



# YMCA of Hong Kong Christian College



## Annual School Report 2019 - 2020



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





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Values



SCHOOL MOTTO & SCRIPTURE

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

School Motto 校訓

篤信 剛毅

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

School Scripture 經訓

我來了, 是叫人得生命, 並且得的更豐盛。  
(約翰福音十章十節)



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## **II. SCHOOL**

### **General Information**

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

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

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

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

The school, operated under the Direct Subsidy Scheme of the Education Bureau, Hong Kong SAR Government, is an English as medium of instruction school.

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

### **Special Features**

- The school is situated in Tung Chung, surrounded by green mountains, overseeing the airport, and is within walking distance from the Tung Chung MTR station. The YHKCC has numerous trees and flowerbeds within and around 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 (i.e. Apple TV and AV System); there are spacious sports areas – basketball courts, an artificial all-weather turf, a soccer pitch, a volleyball court, badminton courts, a 4x100-metre track, a long jump and triple jump sand pit, a fitness centre, a dance/drama studio, a



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student learning centre where computers are equipped with internet access for students to study and do research, an air-conditioned hall with excellent sound and lighting equipment for assemblies, performances and other activities. The school also has a two-storey Music Block with a promenade area overlooking the sports field. Students can now have a spacious music room for their lessons, and after school instrumental lessons can also be held in smaller practice rooms. During recess and lunchtime, students have ample space in the promenade area for their leisurely meals or rest. They can also watch ball games sitting on the benches over-looking these areas. The newly built state-of-art Black Box theatre, Trinity Hall, was completed in August 2019. This provides an additional space for drama and theatre studies and student assemblies.

- 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 50% of the staff are non-local, native English speaking teachers. All teachers are university graduates, many having lived in foreign countries, including Canada, USA, UK, Ireland, France, New Zealand, Spain, Japan, India, Korea, Philippines and Australia, for an extended period of time either studying or working.
- The school also has a wide variety of Extra Curricular Activities (ECAs) to choose from in a range of areas including music, art, performing arts and sports. Students are encouraged to develop their talent and potential. Students are also encouraged to participate in community service throughout their time in the school, to develop a sense of sharing and belonging to the community.
- The school provides students with a comprehensive careers programme and a variety of trips and excursions to places outside Hong Kong through international links established by the YMCA of Hong Kong so that students can develop a deeper understanding of different cultural and environmental needs in the world around them. Students engaging in these activities can also enrich their perspectives and broaden their horizons.
- Under normal circumstances, the school organizes an Enrichment Week for all students at the end of school year. Due to the Covid-19 situation, it was not possible to arrange the following activities during the 2019 – 2020 academic year.
  - Form 1 students are split into groups for Other Learning Experiences: Music, Arts, Drama and Sports (MADS).
  - Form 2 students participate in a Discovery Camp (Spiritual Retreat Camp).
  - Students in Forms 3 and 4 participate in a Service Outreach Programme where they have an opportunity to serve those who are less privileged either in Hong Kong or abroad, including trips to China, Cambodia, Thailand, the Philippines, and Taiwan.
  - Form 5 students participate in a Work Experience Programme which requires them to find a job and work for the company for a week in order to gain real experiences of the workplace.



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**School Management Committee**

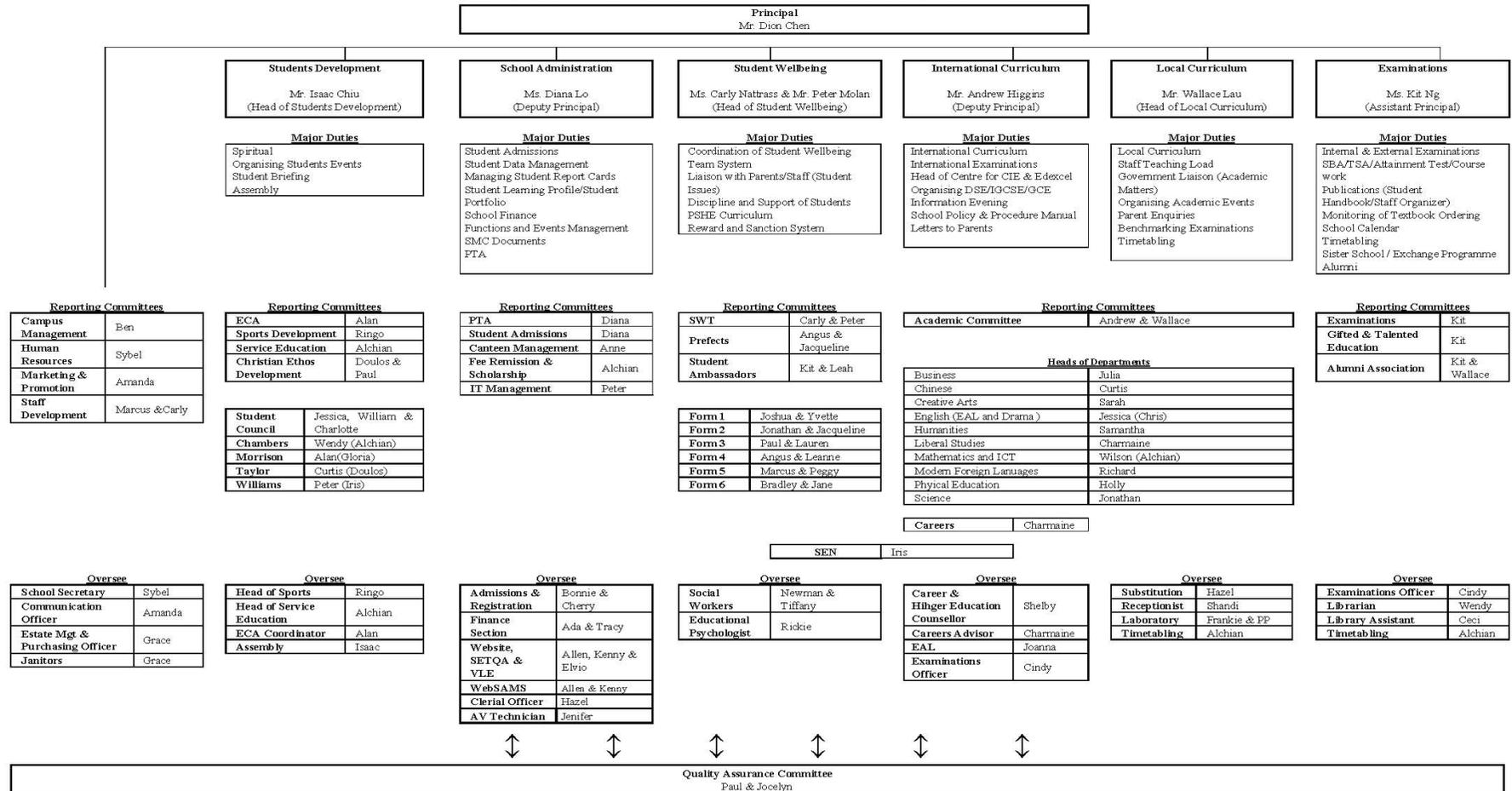
Mr. Patrick Yip	Chairman
Mr. Benjamin Lam	Honorary Secretary
Mrs. Sheila Chuang	Honorary Treasurer
Mr. Peter Ho	School Supervisor
Dr. Robert Lam (Resigned in September 2019)	Chairman of HR Sub-committee
Ms. Vivienne Fung	Chairman of Governance Review Sub-committee
Mr. Tony Ip	Chairman of Building Sub-committee
Mr. Alexander Kwan	School Manager
Ms. Lily Fong, S.B.S	School Manager
Ms. Julia Ong	School Manager
Mr. Dave Lee	School Manager
Ms. Bee Lui	Parent Manager
Mr. Paul Wong	Teacher Manager
Mr. Dion Chen	Principal
Ms. Diana Lo	School Manager/Deputy Principal



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### Organizational Chart 2019 – 2020





### III. STUDENTS

#### Class Organization

Number of Operating Classes for Year 2019 – 2020

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 2019 – 2020 as at 27<sup>th</sup> September, 2019.

Form	No. of Students	Eligible for DSS Subsidy
1	160	135
2	160	135
3	160	136
4	160	158
5	146	144
6	122	122
Total	908	830

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

About 66% of the students have an international background, coming from 44 countries and about 51% 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 20 different languages spoken by the students.



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### **Student Wellbeing Team**

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

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

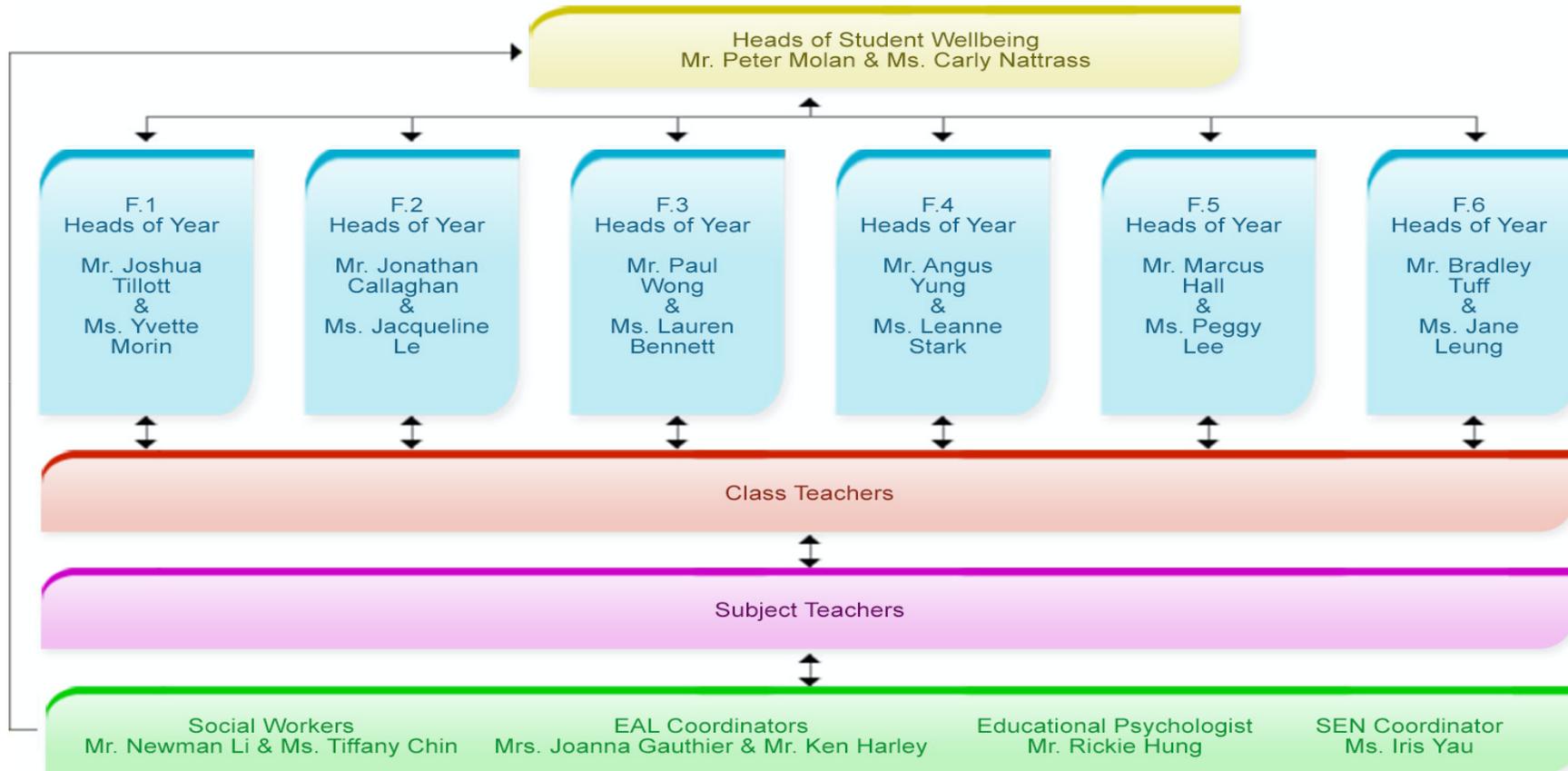
More specifically, the aims of the Student Wellbeing Team are:

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

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



Student Wellbeing Structure





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## Personal, Social & Health Education

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

Our PSHE programme aims to develop 21<sup>st</sup> century skills and attributes such as resilience, self-assurance, empathy, collaboration and critical thinking in the context of learning grouped into three broad themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

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

## PSHE Overview

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

- **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, organisational skills development, exam preparation, university and careers preparation, personal finance management, healthy living, stress managements, coping skills, mindfulness, etc.
- **Relationship and sex education** – such as healthy friendship building, sex education, love and dating, consent, underage sex and legal implications, contraception, 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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### Themes

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*

### Focus on Mental Health and Student Wellbeing

Over the course of the year, the school offered students the opportunity to participate in the mental health screening programme 'Know My Students'. This programme was well received and offered the SWT team valuable information on students that may require assistance and intervention.

The PASS Survey (Pupils Attitudes to School and Self), similarly provided invaluable feedback on our student's wellbeing and the effectiveness of our current practices and programs. It offered several areas of strength and weakness that can be enhanced and improved upon in the coming years.

### Year Themes

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

- Form 1 – *Be a BEAR for success (Be Organised, Engage, Ask for Help, Be Respectful)*
- Form 2 – *We choose our own opportunities*
- Form 3 – *The struggle you're in today, is developing the strength you need tomorrow*
- Form 4 – *You are all capable of amazing things*
- Form 5 – *Preparing today for a brighter future*
- Form 6 – *Learn from yesterday, live for today, hope for tomorrow*

### Retreat Programme

The Student Wellbeing Team designed an overnight retreat programme to allow Form 6 students the opportunity to step away from school and spend some time reflecting upon and evaluating their sense of purpose, importance of community and an invaluable opportunity to build a network of support.



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### **Adopt a Charity**

One of the key elements of the school's vision and mission is service. We aim to develop empathic, self-assured, empowered leaders who contribute positively to their community both as individuals and as part of an effective team. To achieve this goal the school encourages students to actively and wholeheartedly participate in acts of service to the community. An exciting new initiative called "Adopt-a-Charity" was launched to empower students to give back to their local community through their good-works and affirmation awards. In total, \$100,314.7 was raised.

Each of the 36 classes in the school has selected a charity they would like to support this academic year. To help raise funds for their chosen charities the school organized six "Adopt-a-Charity" casual dress days throughout the year, one for each form.



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## **STUDENT LEADERSHIP BODIES**

There are four student bodies in the school:

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

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

### **A. Student Council**

Giving young people a say in decisions that affect them can improve engagement in learning, 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:**

Ms. Jessica Choi & Mr. William Chan



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**Executive Committee Members:**

President	Tanush Changani (5K)
Vice President	Erica Tang (5K)
Vice President	Benalia Fernandes (5A)
Secretary	Tanya Asnani (5H)
Treasurer	Aryan Pendse (5H)
Activity Officer	Brian Lee (5H)
House Officer	Andrew Khemchandani (5A)
Publication Officer	Andrew Smith (5M)
Promotion Officer	Megan Abella (5H)
Communications Officer	Michaela Paraiso (5H)

**B. Prefects**

The purpose of the Prefect Team is as follows:

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

The Prefect Team consists of two Head Prefects, with a group of 6 team leaders leading 6 teams of prefects, setting good examples for the student body in terms of behaviour and service in the school, helping teachers in monitoring students in terms of uniform, proper behaviour in school. In addition, Prefects act as mentors for Form 1 students to assist them settling in the new school environment.

**Teacher Advisors:**

Ms. Jacqueline Le & Mr. Angus Yung

**Head Prefects:**

Aaron Yuen (5H)  
Megan Carter (5A)

**C. Student Ambassadors**

The Student Ambassadors conduct themselves to the same high standards as Prefects; however, their duties are generally mainly on representing the school at public functions, including Back to School Night, Parent-Teacher Conferences, the Form 1 Admission Briefing and Form 1 Admission Interviews.



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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. Kit Ng

### **President & Vice Presidents:**

President	Jasmine Kaur (5M)
Vice Presidents	Robin Whitehead (4H) Shruti Kaur (4A)

### **D. Houses**

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

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

Each House has its 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.

Because of the Covid-19 situation and the early closure of the school, only four inter-house activities were held during the year. House Points will be carried forward to the next school year.

### **Morrison House**

Head of House:	Mr. Alan Lee
Assistant Head of House:	Ms. Gloria Pun
House Captain:	Saar Michaelis (5H)
Assistant House Captains:	Savreen Kaur (5A) & Michaela Paraiso (5A)

### **Chambers House**

Head of House:	Ms. Wendy Chow
Assistant Head of House:	Mr. Alchian Au
House Captain:	Abigail Taylor (5K)
Assistant House Captains:	Simranjit Gill (5C) & Emi Hasegawa (4A)



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**Williams House**

Head of House: Mr. Peter Chan

Assistant Head of House: Ms. Iris Yau

House Captain: Zoie Santos (5K)

Assistant House Captains: Isandra Manuel (4H) & Sahibjit Singh (5K)

**Taylor House**

Head of House: Mr. Curtis Chu

Assistant Head of House: Mr. Doulos Tam

House Captain: Iris Mathews (5H)

Assistant House Captains: Brain Lee (5H) & Catherine Concepcion (5M)



V. CURRICULUM

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

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

**Curriculum Structure**

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

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

**Integrated Curriculum**

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

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

**Hong Kong Stream**

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



### International Stream

All students in the 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 B or better) then start their General Certificate of Education Advanced Level (GCE A-level) studies in Form 5 and sit for the examination at the end of Form 6. Students apply for local university places through non-JUPAS.

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

### Post-IGCSE Examination GCE A-level Foundation Course

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

### Subjects Offered

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

	Forms 1 – 2	Forms 3 – 4	Forms 5 – 6	
	School-Based Curriculum	Integrated Curriculum	DSE Curriculum	GCE Curriculum
<b>English</b>				
English Language	✓	✓	✓	
English Literature		✓	✓	
English Language & Literature				✓
Drama	*	✓		
Drama & Theatre				✓
<b>Chinese</b>				
Chinese Language	✓	✓	✓	
Chinese Language & Cultural Studies				*
Elementary Chinese / IGCSE Chinese	✓	✓	✓	
Chinese				✓
Putonghua	*			
<b>Modern Foreign Languages</b>				
French	✓	✓	✓	✓
Spanish	✓	✓	✓	



	Forms 1 – 2	Forms 3 – 4	Forms 5 – 6	
	School-Based Curriculum	Integrated Curriculum	DSE Curriculum	GCE Curriculum
<b>Mathematics &amp; ICT</b>				
Mathematics	✓	✓	✓	✓
Extended Mathematics (M1, M2)		✓	✓	
ICT		✓	✓	
<b>Science</b>				
Integrated Science	✓			
Physics		✓	✓	✓
Chemistry		✓	✓	✓
Biology		✓	✓	✓
<b>Business</b>				
Economics		✓	✓	
Business, Accounting & Financial Studies / Business Studies		✓	✓	✓
<b>Humanities</b>				
History	✓	✓	✓	✓
Geography	✓	✓	✓	✓
Philosophy & Religious Studies	*	*	*	*
Religious Studies		✓		✓
Tourism & Hospitality Studies		✓	✓	
<b>Liberal Studies</b>				
Liberal Studies	✓	✓	✓	
<b>Creative Arts</b>				
Music	*	*		
Visual Arts / Art & Design	*	✓	✓	✓
Home Economics	*			
<b>Physical Education</b>				
Physical Education	*	* and ✓	* and ✓	* and ✓

\* Non-Public Examination Subject



### **Learning Support**

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

### **Special Educational Needs**

There are 65 students with Special Educational Needs (SEN) who have been diagnosed with the following Specific Learning Difficulties (SpLD) – Dyslexia, Autism Spectrum Disorder (ASD), Attention Deficit (Hyperactive) Disorder (ADD/ ADHD), Borderline Intellectual Functioning, hearing impairment and depression.

The three SEN teachers and one teaching assistant gave regular in-class support to 11 SEN students in various subjects. Six ASD students attended the ASD Social Group from The Salvation Army for social skills training. Two students with more severe learning difficulties had an Individual Educational Plan (IEP) ensuring continuous academic and behavioural support. During the mid-year examinations in January, 33 students in Forms 2 to 6 were provided with special examination arrangements.

The SEN coordinator, Educational Psychologist, School Social Workers and the Student Wellbeing Team meet weekly meeting to discuss student cases to provide support as necessary.

### **English as an Additional Language**

There are currently 71 students classified as needed English as an Additional Language (EAL) support (27 mild, 43 moderate and 1 serious). 26 of these students received additional support outside of regular lessons and 18 received in-class support. 22 of these EAL students are also classified as having special educational needs.

For senior school students, small group and one-to-one sessions have been timetabled to provide regular support. A Form 6 HKDSE EAL support class was piloted focusing on improving basic language skills to achieve a Level 3 in the HKDSE examination. Collaborative teaching with the English Teaching Assistant was also organised for the Form 4 IGCSE EAL students. During the school suspension period, sessions were held using Zoom. The vast majority of Form 1 and Form 2 EAL students studied English in classes of only 12 students. Lunch time sessions and in-class support have also been arranged across different year groups to support as many students as possible.

To promote reading this year, a ‘Reading Partners’ scheme was introduced. Some Form 1 and Form 2 EAL students were paired with Form 3 and Form 4 students to practise their reading on a weekly basis during class teacher period. This provided the opportunity for the older students to develop leadership skills while engaging with their younger peers to nurture a sense of community.



## VI. TEACHERS

The school employed 87 teachers and 7 teaching assistants.

### Qualifications

All teachers are degree holders: 97% have a PGDE (or equivalent) qualification and 40 have master's degrees. About 42% of teachers and teaching assistants are employed from overseas.

### Staff Development

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

Teacher quality is at the very centre of learning. If we are to realise continuous improvement in the quality of teaching and learning in our classrooms, we must build the capacity of teachers to meet these expectations. This requires the allocation of sufficient resources for an effective Staff Development Programme as well as an understanding of what teachers must know and do to improve student learning. Most importantly, we need a model of learning that provides teachers with an opportunity to engage in the improvement of their practice over time. The aims of the Staff Development Programme for the 2019 – 2020 school year were as follows:

- To help staff learn about the principles of well-being education.
- To support and guide teachers who are in need of teaching and learning support.
- To raise awareness of external CPD programmes.
- To create opportunities for personal reflection and spirituality.

#### A. Hotspots

Each Thursday morning a member of staff delivered a *Hotspot*; a short, focused sharing of a specific teaching and learning strategy, tool or pedagogical idea. During the 2019 – 2020 academic year, Hotspots focused on the specific targeted areas of the Staff Development Objectives: Positive Education; Departmental Sharing; IT to enhance teaching and learning; Staff Wellbeing.

#### B. Positive Education

Positive Education focuses on specific skills that assist students to strengthen their relationships, build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. The Positive Education model can be thought of as a road map of what people want for themselves, the students and their children.

This year the Positive Education Committee worked to learn more about the pedagogy of Positive Education through monthly meetings, visits to schools in Hong Kong, Geelong



Grammar webinars, taking students to the Bluesky Symposium and reading of core texts.

### C. Learning Trios

Effective schools are learning communities, the core element of which is a culture of collaboration and collective responsibility for the development of effective teaching practices and improved student achievement. The purpose of the learning trios is to provide deliberate, purposeful and structured opportunities for professional growth within a supportive, small-group context. The Learning Trios aimed to develop practice in one of the lesson observation focus areas.

Each Learning Trio investigated and developed a specific area of teaching and learning. The primary aim is to facilitate research, collaboration, change and development. The Learning Trios for 2019 – 2020 were as follows:

- 1) Classroom management, atmosphere and student engagement
- 2) Effective Lesson Planning
- 3) ICT to enhance teaching and learning
- 4) Designing lesson objectives to cater to all students
- 5) Developing success criteria and teacher modelling
- 6) Effective use of dialogue
- 7) Differentiation to remove barriers to learning
- 8) Student self and peer assessment
- 9) Building a culture that celebrates success in the classroom
- 10) Embedding plenaries and min-plenaries to evaluate learning
- 11) Embedding literacy strategies into the classroom
- 12) Designing constructive student-centered tasks
- 13) Effective marking for progress

Due to the school closure, staff in the Learning Trios planned and observed two lessons, but were not able to complete the final observation.

### D. Pineapple Chart

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

### E. Early Professional Years Programme (EPY)

The Early Professional Years programme has been designed for the context of YHKCC to support teaching graduates in their early professional years. The programme had two specific themes: Teaching and Learning and Student Support. The EPY sessions were non-judgmental and complimented existing departmental mentorship. Meetings were led by the Heads of Staff Development with one session scheduled during times when the whole-school met for assembly. The content of the meetings for the 2019 – 2020 academic year is shown in the table below.



Date	Title	Description
6 <sup>th</sup> September, 2019	Welcome to Early Professional Years	A social event to welcome group members
11 <sup>th</sup> September, 2019	Behaviour for learning	To consider top tips for behaviour management
25 <sup>th</sup> September, 2019	Apple Teacher Training	An introduction to Apple Certificate
9 <sup>th</sup> October, 2019	Using IT to enhance learning effectiveness	To use IT to facilitate collaborative learning
6 <sup>th</sup> November, 2019	Smart Marking	Smart marking strategies
20 <sup>th</sup> November, 2019	Lesson Planning	To consider models of teaching and learning when lesson planning
10 <sup>th</sup> December, 2019	Reflection	Social event for community and reflection of first months of teaching

Due to the school closure, the EPY programme was unable to run the full course and so participants from the 2019 – 2020 cohort will be invited to join missed sessions during the next academic year.

**F. Whole School Professional Development**

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

Date	Time	Content
30 <sup>th</sup> September, 2019	Whole Day	Star of the Month and Learning Trios
23 <sup>rd</sup> January, 2020	Afternoon	Learning Trios

**G. Academic Professional Development**

Continuing professional development to address particular subject-specific needs was incorporated into each of the departmental meetings scheduled for the 2018 – 2019 academic year.

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

**H. Personal Professional Development**

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



### **Peer Observation**

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

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

### **Lesson Observations**

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

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

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

### **Learning Walks**

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

### **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.



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There were three key deadlines in the Teacher Development Plan.

### **Stage 1: Planning**

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

### **Stage 2: Implementation**

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

### **Stage 3: Evaluation**

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

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



**VII. STUDENT ACHIEVEMENTS**

**HKDSE**

61% of the DSE graduates met the local University minimum entrance requirement. The rates were 51.6% and 47.6% in 2019 and 2018 respectively.

The Form 6 HKDSE results (Level 4 and above and passing percentages) for 2016 to 2020 are shown in the table below.

Subject	Level 4 and above					Passing percentage				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
BAFS (Accounting)	12.5%	0%	0%	7.1%	6.3%	68.8%	90%	70%	71.4%	87.5%
BAFS (Business Management)	5.6%	5.9%	0%	5.6%	7.7%	61.1%	76.5%	90.9%	77.8%	92.3%
Biology	28.6%	25%	13.3%	0%	18.8%	64.3%	65%	86.7%	77.8%	87.5%
Chemistry	22.0%	52.6%	28.6%	7.1%	0%	68.2%	89.5%	78.6%	64.3%	53.8%
Chinese Language	10.5%	36.4%	11.8%	20%	0%	63.2%	81.8%	70.6%	86.7%	66.7%
Economics	14.3%	10.0%	0%	33.3%	9.1%	42.9%	60.0%	75%	100%	63.6%
English Language	65.3%	72.1%	74.6%	71.9%	76.3%	96.0%	100%	100%	100%	100%
French Language	27.3%	22.2%	0%	0%	0%	84.1%	55.6%	37.5%	50%	22.2%
Geography	0%	40.0%	N/A	16.7%	N/A	40.0%	80.0%	N/A	83.8%	N/A
History	25.0%	100%	0%	0%	N/A	100%	100%	100%	50%	N/A
Information & Communication Technology (ICT)	18.2%	25.0%	20%	12%	33.3%	81.8%	100%	100%	100%	100%
Liberal Studies	18.9%	30.9%	30.2%	22.2%	28.8%	78.4%	92.6%	88.9%	95.2%	89.8%
Literature In English	N/A	0%	42.9%	37.5%	0%	N/A	40.0%	100%	100%	100%
Mathematics (Core)	19.2%	25.0%	15.9%	10.9%	8.5%	57.5%	70.6%	73%	59.4%	81.4%
Mathematics (M1)	33.3%	40.0%	50%	N/A	0%	50.0%	60.0%	100%	N/A	100%
Mathematics (M2)	75.0%	18.2%	33.3%	100%	25%	100%	100%	66.7%	100%	100%
Physical Education	0%	0%	25%	0%	0%	40.0%	80.0%	75%	100%	60%



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Physics	37.5%	64.3%	15.8%	12.5%	0%	81.3%	100%	73.7%	87.5%	64.3%
Spanish Language	N/A	66.7%	N/A	100%	0%	N/A	100%	N/A	100%	75%
Tourism & Hospitality Studies (THS)	12.5%	14.3%	0%	12.5%	8.3%	75.0%	100%	80%	87.5%	91.7%
Visual Arts	0%	0%	14.3%	33.3%	16.7%	75.0%	100%	85.7%	66.7%	100%

### GCE A-LEVEL

The Form 6 GCE results for June 2016 to June 2020 are shown in the table below.

Subject	Percentage of candidates achieving A* – C					Percentage of candidates achieving A* – E				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Art & Design	63.6%	40.0%	57.1%	50.0%	66.7%	100%	90.0%	100%	100%	100%
Biology	56.3%	64.3%	64.7%	80.0%	95.0%	100%	92.9%	88.2%	93.3%	100%
Business	63.3%	77.8%	66.7%	69.6%	87.0%	90.0%	100%	96.7%	100%	100%
Chemistry	53.8%	80.0%	75.0%	80.0%	85.0%	92.3%	100%	93.8%	95.0%	100%
Chinese	60.0%	77.8%	71.4%	33.3%	100%	100%	100%	100%	77.8%	100%
Drama & Theatre	33.3%	100%	45.5%	80.0%	100%	100%	100%	100%	100%	100%
English Language & Literature	51.7%	60.7%	53.3%	52.6%	92.3%	100%	100%	100%	94.7%	100%
French	22.2%	50.0%	33.3%	75.0%	N/A	77.8%	100%	100%	100%	100%
Geography	40.0%	50.0%	100%	100%	83.3%	100%	50.0%	100%	100%	100%
History	66.7%	90.0%	85.7%	75.0%	100%	100%	100%	92.9%	100%	100%
Mathematics	51.5%	77.4%	65.5%	61.1%	100%	81.8%	93.5%	93.1%	86.1%	100%
Physical Education	12.5%	37.5%	58.3%	66.7%	80.0%	62.5%	75.0%	83.3%	83.3%	100%
Physics	42.9%	91.7%	81.3%	72.7%	100%	71.4%	100%	100%	100%	100%
Religious Studies	N/A	N/A	N/A	85.7%	100%	N/A	N/A	N/A	100%	100%



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### IGCSE

The Form 4 IGCSE results for June 2016 to June 2020 are shown in the table below.

Subject	Percentage of candidates achieving A* – C					Percentage of candidates achieving A* – G				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Art & Design	80.8%	65.0%	76.5%	100%	87.5%	100%	100%	100%	100%	100%
Biology	60.3%	67.3%	85.4%	72.5%	91.8%	100%	96.4%	100%	100%	100%
Business Studies	75.0%	74.4%	90.2%	93.9%	100%	93.8%	98.9%	100%	100%	100%
Chemistry	58.5%	81.1%	92.5%	97.2%	100%	100%	100%	100%	100%	100%
Chinese as a Second Language	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Drama	88.2%	72.7%	91.7%	92.3%	100%	100%	100%	100%	100%	100%
Economics	54.5%	56.0%	94.1%	90.0%	100%	95.5%	92.0%	100%	100%	100%
English as a Second Language	50.0%	53.8%	100%	0%	50.0%	100%	96.2%	100%	100%	100%
First Language Chinese	80.6%	91.9%	85.7%	92.3%	90.0%	100%	100%	100%	100%	100%
First Language English	77.3%	86.8%	98.5%	97.5%	100%	100%	99.2%	100%	100%	100%
Foreign Language Mandarin Chinese	78.7%	91.8%	98.3%	100%	97.3%	100%	100%	100%	100%	100%
Foreign Language French	85.2%	75.0%	68.0%	100%	100%	100%	100%	100%	100%	100%
Foreign Language Spanish	100%	87.5%	75.0%	88.9%	100%	100%	100%	100%	100%	100%
Geography	59.1%	75.0%	88.9%	75.0%	100%	100%	100%	100%	100%	100%
History	75.0%	78.3%	92.3%	80.8%	100%	100%	100%	100%	100%	100%
English Literature	72.0%	79.2%	87.5%	91.7%	96.0%	100%	100%	100%	100%	100%
Mathematics	84.9%	81.8%	91.4%	93.9%	100%	100%	98.6%	100%	100%	100%
Physical Education	68.6%	48.3%	59.1%	100%	100%	100%	100%	100%	100%	100%
Physics	75.0%	82.6%	93.1%	96.7%	100%	100%	100%	100%	100%	100%
Religious Studies	N/A	100%	87.1%	96.3%	100%	N/A	100%	100%	100%	100%



Travel & Tourism	N/A	N/A	N/A	100%	100%	N/A	N/A	N/A	100%	100%
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**Form 6 Graduate Destinations**

2019 – 2020 was a successful year for the Form 6 graduating class.

A total of 89 students (77.4%) out of the cohort of the 115 Form 6 graduates decided to continue their studies in some form or another. 6.1% of graduates have opted to take a gap year, 1.7% of graduates have opted to go into full-time employment and 14.8% of students were waiting for the offers from Australia and New Zealand universities.

	DSE		GCE		Form 6 Cohort	
Further Study	46	78.0%	43	76.8%	89	77.4%
Employment	0	9.3%	2	3.6%	2	1.7%
Gap Year	4	6.8%	3	5.4%	7	6.1%
Undecided	2	3.4%	7	12.5%	9	7.8%
Unknown	7	11.9%	1	1.7%	8	7.0%
Total	59		56		115	

**Further Study**

Of those progressing on to further study, 60.7% will take bachelor degree programmes and 21.4% will be studying associate degrees or higher diploma programmes, and 16.9% will take either diploma programmes or foundation programmes.

	DSE		GCE		Total		Form 6 Cohort
Bachelor Degree	20	43.5%	34	79.1%	54	60.7%	47.0%
Associate Degree / Higher Diploma	15	32.6%	4	9.3%	19	21.4%	16.6%
Foundation / Diploma	10	21.7%	5	11.6%	15	16.9%	12.9%
HKDSE / GCE A-level	0	0.0%	0	0.0%	0	0.0%	0.0%
Others	1	2.2%	0	0.0%	1	1.1%	0.9%
Total	46		43		89		77.4%

**Further Study – Country**

Hong Kong is still the most popular destination with 62.4% of graduates progressing on to further study choosing to continue their studies here.

A further 35.4% will be studying overseas in the United Kingdom, Canada, Australia, Mainland China, The Netherlands, Taiwan and the United States of America.



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	DSE		GCE		Total	
	Count	Percentage	Count	Percentage	Count	Percentage
Hong Kong	38	82.6%	19	44.2%	57	64.1%
United Kingdom	4	8.7%	13	30.3%	17	19.2%
Canada	2	4.3%	5	11.6%	7	7.9%
Australia	0	0.0%	2	4.7%	2	2.2%
United States	0	0.0%	1	2.3%	1	1.1%
The Netherlands	0	0.0%	1	2.3%	1	1.1%
Mainland China	1	2.2%	1	2.3%	2	2.2%
Taiwan	1	2.2%	0	0.0%	1	1.1%
New Zealand	0	0.0%	1	2.3%	1	1.1%
<b>Total</b>	<b>46</b>		<b>43</b>		<b>89</b>	

YHKCC students have been admitted to the following universities:

### UK

Brunel University London  
 Imperial College London  
 Manchester Metropolitan University  
 Swansea University  
 University College London  
 University of Essex  
 University of Exeter  
 University of Glasgow  
 University of Kent  
 University of Manchester  
 University of Nottingham

### Australia

University of New South Wales  
 University Technology of Sydney

### USA

College of the Canyons

### Canada

Kwantlen Polytechnic University  
 Lakehead University  
 McMaster University  
 Sheridan College  
 Simon Fraser University  
 University of Alberta  
 University of Toronto

### Netherlands

Amsterdam University of Applied Science

### New Zealand

University of Otago

### Mainland China

University of Nottingham (Ningbo)  
 Zhejiang University

### Taiwan

Soochow University



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### Further Study – Bachelor Degree (Hong Kong)

A total of 30 students (26.1% of the graduating class) have been admitted to degree programmes in Hong Kong.

	<b>DSE</b>	<b>GCE</b>	<b>Total</b>
Caritas Institute of Higher Education	4	0	4
Chu Hai College	1	0	1
City University of Hong Kong	1	2	3
Education University of Hong Kong	0	2	2
Heng Seng University	1	0	1
Hong Kong Baptist University	0	1	1
Hong Kong Polytechnic University	2	0	2
Hong Kong University of Science & Technology	2	4	6
Lingnan University	1	0	1
Shue Yan University	1	0	1
The Chinese University of Hong Kong	0	3	3
The University of Hong Kong	1	4	5
<b>Total</b>	<b>14</b>	<b>16</b>	<b>30</b>



## **VIII. OTHER LEARNING EXPERIENCES**

### **A. Sports**

#### **Athletic and Cross-country Team**

- 1) HKSSF Inter-school Athletics Championships
  - 8 Gold
  - 9 Silver
  - 10 Bronze
  - 3 Copper
  - 3 overall trophies
    - C Grade Girls – First Runner-up
    - A Grade Girls – Second Runner-up
    - C Grade Boys – Third Runner-up
  - Yan Rachel Xin Yen (6K) broke the official record in Short Put with 9.18m in A Grade Girls (Tsuen Wan & Island District).

#### **Fencing Team**

- 1) ISSFHK Fencing Competition (Season 1)
  - U20 Boys – Bronze

#### **Football Team**

- 1) ISSFHK Football Competition (Season 1)
  - U14 Boys (Silver Division) – Champion
  - U14 Boys (Silver Division 2) – 1<sup>st</sup> Runner up
- 2) Islands District Mini-Soccer Competition
  - U13 Team – Champion
  - U15 Team – Champion

#### **Rugby Team**

- 1) All Hong Kong Rugby Sevens (Preliminary Round)
  - A Grade Girls – Champion
- 2) HKSSF Inter-schools Rugby Sevens Competition (All NT Regions)
  - A Grade Boys – Champion



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### Swimming Team

- 1) HKSSF Inter-Schools Swimming Championships 2019
  - Girls – Overall Champion (5<sup>th</sup> year in a row)
  - Boys – Overall Champion (2<sup>nd</sup> year in a row)
  - 22 Gold
  - 12 Silver
  - 11 Bronze
  - 19 Copper
  - Overall trophies:
    - A Grade & B Grade Boys – Champions
    - C Grade Boys – 2<sup>nd</sup> Runner Up
    - A, B & C Grade Girls – Champions
  - Caitlin Hobson (3H) broke the Inter-Schools records in the C Grade Girls 200m Individual Medley and 50m Butterfly
  
- 2) ISSFHK Swimming Competition (Season 1)
  - 1 Silver
  - 2 Bronze

### Taekwondo Team

- 1) Hong Kong Ladies Taekwondo Competition 2019  
12-14 aged Colour Belt Group  
*Gold Medel*
  - Lau Tse Wan, Tammy (2M)
  
- 2) The 70th Anniversary of the National Day Taekwondo Championship 2019
  - 7 gold
  - 3 silver
  - 1 bronze

### Table-tennis Team

- 1) HKSSF Inter-Schools Table Tennis Championships
  - A Grade Boys – 3<sup>rd</sup> Runner Up

### Volleyball Team

- 1) ISSFHK Volleyball Competition (Season 1)
  - U 20 Girls (Silver Division) – 1<sup>st</sup> Runner Up



**Others**

Merit prize for “Love is All Around” Writing Competition

Honourable Mention for Hong Kong Young Writers Awards

- Shruti Kaur (4A)

China Friendship Lacrosse Competition - Champion

- Lucas Ng (1H) – represented Hong Kong Team and was awarded as MVP in one of the matches

Bhangra Competition – 1<sup>st</sup> Runner up

- Jasmine Kaur (5M), Kuljit Dhillon (5Y), Gill Simranjit Kaur (5C), Palakjot Walia (4H) and our alumnus Nimratpal Kaur

A.S. Watson Group Hong Kong Student Sports Awards 2019 – 2020

- Kimberly Hobson (5A)

**B. Speech/Drama/Debate/Music**

<b>Speech/Drama/Debate/Music</b>	<b>Achievement</b>
Hong Kong Schools Music Festival	Chang Chih Hsuan, Michelle, (4C) – Proficiency – Cello Solo (Junior)  Yu Chung Wan, Ian (2Y) – 1 <sup>st</sup> Place – Cantonese Opera Solo (Junior Secondary School)
Hong Kong Joint School Music Association Competition	Chan Lok Man, Vanessa (2K) – Gold Award – Secondary School Harp Solo (Intermediate)  Cheung Hoi Kei, Stephanie (2H) – 1 <sup>st</sup> Runner-up – International Open  Cheung Hoi Yan, Ferrina (2H) – Champion – International Open
The Hong Kong 71 <sup>st</sup> English Speech Festival	Shruti Kaur (4A) – 1 <sup>st</sup> Place, Solo Public Speaking



C. Academic

Event/Area	Achievement
Outstanding Cambridge Learner Awards	<p><b>High Achievement</b>            Yashvi Shah – A Level Biology            Jasmine June Alberts – A Level Chemistry            Jasmine June Alberts – A Level Physics            Alexander Ericson Lee – AS Level Biology            Alexander Ericson Lee – AS Level Chemistry            Cheung Hoi Yan (Ferrina) – AS Level Physics</p> <p><b>Best Across Three A Levels</b>            Yashvi Shah – First place</p>
International Biology Olympiad – Hong Kong Contest 2019	<p>Chockle Cheung (6H) – Gold Award</p> <p>Amelie Verreault – Gold Award (Outstanding Student Performance Award)</p> <p>Yamauchi Kahori (5H) – Honourable Mention Award</p>
Intermediate Biology Olympiad 2019	<p>CHEUNG Chockle (6H) (Top 5%) – Gold            VERREAULT Amelie (6H) (Top 5%) – Gold            NOUMAN Khan (6H) (Top 10%) – Silver            SAMSON Diane Isabelle Tian-hong (6K) (Top 10%) – Silver            BALBONA Natalie Elizabeth Campbell (6A) (Top 10%) – Silver</p>
“Dollar-A-Day Challenge” Scholarship by the Young Investors Society	Asher Saatori (F.6)
Hong Kong Young Writers Awards	Shruti Kaur from (4A) – Honourable Mention
Total Sky Imager Design Competition	<p><b>Merit</b>            Chung Hei YIU (Terence) (4C.DSE)            Ryan Josh Singh ATWAL (5H)            Risinu Kaveen MAGAMAGE (5H)            Aryan Mandar PENDSE (5H)            Paolo Mendoza SILVA (5H)</p> <p><b>Participation Certificate</b>            Mohammad Farhan NEWAZ (4H.DSE)            Gerard Xavier Kheng Kiat POON (5H)</p>
French Poster Competition	Shruti Kaur (4A) – Winner



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### D. Community Service

Event	Date
The Baptist Oi Kwan Social Service Flag Day	October, 2019
First Aid Course for the Elderly (Elder Academy)	November, 2019
Inauguration Ceremony of the YHKCC-OIWA Elder Academy and giving out goodies bags	December, 2019
Christmas Parade Visit	December, 2019

### E. School Visit

School	Date
HKFYG Lee Shau Kee College Visit	October, 2019
Elite Education, Xin Qiang Schools Visit	November, 2019

### F. Large-scale Student Activities

Activity	Date
Back to School Night (F.1 to F.4)	September 2019
Life-wide Learning Camp (3 days ,2 nights)	October 2019 (F1 -3 students)
Student-Teacher & Parent-Teacher Conferences	November 2019, February 2020 (Zoom), March 2020 (Zoom) & May 2020 (Zoom) (students and parents)
HKDSE / GCE Information Evening (F.3 & F.4)	January 2020 (260+ participants)

### G. YHKCC Alumni

- **Andrea Maria Lagman Parungao** (Class of 2019) represented the Philippines Ladies' National Hockey team and won a bronze medal in the 2019 Southeast Asian Games (SEA Games).
- **Ajit Namakkal Raghavendran** (Class of 2016) – Ajit's team, "Hollo", was crowned the World Champion of Microsoft 2020 Imagine Cup in May, 2020. The team developed a mental health companion web app leveraging Azure analytics and AI services to advance youth therapy practice. The team is the first Hong Kong Team to win the grand prize in the past 18 years.
- **Stefan Antonic** (Class of 2018) – Stefan is a professional football player in Kwoon Chung Southern (冠忠南區) and competed in the Hong Kong Premier League.



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## **IX. PARENT-TEACHER ASSOCIATION**

The Annual General Meeting of the Parent-Teacher Association for the 2019 – 2020 school year was held on 12<sup>th</sup> September, 2019. The election of new executive committee members was carried out, and the following parents were elected:

- Ms. Jasmine Chong (Chairman)
- Mr. Standy Chan (First Vice Chairman)
- Ms. Yadan Wang (First Treasurer)
- Ms. Hanii Kwok (Second Secretary)
- Ms. Bee Lui (Social Convener)
- Mr. Michael Johnson (Social Convener)
- Ms. Aquin Matthew (Social Convener)

The teacher members are:

- Mr. Dion Chen
- Ms. Diana Lo
- Mr. Andrew Higgins
- Mr. Alchian Au
- Mr. Ken Harley
- Ms. Peggy Lee

Two Executive Committee meetings were conducted on 18<sup>th</sup> October, 2019, and 18<sup>th</sup> August, 2020, via Zoom.

### **List of Items Sponsored by the PTA in 2019 – 2020**

- PTA Donation for Enhancing Learning Experiences, e.g. microscopes for the Science Department; a bookshelf for the Chinese Department; a digital camera and video camera for the Creative Arts Department; Table Tennis Tables for the Physical Education Department.
- Refreshments for the PTA Annual General Meeting.
- Refreshments for the PTA Executive Committee Meeting.
- Student activities including football, basketball, rugby, cricket, basketball, and the volleyball sports team uniform. Transportation and coaching fees for sport teams during the first semester.

The Committee also organized sales of used textbooks in conjunction with the Library and welcomed new students and parents during the Form 1 Registration.



**X. FINANCIAL SUMMARY**

**A. School Financial Report for 2018 – 2019 (Audited Version)**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	54.60%	N.A.
School Fees	N.A.	33.16%
Donations, if any	N.A.	9.75%
Other Income, if any	N.A.	2.49%
<b>Total</b>	54.60%	45.40%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		81.86%
Operational Expenses (including those for Learning and Teaching)		7.48%
Fee Remission / Scholarship <sup>1</sup> (13.96% of the School Fee Income)		4.62%
Repairs and Maintenance		0.91%
Depreciation		5.13%
Miscellaneous		N.A.
<b>Total</b>		100%
<b>Deficit for the School Year</b> #	0.0249 months of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year</b> #	2.86 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 Centre, Admission Office and Classrooms Renovation (2009/2010)	\$2,210,125
• Fine Art Centre, Library Study Area and Classrooms Renovation (2010/2011)	\$2,678,037
• Music Block and Promenade Construction (2012/2013)	\$26,150,569
• 5 <sup>th</sup> Floor Senior Form Centre (2012/2013)	\$103,929
• Careers Centre	\$250,000

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

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



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• Geography Room	\$400,000
• Home Economics Room	\$500,000
• Upgrade of Apple TVs and other Multi-media learning facilities in classrooms	\$750,000
• Black Box Theatre and Fitness Centre	\$26,000,000
<b>Total</b>	<b>\$66,273,061</b>

### B. Use of Government Grants & Donations

#### 1. School Fee Remission Reserves

	<b>2019/2020</b>	<b>2018/2019</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Provision for the Year	3,958,417.00	3,721,418.11
Donations	14,400.00	658,500.00
Additional Provision from School	438,131.05	157,870.14
Others	6,033.95	-
Less: Payment for the Year	(4,416,982.00)	(4,537,788.25)
Balance as at 31 August	0.00	0.00

#### 2. Capacity Enhancement Grant

	<b>2019/2020</b>	<b>2018/2019</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	582,725.00	570,900.00
Less: Expenditure	(582,725.00)	(570,900.00)
Balance as at 31 August	0.00	0.00

#### 3. Community Care Fund (CCF) Assistance Programmes

	<b>2019/2020</b>	<b>2018/2019</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	172,875.00	27,660.00
Less: Expenditure	(172,875.00)	(27,660.00)
Balance as at 31 August	0.00	0.00

#### 4. Diversity Learning Grant – Other Programmes

	<b>2019/2020</b>	<b>2018/2019</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	35,000.00	43,452.52
Add: Current Year Grant	114,900.00	80,250.00
Less: Expenditure	(66,231.66)	(88,702.52)
Balance as at 31 August	83,668.34	35,000.00



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### 5. Diversity Learning Grant – Other Languages

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	144,300.00	193,050.00
Add: Current Year Grant	27,300.00	253,530.00
Less: Expenditure	(171,600.00)	(302,250.00)
Balance as at 31 August	0.00	144,300.00

### 6. Extra Recurrent Grant Under ITE4 / Enhancing Wifi Infrastructure

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	66,740.00	75,770.36
Add: Current Year Grant	0.00	66,740.00
Less: Expenditure	(66,740.00)	(75,770.36)
Balance as at 31 August	0.00	66,740.00

### 7. Hong Kong Jockey Club Life-wide Learning Fund

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	65.00	9,928.00
Add: Current Year Grant	0.00	36,855.00
Uncollected Fund	9,525.00	0.00
Less: Claw Back	0.00	(9,378.00)
: Expenditure	(1,850.00)	(37,340.00)
Balance as at 31 August	7,740.00	65.00

### 8. Learning Support Grant

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	551,880.00	0.00
Add: Current Year Grant	324,120.00	551,880.00
: Expenditure	(797,734.00)	0.00
Balance as at 31 August	78,266.00	551,880.00

### 9. Moral and National Education Subject Support Grant

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	14,836.00	114,000.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(14,836.00)	(99,164.00)
Balance as at 31 August	0.00	14,836.00



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

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	0.00	46,880.94
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(0.00)	(46,880.94)
Balance as at 31 August	0.00	0.00

### 11. One-off Grant Chinese History Grant

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	119,977.74	0.00
Add: Current Year Grant	0.00	150,000.00
Less: Expenditure	(119,977.74)	(30,022.26)
Balance as at 31 August	0.00	119,977.74

### 12. One-off Grant Gift if Printed Book Pilot Scheme

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	78,300.00	0.00
Less: Expenditure	(78,300.00)	(0.00)
Balance as at 31 August	0.00	0.00

### 13. Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and Mainland

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	230,678.31	219,176.21
Add: Current Year Grant	0.00	150,000.00
Less: Expenditure	(20,000.00)	(138,497.90)
Balance as at 31 August	210,678.31	230,678.31

### 14. PTA Grant

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	15,633.00	10,474.00
Less: Expenditure	(15,633.00)	(10,474.00)
Balance as at 31 August	0.00	0.00



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### 15. Provision to Support Non-Chinese Speaking to learn Chinese History and Culture

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	50,000.00	0.00
Add: Current Year Grant	50,000.00	50,000.00
Less: Expenditure	(7,900.00)	(0.00)
Balance as at 31 August	92,100.00	50,000.00

### 16. RC Lee Foundation – Unity in Diversity

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	424,588.70	450,000.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(97,769.68)	(450,000.00)
Balance as at 31 August	326,819.02	0.00

### 17. Quality Education Fund – Developing the Use of Information Technology in Chinese Curriculum

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	364,572.00	379,572.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(364,572.00)	(15,000.00)
Balance as at 31 August	0.00	364,572.00

### 18. Senior Secondary School Students Mainland Exchange Programme Subvention Scheme

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	1,350.00	1,350.00
Add: Current Year Grant	40,000.00	40,000.00
Less: Expenditure	(0.00)	(36,750.00)
Claw back	(0.00)	(3,250.00)
Balance as at 31 August	41,350.00	1,350.00

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

	2019/2020 HKD \$	2018/2019 HKD \$
Balance as at 1 September	56,962.00	45,519.00
Add: Current Year Grant	67,800.00	66,000.00
Less: Expenditure	(49,150.57)	(54,557.00)
Balance as at 31 August	75,611.43	56,962.00



**20. Stepping Up Education Support for Non-Chinese Speaking**

	<b>2019/2020</b>	<b>2018/2019</b>
	<b>HKD \$</b>	<b>HKD \$</b>
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

**21. Special Grant on Typhoon Disturbance**

	<b>2019/2020</b>	<b>2018/2019</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	0.00	150,000.00
Less: Expenditure	(0.00)	(150,000.00)
Balance as at 31 August	0.00	0.00

**22. Student Activities Support Grant**

	<b>2019/2020</b>	<b>2018/2019</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	48,100.00	0.00
Less: Expenditure	(0.00)	(0.00)
Balance as at 31 August	48,100.00	0.00

**23. Supporting Non-Chinese Speaking Students with Special Education Needs**

	<b>2019/2020</b>	<b>2018/2019</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	200,000.00	0.00
Add: Current Year Grant	0.00	200,000.00
Less: Expenditure	(200,000.00)	(0.00)
Balance as at 31 August	0.00	200,000.00

**24. Special Anti-Epidemic Grant**

	<b>2019/2020</b>	<b>2018/2019</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	20,000.00	0.00
Less: Expenditure	(20,000.00)	(0.00)
Balance as at 31 August	0.00	0.00



**25. Understanding Our Motherland Programme**

	<b>2019/2020</b>	<b>2018/2019</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	16,000.00	16,000.00
Less: Expenditure	(0.00)	(14,700.00)
Claw back	0.00	(1,300.00)
Balance as at 31 August	16,000.00	0.00

**C. Report on Use of Grants**

**a) Capacity Enhancement Grant**

In order to support the personal growth of students and provide professional services to students and parents, the School continuously utilized the Capacity Enhancement Grant (CEG) to employ an Educational Psychologist for the 2019/2020 school year.

Part of the CEG was also well used to hire instructor to offer drama training to Chinese Language Classes.

**Pastoral Care**

- Part-time Educational Psychologist

**Enhancing Chinese Language Learning Effectiveness**

- Part-time Drama Instructor for Chinese Classes.

**b) Life-wide Learning Grant**

The grant was used for supporting students in joining various ECA programme, in particular on subsidizing the hiring of sports coaches and music instructors, subsidizing the F.1-3 Life-wide Learning Camps, purchasing sport team jerseys and equipment and paying for the transportation costs for the sports teams participating competitions outside Tung Chung.

**c) Promotion of Reading Grant**

The grant was used for purchasing additional books for students to borrow from the main library, Chinese Library, English Library and other department bookshelves.



**XI. REVIEW OF ANNUAL SCHOOL PLAN 2019 – 2020**

The major concerns for the 2019 – 2020 school year were as follows:

1. To raise academic achievement by further enhancing teaching quality and developing independent, responsible and ambitious learners.
2. To continue to integrate the core values and intellectual character dispositions into building students who are 21<sup>st</sup> century ready.
3. To further streamline administrative systems and enhance communication channels through the new online learning platform.

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

**Major Concern #1:** To raise academic achievement by further enhancing teaching quality and developing independent, responsible and ambitious learners.

Targets	Strategies	Progress
1) To continue to improve academic performance, especially in IGCSE, GCE & HKDSE public examinations.	To strengthen programmes for low achievers by utilizing SEQTA to identify academic concerns (using the Pastoral Care notes) in a timely manner and implementing targeted Academic Action Plans for students who need more support.	
	To refine the schemes of work for the new timetable structure for the next school year	
	To increase the provision of the Chinese language curriculum to students	
	To upgrade the existing Gifted and Talented Programme to stretch the more able and provide a suitably challenging curriculum.	
	To continue to develop a range of revision strategies to maximize learning effectiveness.	
	To expand the Summer Enhancement Courses to other departments.	
2) To continue to improve the quality of teaching.	To further enhance teaching and learning effectiveness through the use of ICT in the classroom, especially in Form 1.	
	To continue to promote sharing of best practice in department meetings and ensure that teaching and learning discussions occupy a core place.	
	To continue to encourage more frequent observations of other teachers teaching through use of the Pineapple Chart, learning walks, informal observations, etc.	



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	To build teachers' capacity and extend individual repertoires by creating new techniques to develop dispositions in the YHKCC Learner Profile and specific strategies to motivate students, e.g. Star of the Month.	
3) To continue to develop students' ability to learn.	To utilize SEQTA for teaching and learning purposes, e.g. WISP assessment, student reflection, etc.	
	To create a more stimulating learning environment based on the three I's: Inspire, Inform, Independent Learners.	
	To develop a "Learning to Learn" course for PSHE to be implemented in the 2020 – 2021 academic year.	
4) To improve the academic quality of students admitted to the school.	To introduce a Form 1 Talented Scheme to attract students with stronger academic backgrounds.	



**Major Concern #2:** To continue to integrate the core values and intellectual character dispositions into building students who are 21<sup>st</sup> century ready.

Targets	Strategies	Progress
1. To further develop the intellectual character dispositions in the YHKCC Learner Profile.	Departments continue to devise teaching techniques / learning activities to develop the intellectual character dispositions in the YHKCC Learner Profile and embed dispositions into schemes of work.	
	To continue to build in practices that promote and encourage the development of intellectual character dispositions, e.g. English – promoting reflectiveness through the use of journals; PE – Stars of the Month Programme, Creative Arts – Biweekly display board, etc.	
	To embed resilience into regular lessons by developing a growth mindset and encouraging/ supporting students facing difficulties.	
	PSHE lessons devised to develop the intellectual character dispositions in the YHKCC Learner Profile.	
	Develop the intellectual character dispositions in the YHKCC Learner Profile through the extra-curricular curriculum.	
	Create posters to be placed around the school that illustrate and communicate the school’s learning dispositions and individual year themes.	
2. To strengthen spiritual development and develop the personal qualities needed to be a force for good in the world.	Renaming of the SGDS to the Student Wellbeing Team in order to emphasize a whole school focus upon wellbeing.	
	To strengthen opportunities for spiritual and character development by running a one day and one night pilot retreat programme for volunteer Form 6 students.	
	To strengthen opportunities for character and empathy development by running a ‘sleep-out’ programme for Form 5 volunteer students.	
	To embed a focus for each year group to permeate their direction for the year.	
3. To cultivate global mindsets by developing a greater awareness of “citizenship” and a deeper understanding of the responsibilities of individuals to the local and	To create an affirmation points system, whereby classes collectively raise money for a selected charity based on the affirmation points they receive.	



global communities.		
4. To strengthen the Careers Counselling Service.	To embed careers lessons into the PSHE curriculum for all forms.	
5. To facilitate whole person development and well-being of students through provision of different types of extra-curricular activities.	Establish new ECA clubs and societies (e.g. Trail Running Club, Creative Writing Club, etc.)	
	Organize new inter-house activities to promote sense of belonging and participation, e.g. UNO, Handball, Tug of War, etc.	
	Recognize students' achievement and excellent behavior by giving ECA affirmations in SEQTA.	
6. To further provide opportunities for sports development and promote sense of unity and positive values through sports participation.	Establish new sports teams, e.g. Dodgeball team, Fencing team, Dragon Boat team, Tennis team, etc.	
	Support development of developing sports through participation in HKSSF and ISSFHK fixtures.	
	Collaborate with the career counselor and sports team teachers-in-charge in nominating outstanding sports athletes for university applications.	
	Standardize the sports team jerseys across various teams.	
7. To continue to promote student leadership and strengthen the mentorship programme.	To equip student leaders and look after their well-being through training workshops, planning and debriefing sessions.	
8. To provide opportunities for students to engage in community service.	Organize various inbound and outbound service opportunities in the Service Outreach Week. Evaluate the effectiveness of service trips and explore different service destinations.	
	Strengthen student leadership and initiative through the organization and provision of service activities organized by the Community Service Club.	
9. To further promote spiritual development.	Introduce Alpha Course in F.1 during lunch.	
	Review and redevelop daily devotion through weekly Bible scriptures.	



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**Major Concern #3:** To further streamline administrative systems and enhance communication channels through the new online learning platform.

Targets	Strategies	Progress
1) To introduce SEQTA for teaching and learning purposes.	To introduce the following SEQTA modules: <ul style="list-style-type: none"> <li>▪ Attendance</li> <li>▪ Curriculum</li> <li>▪ Pastoral Care</li> </ul>	
2) To enhance communication channels between various stakeholders.	To fully utilize the communication channels on SEQTA: SEQTA Learn (students), SEQTA Engage (parents) and Direct (staff).	
3) To further enhance administrative systems.	To empower the office staff to support more administrative work in daily school operation	
4) To introduce SEQTA for ECA administrative purposes.	Use of SEQTA as communication channels with students and parents regarding ECA activities.	
	Use of SEQTA for attendance and record of students' achievement.	
5) Streamline ECA forms.	Modify the ECA documents to reduce administrative workload.	



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## **XII. DEVELOPMENT FOR 2020 – 2021**

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 2020 – 2021 school year are as follows:

- 1. To continue to raise academic achievement by enhancing teaching quality and further developing independent, responsible and ambitious learners.**
- 2. To integrate the YHKCC Learner Profile into the wider curriculum.**
- 3. To focus on developing “wellbeing” within the YHKCC community.**

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

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