



YMCA of Hong Kong Christian College



Annual School Report

2020 – 2021



YMCA of Hong Kong Christian College

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SCHOOL VISION, MISSION & VALUES

Vision

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

Mission





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Values



Statement of Core Values

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

Build a community that cares

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

Serve one another in love

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



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Respect ourselves and others

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

Be responsible

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

Act with integrity

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

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

I. SCHOOL MOTTO & SCRIPTURE

Fides et virtus
(Faith and Strength)

School Motto 校訓

篤信 剛毅



**I have come that they
may have life, and have
it to the full.**

(John 10:10)

School Scripture 經訓

**我來了，是叫人得生命，
並且得的更豐盛。**

(約翰福音十章十節)



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II. SCHOOL

General Information

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

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

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

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

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

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

Special Features

- The school is situated in Tung Chung, surrounded by green mountains, overseeing the airport, and is within walking distance from the Tung Chung MTR station. The YHKCC has numerous trees and flowerbeds within the campus, making it an environmentally friendly place in which students study, make friends, grow and enjoy life.
- The school has modern and spacious facilities. For example, each classroom and special room is equipped with multi-media teaching and learning facilities; there are spacious sports areas – basketball courts, an artificial all-weather turf, a soccer pitch, a handball court, badminton courts, a 4x100-metre track, a gym, a dance/drama room, a student learning centre where computers are equipped with internet access



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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 school emphasizes enhancing language competencies and the all-round development of students. It has a rich language environment and students are immersed in English medium learning across the curriculum. Almost half of the staff are non-local, native English speaking teachers. All teachers are university graduates, many having lived in foreign countries, including Canada, USA, UK, Ireland, France, New Zealand, Spain, Japan, India, Korea, Philippines and Australia, for an extended period of time either studying or working.
- The school also has a wide variety of Extra Curricular Activities (ECAs) to choose from in a range of areas including music, art, performing arts and sports. Students are encouraged to develop their talent and potential. Students are also encouraged to participate in community service throughout their time in the school, to develop a sense of sharing and belonging to the community.
- The school provides students with a comprehensive careers programme and a variety of trips and excursions to places outside Hong Kong through international links established by the YMCA of Hong Kong so that students can develop a deeper understanding of different cultural and environmental needs in the world around them. Students engaging in these activities can also enrich their perspectives and broaden their horizons.
- Under normal circumstances, the school organizes an Enrichment Week for all students at the end of school year. Due to the ongoing Covid-19 pandemic, it was not possible to arrange the following activities during the 2020 – 2021 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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- The following activities were organized during Enrichment Week instead:
 - Students in Forms 1 – 3 participated in Life-wide Learning Make-up Camp Days.
 - Form 4 students participated in a Service Exploration Week with local services including Eldpathy, Dialogue in the Dark, Beach Cleaning and Impact HK.
 - A Higher Education Conference was organized for Form 5 students.

School Management Committee

| | |
|----------------------|--|
| Mr. Patrick Yip | Chairman |
| Mr. Benjamin Lam | Honorary Secretary |
| Mrs. Sheila Chuang | Honorary Treasurer |
| Mr. Peter Ho | School Supervisor & 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 |
| Dr. Andy Chan | School Manager |
| Ms. Diana Lo | School Manager |
| Mr. Standy Chan | Parent Manager |
| Mr. Jocelyn Gagnon | Teacher Manager |
| Mr. Dion Chen | Principal |



III. STUDENTS

Class Organization

Number of Operating Classes for Year 2020 – 2021

| 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 2020 – 2021 as at 30th September, 2020

| Form | No. of Students | Eligible for DSS Subsidy |
|-------|-----------------|--------------------------|
| 1 | 164 | 164 |
| 2 | 162 | 135 |
| 3 | 154 | 135 |
| 4 | 145 | 145 |
| 5 | 141 | 140 |
| 6 | 131 | 130 |
| Total | 897 | 849 |

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 62% of the students have an international background, coming from 40 countries and about 51% of the Form 1 students come from local primary schools. 31% 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.

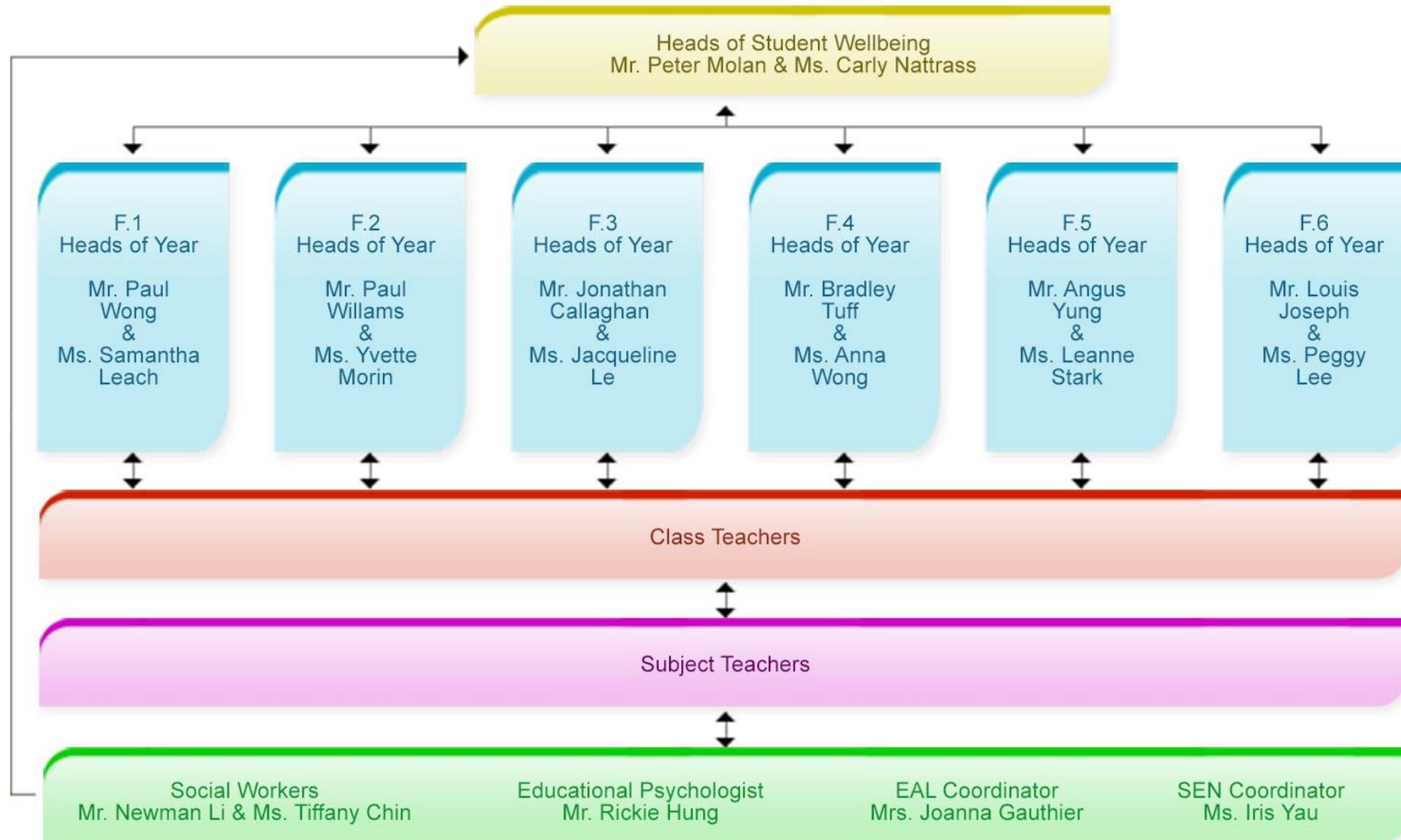
More specifically, the aims of the Student Wellbeing Team are:

- (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 21st 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 per week. The schemes of work for the PSHE curriculum focus on topics which relate to specific age groups, and/or are differentiated to suit the needs 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:

- *Build a community that cares*
- *Serve one another in love*
- *Respect ourselves and others*
- *Act with integrity*
- *Be responsible*

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 Student Wellbeing Team valuable information on students that may require assistance and intervention. Follow-up conversations and interventions were conducted by the School Social Workers and Heads of Year.

The Heads of Student Wellbeing, Heads of Year and selected staff at YHKCC undertook a mental health and suicide prevention course conducted by Hong Kong Mental Health First Aide. Staff were trained in the identification of at-risk young people, offering guidance and support and developing learning materials on mental health awareness.

Over the course of the year, heads of Student Wellbeing and Heads of Year participated in a range of online professional development on Positive Education. This was incorporated into the development of wellbeing-based lessons and materials and worked as a framework in the design of the PSHE curriculum.

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 – *This is the beginning of anything you want.*
- Form 2 – *Be bold enough to choose your own path, and strong enough to follow it.*
- Form 3 – *The future belongs to those who believe in the beauty of their dreams.*
- Form 4 – *If you can imagine it, you can achieve it. If you can achieve it, you can become it.*
- Form 5 – *There is no elevator to success, you have to take the stairs.*
- Form 6 – *Your attitude determines your altitude.*

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



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opportunity to build a network of support. Unfortunately, the Retreat was unable to run due to the pandemic restrictions. In its place, the Form 6 students participated in a scaled-down Christmas Activities Day on campus.

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. Each of the 36 classes in the school selected a charity they would like to support during the academic year.

To help raise funds for their chosen charities the school organized six "Adopt-a-Charity" casual dress days throughout the year, one for each form. A total of \$95,936.10 was raised for charity.



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

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



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Executive Committee Members:

| | |
|------------------------|--------------------------|
| President | Jasmine Mata (5A) |
| Vice President | Joshua Dionsio (5K) |
| Vice President | Zita Puentespina (5K) |
| Secretary | Angelyn Cunningham (5K) |
| Treasurer | Andy Cheung (5H) |
| Activity Officer | Andre Invento (5M) |
| House Officer | Zoe Dalton (5H) |
| Publication Officer | Spatika Swaminathan (5Y) |
| Promotion Officer | Ana Rubio (5A) |
| Communications Officer | Gabriel Parungao (5K) |

B. Prefects

The purpose of the Prefect Team is as follows:

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

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

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

Head Prefects: Seho Kim (5Y) & Diya Chaudhary (5H)

C. Student Ambassadors

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

Teacher Advisor: Ms. Kit Ng & Ms. Leah Eun

President & Vice Presidents:

| | |
|-----------------|---------------------------------------|
| President | Shruti Kaur (5Y) |
| Vice Presidents | Robin Whitehead (5K) & Ashley Fu (5H) |



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D. Houses

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

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

Each House has its 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 the original house activities were adapted and a series of mini house competitions such as Basketball, Form 1 Rope Skipping, Form 1 Spelling Bee, Dodgeball, Paper Plane and Monkey Tail tournament were held during the year. The cumulative House Points will determine the winner of mini YMCA Cup this year

Morrison House

Head of House: Mr. Alan Lee
Assistant Head of House: Ms. Amy Chen

House Captain: Harkomal Singh (5C)
Assistant House Captains: Krishi Shah (5Y) & Athittaya Cheung (5K)

Chambers House

Head of House: Ms. Wendy Chow
Assistant Head of House: Mr. Ken Wong

House Captain: Kotomi Hasegawa (5K)
Assistant House Captains: Emi Hasegawa (5H) & Manjildeep Pun (5C)

Williams House

Head of House: Mr. Peter Chan
Assistant Head of House: Ms. Iris Yau

House Captain: Isandra Manuel (5M)
Assistant House Captains: Vivianee Alabata (5C) & Zaine Santos (5M)



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Taylor House

Head of House: Mr. Curtis Chu
Assistant Head of House: Mr. Doulos Tam

House Captain: Yohann Pamnani (5A)
Assistant House Captains: Michael Pacibar (5K) & Pallavi Mirpuri (5Y)



V. CURRICULUM

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

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

Curriculum Structure

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

| Form 1 | Form 2 | Form 3 | Form 4 | Form 5 | Form 6 |
|-------------------------|--------|--|---------------|--------|--------|
| School Based Curriculum | | Integrated Curriculum HKDSE + IGCSE | HKDSE | | |
| | | | GCE 'A' Level | | |

Integrated Curriculum

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

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

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

Hong Kong Stream

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



International Stream

All students in the 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 the requirements of the Education Bureau.

Post-IGCSE Examination GCE A-level Foundation Course

The school continued to have an earlier start for students in the 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 |
| English | | | | |
| English Language | ✓ | ✓ | ✓ | |
| English Literature | | ✓ | ✓ | |
| English Language & Literature | | | | ✓ |
| Drama | * | ✓ | | |
| Drama & Theatre | | | | ✓ |
| Chinese | | | | |
| Chinese Language | ✓ | ✓ | ✓ | |
| Elementary Chinese / IGCSE Chinese | ✓ | ✓ | ✓ | |
| GCE AS/A-level Chinese | | | ✓ | ✓ |
| Putonghua | * | | | |
| Modern Foreign Languages | | | | |
| French | ✓ | ✓ | ✓ | |
| Spanish | ✓ | ✓ | ✓ | |



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| | Forms 1 – 2 | Forms 3 – 4 | Forms 5 – 6 | |
|--|-------------------------|-----------------------|----------------|----------------|
| | School-Based Curriculum | Integrated Curriculum | DSE Curriculum | GCE Curriculum |
| Mathematics & ICT | | | | |
| Mathematics | ✓ | ✓ | ✓ | ✓ |
| Extended Mathematics (M1, M2) | | ✓ | ✓ | |
| Information & Communication Technology (ICT) | | ✓ | ✓ | |
| Science | | | | |
| Integrated Science | ✓ | | | |
| Physics | | ✓ | ✓ | ✓ |
| Chemistry | | ✓ | ✓ | ✓ |
| Biology | | ✓ | ✓ | ✓ |
| Business | | | | |
| Economics | | ✓ | ✓ | |
| Business, Accounting & Financial Studies (BAFS) / Business Studies | | ✓ | ✓ | ✓ |
| Humanities | | | | |
| History | ✓ | ✓ | ✓ | ✓ |
| Geography | ✓ | ✓ | ✓ | ✓ |
| Philosophy & Religious Studies | * | * | * | * |
| Religious Studies | | ✓ | | ✓ |
| Tourism & Hospitality Studies (THS) | | ✓ | ✓ | |
| Liberal Studies | | | | |
| Liberal Studies | ✓ | ✓ | ✓ | |
| Creative Arts | | | | |
| Music | * | * | | |
| Visual Arts / Art & Design | * | ✓ | ✓ | ✓ |
| Home Economics | * | | | |
| Physical Education | | | | |
| 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 67 SEN students who were diagnosed with Specific Learning Difficulties (SpLD) – Dyslexia, Autism Spectrum Disorder (ASD), Attention Deficit (Hyperactive) Disorder (ADD/ ADHD), Borderline Intellectual Functioning, Hearing impairment, Oppositional Defiant Disorder and Depression.

There is one SEN Coordinator in the SEN Department, one Teacher and two Teaching Assistants giving regular in-class support to 9 SEN students in various subjects from September 2020 to April 2021, after which the team was scaled down to one SEN Coordinator and two Teaching Assistants. Six ASD students attended the ASD social group from The Salvation Army for social skills training. Five students with Dyslexia attended the Units of Sound problem for reading, writing, speaking and listening training.

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

| Examination | Date | Form | No. of students |
|-------------|---------------|---------------------------|-----------------|
| Mid-year | January 2021 | Form 3 | 6 |
| Mock | February 2021 | Forms 5 & 6 | 15 |
| Mid-year | March 2021 | Forms 2, 4 & 6 | 35 |
| Final | June 2021 | Forms 1 – 3, Form 4/5 DSE | 28 |

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

English as an Additional Language

There are currently 65 students classified as EAL students (29 mild / 36 moderate). Currently, 22 of these students receive in-class support and 36 are enrolled on specialist online programmes. Sixteen EAL students are also classified as having special educational needs.

Due to the success of the pilot scheme last year to provide a Form 6 DSE EAL support class focusing on improving basic language skills to achieve level 3 in the HKDSE exam, this initiative has been continued in this academic year with a class of 9 students.



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Around half of the Form 1 and Form 2 EAL students are studying English in small classes (12 – 14 students). In-class support has also been arranged across Form 1, Form 2 and Form 3 classes to support as many students as possible. Furthermore, weekly sessions have been held before school to mentor particular students.

The ‘Reading Partners’ scheme was discontinued this year due to changes to the daily timetable and the school suspension. Three online programmes were introduced instead. To promote reading this year, an online reading scheme (LightSail) was introduced to provide the opportunity for 17 EAL students to develop their reading skills independently. Another online scheme (iLearner), which is specifically designed to support DSE students was introduced for selected Form 4 and Form 5 students involving 16 EAL students. Three EAL students were enrolled on a very intensive online reading programme (Units of Sound) and received regular biweekly one-on-one support and weekly group support.

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

School Social Workers

There are currently 86 active student cases supported by the two full-time School Social Workers. Mental health was the main concern over the past year. Due to the COVID-19 and school closure, students stayed at home for months which created different concerns like mental health, family communication or financial difficulties. School Social Workers met with students individually to offer counselling sessions, home visits to support families and provided connections to community resources.

YHKCC Mentorship Programme 2020-2021

The mentorship programme started in August 2020. Training workshops were provided for all mentors and a pre-mentorship survey was completed for all Form 1 students. Due to the pandemic situation and the school arrangement, the mentorship program was switched to online mode. In the review period, eleven sessions of online meeting were held for students. The mentorship programme involved 247 students.

Guideline, materials and suggestions were provided and mentors were expected to follow during online sessions. Positive psychology approaches were built into the program, aiming to enhance student wellbeing.

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



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Community Service

Rotary Interact Club – To continue to show care and support to the community, the Rotary Interact Club completed a YouTube video for the elderly in May 2021. The video was uploaded to the NAAC YouTube Channel and the NAAC distributed to their elderly members. The YHKCC collected 100 gifts from students, which were then donated through the NAAC to those in need in the community.

Mural Painting Project – To extend and develop a sense of responsibility and care to the community, 9 students participated in the Mural Painting Project. The aim of this project was to provide volunteer painting services to the local Centre-Excelsior manor in the Mun Tung Estate.

Community Based Project – The Community Based Project provides assistance and opportunities for disadvantaged students to improve their learning effectiveness and broaden learning experiences. Nagomi Pastel Art was conducted online in April and 8 students participated in the workshop. The workshop went well and the feedback from the students was positive



VI. TEACHERS

The school employed 97 teachers and 7 teaching assistants.

Qualifications

All teachers are degree holders: 89% have a PGDE (or equivalent) qualification and 43% have master's degrees. About 44% 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 realize continuous improvement in the quality of teaching and learning in our classrooms, we must build the capacity of teachers to meet these expectations. This requires the allocation of sufficient resources for an effective Staff Development Programme as well as an understanding of what teachers must know and do to improve student learning. Most importantly, we need a model of learning that provides teachers with an opportunity to engage in the improvement of their practice over time. The aims of the Staff Development Programme for the 2020 – 2021 school year were as follows:

- To raise awareness of staff CPD opportunities
- To implement an Aspiring Middle Leaders programme
- To help staff learn about the principles of wellbeing
- To create opportunities for collaborative lesson planning and peer observation

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 2020 – 2021 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. 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 2020 – 2021 were as follows:

1. **Positive Education** – Application of positive psychology strategies in the classroom to enable student flourishing based on the concept of ‘feeling good and doing good.’ (36 members of staff were involved.)
2. **IT to enhance learning** – Using IT tools to enhance, modify and complement existing teaching and learning strategies. (30 members of staff were involved.)
3. **Developing learning dispositions** – Creating curriculum opportunities to develop the YHKCC 14 intellectual character dispositions. (3 members of staff were involved.)
4. **Student-Centered Learning** – Implementing methods of teaching that shift the focus of instruction from the teacher to the student. (24 members of staff were involved.)

C. Early Professional Years Programme (EPY)

The Early Professional Years programme has been designed for the context of YHKCC to support teaching graduates in their early professional years. The programme had two specific themes: Teaching 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 2020 – 2021 academic year is shown in the table below.

| Date | Title | Description |
|----------------------------------|-------------------------------------|--|
| 19 th August, 2020 | Welcome to Early Professional Years | An introduction to the EPY aims and format of the programme. |
| 2 nd September, 2020 | Online Teaching and Learning | Tools and tips for online learning during school closure. |
| 30 th September, 2020 | Behaviour for learning | Simple classroom behaviour management tips |
| 14 th October, 2020 | Student Wellbeing | Analysis of case studies, identifying cause for concern students and safeguarding. |
| 4 th November, 2020 | Apple Teacher | An introduction to the Apple Teacher Qualification |
| 18 th November, 2020 | Student Centered Learning | Tips and strategies to promote student centered learning in the classroom |

Due to the school closure and a compressed timetable, the EPY programme was unable to run the full course and so participants from the 2020 – 2021 cohort will be invited to join missed sessions during the next academic year.



D. Aspiring Middle Leaders

To enrich the skills of future middle leaders in our school and provide opportunities for personal development we have designed an Aspiring Middle Leaders Programme. This year 14 members of staff attended the programme to consider the role, function and successful skills of middle-leadership in school. The Leadership Team and specialist guest speakers and organizations delivered the following sessions as part of the 2020 – 2021 programme:

| Date | Title | Description |
|--------------------------------|---|--|
| 3 rd December, 2020 | What is an Aspiring Middle Leader at the YHKCC? | Establish the aims of the programme and gather together as a community. Principal address on school structure, expectations and future vision. |
| 14 th January, 2021 | How do I build an effective team? | To explore the building blocks of effective teamwork and tools to establish a culture of collaboration. |
| 9 th February, 2021 | What does it mean to be a leader? | Middle leaders will participate in completing the DISC personality profile and explore their leadership style. |
| 18 th March, 2021 | How can I use data to inform decision-making? | To be familiar with available student data at YHKCC and understand how data can inform decision-making. |
| 22 nd April, 2021 | Why is wellbeing important? | To understand the importance of wellbeing and how to build a culture of care and support. |
| 20 th May, 2021 | How can I be an effective change maker? | Reflect upon how to energize a team and inspire new creative visions. |
| 10 th June, 2021 | What are your next steps? | To implement learning from the Aspiring Middle Leaders Programme through future planning. |

E. Youth Mental Health Training

This year 22 members of staff attended a 4-hour Mental Health First Aid Conversations about Suicide course. This course taught skills and knowledge required to safely have a conversation with a suicidal person. This course is based on guidelines developed through the expert consensus of people with lived experience of mental health problems and professionals.



F. Whole School Professional Development

The following INSET session was set aside for whole school professional development:

| Date | Time | Content |
|-----------------------------|-----------|--|
| 1 st April, 2021 | Whole Day | 1. Learning Trios 2. Retrieval Practice 3. Staff Wellbeing Afternoon |

Learning Trios & Retrieval Practice

The morning section of the INSET day was split into two sessions. The first session allowed time for feedback, reflection and preparation for the second round of peer observations. The second session allowed for all teachers to be introduced to Retrieval Practice. Heads of Department's had already been trained on this learning strategy in an Academic Committee meeting in preparation for this day. The session was held by Kate Jones via video and she shared her research, classroom practices and resources that could be implemented into the classroom immediately. Teachers were then separated into departments to spend time creating resources with the goal of all departments sharing their resources via the Retrieval Practice folder by the end of the year.

Wellbeing Afternoon

A staff wellbeing session was conducted in the afternoon. The workshop was designed in collaboration with Habitual, a wellbeing company that focuses on growth through habit. The afternoon began with a keynote speech by Chris Garvey on resilience, which is a learning disposition relied upon during this time of uncertainty. Following the keynote speech, staff selected two wellbeing workshops to attend.

Session 1: Yoga, Postural Assessment, Positive Psychology or Latin Dance.

Session 2: Meditation, Body-weight Workout, Sleep, Financial Wellbeing.

G. Academic Professional Development

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

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



H. Personal Professional Development

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

Peer Observation

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

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

Lesson Observations

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

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

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

Learning Walks

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

Pineapple Chart

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

Mentoring

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



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Teacher Development Plan

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

The role of the mentor was as follows:

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

There were three key deadlines in the Teacher Development Plan.

Stage 1: Planning

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

Stage 2: Implementation

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

Stage 3: Evaluation

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

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



VII. STUDENT ACHIEVEMENTS

HKDSE

The Form 6 HKDSE results (level 4 and above and level 2 or above) for 2017 to 2021 are shown in the table below.

| Subject | Percentage of candidates achieving level 4 and above | | | | | Percentage of candidates achieving level 2 and above | | | | |
|---|--|-------|-------|-------|--------------|--|-------|-------|-------|--------------|
| | 2017 | 2018 | 2019 | 2020 | 2021 | 2017 | 2018 | 2019 | 2020 | 2021 |
| Business, Accounting & Financial Management (Accounting) | 0% | 0% | 7.1% | 6.3% | 0% | 90% | 70% | 71.4% | 87.5% | 77.8% |
| Business, Accounting & Financial Management (Business Management) | 5.9% | 0% | 5.6% | 7.7% | 11.1% | 76.5% | 90.9% | 77.8% | 92.3% | 66.7% |
| Biology | 25% | 13.3% | 0% | 18.8% | 10.5% | 65% | 86.7% | 77.8% | 87.5% | 63.2% |
| Chemistry | 52.6% | 28.6% | 7.1% | 0% | 40.0% | 89.5% | 78.6% | 64.3% | 53.8% | 80.0% |
| Chinese History | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Chinese Language | 36.4% | 11.8% | 20% | 0% | 25.0% | 81.8% | 70.6% | 86.7% | 66.7% | 100% |
| Economics | 10.0% | 0% | 33.3% | 9.1% | 28.6% | 60.0% | 75% | 100% | 63.6% | 100% |
| English Language | 72.1% | 74.6% | 71.9% | 76.3% | 59.7% | 100% | 100% | 100% | 100% | 100% |
| French Language | 22.2% | 0% | 0% | 0% | 0% | 55.6% | 37.5% | 50% | 22.2% | 50% |
| Geography | 40.0% | N/A | 16.7% | N/A | 11.8% | 80.0% | N/A | 83.8% | N/A | 76.5% |
| History | 100% | 0% | 0% | N/A | 28.6% | 100% | 100% | 50% | N/A | 100% |
| Information & Communication Technology (ICT) | 25.0% | 20% | 12% | 33.3% | 0% | 100% | 100% | 100% | 100% | 100% |
| Liberal Studies | 30.9% | 30.2% | 22.2% | 28.8% | 37.1% | 92.6% | 88.9% | 95.2% | 89.8% | 87.1% |
| Literature in English | 0% | 42.9% | 37.5% | 0% | 22.2% | 40.0% | 100% | 100% | 100% | 88.9% |
| Mathematics (Core) | 25.0% | 15.9% | 10.9% | 8.5% | 17.7% | 70.6% | 73% | 59.4% | 81.4% | 66.1% |
| Mathematics (M1) | 40.0% | 50% | N/A | 0% | 0% | 60.0% | 100% | N/A | 100% | 66.7% |
| Mathematics (M2) | 18.2% | 33.3% | 100% | 25% | 25% | 100% | 66.7% | 100% | 100% | 75% |



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|-------------------------------------|-------|-------|-------|-------|--------------|-------|-------|-------|-------|--------------|
| Physical Education | 0% | 25% | 0% | 0% | 0% | 80.0% | 75% | 100% | 60% | 67.7% |
| Physics | 64.3% | 15.8% | 12.5% | 0% | 60.0% | 100% | 73.7% | 87.5% | 64.3% | 80.0% |
| Spanish Language | 66.7% | N/A | 100% | 0% | 33.3% | 100% | N/A | 100% | 75% | 66.7% |
| Tourism & Hospitality Studies (THS) | 14.3% | 0% | 12.5% | 8.3% | 8.3% | 100% | 80% | 87.5% | 91.7% | 75.0% |
| Visual Arts | 0% | 14.3% | 33.3% | 16.7% | 0% | 100% | 85.7% | 66.7% | 100% | 71.4% |

IGCSE

The Form 4 IGCSE results (grades A* – C and grades A* – G) for June 2017 to June 2021 are shown in the table below.

| Subject | Percentage of candidates achieving grades A* – C | | | | | Percentage of candidates achieving grades A* – G | | | | |
|-----------------------------------|--|-------|-------|-------|--------------|--|------|------|------|-------------|
| | 2017 | 2018 | 2019 | 2020 | 2021 | 2017 | 2018 | 2019 | 2020 | 2021 |
| Art & Design | 65.0% | 76.5% | 100% | 87.5% | 92.3% | 100% | 100% | 100% | 100% | 100% |
| Biology | 67.3% | 85.4% | 72.5% | 91.8% | 83.3% | 96.4% | 100% | 100% | 100% | 100% |
| Business Studies | 74.4% | 90.2% | 93.9% | 100% | 100% | 98.9% | 100% | 100% | 100% | 100% |
| Chemistry | 81.1% | 92.5% | 97.2% | 100% | 97.4% | 100% | 100% | 100% | 100% | 100% |
| Chinese as a Second Language | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Drama | 72.7% | 91.7% | 92.3% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Economics | 56.0% | 94.1% | 90.0% | 100% | 100% | 92.0% | 100% | 100% | 100% | 100% |
| English as a Second Language | 53.8% | 100% | 0% | 50.0% | 100% | 96.2% | 100% | 100% | 100% | 100% |
| First Language Chinese | 91.9% | 85.7% | 92.3% | 90.0% | 80.0% | 100% | 100% | 100% | 100% | 100% |
| First Language English | 86.8% | 98.5% | 97.5% | 100% | 97.1% | 99.2% | 100% | 100% | 100% | 100% |
| Foreign Language Mandarin Chinese | 91.8% | 98.3% | 100% | 97.3% | 100% | 100% | 100% | 100% | 100% | 100% |
| Foreign Language French | 75.0% | 68.0% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Foreign Language Spanish | 87.5% | 75.0% | 88.9% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |



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|--------------------|-------|-------|-------|-------|--------------|-------|------|------|------|-------------|
| Geography | 75.0% | 88.9% | 75.0% | 100% | 96.2% | 100% | 100% | 100% | 100% | 100% |
| History | 78.3% | 92.3% | 80.8% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| English Literature | 79.2% | 87.5% | 91.7% | 96.0% | 100% | 100% | 100% | 100% | 100% | 100% |
| Mathematics | 81.8% | 91.4% | 93.9% | 100% | 95.6% | 98.6% | 100% | 100% | 100% | 100% |
| Physical Education | 48.3% | 59.1% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Physics | 82.6% | 93.1% | 96.7% | 100% | 96.8% | 100% | 100% | 100% | 100% | 100% |
| Religious Studies | 100% | 87.1% | 96.3% | 100% | 95.5% | 100% | 100% | 100% | 100% | 100% |
| Travel & Tourism | N/A | N/A | 100% | 100% | 90.9% | N/A | N/A | 100% | 100% | 100% |

GCE A-LEVEL

The Form 6 GCE results for (grades A* – C and grades A* – E) June 2017 to June 2021 are shown in the table below.

| Subject | Percentage of candidates achieving grades A* – C | | | | | Percentage of candidates achieving grades A* – E | | | | |
|-------------------------------|--|-------|-------|-------|--------------|--|-------|-------|------|--------------|
| | 2017 | 2018 | 2019 | 2020 | 2021 | 2017 | 2018 | 2019 | 2020 | 2021 |
| Art & Design | 40.0% | 57.1% | 50.0% | 66.7% | 100% | 90.0% | 100% | 100% | 100% | 100% |
| Biology | 64.3% | 64.7% | 80.0% | 95.0% | 90.5% | 92.9% | 88.2% | 93.3% | 100% | 90.5% |
| Business | 77.8% | 66.7% | 69.6% | 87.0% | 86.2% | 100% | 96.7% | 100% | 100% | 96.6% |
| Chemistry | 80.0% | 75.0% | 80.0% | 85.0% | 94.7% | 100% | 93.8% | 95.0% | 100% | 100% |
| Chinese | 77.8% | 71.4% | 33.3% | 100% | 100% | 100% | 100% | 77.8% | 100% | 100% |
| Drama & Theatre | 100% | 45.5% | 80.0% | 100% | 83.3% | 100% | 100% | 100% | 100% | 100% |
| English Language & Literature | 60.7% | 53.3% | 52.6% | 92.3% | 83.3% | 100% | 100% | 94.7% | 100% | 100% |
| French | 50.0% | 33.3% | 75.0% | N/A | 100% | 100% | 100% | 100% | 100% | 100% |
| Geography | 50.0% | 100% | 100% | 83.3% | 91.7% | 50.0% | 100% | 100% | 100% | 100% |
| History | 90.0% | 85.7% | 75.0% | 100% | 100% | 100% | 92.9% | 100% | 100% | 100% |



| | | | | | | | | | | |
|--------------------|-------|-------|-------|-------|--------------|-------|-------|-------|------|--------------|
| Mathematics | 77.4% | 65.5% | 61.1% | 100% | 85.7% | 93.5% | 93.1% | 86.1% | 100% | 92.9% |
| Physical Education | 37.5% | 58.3% | 66.7% | 80.0% | 75.0% | 75.0% | 83.3% | 83.3% | 100% | 100% |
| Physics | 91.7% | 81.3% | 72.7% | 100% | 88.9% | 100% | 100% | 100% | 100% | 100% |
| Religious Studies | N/A | N/A | 85.7% | 100% | 80.0% | N/A | N/A | 100% | 100% | 95.0% |

Form 6 Graduate Destinations

The 2020 – 2021 school year was a successful one for the Form 6 graduating class.

A total of 92 students (71.9%) out of the cohort of the 129 Form 6 graduates will be continuing their studies in some form or another. 10.2% of graduates have opted to take a gap year and 2.3% of graduates have opted to go into full-time employment.

| | DSE | | GCE | | Form 6 Cohort | |
|---------------|-----|-------|-----|-------|---------------|-------|
| Further Study | 47 | 74.6% | 45 | 68.2 | 92 | 71.9% |
| Employment | 1 | 1.6% | 2 | 3% | 3 | 2.3% |
| Gap Year | 3 | 4.8% | 10 | 15.2% | 13 | 10.1% |
| Undecided | 1 | 1.6% | 2 | 3% | 3 | 2.3% |
| Unknown | 11 | 17.5% | 7 | 10.6% | 18 | 14% |
| Total | 63 | | 66 | | 129 | |

Further Study

Of those progressing on to further study, 73.6% will take bachelor degree programmes and 18.7% will be studying associate degrees or higher diploma programmes, and 7.7% will take either diploma programmes or foundation programmes.

| | DSE | | GCE | | Total | | Form 6 Cohort |
|-----------------------------------|-----|-------|-----|-------|-------|-------|---------------|
| Bachelor Degree | 29 | 61.7% | 38 | 86.4% | 67 | 73.6% | 51.9% |
| Associate Degree / Higher Diploma | 14 | 29.8% | 3 | 6.8% | 17 | 18.7% | 13.2% |
| Foundation / Diploma | 3 | 6.4% | 3 | 6.8% | 6 | 6.6% | 4.7% |
| HKDSE / GCE A-level | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% | 0.0% |
| Others | 1 | 2.1% | 0 | 0.0% | 1 | 1.1% | 0.8% |
| Total | 47 | | 44 | | 91 | | 70.6% |



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Further Study – Country

Hong Kong is still the most popular destination with 76.9% of graduates progressing on to further study choosing to continue their studies here.

A further 23.1% will be studying overseas in the United Kingdom, Canada, Australia, Taiwan and the United States of America.

| | DSE | | GCE | | Total | |
|-----------------|-----|-------|-----|-------|-------|-------|
| Hong Kong | 41 | 87.2% | 29 | 65.9% | 70 | 76.9% |
| United Kingdom | 1 | 2.1% | 6 | 13.6% | 7 | 7.7% |
| Canada | 3 | 6.4% | 6 | 13.6% | 9 | 9.9% |
| Australia | 1 | 2.1% | 1 | 2.3% | 2 | 2.2% |
| United States | 0 | 0.0% | 2 | 4.5% | 2 | 2.2% |
| The Netherlands | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Mainland China | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Taiwan | 1 | 2.1% | 0 | 0.0% | 1 | 1.1% |
| New Zealand | 0 | 0.0% | 0 | 0.0% | 0 | 0.0% |
| Total | 47 | | 44 | | 91 | |

YHKCC students have been admitted to the following universities:

UK

Exeter University
Hartpury University
St. Mary's University
(Twickenham)
University of Bournemouth
University of
Gloucestershire
University of Manchester
University of Sussex

Australia

Australian Catholic
University
Monash University

USA

Savannah College of
Arts
University of
California, San Diego

Canada

Douglas University
George Brown
University
Kwantien Polytechnic
University
Simon Fraser
University
University of British
Columbia
University of Toronto

Taiwan

Fu Jen Catholic
University



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Further Study – Bachelor Degree (Hong Kong)

A total of 52 students (40.3% of the graduating class) have been admitted to degree programmes in Hong Kong.

| | DSE | GCE | Total |
|--|-----|-----|-------|
| Andrew's University (HK Adventist College) | 1 | 0 | 1 |
| Caritas Institute of Higher Education | 1 | 0 | 1 |
| City University of Hong Kong | 3 | 2 | 5 |
| Education University of Hong Kong | 1 | 0 | 1 |
| Heng Seng University | 1 | 0 | 1 |
| Hong Kong Baptist University | 0 | 4 | 4 |
| Hong Kong Polytechnic University | 1 | 1 | 2 |
| Hong Kong University of Science & Technology | 4 | 10 | 14 |
| Lingnan University | 0 | 0 | 0 |
| Open University of Hong Kong | 6 | 1 | 7 |
| Shue Yan University | 1 | 0 | 1 |
| The Chinese University of Hong Kong | 0 | 2 | 2 |
| The University of Hong Kong | 2 | 3 | 5 |
| Total | 21 | 23 | 44 |



VIII. OTHER LEARNING EXPERIENCES

A. Sports

Athletic & Cross-country Team

- 1) Virtual World Cross Country Race
 - Top standings with a 5 km distance in 31 minutes and 9 seconds

Cheerleading Team

- 1) The 2020 Asian Youth Cheerleading E-Invitational Championships
 - (4 – 5 Athletes), Age 12-18 Division – 3rd Runner up
- 2) The 2020 Asian Age-group Cheerleading E-Invitational Championships
 - (4 – 5 Athletes), Age 12-18 Division – 3rd Runner up

Football Team

- 1) Youth Futsal League Tournament
 - U13 Team – 3rd Runner up
 - U14 Boys (Silver Division 2) – 1st Runner up
- 2) HKFA Jockey Club Youth Football Development 4 a-side Football Competition
 - U15 Girl – Champion

B. Speech/Drama/Debate/Music

| Speech/Drama/Debate/Music | Achievement |
|--|---|
| The 9 th Putonghua Speech Competition for Non-Chinese Speaking Students (Secondary School Division) | <u>Solo Verse Speaking (Junior Form)</u> <ul style="list-style-type: none"> ▪ Mischa Hsiang-hua Wang – Silver ▪ Chae-A YI Hailey – Bronze ▪ Lauren Leung – Bronze ▪ Ying Chi Bernice Wong – Bronze ▪ Yu Na Wong – Bronze |
| | <u>Solo Verse Speaking (Senior Form)</u> <ul style="list-style-type: none"> ▪ Jeong Bin Lee – Gold |
| | <u>Creative Performance Award</u> <ul style="list-style-type: none"> ▪ Jeong Bin Lee |
| | <u>Duologue</u> <ul style="list-style-type: none"> ▪ Unni Shao & Zaralya Zeeshan Oasis Ariaaji – Gold ▪ Diya Harikrushnabhai Virani & Yashvi – |



| | |
|--|--|
| | <p>Bronze</p> <ul style="list-style-type: none"> Vanshi Ruchir Shah & Vaidehi Umeshkumar Lukhi – Bronze |
|--|--|

C. Academic

| Event/Area | Achievement |
|--|---|
| Hong Kong-Macau-Taiwan Cross-Strait in Mathematical Olympiad | <ul style="list-style-type: none"> Matthew Wong Tin Yan (3A) – Bronze medal |
| Intermediate Biology Olympiad 2020 | <ul style="list-style-type: none"> Sukrit PANDITA (6H) – Gold Gerard Xavier Kheng Kiat POON (6H) – Silver Benjamin Jun-jie GLOVER (6H) – Bronze Paolo Mendoza SILVA (6H) – Bronze Saar MICHAELIS (6H) – Highly Commended Aryan Mandar PENDSE (6H) – Highly Commended THARA AISHA WAHYUDI (6H) – Highly Commended Diana Frances Mendoza SILVA (6K) – Commended Bernard James Fok DAWSON (6Y) – Commended Iris Chor Hei MAK (6H) – Commended Chloe Heathman – Commended |
| International Biology Olympiad – Hong Kong Contest | <ul style="list-style-type: none"> Paolo Mendoza SILVA (6H) – Bronze Award Aryan Mandar PENDSE (6H) – Honourable Mention Award |
| Outstanding Cambridge Learner Awards | <p>High Achievement</p> <ul style="list-style-type: none"> Scholtes, Maurice Michael – A Level Computer Science |
| International Education Perfect Languages Championships | <ul style="list-style-type: none"> 4th overall in Hong Kong out of 14 schools 2nd for French in Hong Kong out of 11 schools 291st overall globally out of 1894 schools |
| UK Biology Challenge 2021 | <ul style="list-style-type: none"> Jorge David LEWIS (4C) – Gold Shresta KOTA (4Y) – Gold Jun TAKESHIGE (4M) – Gold Yi Ni Ilana CHEUNG (4H) – Gold Annabelle Sophia LAM (3Y) – Gold Tamiranashe Hopewell SHOKO (3H) – Gold Palak MAHESHWARI (4Y) – Silver Malhar Mandar PENDSE (4Y) – Silver Yat HUNG (4H) – Silver Timothy Paris Chua BRIONES (3Y) – Silver Neelesh Srinivas NAYAK (3K) – Silver Daanya KHAN (4A) – Bronze Ruvarashe Lyndah SHOKO (4H) – Bronze Abhijeet CHUGH (3H) – Bronze |



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| | |
|-------------------------------|---|
| | <ul style="list-style-type: none"> ▪ Shu Ying Prudence NG (3Y) – Bronze ▪ Gia ANAND (3M) – Bronze |
| British Biology Olympiad 2021 | <ul style="list-style-type: none"> ▪ Gerard Xavier Kheng Kiat POON (6H) – Gold ▪ Sukrit PANDITA (6H) – Gold ▪ Benjamin Jun-jie GLOVER (6H) – Silver ▪ Samuel PUN (6H) – Bronze ▪ THARA AISHA WAHYUDI (6H) – Bronze ▪ Saar MICHAELIS (6H) – Bronze ▪ Risinu Kaveen MAGAMAGE (6H) – Highly commended ▪ Kahori YAMAUCHI (6H) – Highly commended ▪ Tanya Mukesh ASNANI (6H) – Highly commended ▪ Aryan Mandar PENDSE (6H) – Highly commended ▪ Chloe Kaya Kim HEATHMAN (6H) – Highly commended ▪ Iris Chor Hei MAK (6H) – Commended ▪ Martin Alexander HUMPHREY (6A) – Commended ▪ Julian SIERRA (6K) – Commended |

D. Community Service

| Event | Date |
|---|----------------------------|
| ABWE Flag Day | November 2020 |
| Pickleball Class, badminton class and cooking class for the Elderly (Elder Academy) | July 2020 to February 2021 |
| Give out anti-epidemic supplies to the security guards of Mun Tung Estate | January 2021 |
| Video Making: Stretching exercise for the elderly (Rotary Club of YHKCC) | May 2021 |
| Mother's Day event with Hong Kong Children Foundation) | May 2021 |

E. School Visits

| School | Date |
|--|---------------|
| STFA Tam Pak Yu College | December 2020 |
| HKFYG Lee Shau Kee College | December 2020 |
| Ching Chung Hau Po Woon Primary School | January 2021 |
| Tai Po Sam Yuk Secondary School | May 2021 |



F. Large-scale Student Activities

| Activity | Date |
|--|---|
| Virtual Meet and Greet (F.1) | September 2020, online |
| Student-Teacher & Parent-Teacher Conferences | November 2020, February 2021, March 2021 & May 2021 (students and parents) (All via Zoom) |
| HKDSE & GCE Information Evening (F.3 & F.4) | January 2021 |
| Graduation Ceremony | June 2021 (approx. 300 participants) |
| HKDSE / GCE Information Evening (F.5) | June 2021 (260+ participants) |
| Life-wide Learning Camp (F.1 to F.3) | June 2021 |
| Enrichment Week (F.1 to F.5) | June 2021 |
| Music Contest | June 2021 (approx. 300 participants) |
| Thanksgiving Service | June 2021 (all students) |

G. YHKCC Alumni

- **Guillaume Tian-Bao Samson** (Class of 2017) graduated with Distinction with BA (Hons) Business Administration & Management from De Montfort University, studying at City U School of Continuing and Professional Education (SCOPE), the local academic partner.
- **Jasmine June Alberts** (Class of 2018), **Jacky Zhi-jian Lau** (Class of 2017) & **Christopher Sven Olsson** (Class of 2016) were honoured in the Dean's List of the School of Engineering, The Hong Kong University of Science and Technology for their outstanding academic performance. They all achieved a Term Grade Average of 3.7 or better in the 2019 – 2020 academic year.
- **Olsson Emily Hedvig** (Class of 2018) was awarded an Academic Excellence Scholarship and earned a place on the Master's List in the 2019 – 2020 academic year by Wu Yee Sun College of the Chinese University of Hong Kong.



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IX. PARENT-TEACHER ASSOCIATION

The Annual General Meeting of the Parent-Teacher Association for the 2020 – 2021 school year was held via Zoom on 21st September, 2020. The election of new executive committee members was carried out and the following parents were elected:

- Ms. Jasmine Chong (Chairman)
- Ms. Yadan Wang (First Vice Chairman)
- Ms. Alison Leng (First Treasurer)
- Ms. Hanii Kwok (Second Secretary)
- Mr. Martin Donovan (Social Convener)
- Mr. Standy Chan (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 via Zoom on 14th October, 2020, and 23rd November, 2020.

List of Items Sponsored by the PTA in 2020 – 2021

1. PTA Donation for Enhancing Learning Experiences, e.g. bookshelf for the Science Department; a bookshelf for the English Department; a scan cut for the Creative Arts Department; high jump stances and a gymnastics mat for the Physical Education Department.
2. Kognity for students in Forms 3 and 4.
3. Progress Prizes for the 2020 – 2021 school year.
4. Meals for graduates for the Graduation Ceremony 2020 – 2021 on 19th June, 2021.

The Committee also organized sales of used textbooks in conjunction with the Library and welcomed new students and parents during the Form 1 Registration on 20th August, 2021.



X. FINANCIAL SUMMARY

A. School Financial Report for 2019 – 2020 (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) | 55.86% | N.A. |
| School Fees | N.A. | 32.57% |
| Donations, if any | N.A. | 9.21% |
| Other Income, if any | N.A. | 2.36% |
| Total | 55.86% | 44.14% |
| EXPENDITURE (in terms of percentages of the annual overall expenditure) | | |
| Staff Remuneration | | 80.62% |
| Operational Expenses (including those for Learning and Teaching) | | 8.63% |
| Fee Remission / Scholarship ¹ (13.96% of the School Fee Income) | | 4.21% |
| Repairs and Maintenance | | 1.14% |
| Depreciation | | 5.40% |
| Miscellaneous | | N.A. |
| Total | | 100% |
| Surplus for the School Year [#] | 0.146 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 Centre, Admission Office and Classroom Renovation (2009/2010) | \$2,210,125 |
| ▪ Fine Art Centre, Library Study Area and Classroom 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 |
| ▪ Careers Centre | \$250,000 |
| ▪ Geography Room | \$400,000 |
| ▪ Home Economics Room | \$500,000 |
| ▪ Upgrade of Apple TVs and other Multi-media learning facilities in | \$750,000 |



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| classrooms | |
|--|--------------|
| ▪ Black Box Theatre and Fitness Centre (2018/2019) | \$26,000,000 |
| ▪ Steam Lab on 6/F (2019/2020) | \$759,147 |
| ▪ Conference Room on 1/F (2019/2020) | \$460,000 |
| ▪ Student Wellbeing Centre and Renovation of room 313 (2019/2020) | \$907,000 |
| ▪ Renovations of Science Labs – Chemistry & Physics 612, 611 (2020/2021) | \$1,417,580 |
| ▪ Renovation of Art Room (2020/2021) | \$285,134 |
| ▪ Access Control System (2020/2021) | \$496,250 |
| ▪ Movable Glassdoor (2020/2021) | \$863,000 |

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

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



B. Use of Government Grants & Donations

1. School Fee Remission Reserves

| | 2020/2021 | 2019/2020 |
|----------------------------------|------------------|------------------|
| | HKD \$ | HKD \$ |
| Balance as at 1 September | 0.00 | 0.00 |
| Add: Provision for the Year | 4,083,188.70 | 3,958,417.00 |
| Donations | 165,252.90 | 14,400.00 |
| Additional Provision from School | 234,810.00 | 438,131.05 |
| Others | 30,923.00 | 6,033.95 |
| Less: Payment for the Year | (4,514,174.60) | (4,416,982.00) |
| Balance as at 31 August | 0.00 | 0.00 |

2. Capacity Enhancement Grant

| | 2020/2021 | 2019/2020 |
|---------------------------|------------------|------------------|
| | HKD \$ | HKD \$ |
| Balance as at 1 September | 0.00 | 0.00 |
| Add: Current Year Grant | 610,610.00 | 582,725.00 |
| Less: Expenditure | (610,610.00) | (582,725.00) |
| Balance as at 31 August | 0.00 | 0.00 |

3. Community Care Fund (CCF) Assistance Programmes

| | 2020/2021 | 2019/2020 |
|---------------------------|------------------|------------------|
| | HKD \$ | HKD \$ |
| Balance as at 1 September | 0.00 | 0.00 |
| Add: Current Year Grant | 190,590.00 | 172,875.00 |
| Less: Expenditure | (190,590.00) | (172,875.00) |
| Balance as at 31 August | 0.00 | 0.00 |

4. Diversity Learning Grant – Other Programmes

| | 2020/2021 | 2019/2020 |
|---------------------------|------------------|------------------|
| | HKD \$ | HKD \$ |
| Balance as at 1 September | 83,668.34 | 35,000.00 |
| Add: Current Year Grant | 51,600.00 | 114,900.00 |
| Less: Expenditure | (17,450.00) | (66,231.66) |
| Balance as at 31 August | 117,818.34 | 83,668.34 |



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5. Diversity Learning Grant – Other Languages

| | 2020/2021 HKD \$ | 2019/2020 HKD \$ |
|---------------------------|---------------------|---------------------|
| Balance as at 1 September | 115,050.00 | 144,300.00 |
| Add: Current Year Grant | 78,000.00 | 142,350.00 |
| Less: Expenditure | (193,050.00) | (171,600.00) |
| Balance as at 31 August | 0.00 | 115,050.00 |

6. Extra Recurrent Grant Under ITE4 / Enhancing Wifi Infrastructure

| | 2020/2021 HKD \$ | 2019/2020 HKD \$ |
|---------------------------|---------------------|---------------------|
| Balance as at 1 September | 0.00 | 66,740.00 |
| Add: Current Year Grant | 0.00 | 0.00 |
| Less: Expenditure | 0.00 | (66,740.00) |
| Balance as at 31 August | 0.00 | 0.00 |

7. Hong Kong Jockey Club Life-wide Learning Fund

| | 2020/2021 HKD \$ | 2019/2020 HKD \$ |
|---------------------------|---------------------|---------------------|
| Balance as at 1 September | 7,740.00 | 65.00 |
| Add: Current Year Grant | 0.00 | 0.00 |
| Uncollected Fund | 0.00 | 9,525.00 |
| Less: Claw Back | 7,740.00 | 0.00 |
| : Expenditure | 0.00 | (1,850.00) |
| Balance as at 31 August | 0.00 | 7,740.00 |

8. Learning Support Grant

| | 2020/2021 HKD \$ | 2019/2020 HKD \$ |
|---------------------------|---------------------|---------------------|
| Balance as at 1 September | 716,386.00 | 551,880.00 |
| Add: Current Year Grant | 382,872.00 | 324,120.00 |
| Less: Expenditure | (1,093,944.00) | (797,734.00) |
| Balance as at 31 August | 5,314.00 | 716,386.00 |

9. The Sister School Grant

| | 2020/2021 HKD \$ | 2019/2020 HKD \$ |
|---------------------------|---------------------|---------------------|
| Balance as at 1 September | 135,462.10 | 11,502.10 |
| Add: Current Year Grant | 156,035.00 | 154,950.00 |
| Less: Expenditure | 0.00 | (30,990.00) |
| Balance as at 31 August | 291,497.10 | 135,462.10 |



10. PTA Grant

| | 2020/2021 | 2019/2020 |
|---------------------------|------------------|------------------|
| | HKD \$ | HKD \$ |
| Balance as at 1 September | 0.00 | 0.00 |
| Add: Current Year Grant | 15,740.00 | 15,633.00 |
| Less: Expenditure | (15,740.00) | (15,633.00) |
| Balance as at 31 August | 0.00 | 0.00 |

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

| | 2020/2021 | 2019/2020 |
|---------------------------|------------------|------------------|
| | HKD \$ | HKD \$ |
| Balance as at 1 September | 92,100.00 | 50,000.00 |
| Add: Current Year Grant | 0.00 | 50,000.00 |
| Less: Expenditure | 0.00 | (7,900.00) |
| Balance as at 31 August | 92,100.00 | 92,100.00 |

12. RC Lee Foundation – Unity in Diversity

| | 2020/2021 | 2019/2020 |
|---------------------------|------------------|------------------|
| | HKD \$ | HKD \$ |
| Balance as at 1 September | 326,819.02 | 424,588.70 |
| Add: Current Year Grant | 0.00 | 0.00 |
| Less: Expenditure | (326,819.02) | (97,769.68) |
| Balance as at 31 August | 0.00 | 326,819.02 |

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

| | 2020/2021 | 2019/2020 |
|---------------------------|------------------|------------------|
| | HKD \$ | 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 |



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14. Senior Secondary School Students Mainland Exchange Programme Subvention Scheme

| | 2020/2021 HKD \$ | 2019/2020 HKD \$ |
|---------------------------|---------------------|---------------------|
| Balance as at 1 September | 41,350.00 | 1,350.00 |
| Add: Current Year Grant | 0.00 | 40,000.00 |
| Less: Expenditure | (0.00) | (0.00) |
| Claw Back | (40,000.00) | (0.00) |
| Balance as at 31 August | 1,350.00 | 41,350.00 |

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

| | 2020/2021 HKD \$ | 2019/2020 HKD \$ |
|---------------------------|---------------------|---------------------|
| Balance as at 1 September | 144,441.43 | 124,762.00 |
| Add: Current Year Grant | 62,400.00 | 61,200.00 |
| Less: Expenditure | (26,472.00) | (41,520.57) |
| Balance as at 31 August | 180,369.43 | 144,441.43 |

16. Stepping Up Education Support for Non-Chinese Speaking

| | 2020/2021 HKD \$ | 2019/2020 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 |

17. Student Activities Support Grant

| | 2020/2021 HKD \$ | 2019/2020 HKD \$ |
|---------------------------|---------------------|---------------------|
| Balance as at 1 September | 48,100.00 | 0.00 |
| Add: Current Year Grant | 50,700.00 | 48,100.00 |
| Less: Expenditure | 0.00 | 0.00 |
| Balance as at 31 August | 98,800.00 | 48,100.00 |

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

| | 2020/2021 HKD \$ | 2019/2020 HKD \$ |
|---------------------------|---------------------|---------------------|
| Balance as at 1 September | 201,400.00 | 200,000.00 |
| Add: Current Year Grant | 0.00 | 201,400.00 |
| Less: Expenditure | (201,400.00) | (200,000.00) |
| Balance as at 31 August | 0.00 | 201,400.00 |



19. One-off Special Support Grant

| | 2020/2021 | 2019/2020 |
|---------------------------|------------------|------------------|
| | HKD \$ | HKD \$ |
| Balance as at 1 September | 100,000.00 | 100,000.00 |
| Add: Current Year Grant | 0.00 | 0.00 |
| Less: Expenditure | (55,500.00) | (0.00) |
| Balance as at 31 August | 44,500.00 | 100,000.00 |

20. Understanding Our Motherland Programme

| | 2020/2021 | 2019/2020 |
|---------------------------|------------------|------------------|
| | HKD \$ | HKD \$ |
| Balance as at 1 September | 16,000.00 | 0.00 |
| Add: Current Year Grant | 0.00 | 16,000.00 |
| Less: Expenditure | 0.00 | (0.00) |
| Claw Back | (16,000.00) | 0.00 |
| Balance as at 31 August | 0.00 | 16,000.00 |

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 2020/2021 school year.

Pastoral Care

- Part-time Educational Psychologist

(b) Student Activities Grant

The grant was used for supporting students in joining various ECA programme, in particular on subsidizing the hiring of sports coaches and music instructors, subsidizing the Form 1 – 3 Life-wide Learning Camps, purchasing sport team jerseys and equipment and paying for the transportation costs for the sports teams participating competitions outside Tung Chung. However, no student activities could be arranged during the pandemic and so the grant was not used in this school year.



XI. REVIEW OF ANNUAL SCHOOL PLAN 2020 – 2021

The major concerns for the 2020 – 2021 school year were as follows:

1. To continue to enhance teaching and learning effectiveness.
2. To integrate the YHKCC Learner Profile into the wider curriculum.
3. To focus on developing wellbeing within the YHKCC community.

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

Major Concern #1: To continue to enhance teaching and learning effectiveness.

| Targets | Strategies | Progress |
|---|--|---|
| To embed the idea that “Effort Matters” so that it becomes an integral part of the YHKCC school culture. | Actively promote the message that “Effort Matters” across the curriculum, e.g. daily messages on SEQTA, Student Handbook, posters, display students’ work, etc. |  |
| | Review the system of awards to ensure a balance between recognition of high achievement and improvement due to effort; review policies and procedures to ensure a consistent approach. |  |
| | Regularly reward students for their efforts. |  |
| To revamp the Gifted and Talented Programme to stretch the more able and provide a suitably challenging curriculum. | Create a method for effectively identifying gifted and talented students. |  |
| | Implement a programme of events for gifted and talented students. |  |
| | Devise measures to ensure that gifted and talented students are suitably challenged by the academic curriculum. |  |
| To enhance the Literacy Programme. | Develop common approaches across departments. |  |
| To further promote independent learning. | Embed strategies that facilitate the development of independent learners, including reflective self-assessment. |  |



| | | |
|--|---|--|
| To further raise awareness of Positive Education pedagogy. | 12 Learning Trios to focus on Positive Education and implement strategies into lessons. | |
| | Decorate the school campus with year themes and Values in Action (VIA) character strengths. | |
| | Staff attend online Positive Education CPD. | |
| | Students attend Hong Kong Mental Health Conference and Youth Summit 2020. | |

Major Concern #2: To integrate the YHKCC Learner Profile into the wider curriculum.

| Targets | Strategies | Progress |
|---|---|----------|
| To further integrate the intellectual character dispositions in the YHKCC Learner Profile into the academic curriculum. | Departments continue to devise new teaching techniques, strategies and learning activities to develop the intellectual character dispositions and embed them into schemes of work. | |
| | Teachers use strategies to develop the intellectual character dispositions in the classroom on a more regular basis. | |
| | Embed practices that promote and encourage the development of intellectual character dispositions, e.g. English – promoting reflectiveness through the use of journals, Creative Arts – Biweekly display board, Star of the Month, etc. | |
| To integrate the intellectual character dispositions in the YHKCC Learner Profile into the pastoral curriculum. | PSHE lessons devised to develop intellectual character dispositions. | |
| | Encourage students to reflect and evaluate the development of the intellectual character dispositions through the Student-Teacher conference. | |
| To integrate the intellectual character dispositions in the YHKCC Learner | ECA clubs/teams/societies create aims and objectives to incorporate intellectual character dispositions. | |



| | | |
|--|---|--|
| Profile into the ECA curriculum. | | |
| | Embed intellectual character dispositions during running of ECA activities. | |
| To continue to promote student leadership by incorporating elements of YHKCC Learner Profile. | Equip student leaders and look after their wellbeing through training workshops, planning and debriefing sessions. | |
| | Provide sharing opportunities for student leaders to share their leadership experiences. | |
| | Support students in running student-initiated programmes, e.g. 24-hour race, UNICEF, HKMUN, etc. | |
| To integrate the intellectual character dispositions in the YHKCC Learner Profile into the Service Education curriculum. | Strengthen students' sense of serving the community through the organization and provision of service activities organized by the Community Service Club. | |

Major Concern #3: To focus on developing wellbeing within the YHKCC community.

| Targets | Strategies | Progress |
|--|---|----------|
| 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. Mindfulness Club, Mural Club, Drawing Club, etc.) | |
| | Establish online platform for ECA enrolment and activity registration | |
| | Wellbeing videos produced by various student leadership groups. | |
| To further promote spiritual development and wellbeing within the YHKCC community. | Setting up the yearly scripture. | |



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| | Invite members of staff, alumni and students to share messages in morning devotions. | |
| | Further establish and develop spiritual activities, Christian Fellowship and worship band, including organizing a regular staff fellowship. | |
| To further strengthen the Mentorship Programme. | Host F.1 Induction and ECA Taster Activities to enable new F.1 students to experience school life. | |
| | Strengthen the F.1 Mentorship Programme to help new students adjust to school life. | |
| To further develop the PSHE curriculum. | Devise a curriculum map for PSHE to ensure progression in learning. | |
| | Create learning materials and a weekly lesson for each stage of the PSHE curriculum. | |
| To create student wellbeing resources. | Incorporate weekly scripture into the devotions and Student Handbook. | |
| | Incorporate a weekly gratitude journal. | |
| | Build use of wellbeing resources into the PSHE curriculum and daily devotions. | |
| To present a monthly hotspot focusing on student and staff wellbeing. | Share a range of wellbeing strategies with staff during monthly hotspots. | |
| To deliver a Staff Development wellbeing afternoon. | Work with Habitual to design a wellbeing afternoon for YHKCC staff. | |



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XII. DEVELOPMENT FOR 2021 – 2022

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 2021 – 2022 school year are as follows:

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

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

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