



YMCA of Hong Kong Christian College



Annual School Report

2016 – 2017



YMCA of Hong Kong Christian College

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I. 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

CREATIVITY & CRITICAL THINKING

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

ACHIEVEMENT

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

RESILIENCE & RESPONSIBILITY

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

ENGLISH PROFICIENCY, EMPOWERMENT & EXCELLENCE

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

SERVICE & SPIRIT

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

Values





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II. SCHOOL MOTTO & SCRIPTURE

The graphic features a central circular logo of the YMCA of Hong Kong Christian College. To the left, the motto 'Fides et virtus (Faith and Strength)' is written in orange, with the Chinese characters '篤信 剛毅' below it. To the right, the scripture 'I have come that they may have life, and have it to the full. (John 10:10)' is written in orange, with the Chinese characters '我來了, 是叫人得生命, 並且得的更豐盛。 (約翰福音十章十節)' below it. The entire graphic is set against a dark blue background with a white border.

III. 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 EMI 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 flower beds 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 services for students to do research and study, an air-conditioned hall with excellent sound and lighting equipment for assemblies, performances and other activities. The school has just built a two-storey Music Block with a Promenade area overlooking the sports field. Students can now have a spacious music room for their lessons, and after school instrumental lessons can also be held in smaller practice rooms. During recess and lunchtime, students have ample space in the Promenade area for their leisurely meals or rest. They can also watch ball games sitting on the benches over-looking these areas.
- The school emphasizes 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. About 40% of the staff are non-local, native English speaking teachers. All teachers are university graduates, many having lived in foreign countries, including Canada, US, UK, Ireland, France, New Zealand and Australia, for an extended period of time either studying or working.
- The school also has a wide variety of Extra Curricular Activities (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.
- As in previous years, the school organized an Enrichment Week for all students at the end of school year.
 - Form 1 students were split into groups for Other Learning Experiences: Music, Sports, Performing Arts and Visual Arts.



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- Form 2 students participated in a Spiritual Retreat Day Camp.
- Students in Forms 3 and 4 participated in a Service Outreach Programme where they had an opportunity to serve those who are less privileged either in Hong Kong or abroad, including trips to China, Cambodia, Vietnam and Taiwan.
- Form 5 students participated in a Work Experience Programme which required them to find a job and work for the company for a week in order to gain real working experience.

School Management

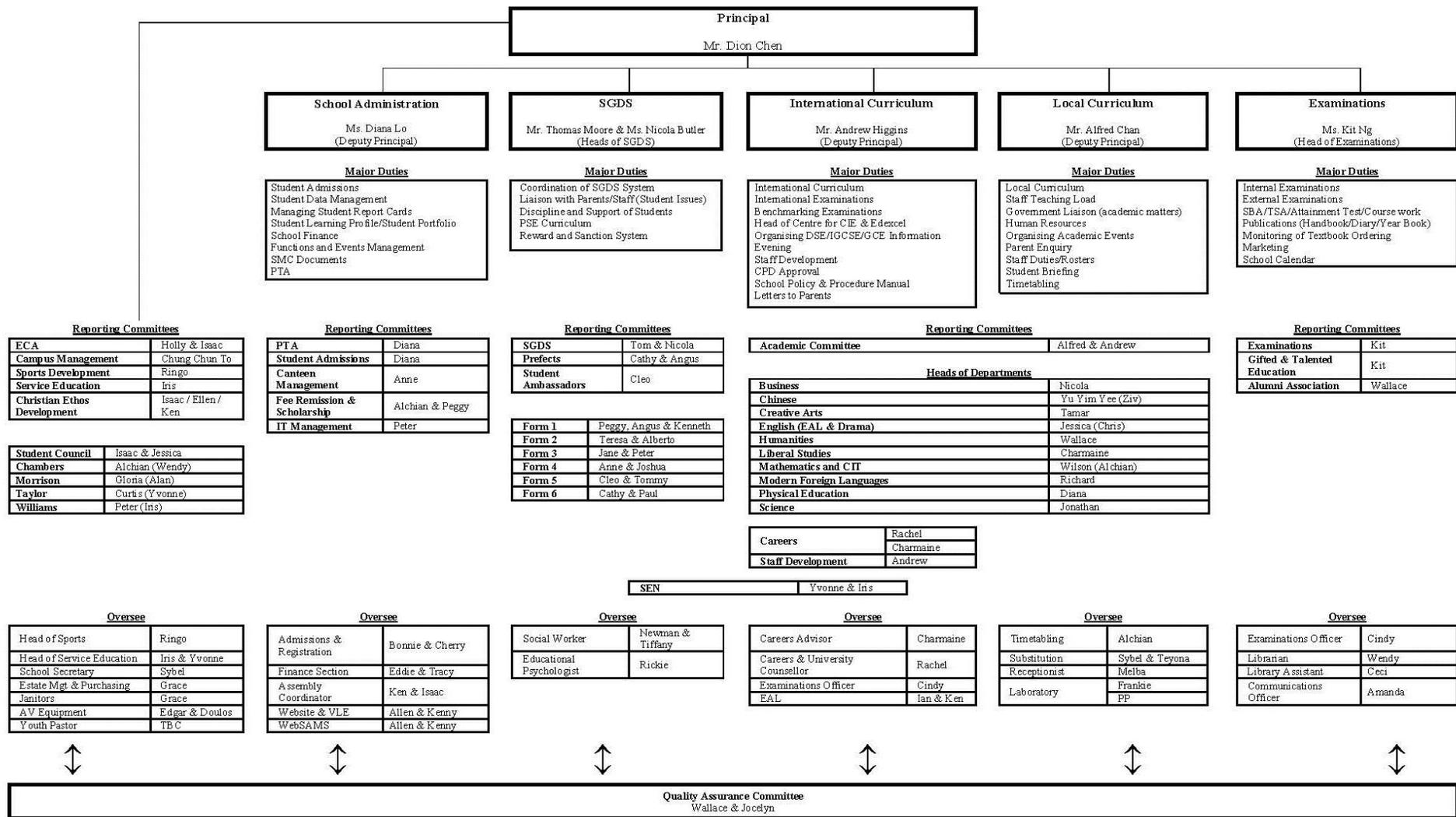
Since the school's establishment in 2003, the school has been vigorously involved in the implementation of school-based management.

School Management Committee

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



YMCA of Hong Kong Christian College 2016 – 2017 Organizational Chart





IV. STUDENTS

Class Organization

Number of Operating Classes for Year 2016 – 2017

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 Year 2016 – 2017 as at 1st September, 2017

Form	No. of Students	Eligible for DSS Subsidy
1	159	135
2	158	135
3	161	135
4	161	161
5	146	146
6	130	130
Total	915	842

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

About 70% of the students have an international background, coming from 39 countries and about 65% of the Form 1 students come from local primary schools. 28% of the students speak Chinese at home, while the rest speak English or other languages, totalling 18 different languages spoken by the students.

Student Guidance & Discipline System

To provide a holistic view of pastoral care, guidance and discipline are integrated into a Student Guidance & Discipline System (SGDS). This ensures a happy, safe environment in which everyone can work together in a spirit of cooperation and mutual respect.

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



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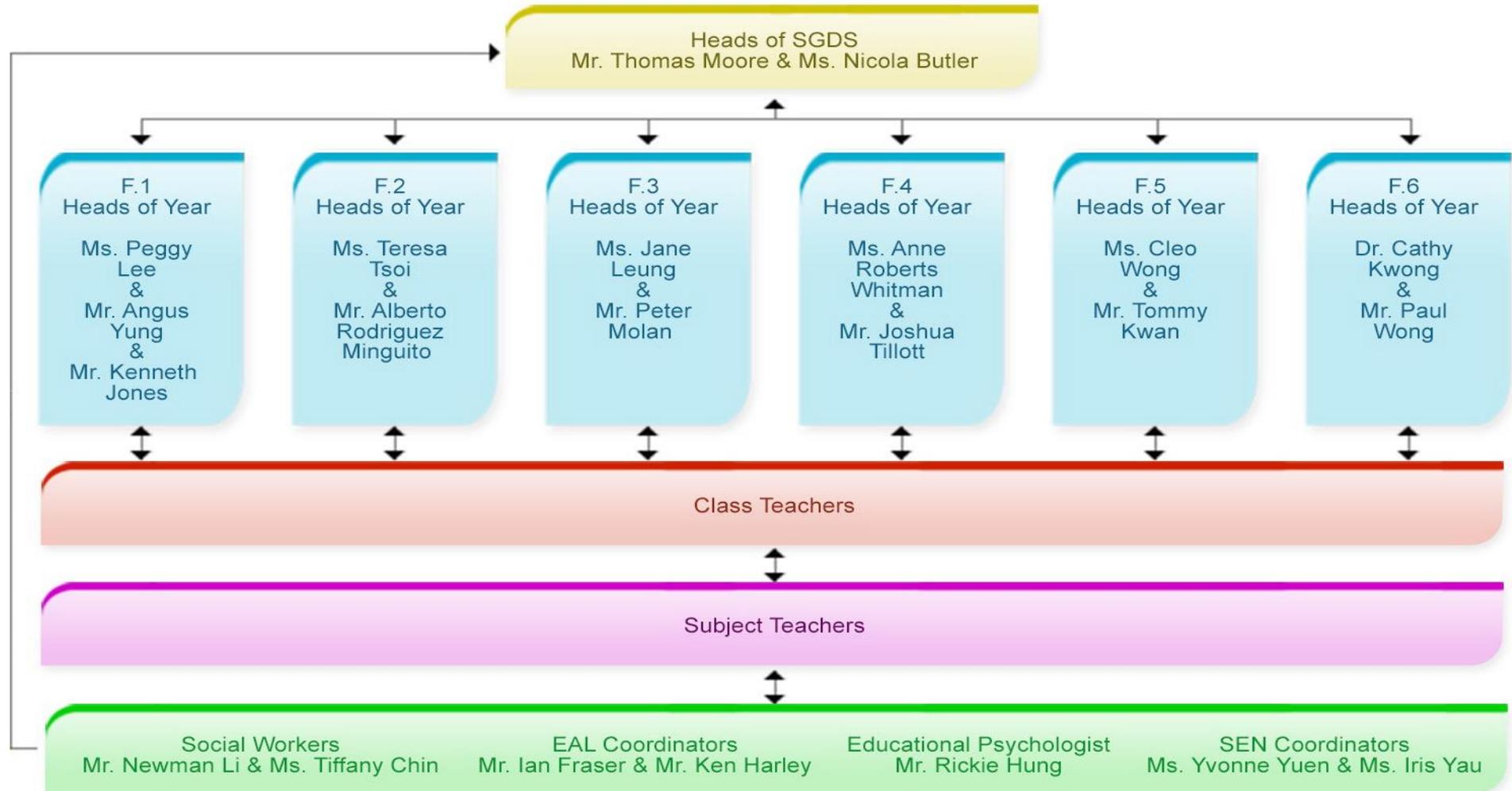
More specifically, the aims of SGDS are:

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

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



SGDS Structure





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Personal and Social Education

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

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

Every class has one dedicated PSE lesson every two weeks. The schemes of work in the PSE curriculum focus on topics which relate to specific age groups. In addition there are a number of citizenship campaigns throughout the year which are conducted on a whole school basis and are designed to reinforce specific themes. Each year the school targets areas which need further improvement including behaviour, manners, hygiene, cleanliness and social awareness.

PSE Overview

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

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



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KELY Group Support

The school continued to boost the PSE programme this year by utilizing the skills of a professional support group, KELY. The KELY Group provided a variety of workshops/seminars and support throughout the year on the following topics:

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

Whole School Approach to Discipline – Focus Weeks

Throughout the year various themes focused on aspects of the school's core values. These themes were as follows.

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



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STUDENT LEADERSHIP BODIES

There are four student bodies in the school:

- Student Council
- Prefects
- Student Ambassadors
- 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.

Student Council

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

Through effective participation, the school gives young people the opportunity to develop critical thinking, advocacy and influencing skills, helping every child to fulfil their 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 share 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 the Teacher-Student Fortnight and the Senior Ball. Besides, they also helped in school functions such as inter-house competitions, form 1 induction program and setting up inter-class competitions.

Teacher Advisors:

Mr. Isaac Chiu & Ms. Jessica Choi



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Executive Committee Members:

President	DATWANI Aryan (5H)
Vice President	COLLETT Joel (5A)
Vice President	CASTILLO John (5M)
Secretary	SAN GABRIEL Moira (5K)
Treasurer	SAMSON Olivier (5C)
Activity Officer	SAMUELS Brandon (5H)
House Officer	THAPA Arun (5M)
Publication Officer	ONG Francine (5K)
Promotion Officer	GURUNG Jennifer (5K)
Communications Officer	DIXON Sophie (5H)

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 settling in the new school environment.

Teacher Advisors:

Dr. Cathy Kwong & Mr. Angus Yung

Head Prefects:

KOT Pak Yin Matth (4Y)
NALUMEN Ezra Pauline (5H)

Student Ambassadors

The Student Ambassadors conduct themselves to the same high standards as Prefects; however, their duties are generally mainly on representing the school at public functions, such as Back to School Nights, International Fun Fair, Parent-Teacher Conferences, Admission Briefings and Interviews, etc. They have been an avid participant of UNESCO HK's annual event – UNESCO Peacemaker's Cultural Celebration. Since the



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previous years of participation in such a meaningful event, the Student Ambassadors decided to share this experience with the entire school by organizing a 'Mini-UNESCO', which took place during 2 lunch times, inviting the whole school to participate. Two of our Student Ambassadors also represented the school to join the "Youth Ambassadors" Programme organized by the Hong Kong Jockey Club Charities Trust.

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

Teacher Advisor:

Ms. Cleo Wong

President & Vice Presidents:

President	ALBERTS Jasmine June (5H)
Vice Presidents	KAUR Ashwinpreet (4A)
	NG Eugenie (4H)

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 House Advisor (teacher), Assistant House Advisor (teacher) and a House Committee (students) includes one House Captain, two Assistant House Captains, and 10 – 12 other committee members.

Throughout the academic year, various Inter-House Competitions were held. At the end of the year the final standings were as follows:

Champions	Chambers
1 st runner-up	Williams
2 nd runner-up	Morrison
3 rd runner-up	Taylor



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Morrison House

Head of House: Ms. Gloria Pun

Assistant Head of House: Mr. Alan Lee

House Captain: Kara Jones (5A)

Assistant House Captains: Imogen Inglis (5H) & Wolfe Lai (5C)

Chambers House

Head of House: Mr. Alchian Au

Assistant Head of House: Ms. Wendy Chow

House Captain: Arvind Amaranathan (5M)

Assistant House Captains: Giancarlo Samson (5A) & Josiah Taylor (4C)

Williams House

Head of House: Mr. Peter Chan

Assistant Head of House: Ms. Iris Yau

House Captain: Fernandez Kyla Danella (4A)

Assistant House Captains: Kariyawasam Marissa Ganga (4A)
& Limbu Bhabilsh (3H)

Taylor House

Head of House: Mr. Curtis Chu

Assistant Head of House: Ms. Yvonne Yuen

House Captain: Izzamaya Lama (5K)

Assistant House Captains: Amaan Shaikh (5C) & Rosemary Inglis (5H)



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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.

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 13 subjects.

During Form 3 students are required to apply to study in either the Hong Kong Stream or the International Stream 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 International Stream 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 C or better) then start their General Certificate of Education (GCE) Advanced 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 or one less than the number of students in the Hong Kong Stream, as per the EDB requirements.



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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
Languages and Literature				
English Language	✓	✓	✓	
English Literature		✓	✓	✓
Drama	*	✓		
Chinese Language	✓	✓	✓	
Chinese Language and Cultural Studies				*
Elementary Chinese / IGCSE Chinese	✓	✓	✓	
French	✓	✓	✓	✓
Spanish	✓	✓		
Putonghua	*			
Mathematics & ICT				
Mathematics	✓	✓	✓	✓
<i>or</i> Alternative Mathematics		✓	✓	
<i>or</i> Extended Mathematics (M1, M2)		✓	✓	
Information & Communication Technology		✓	✓	
Science				
Integrated Science	✓			
Physics		✓	✓	✓
Chemistry		✓	✓	✓
Biology		✓	✓	✓
Business				
Economics		✓	✓	
Business Studies				✓
Business, Accounting and Financial Studies		✓	✓	
Humanities				
History	✓	✓	✓	✓
Geography	✓	✓	✓	✓
Philosophy & Religious Studies	*	*	*	*
Religious Studies		✓		
Tourism & Hospitality Studies		✓	✓	



	Forms 1 – 2	Forms 3 – 4	Forms 5 – 6	
	School-Based Curriculum	Integrated Curriculum	DSE Curriculum	GCE Curriculum
Liberal Studies				
Liberal Studies	✓	✓	✓	
Creative Arts				
Music	*	*		
Visual Arts	*	✓	✓	✓
Home Economics	*			
Physical Education				
Physical Education	*	* and ✓	* and ✓	* and ✓

* Non-Public Examination Subject

Structural Changes to the Curriculum

The following curriculum structure was implemented in the 2016 – 2017 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	

The integrated curriculum provides a solid foundation for both the HKDSE and IGCSE curricula, and this structural change will, when fully implemented in the 2017 – 2018 school year, ensure a smoother progression and better preparation for students studying the HKDSE curriculum in Forms 4 – 6.

Learning Support Room

In order to support students in completing homework assignments, the school continued to provide a Learning Support Room.

Students experiencing difficulties with their homework are asked to go to a designated room after school where they can receive assistance from their subject teachers. This measure was quite successful in ensuring that homework assignments are submitted on time and also enabled teachers to more effectively monitor learning progress.



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Post-IGCSE Examination Foundation Course

The school continued to have an earlier start for the HKDSE and GCE students who have chosen one of these streams in Form 4.

When the IGCSE examinations have finished at the end May, Form 4 students are grouped into HKDSE and GCE classes and start a 5 week 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 the core and elective subjects in both the Hong Kong Stream and the International Stream.



VI. TEACHERS

The school employed 83 teachers and 9 teaching assistants.

Qualifications

All teachers are degree holders, 2 teachers have doctorates and 39 have master's degrees. About 40% of teachers and teaching assistants are employed from overseas.

Staff Development

One of the major concerns in the Annual School Plan for the Year 2016 – 2017 was

To actively encourage students to pursue excellence in their academic studies

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

The Staff Development Plan 2016 – 2017 was created with the aim of enabling teachers to more effectively achieve this goal.

Effective schools are distinguished by professional leadership motivated by the desire to build a vibrant professional learning community. They are defined by an agreed vision and goals, purposeful teaching and high expectations for student learning. Effective schools have rigorous systems of accountability, a focus on teaching and learning, and stimulating and secure learning environments.

Very importantly, an effective school has agreed expectations and coherence around the quality of teaching required to impact on student performance. A continual focus on teaching and learning is entrenched in the culture of the school.

“The relentless pursuit of higher academic standards.”

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

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



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“Expert teachers continually look for ways to improve their professional practice.”

Learning Communities

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

Being part of a learning community means contributing to the learning and knowledge base of the school community. It is not simply about the pursuit of individual learning goals, but sharing knowledge for the benefit of the community and the achievement of its goals and vision. A learning community values diversity and maintains a focus on the continuous enhancement of teaching for all members of the community.

Highly effective professional learning comprises five elements:

1. induction for teachers new to the school;
2. use of multiple sources of feedback on teacher effectiveness for individual teachers and teams of teachers;
3. customized individual teacher development plans based on individual development needs;
4. quality professional development to meet individual development needs;
5. belief by teachers in the school’s performance and development culture.

“Self-evaluation is a natural activity for a reflective professional. It is at the centre of our thinking and practice. If we ask children and young people to assess their progress in learning and identify their next steps, surely we can do the same about ourselves.”

Continuing professional development (CPD) at the YMCA of Hong Kong Christian College provides an opportunity for teachers to link their professional growth to an on-going process of self-reflection by working with a mentor and as a member of a team. The collaborative nature of effective professional learning, combined with the enriching, supportive and motivating environment that a performance and development culture generates, has the capacity to significantly enhance student achievement.

This year we will be taking the concept of a learning community one step further by creating nine groups which will work together closely over the course of the year. The purpose of the learning community is to provide deliberate, purposeful and structured opportunities for professional growth within a supportive, small-group context.

Each learning community will consider three enquiry questions, which have been designed to cater for a range of professional needs identified in the Teacher Development Plan 2015 – 2016 and provide more personalized and therefore more relevant learning experiences for staff. Every session will consist of some practical input and/or teaching demonstration to link theory and practice. There will also be plenty of opportunities for dialogue with colleagues. The primary aim is to facilitate change and development.



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The Staff Development Plan aims to address professional development needs (identified in the Teacher Development Plan 2015 – 2016) in four different areas: whole school, pastoral, academic and personal.

A. Whole School Professional Development

The following INSET sessions were set aside for whole school professional development.

Date	Time	Content
Wednesday 31 st August, 2016	12:45 pm – 2:45 pm	YHKCC Learner Profile – David Coles
Wednesday 7 th September, 2016	4:00 pm – 5:30 pm	Sex & Relationship Education – Mother’s Choice
Monday 7 th November, 2016	8:30 am – 5:30 pm	Future-SMART Approach – Jane Simister
Wednesday 9 th November, 2016	8:30 am – 4:00 pm	HoD Training – Jane Simister

In addition six 1½ hour staff development sessions were scheduled over the course of the year in the following areas:

Academic – Learning Communities		
Session	Date	Content
1	Wednesday 5 th October, 2016	Session #1A
2	Wednesday 9 th November, 2016	Session #1B
3	Wednesday 7 th December, 2016	Session #2A
4	Wednesday 8 th February, 2017	Session #2B
5	Wednesday 22 nd March, 2017	Session #3A
6	Wednesday 10 th May, 2017	Session #3B

The sharing of good practice in Department Meetings, General Staff Meetings and through other channels was coordinated by the Academic Committee and the Innovative Teaching Committee. All teachers were actively encouraged to contribute.

B. Pastoral Professional Development

A collaborative approach to delivering the PSE programme was a regular feature of Year Meetings throughout the year. There was also one dedicated staff development session specifically for PSE curriculum planning and preparation.



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C. Academic Professional Development

Continuing professional development to address particular subject-specific needs was incorporated into each of the departmental meetings scheduled for the 2016 – 2017 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.

D. Personal Professional Development

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

Peer Observation

Peer observation is an important part of personal professional development. In addition to 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 per semester 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 Deputy Principal (Local/International Curriculum) for staff development purposes. Feedback was given.

Before each 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.

Mentoring

Heads of Department provided mentoring within departments as necessary.

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 six key deadlines in the Teacher Development Plan.

Stage 1: Setting Personal Goals

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: Semester 1 Reflection

Teachers reflected 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: Mid Cycle Evaluation

Teachers completed an end of semester self-evaluation on progress related to the personal goals set in stage 1. (Informal meetings took place at this stage with the mentor to discuss progress towards achieving the targets.)

Stage 4: Semester 2 Reflection

Teachers reflected on the collaborative lesson planning process, feedback from any lesson observations, subject-specific staff development and feedback from students



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during the second semester.

Stage 5: End of Cycle Evaluation

Teachers completed an End of Cycle Evaluation to provide a basis for a formal discussion with the mentor.

Stage 6: Annual Review

Mentors made arrangements to meet with each teacher to discuss the End of Cycle Evaluation and 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.

Immediately following the meeting with the mentor, teachers completed the Annual Review of the Teacher Development Plan.

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



VII. STUDENT ACHIEVEMENTS

The school is strongly committed to raising the standard of academic achievement.

HKDSE

The Form 6 HKDSE results (Level 4 and above and passing percentages) for 2013 to 2017 are shown in the table below.

Subject	Level 4 or above					Passing percentage				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
BAFS (Accounting and Business Management)	7.4%	18.8%	N/A	N/A	N/A	74.1%	68.8%	N/A	N/A	N/A
BAFS (Accounting)	N/A	N/A	21.4%	12.5%	0%	N/A	N/A	71.4%	68.8%	90%
BAFS (BM)	N/A	N/A	11.8%	5.6%	5.9%	N/A	N/A	58.8%	61.1%	76.5%
Biology	0%	6.3%	5.6%	28.6%	25%	88.8%	50.0%	55.6%	64.3%	65%
Chemistry	23.8%	62.5%	28.6%	22.0%	52.6%	66.7%	100%	100%	68.2%	89.5%
Chinese History	30.0%	0%	N/A	N/A	N/A	70.0%	71.4%	N/A	N/A	N/A
Chinese Language	16.4%	11.6%	15.0%	10.5%	36.4%	69.1%	81.4%	75.0%	63.2%	81.8%
Economics	16.7%	50.0%	50.0%	14.3%	10.0%	75.0%	75.0%	100%	42.9%	60.0%
English Language	52.3%	50.0%	56.9%	65.3%	72.1%	97.7%	100%	98.5%	96.0%	100%
French Language	25.0%	30.0%	20.0%	27.3%	22.2%	85.9%	87.2%	82.8%	84.1%	55.6%
Geography	20.0%	0%	20.0%	0%	40.0%	50.0%	55.6%	60.0%	40.0%	80.0%
History	25.0%	0%	28.6%	25.0%	100%	50.0%	100%	100%	100%	100%
Information and Communication	20.0%	21.4%	0%	18.2%	25.0%	80.0%	57.1%	62.5%	81.8%	100%
Liberal Studies	12.8%	12.7%	24.6%	18.9%	30.9%	86.0%	83.1%	72.3%	78.4%	92.6%
Literature In English	8.3%	30.8%	N/A	N/A	0%	83.3%	61.5%	N/A	N/A	40.0%
Mathematics (Core)	11.8%	20.8%	17.2%	19.2%	25.0%	68.2%	61.1%	64.1%	57.5%	70.6%
Mathematics (M1)	0%	33.3%	0%	33.3%	40.0%	14.3%	88.9%	100%	50.0%	60.0%
Mathematics (M2)	33.3%	37.5%	0%	75.0%	18.2%	86.7%	75.0%	100%	100%	100%



Subject	Level 4 or above					Passing percentage				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Physical Education	12.5%	16.7%	18.2%	0%	0%	75.0%	66.7%	54.5%	40.0%	80.0%
Physics	18.2%	45.5%	28.6%	37.5%	64.3%	68.2%	90.9%	71.4%	81.3%	100%
Spanish Language	N/A	N/A	N/A	N/A	66.7%	N/A	N/A	N/A	N/A	100%
Tourism and Hospitality	0%	16.7%	10.0%	12.5%	14.3%	64.3%	58.3%	60.0%	75.0%	100%
Visual Arts	43.8%	25.0%	25.0%	0%	0%	87.5%	75.0%	75.0%	75.0%	100%

IGCSE

The Form 4 IGCSE results for June 2013 to June 2017 are shown in the table below.

Subject	Percentage of candidates achieving A* – C					Percentage of candidates achieving A* – G				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Art & Design	71.4%	71.8%	40.0%	80.8%	65.0%	100%	100%	96.0%	100%	100%
Biology	50.8%	61.1%	57.4%	60.3%	67.3%	96.9%	98.1%	100%	100%	96.4%
Business Studies	67.7%	58.1%	72.6%	75.0%	74.4%	96.0%	90.3%	92.6%	93.8%	98.9%
Chemistry	54.8%	58.1%	73.8%	58.5%	81.1%	100%	98.4%	100%	100%	100%
Chinese as a Second Language	N/A	N/A	100%	100%	100%	N/A	N/A	100%	100%	100%
Drama	65.0%	73.7%	84.6%	88.2%	72.7%	100%	94.7%	100%	100%	100%
Economics	54.8%	36.4%	55.6%	54.5%	56.0%	93.5%	78.8%	88.9%	95.5%	92.0%
English as a Second Language	72.7%	65.1%	55.2%	50.0%	53.8%	98.2%	100%	100%	100%	96.2%
First Language Chinese	100%	100%	93.1%	80.6%	91.9%	100%	100%	100%	100%	100%
First Language English	87.4%	80.8%	77.5%	77.3%	86.8%	100%	100%	99.2%	100%	99.2%
Foreign Language Mandarin Chinese	71.1%	80.6%	73.3%	78.7%	91.8%	100%	100%	100%	100%	100%
Foreign Language French	76.7%	80.0%	72.7%	85.2%	75.0%	100%	100%	100%	100%	100%



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Subject	Percentage of candidates achieving A* – C					Percentage of candidates achieving A* – G				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Foreign Language Spanish	N/A	N/A	91.7%	100%	87.5%	N/A	N/A	100%	100%	100%
Geography	39.3%	56.0%	41.7%	59.1%	75.0%	96.4%	100%	100%	100%	100%
History	48.4%	65.2%	78.6%	75.0%	78.3%	100%	100%	100%	100%	100%
English Literature	50.0%	69.2%	88.0%	72.0%	79.2%	94.4%	100%	100%	100%	100%
Mathematics	61.8%	62.0%	82.5%	84.9%	81.8%	94.7%	90.8%	99.4%	100%	98.6%
Physical Education	71.0%	85.3%	74.4%	68.6%	48.3%	100%	100%	100%	100%	100%
Physics	68.8%	80.0%	78.7%	75.0%	82.6%	93.8%	97.1%	100%	100%	100%
Religious Studies	N/A	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A	100%

GCE

The Form 6 GCE results for June 2013 to June 2017 are shown in the table below.

Subject	Percentage of candidates achieving A* – C					Percentage of candidates achieving A* – E				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Art & Design	100%	72.0%	84.6%	63.6%	40.0%	100%	100%	100%	100%	90.0%
Biology	55.6%	37.5%	47.1%	56.3%	64.3%	88.9%	81.3%	76.5%	100%	92.9%
Business	58.1%	35.3%	77.4%	63.3%	77.8%	93.5%	79.4%	100%	90.0%	100%
Chemistry	100%	58.3%	55.6%	53.8%	80.0%	100%	91.7%	100%	92.3%	100%
Chinese	80.0%	60.0%	80.0%	60.0%	77.8%	100%	100%	90.0%	100%	100%
Drama & Theatre Studies	N/A	N/A	N/A	33.3%	100%	N/A	N/A	N/A	100%	100%
English Language & Literature	52.0%	51.9%	67.9%	51.7%	60.7%	96.0%	100%	92.9%	100%	100%
French	N/A	25.0%	100%	22.2%	50.0%	N/A	37.5%	100%	77.8%	100%



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Subject	Percentage of candidates achieving A* – C					Percentage of candidates achieving A* – E				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Geography	14.3%	21.4%	44.4%	40.0%	50.0%	57.1%	78.6%	100%	100%	50.0%
History	23.1%	50.0%	62.5%	66.7%	90.0%	76.9%	87.5%	100%	100%	100%
Mathematics	25.9%	48.4%	71.0%	51.5%	77.4%	59.3%	71.0%	90.3%	81.8%	93.5%
Physical Education	N/A	20.0%	44.4%	12.5%	37.5%	N/A	60.0%	66.7%	62.5%	75.0%
Physics	N/A	N/A	53.8%	42.9%	91.7%	N/A	N/A	84.6%	71.4%	100%



Form 6 Graduate Destinations

2016 – 2017 was a successful year for the Form 6 graduating class.

A total of 102 students (78.5%) out of the cohort of the 130 Form 6 graduates will be continuing their studies in some form or another. 8.5% of graduates have opted to take a gap year and 8.5% of graduates have opted to go into full-time employment.

	DSE		GCE		Form 6 Cohort	
Further Study	59	86.8%	43	69.4%	102	78.5%
Employment	3	4.4%	8	12.9%	11	8.5%
Gap Year	3	4.4%	8	12.9%	11	8.5%
Undecided	1	1.5%	0	0.0%	1	0.8%
Unknown	2	2.9%	3	4.8%	5	3.8%
Total	68		62		130	

Further Study

Of those progressing on to further study, 56.9% will take bachelor degree programmes and 31.4% will be studying associate degrees or higher diploma programmes, and 7.8% will take either diploma programmes or foundation programmes.

	DSE		GCE		Total		Form 6 Cohort
Bachelor Degree	23	39.0%	35	81.4%	58	56.9%	44.6%
Associate Degree / Higher Diploma	28	47.5%	4	9.3%	32	31.4%	24.6%
Foundation / Diploma	7	11.9%	1	2.3%	8	7.8%	6.2%
HKDSE / GCE A-level	0	0.0%	3	7.0%	3	2.9%	2.3%
Others	1	1.7%	0	0.0%	1	1.0%	0.8%
Total	59		43		102		



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Further Study – Country

Hong Kong is still the most popular destination with 73.3% of graduates progressing on to further study choosing to continue their studies here.

A further 26.7% will be studying overseas in the United Kingdom, Australia, Canada and China, India, Singapore, Japan and the United States of America.

	DSE		GCE		Total	
Hong Kong	48	81.3%	26	61.9%	74	73.3%
China	1	1.7%	3	7.1%	4	4.0%
The UK	1	1.7%	6	14.3%	7	6.9%
Australia	1	1.7%	5	11.9%	6	5.9%
The United States	2	3.4%	1	2.4%	3	3.0%
Canada	2	3.4%	0	0.0%	2	2.0%
Japan	2	3.4%	0	0.0%	2	2.0%
Singapore	1	1.7%	0	0.0%	1	1.0%
Pakistan	0	0.0%	1	2.4%	1	1.0%
The Philippines	0	0.0%	1	2.4%	1	1.0%
India	1	1.7%	0	0.0%	1	1.0%
Total	59		43		102	

YHKCC students have been admitted to the following universities:

UK

University College London
 University of Bristol
 University of Essex
 University of Liverpool
 University of Reading
 University of Ulster
 University of Winchester

Australia

University of New South Wales
 Monash University
 Murdoch University

USA

Minnesota State University, Mankato
 The University of San Francisco

China

Beijing Sports University
 The University of Nottingham in Ningbo

Japan

Doshisha University

Singapore

ESSEC

India

PEC University of Technology

Philippines

Atereo de Manila University



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Further Study – Bachelor Degree (Hong Kong)

A total of 37 students (28.5% of the graduating class) have been admitted to degree programmes in Hong Kong.

	DSE	GCE	Total
Hong Kong University of Science & Technology	9	4	13
The University of Hong Kong	1	3	4
City University of Hong Kong	0	4	4
Hong Kong Polytechnic University	1	2	3
The Chinese University of Hong Kong	0	2	2
Education University of Hong Kong	1	1	2
Hong Kong Baptist University	0	1	1
SCAD	1	1	2
Adventist College	1	1	2
Centennial College	0	1	1
City University of Hong Kong – SCOPE	1	0	1
Raffles International College	1	0	1
Hang Seng Management College	0	1	1
Total	16	21	37



VIII. OTHER LEARNING EXPERIENCES

A. SPORTS

Athletics and Cross-country Team

- 1) Islands District Track and Field competition 2016 – 2017
 - 9 Gold
 - 8 Silver
 - 7 Bronze

- 2) HKSSF Cross-Country Competition 2016
 - Individual trophy/ medals
 - 1 trophy
 - 3 medals

 - Team trophy
 - 1 trophy

- 3) ISSFHK Track and Field Competition 2016 – 2017
 - 12 Gold
 - 4 Silver
 - 7 Bronze

Overall Trophy

 - U14 Girls: Champions
 - U20 Girls: 1st Runner Up

Basketball Team

- 1) HKSSF Inter-school Basketball Championships 2016 – 2017 (Tsuen Wan and Islands District)
 - Girls A Grade: 2nd Runner Up
 - A Grade Boys: Champion

- 2) Nike Jing Ying All Hong Kong tournament
 - A Grade Boys: Top 8

- 3) ISSFHK Basketball League
 - U20 Boys ISSFHK Div 1: Champions
 - U16 Boys ISSFHK Div 1: 1st Runner Up
 - U20 Girls ISSFHK Div 2: 1st Runner Up

- 4) HKSSF Tsuen Wan and Islands District C Grade Girls Champion
 - C Grade Girls: Champion



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Cheerleading Team

- 1) 2017 Islands District Cheerleading Competition
 - 1st runner up
- 2) 6th Hong Kong Games Cheerleading Competition
 - 2nd runner up

Football Team

- 1) Islands District Mini-soccer Competition 2016 – 2017
Team metals:
 - Boys B Grade Champion
 - Boys C Grade Champion
- 2) HKSSF A/B Grade Boys Football Championship
 - A/B Grade Boys: Champion
- 3) Jockey Club Futsal Cup
 - 3rd runner up

Rugby Team

- 1) The All Hong Kong Inter-school Rugby Sevens Competition (Preliminary Round)
 - AB Grade Girls: 2nd Runner-up
- 2) HKSSF Inter-school Rugby Sevens Competition
 - A Grade Boys: 2nd Runner-up
- 3) HKSSF Inter-school Rugby Sevens Competition (All N.T. Region)
 - B Grade Boys: Champion
- 4) All HK Rugby Sevens Competition for C Grade Girls (Preliminary Round)
 - C Grade Girls: Champion
- 5) The All Hong Kong Inter-school Rugby Sevens Competition 2016-2017
 - A Grade Boys: Fifth Runner-up (Bowl First Runner-up)
 - B Grade Boys: Champion
 - AB Grade Girls: Second Runner-up (Plate Champion)
 - C Grade Girls: First Runner-up (second year in a row)
 - Sabay Lynam (2K): Cover girl for the poster
- 6) HKSSF Grantham Outstanding Student Athlete Awards
 - Anthony Coebergh (3M):
 - B Boys' Captain of YHKCC Rugby Team (Champion for Inter-school Rugby 7s)



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- HK Team Podium Programme 7s Development Squad
- UCC MCKK 7s Tournament U18 (1st Runner-up)
- New Year's Day Prudential U16 (Champion)
- National Age Grade Boys 7s (1st Runner-up)
- Inter-club 7s Youth Tournament (Champion)

- Sabay Lynam (2K):
 - C Girls' Captain of YHKCC Rugby Team (All HK Rugby 7s Preliminary Round - Champion)
 - Selected for HK Sport Institute Rugby 7s
 - National Age Grade Girls 7s (Champion)
 - New Year's Day Prudential U14 (Champion)
 - Zurich All Girls Tournament Flying Kukris (3rd Runner-up)

Swimming Team

- 1) HKSSF Inter-school Swimming Competition
 - 10 Gold
 - 1 Silver
 - 7 Bronze

Overall trophies:

- A Grade Girls: 2nd Runner Up
- C Grade Girls: 2nd Runner Up
- B Grade Boys: Champion
- B Grade Girls: Champion
- C Grade Boys: Champion

- 2) HKSSF Inter-Schools Swimming Competition
 - 14 Gold
 - 4 Silver
 - 15 Bronze

Overall trophies:

- B Grade Girls: Champion
- B Grade Boys: Champion
- C Grade Girls: 1st Runner Up
- C Grade Boys: 1st Runner Up
- A Grade Girls: 2nd Runner Up
- Obie Hui (3K):
 - Broke the official Inter-schools record

- 3) HKASA Division 3 Competition
 - Jean Chan (4A):
 - 50m butterfly – Gold medal
 - 200m freestyle – Silver medal



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- 4) The China New Economy Fund Stingray Invitational Swimming Meet Competition
 - Kimberly Hobson (2A):
 - Medley Relay – 1st Runner-up
 - 100m butterfly – 2nd Runner-up
 - 200m butterfly – 4th Runner-up
- 5) HKASA Division 2 Competition
 - Kimberly Hobson (2A):
 - 200m back stroke – Silver medal
 - 50m butterfly – Gold medal

Table Tennis Team

- 1) HKSSF Inter-school Table Tennis Championships 2016 – 2017 (Tusen Wan & Islands District)
 - 2nd runner-up

Handball Team

- 1) Inter-school Handball Competition
 - C Grade Girls: Champion

Others

The 5th NGO Uniworld Taekwondo Championship

Jasmine Marie (1Y):

- Individual Free fighting / Sparring – Gold medal
- Individual Poomsae – Gold medal
- Group Poomsae – Gold medal
- The Best Group Poomsae (female) – Trophy

Julianne Nicole (3A):

- Individual Sparring – Gold medal
- Individual Poomsae – Gold medal
- Group Poomsae – Gold medal
- The best Group Poomsae (female) – Trophy

Hong Kong 9-Ball Pool Open Championship 2016

Carson Chung (4Y):

- 3rd Runner Up



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The 2nd Macau International Open Junior Dance Sport competition

Jenny Suen (5C):

- 1st Runner Up CRJ
- 1st Runner Up CR

Mark Suen (2A):

- 1st runner up CR
- 4th Place C

The 2016 Taiwan World Cup Asia Transitional Invitational

Jenny Suen (5C):

- Champion Jive
- 1st Runner Up Rumba
- 1st Runner Up Samba
- 1st Runner Up Paso
- 2nd Runner Up Cha Cha

Mark Suen (2A):

- 5th place J
- 5th place P
- 7th place C
- 7th place R
- 7th place S

The 6th World Wushu Championships

Chan Yuen Ching Jackie (6C):

- 2nd Runner Up (Girls' 60kg category)

Hong Kong Street Dance Champions 2017 (Choreography Section)

Top 3

Hong Kong International Poomsae Championship

Overall trophies: 2nd runner up

- 7 Gold
- 6 Silver
- 2 Bronze

Individuals:

- Mata Jasmine (1Y) – 2 Gold and 1 Bronze (Advanced Category)
- Mata Julianne (3A) – 2 Gold and 1 Bronze (Advanced Category)
- Tseng Nien En (1A) – 2 Gold and 1 Silver (Advanced Category)
- Meregote Isabella (3H) – 1 Gold and 1 Silver (Advanced Category)
- Hernandez Romeo (5Y) – 2 Silver (Junior Category)



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- Lee Chun Yiu Douglas (2A) – 2 Silver (Junior Category)

HKSSF Inter-school Competition Prize Presentation (Tsuen Wan & Islands District)

- Overall:
 - Boys: 1st runner up
 - Girls: 1st runner up
- The Best Improvement:
 - Girls
- Basketball:
 - Overall Champions: Boys and Girls
 - AB Grade Boys: Champions
 - C Grade Boys: 3rd runner up
 - AB Grade Girls: 2nd runner up
 - C Grade Girls: Champions
- Football:
 - Overall Champions: Boys
 - AB Grade Boys: Champions
 - C Grade Boys: 1st runner up
- Handball:
 - C Grade Girls: Champions
- Table-tennis:
 - B Grade Boys: 2nd runner up



B. SPEECH/DRAMA/DEBATE/MUSIC

Event	Achievement
The H.K. International A Cappella Contest	Voix Intensity – Bronze certificate Genesix – Gold certificate
The 1 st Elementary Chinese Junior Form Speech Competition	Champion – Gupta Rashi (2M) – Ho Sirinnon Jasmine (2C) – Mak Iris Chor Hei (2C) – Faisal Iesha (2Y) – Sekhon Kiranpreet Kaur (2Y)
The 6 th Putonghua Speech Competition for Non-Chinese Speaking Students	Junior Solo Speaking and Senior Solo Speaking: 2 nd runner-up – Mba Oyana Julia Mibuy (2M) – Kariyawasam Marissa Ganga (4Y) Best Showmanship: – Dayrit Angelique Mekayla Quiachon (4Y) Choral Speaking Group : Creative Performance Award – Denise Bowers (1Y) – Angelyn Cunningham (1M) – Zoe Dalton (1C) – Callie Clarke (1C) – Adelina Rukma (1C)

C. ACADEMIC

Event	Achievement
The 5 th Liberal Studies Writing Competition	Jericho Bernardo (6C) – Merit
World Robot Olympiad (Hong Kong)	Junior Secondary Category – 2 nd Runner-up – Eden Yau (3Y) – Nicolas Mooser (4C) – Srinivas Namakkal Raghavendran (4Y)
The 3 rd Hong Kong Memory Championship	Cheung Hoi Yan (4A) – Senior Form: Champion – 15 mins Vocabularies: Senior Category Champion – 10 mins Random Number: Senior Category Champion – 10 mins Speed cards: Senior Category Champion – Speed memorizing of Chinese Words :Senior Category 1 st Runner Up – 5 mins Speed Reading: Senior Category 2 nd Runner Up – 15 mins Historical Figures: Senior Category 1 st



	<p>Runner up – Memory Master: Level</p>
<p>French Dictation Competition</p>	<p>Honours: – Beatrice Nicolas 4Y (A2 Level) – Mary Buenafe 3A (A2 Level) – Kahori Yamauchi 2Y (Attained Honours Twice in A2 Level) – Elif Ayhan 2M (A2 Level) – Benaila Fernandes 2M (A2 Level) – Aparna Sunitha Pratheep 2M (A2 Level) – Nisha Gill 1A(A1 Level) – Anna Joshy 1K (A1 Level)</p> <p>Merit: – Alexander Lee 4Y (A2 Level) – Dayanara Lee 4C (A2 Level) – Yusuf Mohideen 4A (Attained Merit Twice in A2 Level) – Ian Sun 4H (A2 Level) – Hei Yi Woo 3A (A2 Level) – Kisumi Kan 3A (A2 Level) – Kayla Lee 3A (A2 Level) – Tanya Khemchandani 3H (A2 Level) – Trisha Chauhan 3K (A2 Level) – Nutnicha Lin 2Y (A2 Level) – Jasmin Smallu 2Y (A2 Level) – Elif Ayhan 2M (A2 Level) – Shruti Kaur 1A (Attained Merit Twice, once in A1 and once in A2 Level) – Leila Anderson 1K (A1 Level)</p> <p>Proficiency: – Alexander Lee 4Y (A2 Level) – Kaori Suzuki 3H (A2 Level) – Shaira Zaman 3H (A2 Level) – Taurus Ying 3H (A2 Level) – Joshua Serrao 2M (A2 Level) – Benaila Fernandes 2M (B1 Level) – Pradnya Ravikumar 1A (A1 Level) – Harkirt Singh 1K (A1 Level)</p>
<p>French Competition</p>	<p>Awards: – Trisha Chauhan (3K): 1st place – Elif Ayhan (2M): 1st place – Mary Buenafe (3A): 2nd runner up – Benaila Fernandes (2M): 2nd runner up – Matthew Lee (2M): 2nd runner up – Ananya Singhvi (2C): 2nd runner up – Nisha Gill (1A): 2nd runner up</p>



	<p>– Hiya Arora (1K): 2nd runner up</p> <p>Attained Levels: Honours: – Elif Ayhan (2M) – Benaila Fernandes (2M) – Shruti Kaur (1A) – Pradnya Ravikumar (1A) – Vivianee Angeline Alabata (1H)</p> <p>Merit: – Aalia Shaikh (3A) – Tanya Khemchandani (3H) – Trisha Chauhan (3K) – Kahori Yamauchi (2Y) – Matthew Lee (2M) – Joshua Serrao (2M) – Ananya Singhvi (2C) – Abigail Taylor (2C) – Shruti Kaur (1A) – Isola Fernando (1A) – Nisha Gill (1A) – Leila Anderson (1K) – Hiya Arora (1K) – Vanessa Bachmann (1K) – Anna Joshy (1K)</p> <p>Proficiency: – Kayla Lee (3A) – Kisumi Kan (3A) – Mary Buenafe (3A) – Ridhi Jain (3H) – Jasmin Smallu (2Y) – Mujtaba Ali (2Y) – Samuel Chow (2M) – Gabriel Yau (2C) – Hisham Hashim (1H) – Freddy Birkett (1K)</p>
Art	<p>– Rachel Tao (5A): Arts Ambassadors in Schools – Cherry Tam (2Y): Comic Character Competition 2nd place – Amy Lee (6K) & Isla McShane (4M): artwork selected for the Secondary School Distinguished Artwork Exhibition – Megan Chan (5Y): artwork selected for The Wharf Hong Kong Secondary School Art Competition</p>



<p>UK Biology Challenge 2017</p>	<p><u>Gold</u></p> <ul style="list-style-type: none"> – Matth Kot (4Y) – Alexander Lee (4Y) – Laura Schulz (4Y) – Srinivas Raghavendran (4Y) – Stefan Antonic (4Y) – Hoi Kei Cheung (4Y) <p><u>Silver</u></p> <ul style="list-style-type: none"> – Jiyeon Jun (4Y) – Su Rong Twan (4Y) – Hoi Yan Cheung (4A) – Jonas Fung (4A) – Amelie Verreault (3K) <p><u>Bronze</u></p> <ul style="list-style-type: none"> – Amy Wright (4Y) – Ivan Fong (4Y) – Julie Ko (4A) – Sean Lee (4A) – Yusuf Mohideen (4A) – Faithfulgrace Ogwu (4A) – Marissa Kariyawasam (4A) – Michelle Ralleca (4A) – Chockle Cheung (3Y) – Andrew Tilija (3M) – Hui Shan Lu (3K) – Steven Austin Tracy (3C) <p><u>Highly Commended</u></p> <ul style="list-style-type: none"> – Cyrus Lam (4Y) – Ro Kai Man (4Y) – Kaur Ashwinpreet (4A) – Afreen Khanaum (4A) – Chor Nok Lam (4A) – Kyla Danella Fernandez (4A) <p><u>Commended</u></p> <ul style="list-style-type: none"> – Bithiah Leung (3Y) – Meera Muraleeswaran (3H) – Rachel Yan (3C) – Sonia Chiu (3A)
<p>Around DB and Life on Lantau Young Writer's Competition 2017</p>	<p>Winner with the entry “Angel of Death – Josef Mengele”</p>



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D. Community Service

Event	Date
Tung Chung International Exchange Teen Club	October – December 2016
Christmas Visit – NAAC Tung Chung Day Nursery	December 2016
Christmas Visit – Heep Hong Society Tung Chung Mixed Mode Centre	December 2016
Christmas Present Parade	December 2016
Blood Donation Day	February 2017
Principal Chan Free Tutorial World Teaching Assistant Volunteers	February – May 2017
Tai O Elderly Visit	March – May 2017
YMCA 115 Volunteer Movement Award Ceremony	April 2017

E. School Visits

School	Date
Foshan No.3 Middle School, China	October 2016
Xiqiao Middle School, China	October 2016
Ratchathani University, Thailand	October 2016
Nuestra Senora de Aranzazu Parochial School Visit, Philippines	October 2016
London Trip for Drama Students	November 2016
GuangZhou Baiyun Guangya Experimental School	December 2016
Beijing Exchange Programme	December 2016
Jiangnan School, China	January 2017
YMCA of Hong Kong Jingtang Country Gangqing School, Sichuan, China	March 2017
Ratchathani University (Thailand)	April 2017



F. Large-scale Student Activities

Activity	Date
Back to School Night	September 2016 (Forms 1 – 4 students)
Sports Day	November 2016 (all students)
Life-wide Learning Camp (3 days / 2 nights)	November 2016 (Forms 1 – 3 students)
Student-Teacher Conferences & Parent-Teacher Conferences	November 2016, February 2017, March 2017 & May 2017 (students and parents)
International Fun Fair	December 2016 (4,500+ participants)
Christmas Service	December 2016 (all students)
HKDSE/GCE Information Evening	January 2017 (200+ participants)
HKDSE & IGCSE Options Evening	March 2017 (170+ participants)
Music Contest	April 2017 (all students)
Swimming Gala	June 2017 (all students)
Graduation Ceremony	June 2017 (500+ participants)
Enrichment Week <ul style="list-style-type: none"> ▪ F.1 – Life-wide Learning Camp and pre-camp Activity Day ▪ F.2 – Discovery Camp and Life-wide Learning Camp Make-up Day (3 days 2 nights) ▪ F.3 & F.4 Service Outreach Week (Local and Overseas) ▪ F.5 Work Experience Week 	June 2016 (all students)
Sports Night	July 2017 (300+ parents & students)
Prize Giving Ceremony	July 2017 (all students)
Thanksgiving Service	July 2017 (all students)



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IX. PARENT-TEACHER ASSOCIATION

The Annual General Meeting of the Parent-Teacher Association for the 2016 – 2017 school year was held on 8th September, 2016.

The following parents were elected to the Executive Committee:

- Mr. Evans Mendonca (Chairman)
- Mr. Ornan Abouhatsira (First Vice Chairman)
- Ms. Bee Lui (First Treasurer)
- Mrs Swaminathan Deepa (Second Secretary)
- Mr. Michael Johnson (Social Convener)
- Mr. Kelsey Dawson (Social Convener)
- Ms Gurung Tika Jhona Maya (Social Convener)

The teacher members are:

- Mr. Dion Chen
- Ms. Diana Lo
- Ms. Dimple Deans
- Mr. Ziv Kan
- Mr. Ken Harley
- Ms. Verna Kwong

Three Executive Committee Meetings were held on 22nd September, 2016, 8th December, 2016, and 22nd February, 2017.

List of Items Sponsored by the PTA

- PTA Donation for Enhancing Learning Experience e.g. 8 iPads for the Business Department and Physical and Education Department; 6 aluminium benches; 1 Football team training mannequin
- PTA Progress Prize (Book coupons)
- Refreshment of the PTA Annual General Meeting
- Refreshment of the PTA Executive Committee Meetings
- International Fun Fair Day on 10th December, 2016
- Student Affairs Activities e.g. soccer, basketball, rugby, dragon boat, basketball, volleyball sports team uniform, transportation and coaching fees for sport teams
- New Students Orientation Day for the 2017 – 2018 school year

The Executive Committee also organized Sales of Used Textbooks and welcomed new students and parents during the Form 1 Registration Days.



X. FINANCIAL SUMMARY 2016/2017

A. School Financial Report for 2015 – 2016 (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)	60.67%	N.A.
School Fees	N.A.	36.86%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	2.47%
Total	60.67%	39.33%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		82.67%
Operational Expenses (including those for Learning and Teaching)		8.33%
Fee Remission / Scholarship ¹ (13.96% of the School Fee Income)		5.00%
Repairs and Maintenance		1.07%
Depreciation		2.93%
Miscellaneous		N.A.
Total		100%
Surplus for the School Year [#]	0.54 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	2.83 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works

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

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).



B. School Financial Report for 2016-2017 (To be audited)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	59.56%	N.A.
School Fees	N.A.	37.84%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	2.60%
Total	59.56%	40.44%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		83.49%
Operational Expenses (including those for Learning and Teaching)		7.88%
Fee Remission / Scholarship ²		4.83%
Repairs and Maintenance		0.04%
Depreciation		3.76%
Miscellaneous		N.A.
Total		100%
Deficit for the School Year[#]	0.17 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year[#]	2.39 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works

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

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

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



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C. School Fee Remission Reserves

	2016/2017 HKD \$	2015/2016 HKD \$
Balance as at 1 September	0.00	0.00
Add: Provision for the Year	3,436,259.70	3,232,410.20
Donations	445,833.40	0.00
Additional Provision from School	595,361.70	649,897.96
Less: Payment for the Year	(4,477,454.80)	(3,867,792.30)
Balance as at 31 August	0.00	0.00

D. Capacity Enhancement Grant

	2016/2017 HKD \$	2015/2016 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	548,600.00	544,830.00
Less: Expenditure	(548,600.00)	(544,830.00)
Balance as at 31 August	0.00	0.00

E. Other Grants

Diversity Learning Grant – Other Programmes

	2016/2017 HKD \$	2015/2016 HKD \$
Balance as at 1 September	34,666.00	131,521.50
Add: Current Year Grant	77,000.00	84,000.00
Less: Expenditure	(93,520.25)	(180,855.50)
Balance as at 31 August	18,145.72	34,666.00

Diversity Learning Grant – Other Languages

	2016/2017 HKD \$	2015/2016 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	202,800.00	318,500.00
Less: Expenditure	(202,800.00)	(318,500.00)
Balance as at 31 August	0.00	0.00



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Green School Subsidy

	2016/2017	2015/2016
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	5,000.00	7,800.00
Less: Expenditure	(5,000.00)	(7,800.00)
Balance as at 31 August	0.00	0.00

Jockey Club Life-wide Learning Fund

	2016/2017	2015/2016
	HKD \$	HKD \$
Balance as at 1 September	7,040.00	12,770.00
Add: Current Year Grant	41,580.00	42,315.00
Less: Expenditure	(48,618.00)	(47,545.00)
Balance as at 31 August	2.00	7,040.00

Junior Secondary School Students Mainland Exchange Programme Subvention Scheme

	2016/2017	2015/2016
	HKD \$	HKD \$
Balance as at 1 September	0.00	1,000.00
Add: Current Year Grant	16,000.00	16,000.00
Less: Expenditure	(16,000.00)	(17,000.00)
Balance as at 31 August	0.00	0.00

Moral and National Education Subject Support Grant

	2016/2017	2015/2016
	HKD \$	HKD \$
Balance as at 1 September	301,000.00	388,000.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(90,000.00)	(87,000.00)
Balance as at 31 August	211,000.00	301,000.00

One-off Grant to Secondary Schools for the Promotion of STEM Education

	2016/2017
	HKD \$
Balance as at 1 September	0.00
Add: Current Year Grant	200,000.00
Less: Expenditure	(2,000.00)
Balance as at 31 August	198,000.00



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

	2015/2016
	HKD \$
Balance as at 1 September	20.00
Add: Current Year Grant	0.00
Less: Expenditure	0.00
Balance as at 31 August	20.00

Pilot Scheme on Promoting Interflows Between Sister Schools in HK and the Mainland

	2016/2017	2015/2016
	HKD \$	HKD \$
Balance as at 1 September	119,160.00	0.00
Add: Current Year Grant	120,000.00	120,000.00
Less: Expenditure	(49,567.69)	(840.00)
Balance as at 31 August	189,592.31	119,160.00

PTA Grant

	2016/2017	2015/2016
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	10,267.00	10,129.00
Less: Expenditure	(10,267.00)	(10,129.00)
Balance as at 31 August	0.00	0.00

PTA One-off Grant

	2016/2017
	HKD \$
Balance as at 1 September	0.00
Add: Current Year Grant	5,000.00
Less: Expenditure	(5,000.00)
Balance as at 31 August	0.00

School-based After-School Learning and Support Programmes

	2016/2017	2015/2016
	HKD \$	HKD \$
Balance as at 1 September	52,090.00	57,600.00
Add: Current Year Grant	44,000.00	72,600.00
Less: Expenditure	(56,991.00)	(78,110.00)
Balance as at 31 August	39,099.00	52,090.00



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School-based Support Scheme Grant (Newly Arrival Students)

	2016/2017 HKD \$	2015/2016 HKD \$
Balance as at 1 September	183,732.00	183,732.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(75,279.00)	(0.00)
Balance as at 31 August	108,453.00	183,732.00

Senior Secondary School Students Mainland Exchange Programme Subvention Scheme

	2016/2017 HKD \$	2015/2016 HKD \$
Balance as at 1 September	8,299.20	1350.00
Add: Current Year Grant	29,340.00	28,800.00
Less: Expenditure	(37,639.20)	(21,850.80)
Balance as at 31 August	0.00	8,299.20

Stepping Up Education Support-Non Chinese Speaking

	2016/2017 HKD \$	2015/2016 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

School Administration Management Grant

	2016/2017 HKD \$	2015/2016 HKD \$
Balance as at 1 September	100,168.60	0.00
Add: Current Year Grant	0.00	250,000.00
Less: Expenditure	(100,168.60)	(149,831.40)
Balance as at 31 August	0.00	100,168.60

Hong Kong School Drama Festival

	2016/2017 HKD \$	2015/2016 HKD \$
Balance as at 1 September	4,341.00	2,850.00
Add: Current Year Grant	0.00	3,000.00
Less: Expenditure	(3720.00)	(1,509.00)
Balance as at 31 August	621.00	4,341.00



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REPORT ON USE OF GRANTS

Capacity Enhancement Grant

In order to support the personal growth of students and provide professional service to students and parents, our School has continuously utilized the Capacity Enhancement Grant to employ Educational Psychologist in 2016 – 2017 school year. CEG was also well-used on supporting the sports development in YHKCC through employing swimming coaches. Part of the CEG was also used for hiring a part-time staff to support the clerical work.

Pastoral Care

- Part-time Educational Psychologist

Administrative Support

- Part-time clerical support

Swimming Coach

- Coaching services during swimming lessons

Drama Programme

- Providing drama activities / programme for students

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

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



XI. REVIEW OF ANNUAL SCHOOL PLAN 2016 – 2017

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

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

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

Major Concern #1: To enhance the quality of the education provided in the pursuit of academic excellence.

Targets	Strategies	Progress
1. To further empower students to learn more effectively by ‘learning how to learn’.	(a) Integrate whole school approaches to teaching note-taking, revision techniques and essay writing into the taught curriculum and the PSE curriculum as necessary.	
	(b) Actively support collaboration between departments in further developing consistent, whole school approaches to teaching a range of study skills, including reading, research, analytical skills, etc.	
2. To strengthen the support given to students in the learning process.	(a) Strengthen provision of support for students (including SEN students); further engage teachers, students and parents in the process; introduce SEN Profiles and One Page Profiles; enhance the effectiveness of IEPs.	
	(b) Introduce new VLE module to facilitate regular reviews of learning progress (i.e. in monthly department meetings) and monitor academic progress more closely by comparing the current level of attainment with target grades; provide additional support as necessary.	
	(c) Utilize Teaching Assistants to greater effect in the classroom to support students’ learning.	



	(d) Provide training for Subject Teachers, Class Teachers and HoY as necessary to improve support for SEN students.	
3. To enhance teaching quality.	(a) Develop a whole school Literacy Policy.	
	(b) Organize differentiated professional development workshops for different focus groups or 'Learning Communities' to enhance teaching quality.	
	(c) Actively encourage a more collaborative culture by providing opportunities for focused peer observation within each learning community.	
	(d) Continue to provide platforms (e.g. through Department Meetings and General Staff Meetings) for teachers to collaborate further and share good teaching practice.	
	(e) Extend the mentorship scheme and provide opportunities to observe great teachers in action.	
	(f) Conduct 'Learning Walks' for staff development purposes to improve teaching and learning.	
	(g) Review and revise comprehensive descriptors for lesson observations and performance appraisal of subject teachers; conduct further training of Heads of Department in assessing teaching quality; ensure consistent interpretation of descriptors by conducting joint observations.	
4. Use ICT to enhance teaching and learning effectiveness.	(a) Purchase additional mobile devices for learning purposes.	
	(b) Reactivate the IT Task Force to further explore ways of enhancing teaching and learning effectiveness through the use of technology; explore appropriate models for the school to develop technologies for learning; provide training to teachers as necessary.	
	(c) Explore the use of various mobile apps to facilitate assessment for learning.	



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5. To encourage students to aim higher academically.	(a) Make greater use of the MidYIS and YELLIS benchmark data by sharing the results with parents/students and engaging parental support.	
	(b) Further enhance the provision of careers and higher education guidance by continuing to strengthen the FUTUREs programme, greater collaboration between teachers and providing training for Class Teachers and HoY as necessary: F.1 <u>F</u> inding yourself F.2 <u>U</u> nderstanding your choices F.3 <u>D</u> iscovering your personality <u>T</u> ype F.4 <u>U</u> nderstanding the availability of possible study paths and career choices F.5 <u>R</u> esearch – workplace experience plus getting prepared for your study and career plan F.6 <u>E</u> xecuting your plan.	
	(c) Introduce a VLE module to process university applications.	
6. To cultivate a growth mindset.	(a) Foster growth mindset attitudes in the classroom: belief in the malleability of the brain; praise the process, not the person; celebrate mistakes.	

Major Concern #2: To continue to foster values-based, whole-person development.

Targets	Strategies	Progress
1. To continue to foster attitudes and actions consistent with the CARES principles and five core values of the school.	(a) Strengthen the spiritual development programme for students and staff.	
	(b) Continue to encourage teachers to act as role-models in a range of contexts, e.g. Student Briefings, Hall Assemblies, PSE, regular lessons, ECAs service trips, etc.	
	(c) Develop a Professional Code of Conduct for teachers for using social media.	
	(d) Develop a Student Code of Conduct for using social media.	



	(e) Strengthen students' understanding to their responsibilities to ensure that those representing the school (on service trips, sporting events, etc.) exemplify the core values.	
2. To redevelop the PSE curriculum.	(a) Devise a modular approach to teaching PSE with a clear continuity and progression between year groups.	
	(b) Systematically plan Relationship Education across all year groups.	
3. To continue to cultivate YHKCC citizens.	(a) Enhance students' sense of belonging – as YHKCC citizens, as Hong Kong citizens and as global citizens – by strengthening their knowledge and awareness of social and global issues.	
	(b) Develop a Principal's letter to be sent home to students who exemplify YHKCC citizenship.	

Major Concern #3: To further equip students with the skills needed for success in a multi-cultural, globalized world.

Targets	Strategies	Progress
1. To further integrate the principles of international-mindedness into the curriculum.	(a) Embed principles of international-mindedness within the wider curriculum (ECAs, etc.)	
2. To provide additional opportunities to develop of skills in multi-cultural environments.	(a) Organize more inter-school exchange programmes and activities.	
3. To develop a specific set of attributes and transferrable skills.	(a) Develop the YHKCC Learner Profile – a commonly agreed set of attributes and/or skills.	
	(b) Devise a framework to comprehensively and progressively develop these attributes and/or skills from Forms 1 – 6.	



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XII. DEVELOPMENT FOR 2017 – 2018

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 2017 – 2018 school year are as follows:

- 1. To raise academic achievement by enhancing learning effectiveness.**
- 2. To foster the development of critical 21st century skills.**
- 3. To systematically review, refine and align school policies and procedures.**

The Annual School Plan is based on the current School Development Plan (2017 – 2020).

1. To further enhance teaching and learning effectiveness
2. To provide an education which is 21st century relevant
3. To align and refine the organizational culture