



YMCA of Hong Kong Christian College



Annual School Report

2023 – 2024



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





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."

II. 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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III. SCHOOL

General Information

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

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

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

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

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

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

Special Features

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



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lighting equipment for assemblies, performances and other activities. The school also has a two-storey Music Block with a promenade area overlooking the sports field. Students can now have a spacious music room for their lessons, and after school instrumental lessons can also be held in smaller practice rooms. During recess and lunchtime, students have ample space in the promenade area for their leisurely meals or rest. They can also watch ball games sitting on the benches over-looking these areas.

- The school emphasizes enhancing language competencies and the all-round development of students. It has a rich language environment and students are immersed in English medium learning across the curriculum. Almost half of the staff are non-local, native English-speaking teachers. All teachers are university graduates, many having lived in foreign countries, including UK, Philippines, Canada, USA, New Zealand, India, Spain, Korea, Japan and Nigeria, 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 academic, interest, cultural, sports, music, service and spirit, etc. 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 organizes an Enrichment Week for all students at the end of school year. The following activities were arranged during the 2023 – 2024 academic year:
 - Form 1 students were split into groups for Other Learning Experiences: Music, Drama, Sports, STEM and Visual Arts.
 - Form 2 students participated in spiritual retreat day camps in the Breakthrough Youth Village.
 - Students in Forms 3 and 4 students participated in a Service Outreach Week, including both local and outbound service trips. Local service opportunities included Education, Caring for the Environment, Caring for the Neighbourhood and Caring for the Needy. Outbound service opportunities include trips to Cebu and Dumaguete in the Philippines, Chiang Rai in Thailand, and Sichuan and Tainan in China.
 - Form 5 students participated in a Work Placement Programme. All students were required to engage in the job hunting process and find a job and work for the company for a week in order to gain real experiences of the workplace.



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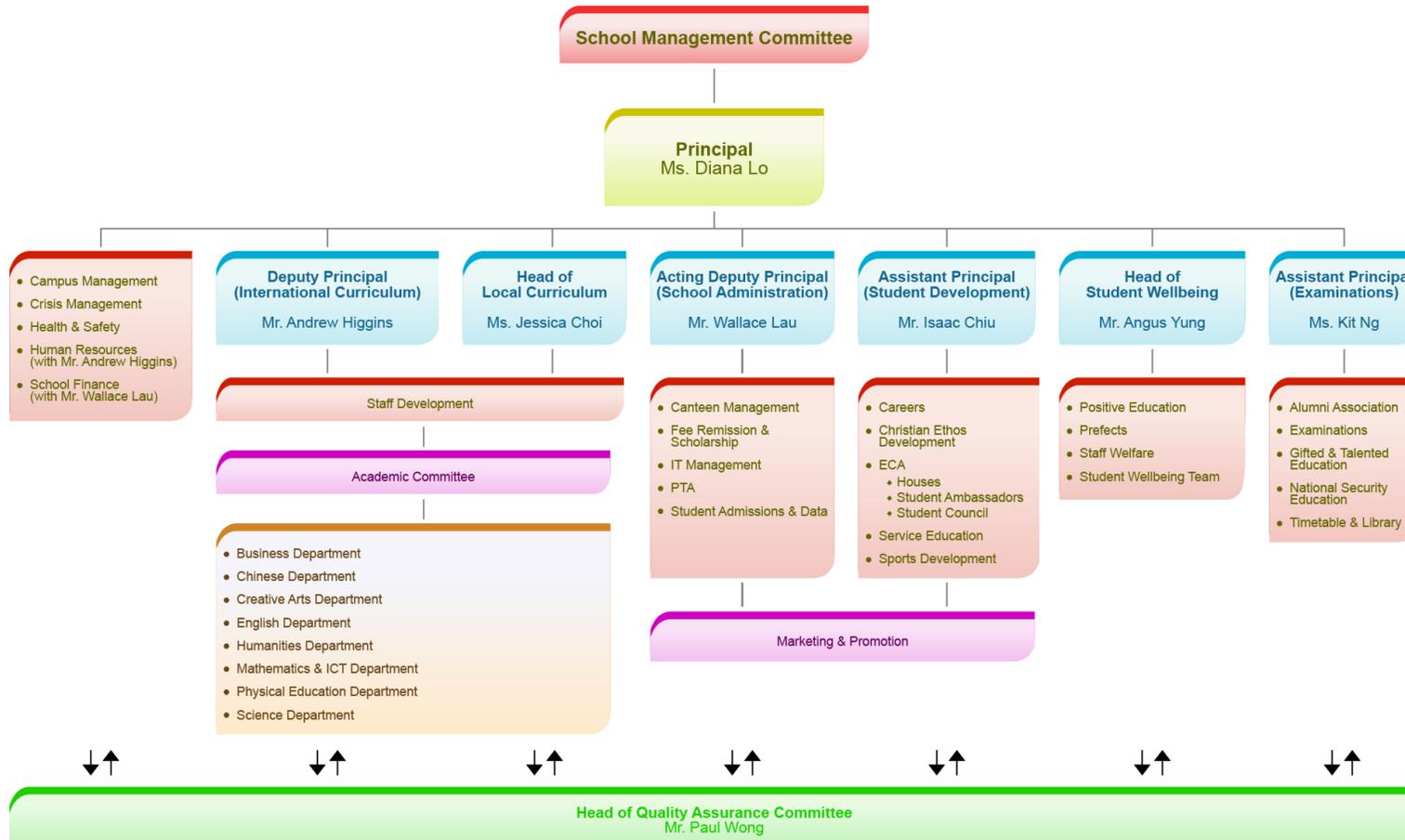
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School Management Committee

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



Organization Chart





IV. STUDENTS

Class Organization

Number of Operating Classes for Year 2023 – 2024

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

Number of Students for the 2023 – 2024 School Year as at 28th September, 2023.

Form	No. of Students	Eligible for DSS Subsidy
1	164	164
2	164	162
3	153	156
4	141	139
5	132	128
6	122	123
Total	876	872

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

About 54% of the students have an international background, coming from 45 countries and about 45% of the Form 1 students come from local primary schools. 34% of the students speak Chinese at home, while the rest speak English or other languages, totalling 20 different languages spoken by the students.



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Student Wellbeing Team

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

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

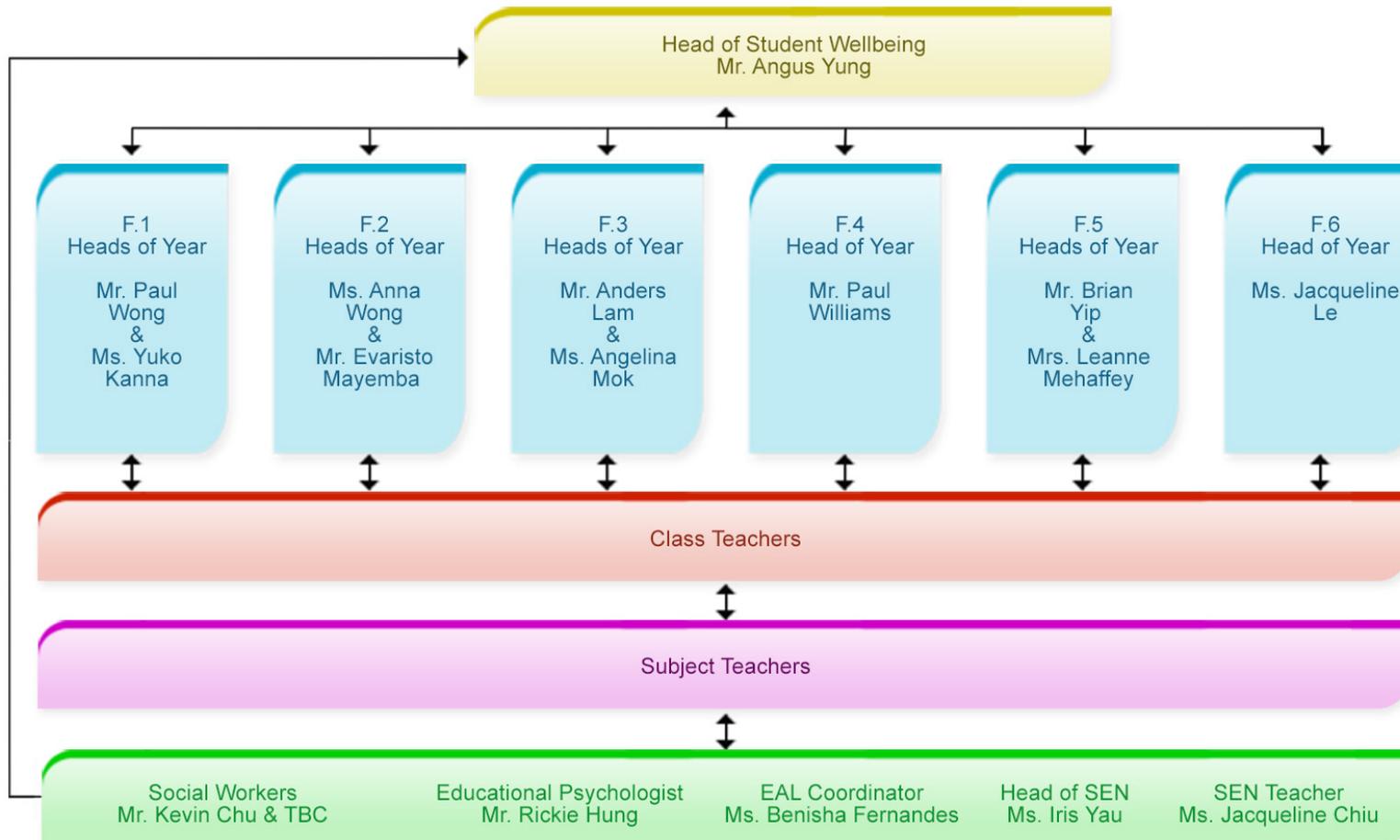
More specifically, the aims of the Student Wellbeing Team are:

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

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



Student Wellbeing Team





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Personal, Social, Health & Economic Education

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

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

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

PSHE Overview

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

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



Know My Students Survey

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

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

Positive Education

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

Year Themes

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

- Form 1 – *Do all things with love.*
- Form 2 – *Wisdom is knowing the right path to take.*
- Form 3 – *Grow your resilience with friendship in your heart.*
- Form 4 – *Integrity is the essence of everything successful.*
- Form 5 – *Today's Effort, Tomorrow's Success.*
- Form 6 – *Having perseverance is all about being able to bounce back and keep moving forward.*

Retreat Programmes

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

Form 4 students attended a one-day Retreat programme as part of our commitment to the ongoing holistic education of the students in our school. The Retreat has been designed based on elements of the PERMA model for wellbeing and focuses on positive emotions, engagement, relationships, meaning and accomplishments. The programme explored the Form 4 Year Theme: *'Integrity is the essence of everything successful'* and the activities and



workshops will work toward building students’ confidence, resilience and enthusiasm for the challenges that lie ahead of them.

Form 6 students attended a one-day Retreat programme structured around the Form 6 Year Theme: *‘Having perseverance is all about being able to bounce back and keep moving forward’* The activities and workshops worked toward building students’ confidence, resilience and enthusiasm for the challenges that lie ahead of them in both the final year of school and transition to adult life. The retreat was followed by an enrichment trip to Ocean Park for all our Form 6 students.

Guest Speakers

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

Form 2	Mr. Ivan Yung, Professional Youtuber	– Understand the concept of resilience and its significance in a career, particularly in the context of being a travel YouTuber.
Form 3	FAMtastic	– Understand the importance of personal hygiene, sexual health and safe sex.
Form 4	Race Relation Unit, Home Affairs Department	– Understand the cultures of ethnic minorities, and what can we do to support to them in our community.
	Stephanie Ng, Founder and Executive Director of Body Banter	– Offer students a comprehensive overview of body image issues within the Hong Kong context, common misconceptions surrounding body image issues, and ways to practice socially responsible body image advocacy in their communities.
	Sahibjit Singh, Chief Business Officer of Running To Stop The Traffik	– Understand how a pandemic accelerates human trafficking and other forms of exploitation and to learn from a 24 Hour Race alumni who have seen their quest for social justice propel them into universities and dream jobs.
Form 5	Ms. Lee Wing Yan Rebecca, YWAM Shanti Hong Kong	– Understand about the ethnic minority children and asylum seeker family in Hong Kong.
	The Office for Film, Newspaper and Article Administration	– Understand about the functions of internet and different internet traps and to understand the 3 classes of articles according to the COIAO.
	Mr Chan Ka Hay, The law society of HK	– To be aware of the criminal offense about theft, violence and sex-related offense.



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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

The Student Council consists of a cabinet of student elected senior students which play an integral and important role in the school community. Students have a voice and a contribution to make to the school. It is vital that they are given the opportunity to express their views on issues of concern to them in the school and also encouraged to take an active part in promoting the core values of the school.

The Student Council provides a representative structure through which students can raise issues of concern and undertake initiatives which benefit to the school and the wider community. The Student Council gives students an opportunity to acquire communication, planning and organisational skills as they coordinate various school events and forums throughout the year. In the process, they learn how to work together as a team, as well as collaborating with the whole student body, parents, teachers and the school.

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

Teacher Advisors: Ms. Charlotte Leung & Ms. Katia Dioniso



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Executive Committee Members:

President	Laiba Minhaj (5A)
Vice President	Ayaan Shaik (5H)
Vice President	Samah Sharief (5A)
Secretary	Julia Schubert (5K)
Treasurer	Jash Parekh (5H)
Activity Officer	James Ewal (5H)
House Officer	Leung Chin Kiu (5A)
Publication Officer	Ingynn May (5H)
Promotion Officer	Ines Effa (5A)
Communications Officer	Talia Avon (5K)

B. Prefects

Every year a group of selected students are given the opportunity to represent the school as part of the student leadership team. As outstanding members of the school community, prefects act as role models to other students: they demonstrate exceptional behaviour and uphold the school's five core values, the CARES principles and the YHKCC Code of Conduct. Prefects work hard not only to help maintain a disciplined and effective learning environment, but also mentor and support students in need. Prefects welcome students to school in the morning at the front gate and help teachers at recess, lunch breaks and school functions.

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 & Ms. Anna Wong

Head Prefects: Wing Chin AU (5M) & Kwan Yiu Ernest CHAN (5H)



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C. Student Ambassadors

The Student Ambassadors are a group of students from all forms who are dedicated to positively promoting the YHKCC at all school events and public functions held for prospective students and their families. They work on a voluntary basis and serve the school community by informing parents, visitors and guests about the school from the students' perspective. 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 Back to School Night, International Fun Fair, Graduation Ceremony, Sports Night and College Night this year. Student Ambassadors are given the unique opportunity to receive training in communication skills, public relations, marketing and interpersonal skills.

The Student Ambassadors Team consists of a President, three Vice Presidents, two Promotions Officers, with a group of 5 team leaders leading 5 teams of student ambassadors, setting good examples for the student body in terms of behaviour and service in the school. There were almost 60 Student Ambassadors from all Forms. Some Student Ambassadors act as mentors for Form 1 students to assist them in settling into the new school environment.

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

President & Vice Presidents:

President Rakshita Kumar (5H)

Vice Presidents Christopher Whitehead (5K), Yashvi (4C) & Diya Virani (4H)

D. Houses

The House system provides an opportunity for students and teachers to communicate with each other. 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.

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

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



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Morrison House

Head of House: Ms. Hee Jo Han
Assistant Head of House: Ms. Angelica Chu

House Captain: Eithan Ephraim (5K)
Assistant House Captains: Ellen Ng (5H), Rihanna Harvey (5H) & Juliana Bergas (4H)

Chambers House

Head of House: Ms. Wendy Chow
Assistant Head of House: Mr. Sijan Gurung

House Captain: Mrudula Kota (5A)
Assistant House Captains: Jasmine Ng (5H), Nayan Shrestha (5M) & Retaj Tolba (4H)

Williams House

Head of House: Mr. Andrew Koo
Assistant Head of House: Mr. Peter Chan

House Captain: Julianna Chan (5C)
Assistant House Captains: Sheldon Li (5Y), Vivienne Mok (4K) & Tane Leung (3A)

Taylor House

Head of House: Ms. Jacqueline Chiu
Assistant Head of House: Ms. Emma Man

House Captain: Alvin Invento (5C)
Assistant House Captains: Yip Long Hei (5C), Roxanne Chu (5K) & Satya Von Holt (4M)



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), English Language, Mathematics, Liberal Studies and Religious Studies). Students also select 4 Elective Subjects from a choice of 15 subjects.

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

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

Hong Kong Stream

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



International Stream

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

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

Post-IGCSE Examination GCE A-Level Foundation Course

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

Subjects Offered

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

	Forms 1 – 2	Forms 3 – 4	Forms 5 – 6	
	School-Based Curriculum	Integrated Curriculum	DSE Curriculum	GCE Curriculum
English				
English Language	✓	✓	✓	
English Literature		✓	✓	✓
Drama	*	✓		
Chinese				
Chinese Language	✓	✓	✓	
Elementary Chinese / IGCSE Chinese	✓	✓	✓	
GCE AS/A-level Chinese			✓	✓
Hanyu Shuiping Kaoshi (HSK)			✓	✓
Modern Foreign Languages				
Spanish	✓			



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

* Non-Public Examination Subject



Special Educational Needs

A total of 58 SEN students who were diagnosed with Specific Learning Difficulties (SpLD) – Dyslexia, Autism Spectrum Disorder (ASD), Attention Deficit (Hyperactive) Disorder (ADD/ ADHD), Borderline Intellectual Functioning, Hearing impairment, Oppositional Defiant Disorder, Anxiety and Depression. A further eight students are receiving SEN support, but have not yet been formally diagnosed.

One Head of SEN, one SEN Teacher and two SEN Teaching Assistants provided regular academic support to nine students in various subjects from September 2023 to June 2024 during lessons, self-study period and after school.

Twelve students attended the ASD social group from The Salvation Army for social skills training. Additionally, six students attended ADHD Training Programme offered by Excellent Education Company Limited. Moreover, two students with SpLD attended Chinese Reading and Writing Class at HK EP Services Centre in Wan Chai.

Special access arrangements for examinations, including extra time allowance, supervised break, word processors, use of screen reader, and use of speech-to-text software were arranged for the internal examinations. The number of students with special examination arrangements are shown in the table below.

Examination	Date	Form	No. of students
Mid-year	January 2024	Forms 2, 3 & 5	16
Mock	February/March 2024	Forms 4, 5 & 6	16
Final	May/June 2024	Forms 1, 2, 3, 4 & 5	20

Access arrangements are also made for the public examinations in April to June 2024.

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

Learning Support

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



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English as an Additional Language

There are currently 83 students classified as EAL students (25 mild / 53 moderate). Last year, although the number of EAL students increased from last year (73), the split was very different (28 mild / 45 moderate) which indicates that the need for EAL support has risen. This could be partly due to the influx of students being admitted throughout the year in forms 3 and above. Currently, 24 students are enrolled on specialist online programmes and 17 students are undergoing weekly or biweekly intensive tutorials.

24 students have been taking an additional EAL class once per week instead of the third language (Spanish). This initiative provides an additional opportunity for students to develop their English skills so that they can learn alongside their classmates with minimal support and develop their confidence. Unfortunately, as French and Spanish will no longer be offered to Form 1 students from August 2024, there will no longer be this opportunity to provide a timetabled weekly EAL lesson for Form 1 (and the next cohort of Form 2 students) in the future.

The vast majority of the Form 1 EAL students and nearly half of the Form 2 EAL students are studying English in small classes of 8 –13 students. Some push-in and pull-out interventions have been organized for Category C cases. After school tutorials were also arranged throughout the year to further support students to improve their examination and communication skills.

To promote reading again this year, the school continued to offer an online reading scheme (LightSail) to provide an opportunity for 24 EAL students to develop their reading skills independently. The 'Reading Buddies' scheme was adjusted this year with student mentors paired up to support each of the students on a weekly basis to develop their reading skills and confidence.

This year saw a rise in weaker EAL students joining both at the start and later in the academic year. Every effort has been made to arrange some level of support for these students. Further support will be necessary in the future to address the burgeoning needs of the growing number of EAL students.



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School Social Workers

Mental health, family and social relationship issues were the major concerns this year. A total of 83 active cases were supported by the two full-time School Social Workers.

The School Social Workers worked closely with the Student Wellbeing Team and the Heads of Year to provide support for students and their families. A variety of services were rendered to students, families and school members. The services included individual and group counselling, consultations with teachers and administrators to develop strategies for addressing student needs, providing resources on policy development (e.g. crisis intervention plan), and referral services.

Next year, the School Social Workers will continue to support the needs of students in the student community, by providing a safe and comfortable place for students to visit and share, and creating a positive school culture that promotes success and wellbeing.

YHKCC Mentorship Programme

The mentorship programme started in August 2023 with the aim of supporting students in their transition to secondary school.

Training workshops were provided for all mentors and a pre-mentorship survey was completed for all Form 1 students before the programme started. Before the review period, the School Social Workers completed eleven sessions of meetings with students. This year the mentorship programme involved 285 students.

Before each session, guidelines, materials and suggestions were provided for mentors to follow. Positive Psychology approaches were built into the programme, aiming to enhance student wellbeing and their ability to cope with challenges in the school environment. Character strengths were also introduced to explore the internal resources and potential of each student.

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

Community Service

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

Drama Performance

- On Neighbourhood day, our students acted as actors to perform drama



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Christmas Service

- Two Christmas services were conducted in Tung Chung Day Nursery and Excelsior Manor. Students played games and distributed Christmas gifts to children

Flag Selling Day

- In December, the school cooperated joins the flag selling day conducted by NAAC to support the elderly services in the agency

Mental Health Carnival

- In December, students join the mental health carnival as student helper to operate the game booths.

Community Services during Enrichment Week

- Three community service programmes were conducted from 25th to 27th June, 2024. YHKCC students served as volunteers to interact and play with children in kindergarten and the elderly.



VI. TEACHERS

The school employed 92 teachers and 7 teaching assistants.

Qualifications

All teachers are degree holders: 91% have a PGDE (or equivalent) qualification and 44% have master's degrees. About 16% of teachers are employed from overseas.

Staff Development

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

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

The aims of the Staff Development Programme for the 2023 – 2024 school year were as follows:

- To continue to incorporate Rosenshine's principles into daily teaching practice.
- To incorporate PERMA elements into lessons.
- To explore how to use AI to support teaching, learning and administrative tasks.

A. Hotspots

Each Thursday morning a member of staff shared a Hotspot; a short, focused sharing of a specific teaching and learning strategy, tool or pedagogical idea. During the 2023 – 2024 academic year, Hotspots focused on the specific targeted areas of the Staff Development Objectives: Academic Committee; Student Wellbeing Team; Sharing Good Practice and Positive Education. Hotspots are shared with teaching staff via email and uploaded to the Staff Development Website.

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 2023 – 2024 were as follows:

1. **Positive Education (How to nurture flow)** – Bringing mindfulness practice into the classroom to allow students to be aware of the present moment with purpose and without judgement. (25 members of staff were involved.)
2. **Effective Learning Strategies (dual coding, retrieval practice, concrete examples, elaboration, spaced practice, interleaving)** – Implementing visual and verbal tools to build learning and methods to boost recall. (16 members of staff were involved.)
3. **Using Reflective Learning Strategies in the Classroom** – Metacognition strategy in which teachers critically analyze their experiences, actions and decisions (13 members of staff were involved.)
4. **Promoting Independent Learners** Students reflect on their own interests and preferences to take ownership of their learning. (24 members of staff were involved.)
5. **Developing Learning Dispositions** To explore the positive behaviours and attitudes that are important for life-long learning (7 members of staff were involved).

Date	Title	Description
29 th November, 2023	Introduction to Learning Trios	Each learning trio theme has an introduction session led by a member of staff exploring ideas and tools that could be implemented in learning trios.
24 th January, 2024	Identifying Focus & Planning	Exploring tools and resources, working in collaboration to plan the first learning observation lesson to be observed.
6 th March, 2024	Reflection & Planning	Reflection on first observation and planning second lesson.
27 th March, 2024	Reflection & Planning	Reflection on second observation and planning third lesson.
8 th May, 2024	Evaluation	Sharing of good practice. Completion of Learning Trios Evaluation on the Teacher Development Plan.



C. Early Professional Years Programme (EPY)

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

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

The content of the sessions for the 2023 – 2024 academic year is shown in the table below.

Date	Title	Description
6 th September, 2023	Welcome Meeting	To outline the programme and meet with the Head of Staff Development.
20 th September, 2023	PERMA in Action	Introduction to PERMA & How to foster positive relationships in the classroom?
4 th October, 2023	Behaviour for Learning	To consider top tips for behaviour management.
8 th November, 2023	Effective Lessons	How to plan and deliver high quality lessons.
22 nd November, 2023	Smart Marking	To focus teacher task setting and marking.
3 rd January, 2024	IT to Enhance Teaching & Learning	An introduction to ICT tools to enhance T&L.
31 st January, 2024	Supporting SEN & EAL Students	Understanding of SEN and EAL strategies and support in school.
10 th April, 2024	Safeguarding	To understand the basic principles of safeguarding in education.
21 st June, 2024	End of year review and celebration	To celebrate the success of the year and to complete initiation programme.

D. Whole School Professional Development

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

Date	Time	Content
15 th September, 2023	Full day	PERMA and Teambuilding
29 th September, 2023	Half day	Developing Learning Dispositions

The focus for the Staff Development Days for 2023 – 2024 were on equipping staff with skills to practice Positive Education and developing learning dispositions. The training was led across one day and half, with staff attending a whole briefing and group. During the



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afternoon session on 15th September, 2023, staff participated in various wellbeing activities such as Pickleball, Art Jam and the 3-ingredient cooking challenge.

E. Positive Education

Last year, one of the school's main goals was to educate all stakeholders about Positive Education. This approach to wellbeing combines traditional education principles with the study of happiness and wellbeing by integrating Professor Martin Seligman's PERMA model and the character strengths of the Values in Action (VIA) classification system.

This year, PERMA elements were incorporated into Class Teacher Periods, hotspots, staff development days and general staff meetings.

In addition, professional development sessions were conducted with the following groups:

- **Teaching Staff** – The initial full-day staff development session focused on stress management and relief techniques, enabling teachers to incorporate positive psychology theories and various PERMA strategies into their daily routines through interactive activities. One of the Learning Trios focused on developing PERMA techniques in everyday lessons. The concept of 'flow' was introduced, with teachers discussing its application in the classroom to enhance positive engagement during lessons. Many team meetings commenced with an emphasis on incorporating PERMA elements, particularly highlighting the importance of reinforcing positive relationships and celebrating achievements within the group.
- **Janitors & Office Staff** – A special networking session was organized for office staff and janitors, followed by an evening retreat to a local seafood restaurant. These events were designed to foster positive relationships and team cohesion among the support staff.
- **Students** – Wellbeing activities, aimed at boosting student morale and engagement, were fully integrated into the Class Teacher Period to promote different aspects of PERMA and create a positive atmosphere at the start of each day.

F. Staff Development Website

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

G. National Security Education

To strengthen teachers' knowledge and understanding of the Basic Law, and to support teachers in their preparation for the Basic Law and National Security Test, workshop materials prepared by NSE committee members (one in English and one in Chinese) were shared with staff.



H. Academic Professional Development

Continuing professional development to address particular subject-specific needs was incorporated into each of the ten departmental meetings scheduled for the 2023 – 2024 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.

I. 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.

J. 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.

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.

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.

K. Workshops for Senior Teachers

The following workshops were conducted for Senior Teachers:

Date	Content
29 th February, 2024	Team Building / General discussion about School Improvement & Review of Performance Appraisal
15 th March, 2024	DSS School Operations: Finance & Administration
25 th April, 2024	Team Building & Upholding Professionalism
14 th May, 2024	Skills Development: Taking Professional Photos for School Events or Student Activities / Designing Posters using Canva
30 th May, 2024	Team Building & Planning for 2024/25



VII. STUDENT ACHIEVEMENTS

HKDSE

The Form 6 HKDSE results (level 4 and above and level 2 and above) for the five-year period from 2020 to 2024 are shown in the table below.

Subject	Percentage of candidates achieving level 4 and above					Percentage of candidates achieving level 2 and above / Attained				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Business, Accounting & Financial Management (Accounting)	6.3%	0%	9.1%	50.0%	44.4%	87.5%	77.8%	72.7%	100%	100%
Business, Accounting & Financial Management (Business Management)	7.7%	11.1%	0%	0%	6.3%	92.3%	66.7%	64.3%	75.0%	81.3%
Biology	18.8%	10.5%	20.0%	9.1%	22.6%	87.5%	63.2%	86.7%	90.9%	77.4%
Chemistry	0%	40.0%	25.0%	15.4%	22.2%	53.8%	80.0%	79.2%	76.9%	66.7%
Chinese Language	0%	25.0%	28.6%	10.5%	27.3%	66.7%	100%	76.2%	89.5%	71.4%
Economics	9.1%	28.6%	33.3%	0%	0%	63.6%	100%	50.0%	50.0%	27.3%
English Language	76.3%	59.7%	59.4%	79.7%	71.2%	100%	100%	100%	100%	100%
French Language	0%	0%	33.3%	0%	0%	22.2%	50.0%	100%	60%	33.3%
Geography	N/A	11.8%	0%	16.7%	33.3%	N/A	76.5%	85.7%	83.3%	100%
History	N/A	28.6%	0%	0%	33.3%	N/A	100%	100%	100%	100%
Information & Communication Technology (ICT)	33.3%	0%	40.0%	20%	16.7%	100%	100%	80.0%	100%	66.7%
Liberal Studies / Citizenship & Social Development	28.8%	37.1%	31.9%	32.3%	–	89.8%	87.1%	97.1%	100%	91.7%
Literature in English	0%	22.2%	11.1%	11.1%	36.4%	100%	88.9%	44.4%	88.9%	81.8%
Mathematics (Core)	8.5%	17.7%	24.6%	22.2%	16.4%	81.4%	66.1%	69.6%	82.5%	75.3%
Mathematics (M1)	0%	0%	N/A	N/A	N/A	100%	66.7%	N/A	N/A	N/A
Mathematics (M2)	25.0%	25.0%	20.0%	20.0%	14.3%	100%	75.0%	90.0%	80.0%	57.1%
Physical Education	0%	0%	50%	14.3%	0%	60%	67.7%	100%	100%	80.0%



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Physics	0%	60.0%	22.2%	17.6%	25.0%	64.3%	80.0%	83.3%	94.1%	50.0%
Spanish Language	0%	33.3%	50.0%	40.0%	60.0%	75.0%	66.7%	100%	100%	80.0%
Tourism & Hospitality Studies (THS)	8.3%	8.3%	0%	20.0%	25.0%	91.7%	75.0%	60.0%	80.0%	50.0%
Visual Arts	16.7%	0%	20.0%	14.3%	0%	100%	71.4%	70.0%	85.7%	100%

IGCSE

The Form 4 IGCSE results (grades A* – C and grades A* – G) for the five-year period from June 2020 to June 2024 are shown in the table below.

Subject	Percentage of candidates achieving grades A* – C (9 – 4)					Percentage of candidates achieving grades A* – G (9 – 1)				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Art & Design	87.5%	92.3%	85.7%	100%	90.9%	100%	100%	100%	100%	100%
Biology	91.8%	83.3%	88.1%	83.3%	85.0%	100%	100%	100%	100%	100%
Business Studies	100%	100%	97.6%	95.2%	98.1%	100%	100%	100%	100%	100%
Chemistry	100%	97.4%	94.9%	95.1%	90.5%	100%	100%	100%	100%	100%
Chinese as a Second Language	100%	100%	81.8%	90.9%	100%	100%	100%	100%	100%	100%
Drama	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Economics	100%	100%	100%	88.2%	95.0%	100%	100%	100%	100%	100%
English as a Second Language	50.0%	100%	N/A	N/A	N/A	100%	100%	N/A	N/A	N/A
First Language Chinese	90.0%	80.0%	81.8%	100%	76.5%	100%	100%	100%	100%	100%
First Language English	100%	97.1%	98.4%	96.9%	95.7%	100%	100%	100%	100%	100%
Foreign Language Mandarin Chinese	97.3%	100%	96.9%	95.8%	97.6%	100%	100%	100%	100%	100%
Foreign Language French	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Foreign Language Spanish	100%	100%	100%	100%	N/A	100%	100%	100%	100%	N/A
Geography	100%	96.2%	100%	100%	100%	100%	100%	100%	100%	100%



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History	100%	100%	100%	75.0%	100%	100%	100%	100%	91.7%	100%
English Literature	96.0%	100%	92.9%	94.1%	100%	100%	100%	100%	100%	100%
Mathematics	100%	95.6%	93.5%	92.2%	97.1%	100%	100%	100%	100%	100%
Music	100%	N/A	100%	100%	100%	100%	N/A	100%	100%	100%
Physical Education	100%	100%	100%	100%	N/A	100%	100%	100%	100%	N/A
Physics	100%	96.8%	96.2%	96.4%	95.7%	100%	100%	100%	100%	100%
Religious Studies	100%	95.5%	98.4%	89.2%	97.1%	100%	100%	100%	100%	100%
Sociology	N/A	100%	98.4%	95.4%	N/A	N/A	100%	100%	100%	N/A
Travel & Tourism	100%	90.9%	100%	85.7%	100%	100%	100%	100%	100%	100%

GCE A-LEVEL

The Form 6 GCE results (grades A* – C and grades A* – E) for the five-year period from June 2020 to June 2024 are shown in the table below.

Subject	Percentage of candidates achieving grades A* – C					Percentage of candidates achieving grades A* – E				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Art & Design	66.7%	100%	100%	100%	80.0%	100%	100%	100%	100%	100%
Biology	95.0%	90.5%	91.3%	61.9%	100%	100%	90.5%	100%	95.2%	100%
Business	87.0%	86.2%	94.4%	100%	94.1%	100%	96.6%	100%	100%	100%
Chemistry	85.0%	94.7%	95.5%	69.2%	83.3%	100%	100%	95.5%	96.2%	100%
Chinese	100%	100%	100%	100%	91.7%	100%	100%	100%	100%	100%
Drama & Theatre	100%	83.3%	100%	N/A	N/A	100%	100%	100%	N/A	N/A
English Language & Literature	92.3%	83.3%	100%	100%	85.7%	100%	100%	100%	100%	100%
French	N/A	100%	N/A	N/A	50%	100%	100%	N/A	N/A	50%
Geography	83.3%	91.7%	80%	100%	85.7%	100%	100%	100%	100%	100%



History	100%	100%	92.3%	91.7%	100%	100%	100%	100%	100%	100%
Mathematics	100%	85.7%	86.8%	63.2%	80.6%	100%	92.9%	97.4%	97.4%	90.3%
Physical Education	80.0%	75.0%	80%	100%	66.7%	100%	100%	100%	100%	100%
Physics	100%	88.9%	93.3%	86.7%	88.2%	100%	100%	100%	93.3%	100%
Religious Studies	100%	80.0%	94.7%	100%	85.7%	100%	95.0%	100%	100%	100%

Form 6 Graduate Destinations

The 2023 – 2024 school year was a successful one for the Form 6 graduating class.

A total of 98 students (81.0%) out of the cohort of the 121 Form 6 graduates are confirmed to continue their studies in some form or another. 9 students (7.4%) have expressed an intention to do further study, but this is not yet confirmed. 8 students (6.6%) have opted to take a gap year and no students will go directly into full-time employment.

	DSE		GCE		Form 6 Cohort	
Further Study	65	87.8%	33	70.2%	98	81.0%
Further Study (but not yet confirmed)	0	0%	9	19.1%	9	7.4%
Gap Year	5	6.8%	3	6.4%	8	6.6%
Employment	0	0%	0	0%	0	0.0%
Undecided	0	0%	2	4.3%	2	1.7%
Unknown	4	5.4%	0	0%	4	3.3%
Total:	74		47		121	

Further Study – Programme

Of those progressing on to further study, 61 students (62.2%) will take bachelor degree programmes and 26.5% will study an associate degree or higher diploma and 11.2% will take a foundation course.

	DSE		GCE		Total		Form 6 Cohort
Bachelor Degree	33	50.8%	28	84.8%	61	62.2%	50.4%
Associate Degree	13	20.0%	2	6.1%	15	15.3%	12.4%
Higher Diploma	9	13.8%	2	6.1%	11	11.2%	9.1%
Foundation Course	10	15.4%	1	3.0%	11	11.2%	9.1%
Other	0	0%	0	0%	0	0%	0%
Total:	65		33		98		81.0%



Further Study – Country

	DSE		GCE		Total		Form 6 cohort
Hong Kong	47	72.3%	22	66.7%	69	70.4%	57.0%
United Kingdom	6	9.2%	3	9.1%	9	9.2%	7.4%
Canada	1	1.5%	0	0%	1	1.0%	0.8%
Australia	8	12.3%	3	9.1%	11	11.2%	9.1%
Philippines	1	1.5%	0	0%	1	1.0%	0.8%
Belgium	0	0%	1	3.0%	1	1.0%	0.8%
United States	0	0%	2	6.1%	2	2.0%	1.7%
Thailand	0	0%	1	3.0%	1	1.0%	0.8%
South Korea	1	1.5%	0	0%	1	1.0%	0.8%
India	1	1.5%	0	0%	1	1.0%	0.8%
Japan	0	0%	1	3.0%	1	1.0%	0.8%
Total:	65		33		98		81.0%

Hong Kong is still the most popular destination with 70.4% of graduates (who are progressing on to further study) choosing to continue their education here.

A further 29.6% will be studying overseas in Australia, Canada, Japan, Philippines, Thailand, India, South Korea, United Kingdom and United States of America.



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Hong Kong Institutions	DSE	GCE	Total
HKU SPACE	24	3	27
Hong Kong University of Science & Technology (HKUST)	4	9	13
The University of Hong Kong (HKU)	2	0	2
City University of Hong Kong (CityU)	3	2	5
The Chinese University of Hong Kong (CUHK)	1	1	2
Polytechnic University of Hong Kong (PolyU)	0	3	3
Hong Kong Baptist University (HKBU)	1	0	1
Hong Kong Metropolitan University	3	0	3
Hang Seng University	1	1	2
Hong Kong Institute of Vocational Education	1	0	1
Hong Kong Adventist College	4	0	4
The Education University of Hong Kong	1	1	2
Vocational Training Council	1	0	1
School of Continuing and Professional Studies, CUHK	1	0	1
Hong Kong Design Institute	0	1	1
UOW College Hong Kong	0	1	1
Total:	47	22	69



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YHKCC students have also been admitted to the following institutions around the world:

UK

University of Birmingham
University of Arts London
University of Edinburgh
Royal Holloway University of London
The University of Hertfordshire
University of Exeter
University of Gloucestershire
University of Leeds
University of Birmingham

USA

Arizona State University
The University of Utah

Japan

Nagoya University

Canada

Douglas College

Australia

The University of Tasmania
The University of Monash
Victoria University
University of New South Wales
Australia National University
Deakin College
Deakin University
Griffith University

Canada

Douglas College

Philippines

PATTS College of Aeronautics

Thailand

Mahidol University International College

India

Padmashree Dr DY Patil niversity



VIII. OTHER LEARNING EXPERIENCES

There were many other learning experiences were organized for students during the 2023 – 2024 school year. Students’ achievements are shown under the following categories:

- A. Sports
- B. Speech/Drama/Debate/Music
- C. Academic
- D. Community Service
- E. School Visits
- F. Large-scale Student Activities
- G. Alumni Activities

A. Sports

Athletics & Cross-country Team

- 1) HKSSF Inter-school Athletics Championships (Tsuen Wan & Islands District)
 - 13 Gold, 13 Silver, 9 Bronze, 12 Copper medals
 - A Grade Girls: 1st Runner-up
 - B Grade Girls: 2nd Runner-up
 - C Grade Girls: 2nd Runner-up
 - A Grade Boys: 2nd Runner-up
 - B Grade Boys: 2nd Runner-up
 - C Grade Boys: 2nd Runner-up
- 2) HKSSF Inter-school Cross Country Competition
 - 1 Gold, 1 Silver, 1 Bronze medals
 - A Boys: 6th Runner Up
 - B Boys: 5th Runner Up
 - C Grade Boys: 2nd Runner-up
 - A Grade Girls: 1st Runner-up
 - B Girls: 4th Runner Up
 - C Grade Girls: Champion
 - Overall Girls: Champion
 - Overall Boys: 3rd Runner-up
- 3) ISSFHK Inter-school Track and Field Championships
 - 8 Gold, 7 Silver, 11 Bronze medals
 - U16 Girls: 2nd Runner-up
 - U20 Boys: 2nd Runner-up
 - U16 Boys: Champion

Badminton Team

- 1) HKSSF Inter-school Badminton Competition (Tsuen Wan & Islands District)
 - A Grade Girls: Champion



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- B Grade Girls: 3rd Runner-up
 - B Grade Boys: Champion
- 2) ISSFHK Inter-school Badminton Championships (Silver Division I)
 - U16 Boys: Champion

Basketball Team

- 1) HKSSF Inter-school Basketball Competition
 - U15 Boys: 1st Runner-up
- 2) ISSFHK Inter-school Basketball Championships (Silver Division I) & (Silver Division II)
 - U14 Girls: Champion
 - U16 Girls: 1st Runner-up

Cheerleading Team

- 1) Cheerleading Championships
 - Cheerleading Mini (Small) L1-L2 Coed: Gold Award
 - Cheerleading Mini (Small) L1-L2 Coed: Overall Champion
 - Cheerleading Junior (Large) L3-L4 Coed: Gold Award
 - Cheerleading Junior (Large) L3-L4 All Girls: Gold Award
 - Overall: Grand Award
- 2) Junior Large Coed Level 3 at the 10th China (Nanjing) Cheerleading Open
 - Cheerleading Junior (Large) L3-L4 Coed: Champion
- 3) 9th Hong Kong Games Cheering Team Competition for the 18 Districts
 - Champion

Cricket Team

- 1) Ted Wilson Trophy, Hong Kong Secondary School League 2023 – Division 1
 - A Grade Boys: 1st Runner-up
- 2) Hong Kong Secondary School League (Division 1)
 - B Grade Boys: Champion

Football Team (Boys)

- 1) HKSSF Inter-school Football Competition
 - U19 Boys: 1st Runner-up
 - U15 Boys: Champion
- 2) ISSFHK Inter-school Football Championships (Silver Division I)
 - U14 Boys (Team 1): Champion



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- U14 Boys (Team 2): 1st Runner-up
- 3) Jockey Club HKFA Futsal Cup
 - U17 Boys: 2nd Runner-up
 - U15 Boys: 2nd Runner-up

Football Team (Girls)

- 1) HKSSF All Hong Kong Inter-school Football Competition
 - 1st Runner-up
- 2) ISSFHK Football Competition (Silver Division I)
 - U16 Girls: 2nd Runner-up
- 3) Wo-Foo All Hong Kong 7-a-side Football Competition
 - U16 Girls: Champion

Handball Team

- 1) HKSSF Inter-school Handball Competition
 - U19 Girls: Champion
 - U15 Girls: 1st Runner-up
 - U19 Boys: 1st Runner-up
 - U15 Boys: 1st Runner-up

Lacrosse Team

- 1) All Hong Kong Inter-Secondary School Lacrosse Competition
 - All Girls: Champion

Rugby Team

- 1) HKSSF All Hong Kong Inter-school Competition – BOCHK Rugby Sevens Cup
 - A Grade Boys: Bowl Champion
 - A Grade Girls: Cup Champion (Overall Champion)

Swimming Team

- 1) HKSSF Inter-school Swimming Competition
 - 15 Gold, 6 Silver, 18 Bronze, 17 Copper medals
 - A Grade Girls: Champion
 - B Grade Girls: Champion
 - C Grade Girls: Champion
 - A Grade Boys: 2nd Runner-up
 - B Grade Boys: Champion
 - C Grade Boys: 2nd Runner-up



Table Tennis Team

- 1) HKSSF Inter-school Table Tennis Competition
 - C Grade Girls: Champion
 - C Grade Boys: 1st Runner-up
 - B Grade Girls: 1st Runner-up

HKSSF Inter-School Championships for All Sports

- Girls Badminton: Champion
- Girls Cross Country: Champion
- Girls Handball: Champion
- Girls Swimming: Champion
- Boys Swimming: Champion
- Boys Football: Champion
- Overall Girls: Champion
- Overall Boys: Champion

B. Speech / Drama / Debate / Music

Event	Achievement
The 12 th Putonghua Speech Competition for Non-Chinese Speaking Students (Secondary School Division)	<u>Solo Verse Speaking</u> <ul style="list-style-type: none"> ▪ Harsh Devesh Kumar SHARMA (1C) – Participation ▪ Ethan Jude ATHAIDE (1A) – Participation ▪ Conner John Bagaub ELLIOTT (1H) – Participation ▪ Rui Heng LI (5Y) - Merit ▪ Edina Verity THOMAS (4C) - Merit <u>Duologue</u> <ul style="list-style-type: none"> ▪ Miheer JAIN (1A) - Merit ▪ Hereen Mitesh KANKARIY (1Y) - Merit ▪ Kashvi MORAKHIA (3C) - Merit ▪ Pranavi GAUR (3M) - Merit <u>Best Showmanship Award</u> <ul style="list-style-type: none"> ▪ Wamika NEWAZ (3A) <u>Creative Performance Award</u> <ul style="list-style-type: none"> ▪ Aryan Singh CHAIL (3Y)
HKSSDC Grand Finals	<u>1st Runner-up KLN & NT Senior Division 1 2022 – 2023</u> <ul style="list-style-type: none"> ▪ Fathima BUHARY (6Y) ▪ Sree Sai SURESH (6C) ▪ Sewon BANG (5H) ▪ Emma HUMPHREY (6H)



	<ul style="list-style-type: none"> ▪ Shamyra DANKHARA (6Y) ▪ Laavanya KUMAR (6C) ▪ Armin SINGH (6C) ▪ Ruizhong CHEN (6Y) ▪ Talia Chiang AVON (5K)
London Academy of Music & Dramatic Art (LAMDA) Examinations	<p><u>Grade 7 (Silver Medal)</u></p> <ul style="list-style-type: none"> ▪ CHEUNG Yung Ting Talia (5H) ▪ LEE Chi Lai Charlotte (4Y) ▪ RODAY Lucia Sylvia (4M) ▪ TSANG Cheuk Lam (4M) <p><u>Grade 6 (Bronze Medal)</u></p> <ul style="list-style-type: none"> ▪ PROBERT Olive Rose (4A) ▪ WONG Sin Sin (3Y) ▪ FAN Eis (2H) ▪ JOHN Naomi Seanna (2K) ▪ JUNG Hoi Tung (2K)
GASCA 46 th International Children and Youth Competition	<ul style="list-style-type: none"> ▪ Anton YIP (4Y) - Winds (Intermediate) Champion ▪ Ares KONG (1A) - Piano (Intermediate) Champion

C. Academic

Event	Achievement
Education Perfect International Languages Championships 2023	<ul style="list-style-type: none"> ▪ 1st in the world overall ▪ 140,654 points (1 point for each correct answer, answered by 131 students) ▪ 1st in French, Chinese, Japanese, Russian, Maori ▪ 3rd in Italian, 4th in Malay, 5th in Indonesian, 7th in Spanish & German. ▪ 1st in the world overall ▪ 9,071 points (1 point for each correct answer, answered by 56 students) ▪ 2nd in Mathematics & in Science ▪ 3rd in English & Literature
Amgen Biotech Experience Program 2023 Certificate	<ul style="list-style-type: none"> ▪ Kenneth Kok Ching WONG (6A) ▪ Bryan Benedict HUSENO (6A) ▪ Tsz Kiu Pornapha CHEUNG (6A) ▪ Pak Hin SANG (Derrin) (6A) ▪ Zaralya Zeeshan Oasis ARIAJI (6A) ▪ Wishavdeep SINGH (6A) ▪ Tamiranashe Hopewell SHOKO (6A) ▪ Hana DOBASHI CHAN (6A)



<p>The Annual Math Conception</p>	<p><u>Individual Contest</u></p> <ul style="list-style-type: none"> ▪ Kautilya VENKANNAGARI (1M) - Bronze ▪ Shaan Hitesh SOMAIYA (3C) - Bronze ▪ Samuel CLEMENTE GUTIERREZ (4K) - Silver ▪ Sung Woo Shawn GANG (1A) - Gold (ranked 30 out of 356) <p><u>Inter-school Contest (Merit Award)</u></p> <ul style="list-style-type: none"> ▪ Kautilya VENKANNAGARI (1M) ▪ Sung Woo Shawn GANG (1A) ▪ Neo SIN (1M)
<p>British Biology Challenge 2024 organized by the UK Royal Society of Biology</p>	<ul style="list-style-type: none"> ▪ Tuul TULGA (4K) - Gold ▪ Yasasvi BANDI (4M) - Gold ▪ Amanat ANWAR (4C) - Gold ▪ Nathan LAUDON (4H) - Gold ▪ Manudev VINESH (4M) - Gold ▪ Stanley YUN (3K) - Gold ▪ Samuel YAU (4Y) - Silver ▪ Ian LEE (3A) - Bronze ▪ Anton YIP (4Y) - Bronze
<p>Intermediate Biology Challenge 2024 organized by the UK Royal Society of Biology</p>	<ul style="list-style-type: none"> ▪ Ishita MITTAL (5H) ▪ Yuk Chun HUI (5H) ▪ Leong HUNG (5H) ▪ Tsz Yin Nadia TSUI (5A) ▪ Rakshita SENTHIL KUMAR (5H) ▪ Samah Firdaus MOHAMMED UMAR SHARIEF (5A) ▪ Nicole NG (5A)
<p>Junior Secondary Science Online Self-learning Scheme organized by EDB</p>	<p><u>Gold Award</u></p> <ul style="list-style-type: none"> ▪ Eis FAN (2H) ▪ Bernie Park-yu LEE (2H) ▪ Sophia TSE (2H)
<p>Secondary School FinTech Innovation Competition 2024 organized by Hang Seng University of Hong Kong</p>	<p><u>Excellence Achievement Award</u></p> <ul style="list-style-type: none"> ▪ Anirudh Sarva JEGADEESAN (5Y) ▪ Akshay JAIN (5Y) ▪ Rui Heng LI (5Y) ▪ SILVA Rafael Benjamin Chi (5C)
<p>Immerse in Chinese Culture: Joint-School Reading Report Competition</p>	<ul style="list-style-type: none"> ▪ Ming Wai CHAN (3H) - Second-runner-up (Junior category) ▪ Haoxin WANG (3Y) - Outstanding award (Junior category) ▪ Tsz Kiu YUAN (4Y) - Merit ▪ Lok Yin CHEUNG (6M) - Merit



D. Community Service

Event	Date
Moon Cake Donation and Visit	September 2023
Flag Selling Day: Hong Kong Saving Cat and Dog Association	October 2023
Community Mentorship Program: Cooperate with NAAC Togetherness Parents Resource Centre	October – November 2023
YHKCC OIWA Elder Academy: Crystal Painting Class	November 2023
Christmas Parade: Visit kindergarten students to give out goodie bags	December 2023
Flag Selling Day: The Neighbourhood Advice-Action Council	December 2023
Lunar New Year Funfair: Cooperate with Hong Chi Shiu Pong Morninghope School	February 2024
Flag Selling Day: Hans Andersen Club	February 2024
Flag Selling Day: RainLily	March 2024
Island Running Competition Helpers	March 2024
YMCA of Hong Kong Christian International Kindergarten Open Day Helper	April 2024
Elderly Joyful Afternoon Tea: Cooperate with Christian and Missionary Alliance Tung Chung Church	May 2024
Service Week (All F.3 & F.4 students involved)	June 2024
YHKCC OIWA Elder Academy: Sports Day	June 2024

E. School Visits

Activity	Date
Guicheng School	October 2023
The Middle School Attached to Northern Jiaotong	December 2023
Zhuhai Lihe Middle School	January 2024
Wuxi Liyuan Middle School	June 2024
Jiangsu Taihu High School	June 2024
Hangzhou Xihu No. 1 Experimental School	July 2024



F. Large-scale Student Activities

Activity	Date
Virtual Meet & Greet (F.1)	September 2023
Life-wide Learning Camp (F.1 to F.3)	October 2023
Student-Teacher Conferences (F.1 to F.6)	November 2023 & May 2024
Parent-Teacher Conferences (F.1 to F.6)	November 2023, February & March 2024
HKDSE & GCE Information Evening (F.3 & F.4)	January 2024
Music Contest	February 2024
Options Evening (F.2)	April 2024
Graduation Ceremony (F.6)	June 2024
Enrichment Week (F.1 to F.5)	June 2024
Thanksgiving Service (F.1 to F.6)	June 2024

G. YHKCC Alumni Activities

Activity	Date
International Fun Fair Home-coming	December 2023
Alumni Annual Dinner	December 2023
Alumni Day	August 2024

H. Study Tours

Destination	No. of Students	Date
Beijing	40	December 2023
Xi'an	20	July 2024
Shanghai	19	July 2024



IX. PARENT-TEACHER ASSOCIATION

The Annual General Meeting of the Parent-Teacher Association for the 2023 – 2024 school year was held on 14th September, 2023. The election of new executive committee members was carried out and the following parents were elected:

- Mr. Marcin Dudar (Chairperson)
- Mr. Albert Yeu (First Vice Chairperson)
- Ms. Natalia Nikiforova (Second Secretary)
- Ms. Sathyanarayana Rashmi (First Treasurer)
- Mrs. Preeti Sharma (Social Convener)
- Mrs. Hanii Kwok (Social Convener)
- Mrs. Dipali Paresh Pandya (Social Convener)

The teacher members were:

- Ms. Diana Lo
- Ms. Verna Kwong
- Mr. Nicholas Chu
- Ms. Katia Dionisio
- Mr. Wallace Lau
- Mr. Mark Clemenson

Six Executive Committee Meetings were held on 30th October, 2023, 20th November, 2023, 9th January, 2024, 21st February, 2024, 11th March, 2024, and 5th May, 2024. Other event meetings were conducted online or in school throughout the school year.

List of Items Sponsored by the PTA in 2023 – 2024

The Parent-Teacher Association generously provided sponsorship for various equipment and activities during the 2023 – 2024 school year.

- PTA Donation for Enhancing Learning Experiences – Washing Machine for the Home Economics Department, Microscope, Biological Models (Brain, Ear, Eye and Cell), Physical Models (Lens and Magnets), Circuit Components (Rheostat) for the Integrated Science Department, Spark LXi2 (Screen of the Sensor Box) for the Physics Department, Press Up Test Counters and Pickleball Bats for the Physical Education Department, Spotlights with clamp, School Etching Press for the Visual Arts Department and publishing the English Creative Writing ‘Think In Ink’ Booklet.
- School Events – International Fun Fair on 9th December, 2023.
- Student Affairs Expenses – Transportation of ECAs – Handball (Sep 2023 & May 2024), Basketball (Dec 2023 – Jun 2024), Volleyball (Jan 2024), Visual Arts (Dec 2023), Hockey (Dec 2023 – Mar 2024), Football (Dec 2023 – Jun 2024), Cricket (Jan 2023 – Jun 2024), Hip Hop Dance (Jan 2024 & Mar 2024), Cross Country Championships (Jan 2024), Cheerleading (Mar 2024) and Rugby (Apr 2024)



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- Progress Prizes for the 2023 – 2024 school year.
- Meals for graduates for the Graduation Ceremony on 15th June, 2024.
- PERMA Activities – Greening for the Chest - Charity Hike on 20th January, 2024, and the 30th Parents-Also-Appreciate-Teachers Drive during the Parent-Teacher Conferences on 22nd, 24th and 26th February.
- National Security Education Activities – Tour of the PLA Hong Kong Garrison Exhibition Centre on 23rd September, 2023, and the Concert of ‘Music About China - A Dialogue between the Bianzhong and the Organ’ on 23rd March, 2024.
- Coffee Meetings – The Chairperson, Parent Manager and parent representative organized useful talks to facilitate home-school cooperation and provide useful ways to support teenagers’ growth and wellbeing on 15th January, 2024, 25th and 26th March, 2024, and 27th and 28th May, 2024.

The Committee also recruited a voluntary library assistant to support the library events and daily operation, organized sales of used textbooks in conjunction with the Library and welcomed new students and parents during the Form 1 Registration on 4th July, 2024.



X. FINANCIAL SUMMARY

A. School Financial Report for 2022 – 2023 (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)	57.57%	N.A.
School Fees	N.A.	33.33%
Donations, if any	N.A.	6.74%
Other Income, if any	N.A.	2.36%
Total	57.57%	42.43%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		83.59%
Operational Expenses (including those for Learning and Teaching)		6.79%
Fee Remission / Scholarship ¹ (10.68% of the School Fee Income)		3.83%
Repairs and Maintenance		1.18%
Depreciation		4.61%
Miscellaneous		N.A.
Total		100%
Surplus for the School Year [#]	0.4699 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	3.15 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works

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



▪ Conference Room on 1/F (2019/20)	\$460,000
▪ Student Wellbeing Centre and Renovation of room 313 (2019/20)	\$907,000
▪ Renovations of Science Labs – Chemistry & Physics 612, 611 (2020/21)	\$1,307,561
▪ Renovation of Art Room (2020/21)	\$285,134
▪ Access Control System (2020/21)	\$523,850
▪ Movable Glassdoor (2020/21)	\$819,850
▪ Canteen Floor (2021/22)	\$494,000
▪ Floor at Covered Playground (2021/22)	\$668,000
▪ Floor at Covered Playground (2022/23)	\$656,000
▪ Renovation of Integrated Science Lab (Room 512)	\$762,820
▪ Renovation of Handball Pitch	\$931,000

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

	2023/2024 HKD \$	2022/2023 HKD \$
Balance as at 1 September	856,161.05	25,905.09.00
Add: Provision for the Year	4,588,632.17	4,320,507.06
Less: Payment for the Year	(3,277,068.1)	(3,490,251.10)
Balance as at 31 August	2,167,725.12	856,161.05

2. Capacity Enhancement Grant

	2023/2024 HKD \$	2022/2023 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	650,125.00	634,959.00
Less: Expenditure	(650,125.00)	(634,959.00)
Balance as at 31 August	0.00	0.00

3. Community Care Fund (CCF) Assistance Programmes

	2022/2023 HKD \$
Balance as at 1 September	0.00
Add: Returned Grant	0.00
Less: Expenditure/Claw Back	(0.00)
Balance as at 31 August	0.00



4. Diversity Learning Grant – Other Programmes

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	60,419.16	56,000.00
Add: Current Year Grant	28,000.00	56,000.00
Less: Expenditure	(60,328.33)	(79,580.84)
Balance as at 31 August	28,090.83	60,419.16

5. Diversity Learning Grant – Other Languages

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	111,799.96	111,800.00
Add: Current Year Grant	(8,600.00)	51,600.00
Less: Expenditure	(103,199.96)	(111,800.04)
Balance as at 31 August	0.00	111,799.96

6. Learning Support Grant

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	601,430.03	590,806.80
Add: Current Year Grant	162,290.00	881,297.00
Less: Expenditure	(763,720.03)	(870,673.77)
Balance as at 31 August	0.00	601,430.03

7. The Sister School Grant

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	159,955.00	313,162.00
Add: Current Year Grant	81,497.00	159,955.00
Less: Expenditure/Claw Back	(241,452.00)	(313,162.00)
Balance as at 31 August	0.00	159,955.00

8. PTA Grant

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	15,978.00	21,855.00
Less: Expenditure	(15,978.00)	(21,855.00)
Balance as at 31 August	0.00	0.00



9. Moral and National Education Support Grant

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	8,628.00	14,836.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure/Claw Back	(8,628.00)	(6,208.00)
Balance as at 31 August	0.00	8,628.00

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

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	23,545.00	1,224.00
Add: Current Year Grant	0.00	188,436.00
Add: Grant for next Year	0.00	0.00
Less: Expenditure	(23,545.00)	(166,115.00)
Balance as at 31 August	0.00	23,545.00

11. Opening Up School Facilities for Promotion of Sports Development Scheme

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	130,000.00	130,000.00
Less: Expenditure	(130,000.00)	(130,000.00)
Balance as at 31 August	0.00	0.00

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

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	35,055.20	126,100.30
Add: Current Year Grant	58,800.00	3,870.20
Less: Expenditure	(58,283.40)	(94,915.30)
Balance as at 31 August	35,571.80	35,055.20

13. Stepping Up Education Support for Non-Chinese Speaking

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	1,608,994.00	1,537,500.00
Less: Expenditure	(1,608,994.00)	(1,537,500.00)
Balance as at 31 August	0.00	0.00



14. Student Activities Support Grant

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	0.00	50,050.00
Add: Current Year Grant	32,500.00	44,850.00
Less: Expenditure	(32,500.00)	(94,900.00)
Balance as at 31 August	0.00	0.00

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

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	216,723.20	207,317.20
Add: Year Grant for next year	213,538.00	210,382.00
Less: Expenditure	(216,723.20)	(200,976.00)
Balance as at 31 August	213,538.00	216,723.20

16. One-off Special Grant – Cleansing & Security Service

	2022/2023
	HKD \$
Balance as at 1 September	0.00
Add: Current Year Grant	28,000.00
Less: Claw Back / Expenditure	(28,000.00)
Balance as at 31 August	0.00

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

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	281,780.00	289,300.00
Add: Current Year Grant	0.00	0.00
Add: Grant for Next Year	0.00	0.00
Less: Expenditure	(53,662.16)	(7,520.00)
Balance as at 31 August	228,117.84	281,780.00

19. Green School Subsidy

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	3,000.00	2,000.00
Less: Expenditure	(3,000.00)	(2,000.00)
Balance as at 31 August	0.00	0.00



20. IT Innovation Lab Programme

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	383,045.30	260,064.99
Add: Interest & Current Grant	1,402.20	344,380.31
Less: Expenditure	(384,447.50)	(221,400.00)
Balance as at 31 August	0.00	383,045.30

21. Hong Kong School Drama Festival

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	4,791.75	2,621.22
Add: Current Grant	3,850.00	3,700.00
Less: Expenditure	(2,993.68)	(1,529.47)
Balance as at 31 August	5,648.07	4,791.75

22. One-off Grant on Parent Education & MVPA60-DSS

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	0.00	N/A
Add: Current Year Grant	200,000.00	N/A
Less: Expenditure	(0.00)	N/A
Balance as at 31 August	200,000.00	

23. One-off Grant for Promotion of Chinese Culture Immersion Activities

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	0.00	N/A
Add: Current Year Grant	300,000.00	N/A
Less: Expenditure	(59,026.00)	N/A
Balance as at 31 August	240,974.00	

24. One-off Grant for Promotion of a Sports Ambience and MVPA60 in Schools

	2023/2024	2022/2023
	HKD \$	HKD \$
Balance as at 1 September	0.00	N/A
Add: Current Year Grant	150,000.00	N/A
Less: Expenditure	(36,751.20)	N/A
Balance as at 31 August	113,248.80	



25. One-off Grant for Mental Health of Parents and Students

	2023/2024 HKD \$	2022/2023 HKD \$
Balance as at 1 September	0.00	N/A
Add: Current Year Grant	20,000.00	N/A
Less: Expenditure	(0.00)	N/A
Balance as at 31 August	20,000.00	

26. One-off Grant for Mental Health at School

	2023/2024 HKD \$	2022/2023 HKD \$
Balance as at 1 September	0.00	N/A
Add: Current Year Grant	60,000.00	N/A
Less: Expenditure	(0.00)	N/A
Balance as at 31 August	60,000.00	

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 2022/2023 school year.

Pastoral Care

- Part-time Educational Psychologist

(b) Student Activities Grant

The grant was used for supporting students in joining various ECA programmes (in particular on subsidizing the costs involved in 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 transportation costs for the sports teams participating competitions outside of Tung Chung. More student activities were arranged this school year due to the gradual resumption of normal school activities.



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(c) Citizenship and Social Development Grant

Unspent Balance: \$281,780.00

	Area	Actual Expenses
i.	Developing or procuring relevant learning and teaching resources.	\$ 15,822.16
ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum.	\$ 37,840
iii.	Organising school-based learning activities relating to the CS curriculum.	\$ 0
iv.	Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland.	\$ 0
v.	Others	\$ 0
Total Expenditure:		\$ 53,662.16
Unspent Balance:		\$ 228,117.84



XI. REVIEW OF ANNUAL SCHOOL PLAN 2023 – 2024

The major concerns for the 2023 – 2024 school year were as follows:

1. To strengthen the consolidation of students’ learning.
2. To further develop students’ resilience and integrity.
3. To develop students’ positive values towards learning and personal development.

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

Major Concern #1: To strengthen the consolidation of students’ learning.

Targets	Strategies	Progress
To enhance students’ ability to retain information in the long-term.	Teach students how to use retrieval practice and spaced practice by delivering workshops about effective learning strategies targeted at particular year groups.	
	Each department to create a shared bank of subject specific retrieval practice strategies; all teachers show students how to use retrieval practice in different subjects.	
	Each department to produce retrieval practice / revision schedule for each subject.	
	Each subject to distribute checklists to students to help them manage their own revision using retrieval practice and spaced practice; checklists tailored to specific examination content, e.g. knowledge, skills, etc.	
To enhance students’ ability to reflect on their learning, identify strengths and weaknesses, and develop strategies for improvement.	Develop a bank of at least three subject-specific metacognition strategies to teach students how to reflect on their learning.	
	Embed these strategies into at least two pre-/post assessment reflections throughout the year.	
	Students to use at least one self-assessment tracker/ sheet to assess their understanding on a regular basis.	
	Develop Academic Reflections sheets for students to complete to aid the formulation of Action Plans when attending C3 Academic Detentions.	



	Develop a rubric for students to systematically measure and track the development of the skills needed to become more reflective and independent learners.	
To enhance students' ability to master the skills they have learned.	Provide time in class and for homework (i.e. once per week for Forms 4 – 6), specifically for the development of exam skills.	
	Provide students taking public exams this year with more frequent opportunities (i.e. at least three opportunities) to complete whole past papers and receive feedback on their performance, including specific areas for further improvement.	
	Allocate at least 10 minutes of each lesson to the specific purpose of general consolidation of learning so that teachers can actively check for understanding and provide formative feedback.	
	Provide teachers with a range of consolidation strategies, each department to select a bank of strategies with 2 – 3 that are used on a regular basis,	

Evaluation & Follow-up Action:

- There is room for improvement in terms of consolidation of learning.
- A more holistic and consistent understanding of consolidation of learning and the whole school strategies is required to further enable students to develop the required skills.
- With a stronger consolidation of learning, it is expected that student learning outcomes will improve further.

Major Concern #2: To further develop students' resilience and integrity.

Targets	Strategies	Progress
To enhance students' understanding of resilience and integrity.	Further incorporate National Security Education into the curriculum to instill a sense of civic responsibility, patriotism, and awareness of national security issues.	
	Embed interactive games related to National Security within the Class Teacher Period wellbeing activities to strengthen students' sense of integrity.	
	Invite guest speakers for PSHE sharing that focus upon integrity and resilience (e.g. Office for Film, Newspaper and Article Administration, the Law Society of Hong Kong) to inspire and motivate students to reflect on and develop these character dispositions.	



	Enhance moral and value education components during daily F.1 Lunch by incorporating teachers' sharing.	
To enhance students' understanding towards mental health and emotional intelligence.	Enhance students' growth mindset by revising the Student-Teacher Conference reflection booklets to encourage reflection on how they have demonstrated integrity and resilience in both their school life and daily activities.	
	Integrate the VIA Character Strengths into PSHE lessons and year activities to provide opportunities for students to reflect on their personal character growth and foster continuous development.	
	Embed more elements of mental health within the PSHE curriculum aiming to reduce the stigmatization of mental health needs.	
	Schedule reflective meetings with the Youth Counsellor for students who have received multiple C3 Behaviour detentions, providing them with an opportunity to positively reflect on their actions and behaviour.	

Evaluation & Follow-up Action:

- The majority of students are more independent and demonstrate a higher degree of resilience in their learning and other activities.
- There is room for further improvement in terms of student self-discipline, especially respectful manners and behaviour.
- Consistent expectations of students' behaviour can be further reinforced.

Major Concern #3: To develop students' positive values towards learning and personal development.

Targets	Strategies	Progress
To enhance students' awareness of the Student Support Team.	Strengthen the collaboration between Student Wellbeing Team and Student Support Team by inviting a member of the student support team to join at least one Year Meeting for each year group.	
	Implement the personalized version of the Know My Student mental health screening survey, involving class teachers in supporting students who require Tier 1 interventions.	
	Enhance the accessibility of the Social Workers and Youth Counsellor services by opening up the Social Worker Room during lunchtime and recess, and having the SSW and Youth Counsellor actively engage with students across the school campus.	



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To enhance students' sense of belonging towards the class and the school community.	To enhance the practical collaborative elements of the CTP wellbeing activities, in particular the Collaborate Monday to strengthen the class spirit, Connecting Thursday to conduct class discussion and Fun Friday to strengthen friendship through whole class games.	
	Reinforce students' sense of gratitude by organizing monthly themed gratitude days focusing on various themes (e.g. family, teachers, self, 2023, nature, non-teaching staff, and friends). This provides students with opportunities to extend their expressions of gratitude.	
	Reinforce the year themes in year group activities (e.g. Retreat Programmes, Year Assemblies, F.1 – F.3 LWL camps, etc.)	
	Build up class spirit and embed positive values through the F.1 Classroom Door Display Showcase.	
To enhance student leadership in cultivating positive values.	To enhance and empower the role of Class Representatives by providing training to equip them with skills necessary them to plan and implement year activities (e.g. Year Assemblies, Team-building activities, F.5 class trip, F.6 Graduation Dinner, etc.)	
	Further empower student mentors for the F.1 Mentorship Programme by providing training sessions in order to strengthen the F.1 students' sense of community.	
To enhance students' understanding and application of positivity and gratitude through spiritual education.	Develop a year scripture and weekly scriptures related to the theme of "joy", "pray" and "thankfulness".	
	Embed the year scripture and weekly scriptures into the morning devotions and hall assemblies.	
	Students to refer to the weekly scriptures to share class devotions.	
To enhance the leadership skills and cultivate positive values in Student Leadership groups.	Educate student leaders to be role models and act according to the Student Leaders' Code of Conduct.	
	Formalize the application and interview procedures for Student Leadership groups.	



	Strengthen sense of belonging and unity within and among Student Leadership groups.	
To build and enrich positive values through experiential trips.	Provide 3 – 4 overseas Service Outreach experiences for F.4 students.	
	Provide 1 – 2 trips to the mainland for F.3 – F.6 students.	
	Provide an overseas Careers Exploration trip for F.3 – F.5 students.	

Evaluation & Follow-up Action:

- In general, students developed more positive values towards their learning and personal development.

In addition:

- In general, students’ reading habits are not very strong.
- Students need to be equipped with the skills to cultivate effective reading habits.



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XII. DEVELOPMENT FOR 2024 – 2025

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 in collaborations with the middle leaders (with associated strategies, success criteria and evaluation methods) to achieve each of the major concerns within a given time frame. The final draft is shared with all staff for comments and additional suggestions before being published.

The major concerns for the Annual School Plan for the 2024 – 2025 school year are as follows:

- 1. To strengthen the consolidation of learning.**
- 2. To further develop a culture of respect and positive relationships.**
- 3. To further cultivate reading habits.**

The Annual School Plan is based on the current School Development Plan 2023 – 2026.

1. To enhance the academic performance of students and nurture independent learners.
2. To nurture responsible citizens in accordance with the CARES principles.
3. To enhance the wellbeing of members of the YHKCC community consistent with the PERMA model.