee Meetings. The dates of meeting were as follows:

- ◆ 10<sup>th</sup> November 2010
- ◆ 30<sup>th</sup> November 2010
- ◆ 11<sup>th</sup> January, 2011
- ◆ 14<sup>th</sup> April, 2011
- ◆ 24<sup>th</sup> August, 2011

### PTA Activities

- PTA AGM 2010 -2011 on 21<sup>st</sup> October, 2010  
-Sharing session between parents and teachers.  
No. of participants: A total of **110** parents and teachers.
- PTA counter on Open Day  
Place: School Hall  
Activity: PTA food stall – selling hotdogs.
- International Night on 11<sup>th</sup> December, 2010  
No. of participants: 1300  
A variety of food types like Japanese, Chinese, western, Mexican, Filipino, Korean and etc. The food was delicious. A total of 50 parents and teachers prepared different types of food on that night.
- Sale of Used Textbooks from late June to early July 2011

### List of items sponsored by the PTA in 2010 -2011

- New Students Orientation Day Refreshment
- Music Man Production
- International night
- Speech Day
- PTA Food Stall on Open Day
- Prefect Training Camp
- Chinese Reading Books
- ECA e.g. sport shoes, soccer, basketball, ruby; dragon boat; basketball; volleyball sports team uniform
- Transportation and coaching fees for sport teams
- Service Trip
- Donation of Net Books



## FINANCIAL SUMMARY

### A. School Financial Report for 2010-2011

	<b>2010/2011</b>	<b>2009/2010</b>
	<b>HKD \$</b>	<b>HKD \$</b>
School Fee Income	20,196,030.00	14,511,525.00
DSS income	36,584,309.08	31,194,812.00
Other income	2,817,794.30	1,636,895.75
<b>TOTAL INCOME</b>	<u>59,598,133.38</u>	<u>47,343,232.75</u>
Less:		
Fee Remission	2,232,930.00	1,388,406.00
Curriculum Expenses	552,740.63	690,067.01
Co-Curriculum Expenses	487,205.99	225,059.40
Operating Expenses	50,819,349.40	39,105,602.00
<b>TOTAL EXPENDITURE</b>	<u>54,092,226.02</u>	<u>41,409,134.41</u>
Surplus of the year	<u>5,505,907.36</u>	<u>5,934,098.34</u>

### B. School Fee Remission Reserves

	<b>2010/2011</b>	<b>2009/2010</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	1,299,388.71	1,236,642.21
Add: Surplus of the Year	(204,674.00)	62,746.50
Balance as at 31 August	<u>1,094,714.71</u>	<u>1,299,388.71</u>

### C. Capacity Enhancement Grant for 2010-2011

	<b>2010/2011</b>	<b>2009/2010</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	152,468.00	168,663
Add: Current Year Grant	373,086.00	338,910
Less: Expenditure	469,908.00	355,105
Balance as at 31 August	<u>55,646.00</u>	<u>152,468</u>

### Capacity Enhancement Grant Report

In order to provide YHKCC students an opportunity to develop their personal interest and academic results, our School has well used the capacity Enhancement Grant to organize various programmes and employ additional staff to provide extra learning opportunities to the students in different areas:



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### **Pastoral care**

- Educational Psychologist

### **Other Learning Experiences**

1. Music
  - ◆ Orchestra conductor
2. Sports
  - ◆ Baseball Programme
  - ◆ Soccer Programme
  - ◆ Swimming Programme
  - ◆ Cheerleading Training
  - ◆ Taekwondo Training
3. Spanish Class

### **School Administration**

- ◆ School webpage maintenance
- ◆ Teaching Assistant

### **Evaluation**

The school utilized the Grant to organize different learning activities for our students, including Music, Sports and Language classes and to further enhance the efficiency of the school administration.

The activities planned were well organized and attended. It was recommended to organize similar activities in the following school year. With the support from the Grant, students can obtain various learning experiences by attending these courses.

Educational Psychology service provided a very good pastoral support to students. The Education Psychologist provided assessments and evaluation services to the students and provided advice to parents of students concerned. It was recommended to continue using the grant to hire an educational psychologist.

The efficiency of school administrative work was enhanced by hiring a full time teaching assistant and a part-time school webpage technician. The teaching assistant helped out in covering lessons and also providing support for break duties. The technician supported the IT teachers on the website maintenance and design. It released teachers on the development of curriculum and lesson preparation.



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## **ANNUAL SCHOOL DEVELOPMENT PLAN 2011-2012**

### **MAJOR CONCERNS**

1. To relentlessly pursue higher academic standards.
2. To Continue the cultivation of the YHKCC model of rounded education to further develop students' skills, qualities, engagement, leadership, resilience and responsibility on and mission of the YHKCC.
3. To further improve the school quality through the development of clear policies and procedures and consistent implementation