



# YMCA of Hong Kong Christian College



## Annual School Report

2022 – 2023



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 Canada, USA, UK, Ireland, France, New Zealand, Spain, Japan, India, Korea, Philippines and Australia, for an extended period of time either studying or working.
- The school also has a wide variety of Extra Curricular Activities (ECAs) to choose from in a range of areas including 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. As physical school has resumed and social distancing guidelines have been lifted, it was still possible to arrange the following activities during the 2022 – 2023 academic year:
  - Form 1 students were split into groups for Other Learning Experiences: Music, Home Economics, Sports, STEM and Visual Art.
  - Form 2 students participated in spiritual retreat day camps in Chinese YMCA of Hong Kong – Wu Kwai Sha Youth Village
  - Form 3 students participated in a Service Exploration Week and participated in with local service in a class setting including Eldpathy, Impact HK, Feeding HK, Food Angel and Islands Community Green Station.
  - Form 4 students participated in a Service Outreach Week. Students were split into various teams such as Education, Caring for the Environment, Caring for the Neighbourhood and Caring for the Needy. Form 4 students also had an opportunity to serve in SWCS YMCA of Hong Kong Christian School and various YMCA Kindergartens.
  - Form 5 students participated in a Work Placement Programme. All students were required to engage in 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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### School Management Committee

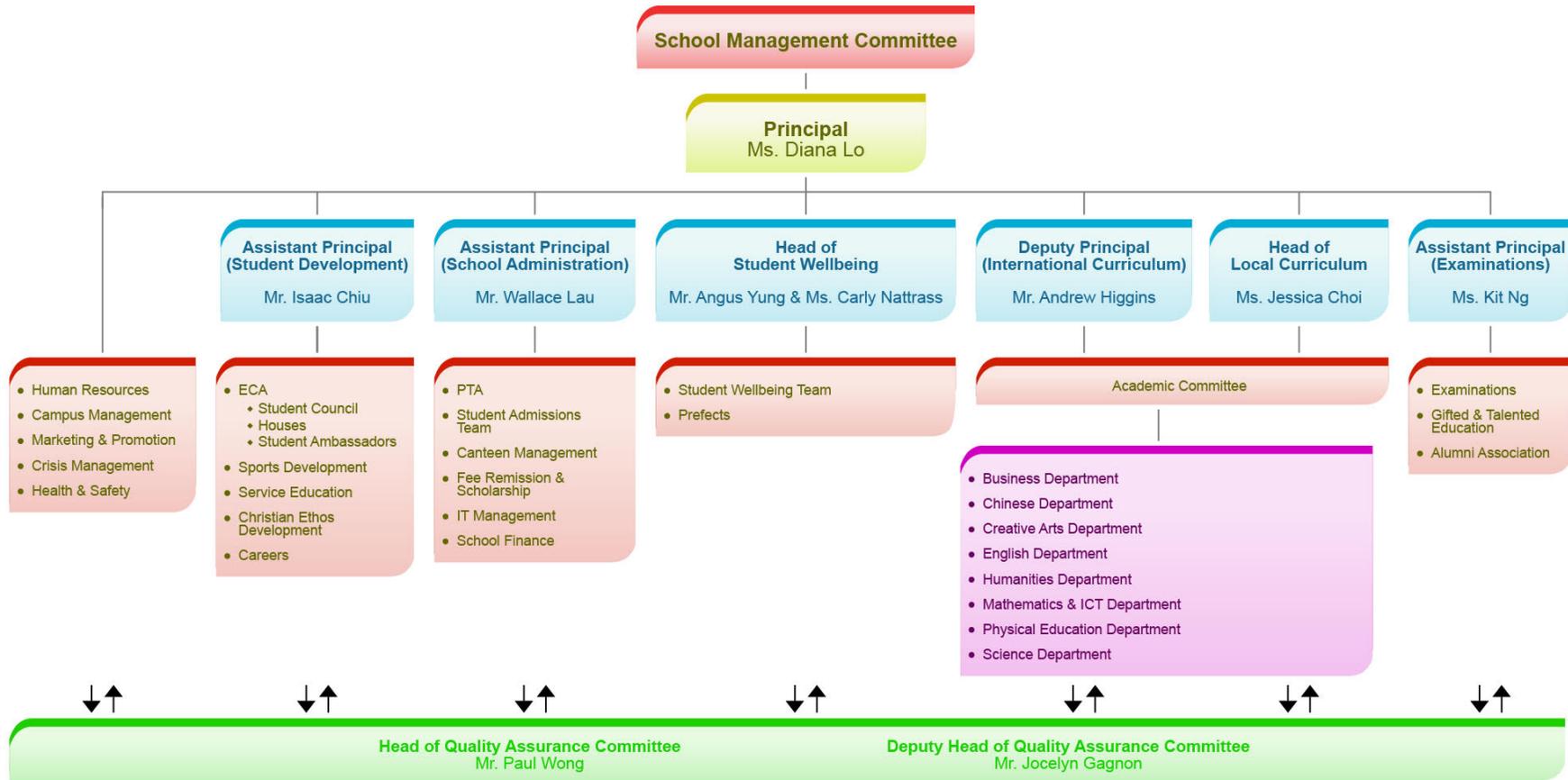
Mr. Patrick Yip	Chairperson
Mr. Peter Ho	School Supervisor & Chairperson of Human Resources Sub-committee
Mr. Benjamin Lam	Honorary Secretary
Mrs. Sheila Chuang	Honorary Treasurer & Chairperson of Finance Sub-committee
Ms. Vivienne Fung	Chairperson of Governance Review Sub-committee
Mr. Tony Ip	Chairperson 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. Paul Wong	Teacher Manager
Ms. Julie Simon	Parent Manager
Ms. Diana Lo	Principal



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### Organizational Chart 2022 – 2023





**IV. STUDENTS**

**Class Organization**

Number of Operating Classes for Year 2022 – 2023

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 2022 – 2023 School Year as at 29<sup>th</sup> September, 2022.

Form	No. of Students	Eligible for DSS Subsidy
1	164	164
2	162	162
3	156	156
4	140	139
5	128	128
6	123	123
Total	873	872

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

About 55% of the students have an international background, coming from 39 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.

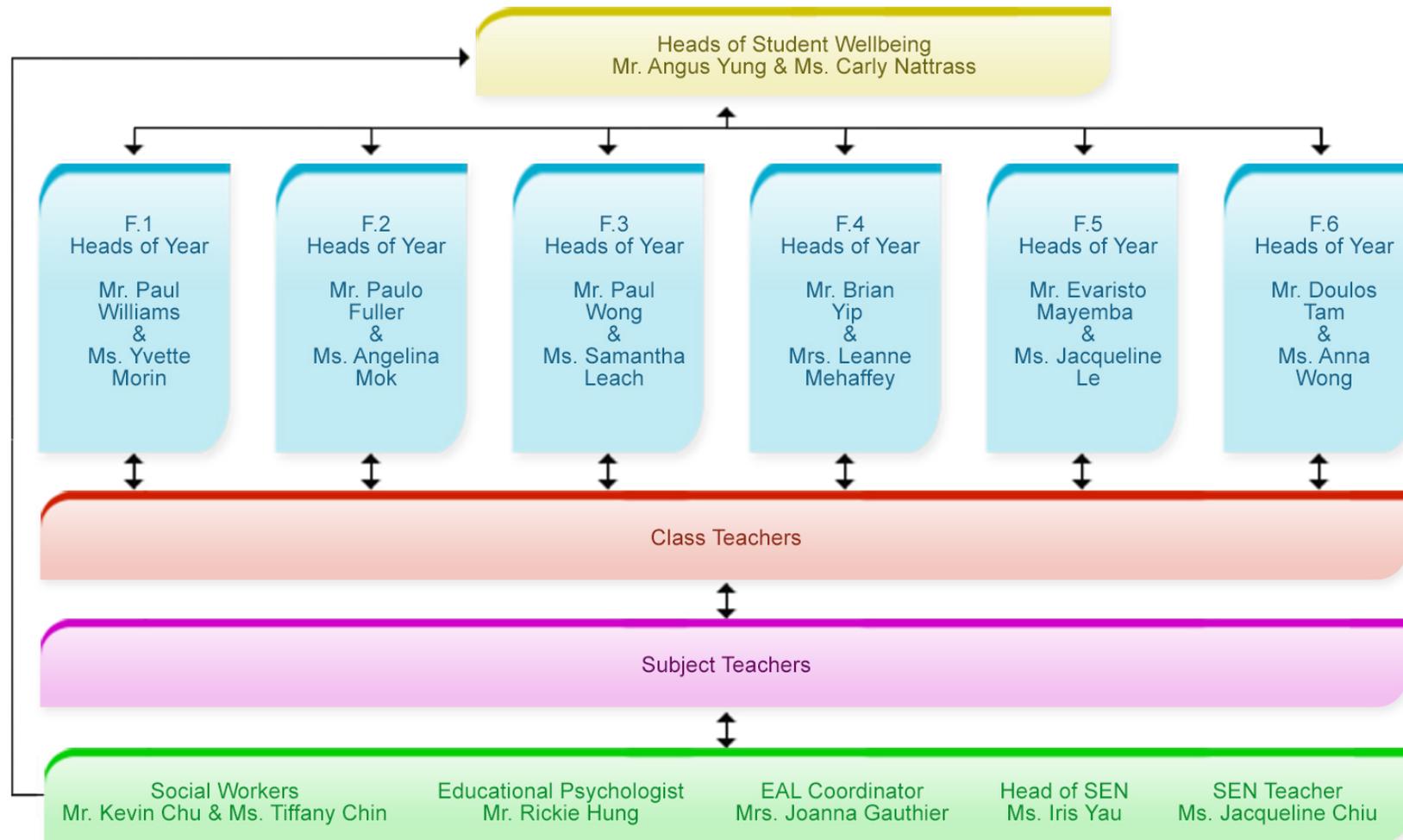
More specifically, the aims of the Student Wellbeing Team are:

- (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 Structure





## 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 21<sup>st</sup> 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.



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### **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 – *In a world where you can be anything, be kind.*
- Form 2 – *A heart to trust, a friend to inspire.*
- Form 3 – *A winner is a dreamer who never gives up.*
- Form 4 – *Strength reveals itself through character.*
- Form 5 – *The best preparation for tomorrow is doing your best today.*
- Form 6 – *A big journey begins with small steps.*

### **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: '*Strengths reveals itself through character*' and the activities and workshops will work toward building students' confidence, resilience and enthusiasm for the



challenges that lie ahead of them.

The Form 6 Retreat received a high degree of interest from students and was split into two one-day programmes structured around the Form 6 Year Theme: ‘*A big journey begins with small steps.*’ 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	Ms. Kellie Wong, Compassion Culture	– Developing mindfulness skills, stress and anxiety reduction
Form 3	Feeding Hong Kong	– Introduction of their daily work as an NGO
Form 4	Ms. Katherine Sy-Siong, Justice Centre  Race Relation Unit, Home Affairs Department	– Understanding diversity; Impact of stereotyping and discrimination – Understand the cultures of ethnic minorities
Form 5	Ms. Heidi Tam, Program manager of AFS  Ms. Lee Wing Yan Rebecca YWAM HK (Youth With A Mission)	– This was an overview of an overseas exchange programme, which covers the benefits and difficulties that students may encounter, as well as instructions on how to prepare for and apply to the programme. – Understand about the ethnic minority children and asylum seeker family in Hong Kong
Form 6	Dr. Connie Wong, HKAPA  Mr. Stephen Chung, Secret Tour Hong Kong	– Dr. Connie Wong shared her personal journey of accepting her physical limitations and overcoming obstacles in life to become a successful pianist, inspiring our students to do the same. – Mr. Stephen Chung recounted the founding of his advertising and marketing company, detailing the creative, resilient, and persistent approach he took to achieve his goals step by step.



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### **Adopt a Charity**

One of the key elements of the school's vision and mission is service. We aim to develop empathic, self-assured, empowered leaders who contribute positively to their community both as individuals and as part of an effective team. To achieve this goal the school encourages students to actively and wholeheartedly participate in acts of service to the community. An exciting new initiative called "Adopt-a-Charity" was launched in the 2020 – 2021 school year to empower students to give back to their local community through their good-works and affirmation awards. Each of the 36 classes in the school selected a charity they would like to support during the academic year.

To help raise funds for their chosen charities the school organized six "Adopt-a-Charity" casual dress days throughout the year, one for each form. A total of \$101,034.60 was raised for charity.

### **Morning Wellbeing Activities**

With the extended time allocated to the morning class teacher period this year, we have designed two sets of wellbeing activities every morning incorporating PERMA elements within the activities. For the lower school, we include reflective activities about character strength on Mondays, energiser activities on Wednesdays, chatterbox activities on Thursday and mindfulness activities every Friday. For the upper school, we have Energetic Monday with physical activities, Mindfulness Wednesday, Connection Thursday with class discussions on current affairs and Fun Friday with student-led class activities.

### **School Counsellor Student Wellbeing Workshops**

In response to the Know My Students survey, our School Counsellor, Ms Iris Lee, hosted small interest workshops to support our upper school students in their wellbeing. The sessions have been designed based on the PERMA model that we are educating the school community this year. They aim to provide students with an opportunity to relax, build wellbeing skills, spend time with peers and to hear their inner feelings through a range of engaging activities. The topics of the workshops includes understanding the sleeping quality, Ink painting for relaxation, self-care during exam periods, mindfulness workshops and future vision board.



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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	Maryelle Paraiso (5K)
Vice President	Aaira Naseer (5H)
Vice President	Muhammad Sardar (5M)
Secretary	Timothy Briones (5C)
Treasurer	Ralph Patanao (5C)
Activity Officer	Olivia Whitman (5C)
House Officer	Stephen Lapore (5C)
Publication Officer	Hyuna Park (5H)
Promotion Officer	Michelle Lee (5M)
Communications Officer	Diana Tse (5Y)

### 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 & Mr. Angus Yung

**Head Prefects:** Steve Kishore (4C) & Gia Anand (5A)



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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, two 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 Sree Suresh (5C)

Vice Presidents Paramjot Kaur (5Y) & Rakshita Kumar (4C)

### 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, Cheerleading, 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 honorable 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, two Assistant House Captains, and 8 – 10 other committee members.



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### **Morrison House**

Head of House: Mr. Alan Lee  
Assistant Head of House: Ms. Hee Jo Han

House Captain: Unni Shao (5C)  
Assistant House Captains: Jethro Fermin (5Y) & Allaighn Jamieson (5C)

### **Chambers House**

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

House Captain: Baruchman Magar (5C)  
Assistant House Captains: Aesha Shah (5M) & Karl Alves (5K)

### **Williams House**

Head of House: Ms. Iris Yau  
Assistant Head of House: Mr. Andrew Koo

House Captain: Phoebe Villaroman (5C)  
Assistant House Captains: Priyanshi Shah (5Y) & Juliana Chan (4H)

### **Taylor House**

Head of House: Mr. Doulos Tam  
Assistant Head of House: Ms. Emma Man

House Captain: Hazel Bishop (5H)  
Assistant House Captains: Laavanya Kumar (5C) & Katrina Leong (5C)



## 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
<b>English</b>				
English Language	✓	✓	✓	
English Literature		✓	✓	✓
Drama	*	✓		
<b>Chinese</b>				
Chinese Language	✓	✓	✓	
Elementary Chinese / IGCSE Chinese	✓	✓	✓	
GCE AS/A-level Chinese			✓	✓
<b>Modern Foreign Languages</b>				
French	✓	✓	✓	
Spanish	✓	✓	✓	



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

\* Non-Public Examination Subject



### Special Educational Needs

A total of 62 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 three 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 ten students in various subjects from September 2022 to June 2023 during lessons, self-study period and after school.

Twelve students attended the ASD social group from The Salvation Army for social skills training. One student with a physical disability attended six 2-hour occupational therapy sessions offered by Mega Inspire.

Special access arrangements for examinations, including extra time, 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
Pre-Mock	January 2023	Form 6	13
Mid-year	January 2023	Forms 2, 3 & 5	20
Mock	February/March 2023	Forms 4, 5 & 6	21

Access arrangements are also made for the public examinations in April to June 2023.

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

### 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.



### English as an Additional Language

There are currently 73 students classified as EAL students (28 mild / 45 moderate). Last year, although the number of EAL students was similar (74), the split was very different (43 mild / 31 moderate) which indicates that the need for EAL support has risen significantly. This could be partly due to the lengthy school suspension due to COVID-19. Currently, 23 students are enrolled on specialist online programmes and 10 EAL students are also classified as having special educational needs.

Before the start of this academic year, the school was unable to run a pre-Form 1 Enhancement Course due to COVID-19. This adversely affected the accurate identification of EAL students who would benefit from additional support. Fortunately, this important initiative will resume during the current academic year (April to June 2023).

Eighteen students have been taking an additional EAL class once per week instead of the third language (French/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.

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 –12 students. Some in-class support has also been arranged in Form 2 classes to further support specific students. A Form 6 DSE/EAL support class has been provided again in this academic year with a class of 8 students focusing on improving basic language skills to achieve level 3 in the HKDSE exam. After school tutorials were also arranged before the start of the final examinations to further support F4 DSE students to improve their examination skills.

To promote reading again this year, the school continued to offer an online reading scheme (LightSail) to provide an opportunity for 23 EAL students to develop their reading skills independently. The 'Reading Partners' scheme was adjusted this year with only teachers paired up to support 12 students on a weekly basis to develop their reading skills and confidence. This is a drastic reduction from the previous year when Form 5 students helped to support 28 EAL students each week.

Furthermore, the dwindling number of native English speakers (teachers and students) is adversely affecting the quality and quantity of English (spoken, heard and written). EAL students are no longer immersed in English throughout the school day.

This year has seen a rise in far 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. For example, weekly or fortnightly one-to-one sessions were arranged to support several students during the reading lessons. 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 88 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 2021 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 twelve sessions of meetings with students. This year the mentorship programme involved 259 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 three programmes as follows:

#### Children visit in Tai O

- YHKCC students visited the children of families in Tai O during the summer holiday.



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### Game Booth Service

- In November 2022, the school cooperated with the TOUCH Centre in the NAAC to conduct a game booth carnival promoting awareness of child protection.

### Christmas Service

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

### Youth Mental Health Carnival

- The school was invited to join a Youth Mental Health Carnival and Mother's Day ceremony conducted by THE HKBU. During the carnival, two students served as volunteers to assist in the operation of different game booths.

### Community Services during Enrichment Week

- Two community service programmes were conducted on 27<sup>th</sup> and 29<sup>th</sup> June, 2023. YHKCC students served as volunteers to interact and play with EM children and the elderly.



## VI. TEACHERS

The school employed 92 teachers and 7 teaching assistants.

### Qualifications

All teachers are degree holders: 88% have a PGDE (or equivalent) qualification and 52% have master's degrees. About 25% 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 2022 – 2023 school year were as follows:

- To develop a deeper understanding of Positive Education and PERMA in the YHKCC community
- To introduce the Student Wellbeing Tiers of Intervention and train all teaching staff for Tier 1 Interventions
- To enrich the spiritual growth of YMCA Education staff by designing and delivering a retreat

#### 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 2022 – 2023 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. Due to the school closure in the previous school year, we continued with the Learning Trio areas of focus that were identified in 2021 – 2022.

The Learning Trios for 2022 – 2023 were as follows:

1. **Positive Education (Mindfulness)** – Bringing mindfulness practice into the classroom to allow students to be aware of the present moment with purpose and without judgement. (22 members of staff were involved.)
2. **Positive Education (Character Strengths)** – Creating classroom opportunities for students to explore their signature character strengths to enable high functioning and performance. (16 members of staff were involved.)
3. **Effective Learning Strategies (Dual Coding & Retrieval Practice)** – Implementing visual and verbal tools to build learning and methods to boost recall. (37 members of staff were involved.)
4. **Literacy** – To implement subject specific strategies that aim to improve the quality and standard of student writing. (21 members of staff were involved.)

Date	Title	Description
30 <sup>th</sup> November, 2023	Introduction to Learning Trio Focus	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.
1 <sup>st</sup> February, 2023	Identifying focus and planning	Exploring tools and resources, working in collaboration to plan the first learning observation lesson to be observed.
1 <sup>st</sup> March, 2023	Reflection and Planning	Reflection on first observation and planning second lesson.
29 <sup>th</sup> March, 2023	Reflection and Planning	Reflection on second observation and planning third lesson.
3 <sup>rd</sup> May, 2023	Evaluation	World Book Day team challenge. Third lesson plan review. 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 2022 – 2023 academic year is shown in the table below.

Date	Title	Description
7 <sup>th</sup> September, 2022	Welcome Meeting	To outline the programme and meet with Head and Coordinator of Staff Development
21 <sup>st</sup> September, 2022	Positive Classroom Environment	Exploration of tips on how to build positive classroom environments and behaviour management tips in the context of YHKCC
5 <sup>th</sup> October, 2022	Apple Teacher and IT to enhance teaching and learning	An introduction to Apple Teacher qualification and online learning platforms for teaching and learning
9 <sup>th</sup> November, 2022	Smart Marking	To focus teacher task setting and marking
25 <sup>th</sup> November, 2022	How to use data to inform decision making	Utilizing YHKCC data for planning and analysis
4 <sup>th</sup> January, 2023	Safeguarding	Basic safeguarding training including teacher role, reporting procedure at YHKCC and analysis of student cases
8 <sup>th</sup> February, 2023	Positive Education and PERMA model	An introduction to educational benefits of Positive Education and some basic tools.
22 <sup>nd</sup> February, 2023	Mindfulness in the classroom	Understanding the benefits of mindfulness and practices in the classroom.
21 <sup>st</sup> June, 2023	End of year review and celebration	To celebrate the success of the year and to complete initiation programme.

**D. Aspiring Senior Teachers**

To support Senior Teachers who are new to their roles, or aspiring Senior Teachers we have designed and led a YHKCC training programme consisting of eight 2-hour workshops focusing on understanding and training leadership qualities and skills at YHKCC. The workshops are led by members of the school Leadership Team and external guest speakers.



The content of the workshops for the 2022 – 2023 academic year is shown in the table below.

Date	Title	Description
22 <sup>nd</sup> September, 2022	Welcome Meeting	Establish the aims of the programme and gather together as a community. To complete a leadership self-reflection.
6 <sup>th</sup> October, 2022	Expectations of Senior Teachers at the YHKCC	Principal address on school structure, expectations and future vision.
1 <sup>st</sup> December, 2022	Why is wellbeing important?	Understanding PERMA as an approach to wellbeing. Completing a wellbeing leadership reflection and understanding the importance of supporting wellbeing of team members.
5 <sup>th</sup> January 2023	Leadership Styles	Taking a short DISC personality questionnaire, understanding different leadership styles and dynamics. Led by Chorev Consulting International.
9 <sup>th</sup> February 2023	Conflict Resolution	Understanding different types of conflict and models for diffusion and resolution. Led by the Conflict Resolution Centre.
16 <sup>th</sup> March 2023	Team Work	Working as a team of differing DISC profiles in an escape room. This session was held at LOST Mong Kok.
18 <sup>th</sup> May 2023	How to use data for decision making?	An understanding of basic excel functions for data analysis. Discussions concerning how data can enable us to make leadership decisions.
8 <sup>th</sup> June 2023	End of year review and celebration	To complete a second leadership self-reflection. Quality reflection and self-evaluation discussions with colleagues. An end of course celebration.

### E. Whole School Professional Development

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

Date	Time	Content
9 <sup>th</sup> & 30 <sup>th</sup> September, 2022	Whole Days	Pastoral Care and Tiers of Intervention

The focus for the Staff Development Days for 2022-23 were on equipping staff with skills for Tier 1 Student Wellbeing Interventions. The training was led across two days, with staff attending key-note speeches followed by training in seven carousel workshops. On the Staff Development days we hosted wellbeing lunchtime sessions with an Introduction to Aromatherapy and Table Tennis.



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Date	Guest Speaker	Content
9 <sup>th</sup> September, 2023	Coolminds	Coolminds is a joint initiative between Mind HK and KELY Support Group, and promotes mental health awareness, support and understanding in Hong Kong's youth and those around them.
30 <sup>th</sup> September, 2023	Dr. Nicolson Siu, HKUST	Dr Siu, a neuropsychologist at HKUST, shared a keynote speech on the theme of 'a stressed brain does not work.'

Workshop	Overview	Workshop Facilitator
What is PERMA?	An introduction to the theory of flourishing from Martin Seligman.	Paulo Fuller
Careful Communication	Playing a competitive team game to convey that being able to communicate is vital to being an effective educator. Communication not only conveys information, but it encourages effort, modifies attitudes, and stimulates thinking. Without it, stereotypes develop, messages become distorted, and learning is stifled.	Andrew Higgins
Tiers of Intervention	Exploring the YHKCC pastoral care Tiers of Intervention Structure and tools to support tier 1 interventions. Staff analyzed SEQTA data for their class, conduct a uniform parade and play a team Kahoot.	Carly Natrass and Angus Yung
Basic Counselling Skills	Developing skills to use upon conversations with young people and parents; including empathy, open ended questions, listening, validation & body language.	Shirralee Sassoon from Positive Wellbeing Limited
Basic First Aid	Understanding some basic principles of First Aid in an interactive manner. Learning and practising basic skills in First Aid.	Amy Callaghan and Carrie Chau
Restorative Justice	Understanding the concept of Restorative Justice and the needs of the involved parties in conflict. Skills for the role of mediator and restorative dialogue.	Mr. Chuk Centre for Resolution
Making Student Referrals	Understanding possible characteristics for student referrals, importance of referrals to Student Support and SWT and the process of referrals at YHKCC.	Rickie Hung



**F. Spiritual Development**

Date	Time	Content
31 <sup>st</sup> October, 2022	Half Day	YMCA Education Staff Retreat

To build our community spirit and to connect with YMCA educators across Hong Kong, we held a half-day retreat at the Salisbury YMCA Headquarters. The day began with a worship form our band of teachers from across our schools and Kindergartens. The devotion was led by Pastor Eric Scott on Romans 12:5, ‘So we, being many, are one body in Christ, and everyone members one of another.’

Staff then enjoyed a refreshment break to enjoy tea and cakes, whilst watching a video designed by all schools on the theme of resilience. In the second half of the day, staff split into wellbeing workshops and spent time in community. The day finished with prayer, a blessing from Mr. Peter Ho and a sharing from school Leadership members on the pillars of the YMCA.

**G. Positive Education**

This year one of our school’s main goals has been 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.

Over the course of the school year we have held workshops, seminars and class-based activities for all stakeholders. Here we have provided detailed information about the foundations of Positive Education and PERMA, helping stakeholders to identify and use character strengths to assist in life’s challenges, and in recognizing and regulating emotions through mindfulness practices.

Examples of workshops include the following:

- Teaching Staff: Workshops to introduce teachers to the concept of positive psychology and the PERMA model and how it can be applied in the classroom to promote student well-being and academic success.
- Non-Teaching Staff: An activity introducing non-teaching staff to the concept of positive psychology and the PERMA model through a fun and engaging baking exercise.
- Janitors: To introduce the concept of positive psychology and the PERMA model to janitors and provide them with practical tools to improve their well-being and job satisfaction through a lunchtime retreat.
- Parents: An online workshop on positive psychology to raise awareness about its effectiveness as a tool to be used in the home to support children.



#### **H. 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.

#### **I. National Security Education CPD**

As the school implements National Security Education (NSE), a number of CPD events were organized to allow staff to understand the EDB framework which identifies the learning elements of national security education in the Hong Kong School Curriculum.

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, two workshops were run by the NSE committee members (one in English and one in Chinese). Eight teachers participated in the English workshop and one teacher joined the Chinese workshop.

#### **J. Academic Professional Development**

Continuing professional development to address particular subject-specific needs was incorporated into each of the departmental meetings scheduled for the 2022 – 2023 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.

#### **K. 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. The Pineapple Chart is accessible on the Staff Development Website.

## 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.

### L. Teacher Development Plan

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

The role of the mentor was as follows:

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



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There were three key deadlines in the Teacher Development Plan.

### **Stage 1: Planning**

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

### **Stage 2: Implementation**

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

### **Stage 3: Evaluation**

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

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



## VII. STUDENT ACHIEVEMENTS

### HKDSE

The Form 6 HKDSE results (level 4 and above and level 2 and above) for the five-year period from 2019 to 2023 are shown in the table below.

Subject	Percentage of candidates achieving level 4 and above					Percentage of candidates achieving level 2 and above				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Business, Accounting & Financial Management (Accounting)	7.1%	6.3%	0%	9.1%	<b>50.0%</b>	71.4%	87.5%	77.8%	72.7%	<b>100%</b>
Business, Accounting & Financial Management (Business Management)	5.6%	7.7%	11.1%	0%	<b>0%</b>	77.8%	92.3%	66.7%	64.3%	<b>75.0%</b>
Biology	0%	18.8%	10.5%	20.0%	<b>9.1%</b>	77.8%	87.5%	63.2%	86.7%	<b>90.9%</b>
Chemistry	7.1%	0%	40.0%	25.0%	<b>15.4%</b>	64.3%	53.8%	80.0%	79.2%	<b>76.9%</b>
Chinese Language	20.0%	0%	25.0%	28.6%	<b>10.5%</b>	86.7%	66.7%	100%	76.2%	<b>89.5%</b>
Economics	33.3%	9.1%	28.6%	33.3%	<b>0%</b>	100%	63.6%	100%	50.0%	<b>50.0%</b>
English Language	71.9%	76.3%	59.7%	59.4%	<b>79.7%</b>	100%	100%	100%	100%	<b>100%</b>
French Language	50.0%	0%	0%	33.3%	<b>0%</b>	50.0%	22.2%	50.0%	100%	<b>60%</b>
Geography	16.7%	N/A	11.8%	0%	<b>16.7%</b>	83.8%	N/A	76.5%	85.7%	<b>83.3%</b>
History	0%	N/A	28.6%	0%	<b>0%</b>	50.0%	N/A	100%	100%	<b>100%</b>
Information & Communication Technology (ICT)	12%	33.3%	0%	40.0%	<b>20%</b>	100%	100%	100%	80.0%	<b>100%</b>
Liberal Studies	22.2%	28.8%	37.1%	31.9%	<b>32.3%</b>	95.2%	89.8%	87.1%	97.1%	<b>100%</b>
Literature in English	37.5%	0%	22.2%	11.1%	<b>11.1%</b>	100%	100%	88.9%	44.4%	<b>88.9%</b>
Mathematics (Core)	10.9%	8.5%	17.7%	24.6%	<b>22.2%</b>	59.4%	81.4%	66.1%	69.6%	<b>82.5%</b>
Mathematics (M1)	N/A	0%	0%	N/A	N/A	N/A	100%	66.7%	N/A	N/A
Mathematics (M2)	100%	25.0%	25.0%	20.0%	<b>20.0%</b>	100%	100%	75.0%	90.0%	<b>80.0%</b>
Physical Education	0%	0%	0%	50%	<b>14.3%</b>	100%	60%	67.7%	100%	<b>100%</b>



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Physics	12.5%	0%	60.0%	22.2%	<b>17.6%</b>	87.5%	64.3%	80.0%	83.3%	<b>94.1%</b>
Spanish Language	100%	0%	33.3%	50.0%	<b>40.0%</b>	100%	75.0%	66.7%	100%	<b>100%</b>
Tourism & Hospitality Studies (THS)	12.5%	8.3%	8.3%	0%	<b>20.0%</b>	87.5%	91.7%	75.0%	60.0%	<b>80.0%</b>
Visual Arts	33.3%	16.7%	0%	20.0%	<b>14.3%</b>	66.7%	100%	71.4%	70.0%	<b>85.7%</b>

### IGCSE

The Form 4 IGCSE results (grades A\* – C and grades A\* – G) for the five-year period from June 2019 to June 2023 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)				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Art & Design	100%	87.5%	92.3%	85.7%	<b>100%</b>	100%	100%	100%	100%	<b>100%</b>
Biology	72.5%	91.8%	83.3%	88.1%	<b>83.3%</b>	100%	100%	100%	100%	<b>100%</b>
Business Studies	93.9%	100%	100%	97.6%	<b>95.2%</b>	100%	100%	100%	100%	<b>100%</b>
Chemistry	97.2%	100%	97.4%	94.9%	<b>95.1%</b>	100%	100%	100%	100%	<b>100%</b>
Chinese as a Second Language	100%	100%	100%	81.8%	<b>90.9%</b>	100%	100%	100%	100%	<b>100%</b>
Drama	92.3%	100%	100%	100%	<b>100%</b>	100%	100%	100%	100%	<b>100%</b>
Economics	90.0%	100%	100%	100%	<b>88.2%</b>	100%	100%	100%	100%	<b>100%</b>
English as a Second Language	0%	50.0%	100%	N/A	N/A	100%	100%	100%	N/A	<b>100%</b>
First Language Chinese	92.3%	90.0%	80.0%	81.8%	<b>100%</b>	100%	100%	100%	100%	<b>100%</b>
First Language English	97.5%	100%	97.1%	98.4%	<b>96.9%</b>	100%	100%	100%	100%	<b>100%</b>
Foreign Language Mandarin Chinese	100%	97.3%	100%	96.9%	<b>95.8%</b>	100%	100%	100%	100%	<b>100%</b>
Foreign Language French	100%	100%	100%	100%	<b>100%</b>	100%	100%	100%	100%	<b>100%</b>
Foreign Language Spanish	88.9%	100%	100%	100%	<b>100%</b>	100%	100%	100%	100%	<b>100%</b>
Geography	75.0%	100%	96.2%	100%	<b>100%</b>	100%	100%	100%	100%	<b>100%</b>



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History	80.8%	100%	100%	100%	<b>75.0%</b>	100%	100%	100%	100%	<b>91.7%</b>
English Literature	91.7%	96.0%	100%	92.9%	<b>94.1%</b>	100%	100%	100%	100%	<b>100%</b>
Mathematics	93.9%	100%	95.6%	93.5%	<b>92.2%</b>	100%	100%	100%	100%	<b>100%</b>
Music	N/A	100%	N/A	100%	<b>100%</b>	N/A	100%	N/A	100%	<b>100%</b>
Physical Education	100%	100%	100%	100%	<b>0%</b>	100%	100%	100%	100%	<b>100%</b>
Physics	96.7%	100%	96.8%	96.2%	<b>96.4%</b>	100%	100%	100%	100%	<b>100%</b>
Religious Studies	96.3%	100%	95.5%	98.4%	<b>89.2%</b>	100%	100%	100%	100%	<b>100%</b>
Sociology	N/A	N/A	100%	98.4%	<b>95.4%</b>	N/A	N/A	100%	100%	<b>100%</b>
Travel & Tourism	100%	100%	90.9%	100%	<b>85.7%</b>	100%	100%	100%	100%	<b>100%</b>

### GCE A-LEVEL

The Form 6 GCE results (grades A\* – C and grades A\* – E) for the five-year period from June 2019 to June 2023 are shown in the table below.

Subject	Percentage of candidates achieving grades A* – C					Percentage of candidates achieving grades A* – E				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Art & Design	50.0%	66.7%	100%	100%	<b>100%</b>	100%	100%	100%	100%	<b>100%</b>
Biology	80.0%	95.0%	90.5%	91.3%	<b>61.9%</b>	93.3%	100%	90.5%	100%	<b>95.2%</b>
Business	69.6%	87.0%	86.2%	94.4%	<b>100%</b>	100%	100%	96.6%	100%	<b>100%</b>
Chemistry	80.0%	85.0%	94.7%	95.5%	<b>69.2%</b>	95.0%	100%	100%	95.5%	<b>96.2%</b>
Chinese	33.3%	100%	100%	100%	<b>100%</b>	77.8%	100%	100%	100%	<b>100%</b>
Drama & Theatre	80.0%	100%	83.3%	100%	N/A	100%	100%	100%	100%	N/A
English Language & Literature	52.6%	92.3%	83.3%	100%	<b>100%</b>	94.7%	100%	100%	100%	<b>100%</b>
French	75.0%	N/A	100%	N/A	N/A	100%	100%	100%	N/A	N/A
Geography	100%	83.3%	91.7%	80%	<b>100%</b>	100%	100%	100%	100%	<b>100%</b>



History	75.0%	100%	100%	92.3%	<b>91.7%</b>	100%	100%	100%	100%	<b>100%</b>
Mathematics	61.1%	100%	85.7%	86.8%	<b>63.2%</b>	86.1%	100%	92.9%	97.4%	<b>97.4%</b>
Physical Education	66.7%	80.0%	75.0%	80%	<b>100%</b>	83.3%	100%	100%	100%	<b>100%</b>
Physics	72.7%	100%	88.9%	93.3%	<b>86.7%</b>	100%	100%	100%	100%	<b>93.3%</b>
Religious Studies	85.7%	100%	80.0%	94.7%	<b>100%</b>	100%	100%	95.0%	100%	<b>100%</b>

### Form 6 Graduate Destinations

The 2022 – 2023 school year was a successful one for the Form 6 graduating class.

A total of 77 students (63.6%) out of the cohort of the 121 Form 6 graduates are confirmed to continue their studies in some form or another. One student (0.8%) has expressed an intention to do further study but this is not yet confirmed. 15 students (12.4%) have opted to take a gap year and no students will go directly into full-time employment.

	DSE		GCE		Form 6 Cohort	
Further Study	41	64.1%	36	63.2%	77	63.6%
Further Study (but not yet confirmed)	1	1.6%	0	0.0%	1	0.8%
Gap Year	7	10.9%	8	14.0%	15	12.4%
Employment	0	0.0%	0	0%	0	0.0%
Undecided	0	0.0%	2	3.5%	2	1.7%
Unknown	15	23.4%	11	19.3%	26	21.5%
Total:	64		57		121	

### Further Study – Programme

Of those progressing on to further study, 55 students (74.3%) will take bachelor degree programmes and 10.8% will study an associate degree or higher diploma and 5.4% will take a foundation course.

	DSE		GCE		Total		Form 6 Cohort
Bachelor Degree	24	58.5%	33	91.7%	57	74.0%	47.1%
Associate Degree	7	17.1%	1	2.8%	8	10.4%	6.6%
Higher Diploma	4	9.8%	0	0%	4	5.2%	3.3%
Foundation Course	4	9.8%	1	2.8%	5	6.5%	4.1%
Other	2	4.9%	1	2.8%	3	3.9%	2.5%
Total:	41		36		77		63.6%



**Further Study – Country**

	DSE		GCE		Total		Form 6 cohort
Hong Kong	32	78%	19	52.8%	51	66.2%	42.1%
United Kingdom	2	4.9%	6	16.7%	8	10.4%	6.6%
Canada	1	2.4%	6	16.7%	7	9.1%	5.8%
Australia	3	7.3%	2	5.6%	5	6.5%	4.1%
The Netherlands	0	0%	1	2.8%	1	1.3%	0.8%
Poland	0	0%	1	2.8%	1	1.3%	0.8%
United States	2	4.9%	0	0%	2	2.6%	1.7%
India	0	0%	1	2.8%	1	1.3%	0.8%
Switzerland	1	2.4%	0	0.0%	1	1.3%	0.8%
Total:	41		36		77		

Hong Kong is still the most popular destination with 67.1% of graduates (who are progressing on to further study) choosing to continue their education here.

A further 51.6% will be studying overseas in Australia, Canada, India, The Netherlands, Poland, Switzerland, United Kingdom and United States of America.

Hong Kong Institutions	DSE	GCE	Total
HKU SPACE	8	1	9
Hong Kong University of Science & Technology (HKUST)	3	4	7
The University of Hong Kong (HKU)	2	3	5
City University of Hong Kong (CityU)	1	1	2
The Chinese University of Hong Kong (CUHK)	1	2	3
Polytechnic University of Hong Kong (PolyU)	1	3	4
Hong Kong Baptist University (HKBU)	1	2	3
Hong Kong Metropolitan University	8	1	9
Hang Seng University	0	1	1
Hong Kong Baptist University (School of Continuing Education/ College of International Education)	5	0	5
VTC Technological and Higher Education Institute of Hong Kong	1	0	1
The Hong Kong Academy for Performing Arts	1	0	1
Tung Wah College	0	1	1
Total:	32	19	51



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

### UK

Birmingham City University  
Colchester Institute  
Kingston University  
Nottingham Trent University  
University College London  
University of Glasgow  
University of Chester  
University of West London

### USA

Bridgewater State University  
De Anza College

### The Netherlands

University of Amsterdam

### Switzerland

### Australia

Griffiths University  
The University of Melbourne  
Victoria University  
University of New South Wales

### Canada

Alberta University of the Arts  
University of British Columbia  
University of York  
Queen's University  
Western University

### Poland

Wroclaw Medical University

### India

SRM University AP Andhra Pradesh



## **VIII. OTHER LEARNING EXPERIENCES**

There were many other learning experiences were organized for students during the 2022 – 2023 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)
  - A Grade Girls: 3<sup>rd</sup> Runner-up
  - B Grade Girls: 2<sup>nd</sup> Runner-up
  - C Grade Girls: 1<sup>st</sup> Runner-up
  - B Grade Boys: 3<sup>rd</sup> Runner-up
  - C Grade Boys: 1<sup>st</sup> Runner-up
- 2) HKSSF Inter-school Cross Country Competition 2022 – 2023
  - C Grade Girls: 1<sup>st</sup> Runner-up
  - A Grade Boys: 3<sup>rd</sup> Runner-up
- 3) ISSFHK Inter-school Track and Field Championships 2022 – 2023
  - U16 Girls: 1<sup>st</sup> Runner-up
  - U20 Boys: 1<sup>st</sup> Runner-up
  - U16 Boys: 2<sup>nd</sup> Runner-up
  - U14 Boys: Champion

#### **Badminton Team**

- 1) HKSSF Inter-school Badminton Competition (Tsuen Wan & Islands District)
  - B Grade Girls: 2<sup>nd</sup> Runner-up
  - C Grade Girls: Champion
  - C Grade Boys: 2<sup>nd</sup> Runner-up
- 2) ISSFHK Inter-school Badminton Championships (Silver Division I)
  - U16 Girls: 2<sup>nd</sup> Runner-up
  - U14 Girls: 2<sup>nd</sup> Runner-up



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### **Basketball Team**

- 1) HKSSF Inter-school Basketball Competition
  - U19 Girls: 3<sup>rd</sup> Runner-up
  - U15 Girls: 1<sup>st</sup> Runner-up
  - U15 Boys: 3<sup>rd</sup> Runner-up
- 2) ISSFHK Inter-school Basketball Championships (Silver Division I)
  - U15 Boys: 2<sup>nd</sup> Runner-up

### **Cheerleading Team**

- 1) Cheerleading Championships
  - Cheerleading Mini (Small) L1-L2 Coed: Champion
  - Cheerleading Junior (Small) L3-L4 Coed: Champion
  - Cheerleading Junior (Large) L3-L4 All Girls: Champion
  - Overall: Grand Award

### **Cricket Team**

- 1) Hong Kong Secondary School League Division 1
  - A Grade Boys: 3<sup>rd</sup> Place in Group
  - B Grade Boys: 1<sup>st</sup> Place in Group and Semi Finals

### **Football Team (Boys)**

- 1) HKSSF Inter-school Football Competition
  - U19 Boys: Champion
  - U15 Boys: 1<sup>st</sup> Runner-up
- 2) ISSFHK Inter-school Football Championships (Silver Division I)
  - U14 Boys: 1<sup>st</sup> Runner-up
- 3) Islands District Mini-Soccer Competition
  - U16 Boys: Champion
- 4) Lions Club All Hong Kong Futsal Tournament
  - U14 Boys: 2<sup>nd</sup> Runner-up

### **Football Team (Girls)**

- 1) HKSSF All Hong Kong Inter-school Football Competition
  - 2<sup>nd</sup> Runner-up
- 2) ISSFHK Football Competition (Silver Division I)
  - U16 Girls: 1<sup>st</sup> Runner-up



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### **Gymnastics Team**

- 1) HKSSF All Hong Kong Inter-school Gymnastic Competition
  - All Girls: 2<sup>nd</sup> Runner-up

### **Handball Team**

- 1) HKSSF Inter-school Handball Competition
  - U19 Girls: Champion
  - U15 Girls: Champion
  - U19 Boys: 3<sup>rd</sup> Runner-up
  - U15 Boys: 2<sup>nd</sup> Runner-up

### **Hockey Team**

- 1) HKSSF All Hong Kong Inter-school Hockey Competition
  - All Boys: Champion
- 2) Guv Dillon Youth Cup
  - All Boys: 1<sup>st</sup> Runner-up

### **Lacrosse Team**

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

### **Rugby Team**

- 1) Jockey Club Bill Williams Youths 7s Tournament
  - A Grade Girls: Plate Champion
- 2) Hong Kong Schools Touch Rugby Championship
  - A Grade Girls: 3<sup>rd</sup> Runner-up
  - B Grade Girls: 1<sup>st</sup> Runner-up
  - B Grade Boys: 5<sup>th</sup> Runner-up
  - C Grade Boys: 1<sup>st</sup> Runner-up
- 3) Hong Kong Schools Rugby Union (HKSRU) League
  - C Grade Boys: Champion
  - C Grade Boys: 3<sup>rd</sup> Runner-up
- 4) Hong Kong Schools Rugby Union (HKSRU) Tournament:
  - C Grade Boys: 3<sup>rd</sup> Runner-up

### **Swimming Team**

- 1) HKSSF Inter-school Swimming Competition
  - A Grade Girls: Champion



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- B Grade Girls: 1<sup>st</sup> Runner-up
- C Grade Girls: Champion
- B Grade Boys: 1<sup>st</sup> Runner-up
- C Grade Boys: 1<sup>st</sup> Runner-up

### 2) ISSFHK Inter-school Swimming Championships

- U14 Boys: 2<sup>nd</sup> Runner-up

### Table Tennis Team

#### 1) HKSSF Inter-school Table Tennis Competition

- C Grade Girls: Champion
- C Grade Boys: Champion

### HKSSF Inter-School Championships for All Sports

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

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

Event	Achievement
Model United Nations	<ul style="list-style-type: none"> <li>▪ Harjot KAUR (6M) – Honourable Mention</li> </ul>
Hong Kong School Drama Festival	<ul style="list-style-type: none"> <li>▪ Hoi Yiu TSE (1K) – Outstanding Performer Certificate</li> </ul>

### **C. Academic**

Event	Achievement
Aerosim Inter-school Aviation Tournament 2022	<ul style="list-style-type: none"> <li>▪ Leung Alston Lok Hei (6H) – 2<sup>nd</sup> runner up of best overall performance 1<sup>st</sup> runner up of top 3 highest individual score</li> <li>▪ Ayaan Ahmed Shaik (4Y), Karl Joseph Alves (5K), Sewon Bang (4M) – Certificate of Participation</li> </ul>
Senior Mathematical Challenge 2022 – 2023	<p>England, Wales &amp; Overseas (Year 11):</p> <ul style="list-style-type: none"> <li>▪ Abhijeet CHUGH (5K) – Silver</li> <li>▪ Brady Cullins (5Y) – Silver</li> </ul> <p>England, Wales &amp; Overseas (Year 10 and below):</p> <ul style="list-style-type: none"> <li>▪ Lakshya AGARWAL (6H) – Gold</li> <li>▪ ARAVINDAN ABHIJITH (6Y) – Gold</li> <li>▪ Monish BANSAL (6H) – Gold</li> <li>▪ Ka Hei CHEUNG (6M) – Gold</li> </ul>



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	<ul style="list-style-type: none"> <li>▪ Jorge David LEWIS (6A) – Gold</li> <li>▪ Aidan Revata LIE (6C) – Gold</li> <li>▪ Yu Fong WU (6C) – Gold</li> <li>▪ Stephen ANZELMO (6A) – Silver</li> <li>▪ Riddhi GUPTA (6H) – Silver</li> <li>▪ Harjot KAUR (6M) – Silver</li> <li>▪ Howard YIP (6Y) – Silver</li> <li>▪ Jeongmin SUK (6Y) – Silver</li> <li>▪ Yash Abhishek KATARIA (6M) – Silver</li> <li>▪ Kristy Siu Sin MOK (6K) – Silver</li> <li>▪ SAIRA-BIBI (6Y) – Silver</li> <li>▪ Abeer Afaque SAYED (6Y) – Silver</li> <li>▪ Tsz Wing Oscar SEYAU (6K) – Silver</li> <li>▪ Mumpi CHAKRABORTY (6M) – Bronze</li> <li>▪ Yi Ni Ilana CHEUNG (6A) – Bronze</li> <li>▪ Leonard II D GUZMAN (6C) – Bronze</li> <li>▪ Yiyu LING (6K) – Bronze</li> <li>▪ Gabriele Ivana PATRICK (6A) – Bronze</li> <li>▪ Pratik Bharat BACHANI (6C) – Bronze</li> <li>▪ Yan Lam LEE (6C) – Bronze</li> </ul>
International Chemistry Quiz	<p>Junior Division:</p> <ul style="list-style-type: none"> <li>▪ Sewon BANG (4M) – Distinction</li> <li>▪ Ayr Denvr Mendoza CHIU (4Y) – Distinction</li> <li>▪ Ishita MITTAL (4C) – High Distinction</li> <li>▪ Tsz Yin Nadia TSUI (4C) – Credit</li> </ul> <p>Intermediate Division:</p> <ul style="list-style-type: none"> <li>▪ Timothy Paris Chua BRIONES (5C) – Distinction</li> </ul>
Hong Kong Secondary School Distinguished Artwork Award 2023	<ul style="list-style-type: none"> <li>▪ Yash Abhishek KATARIA (6M)</li> </ul>
British Biology Olympiad 2023	<ul style="list-style-type: none"> <li>▪ Shevaun Janine FERNANDES (6A) – Bronze</li> <li>▪ Gabriele Ivana PATRICK (6A) – Highly Commended</li> <li>▪ Tamiranashe Hopewell SHOKO (5A) – Highly Commended</li> <li>▪ Hana DOBASHI CHAN (5A) – Commended</li> </ul>
Gifted Creative Writing Competition of Artificial intelligence – Gold Awards	<ul style="list-style-type: none"> <li>▪ Aravindan ABHIJITH (6Y) – Gold Award</li> <li>▪ Shu Ying Prudence NG (5H) – Gold Award</li> </ul>
InnoTech Expo – Service Award	<ul style="list-style-type: none"> <li>▪ Ruvarashe Lyndah SHOKO (6A)</li> <li>▪ Aditya Jayaprakash PILLAI (5K)</li> <li>▪ Tamiranashe Hopewell SHOKO (5A)</li> <li>▪ Tsz Wing PANG (5M)</li> <li>▪ Hei Yin LIU (5M)</li> <li>▪ Timothy Paris Chua BRIONES (5C)</li> </ul>



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The 2 <sup>nd</sup> Hong Kong Secondary School Cosmetic Formulation Competition	<ul style="list-style-type: none"> <li>▪ Gesie Antoinette Castor ANG</li> <li>▪ HO Hoi Tung Idony</li> <li>▪ Gabriele Ivana PATRICK</li> </ul>
Intelligent Transportation Design Competition	<ul style="list-style-type: none"> <li>▪ Shreyan BARDHAN (2H)</li> <li>▪ Shaan Hitesh SOMAYA (2C)</li> <li>▪ Tung Ethan CHENG (2K)</li> </ul>
Drone Contest at Cyberport. Co-organized by the Hong Kong Association for Computer Education, DJI Education and the Office of the Government Chief Information Officer	<ul style="list-style-type: none"> <li>▪ Astitva GUPTA (3A)</li> <li>▪ Amanat ANWAR (3C)</li> <li>▪ Samuel CLEMENTEZ (3K)</li> <li>▪ Nimish BANSAL (3A)</li> </ul>
Sir Edward Youde Scholarship Awards	<p>Outstanding Performance:</p> <ul style="list-style-type: none"> <li>▪ Aidan HO (6M)</li> <li>▪ Daanya KHAN (6A)</li> </ul>
Education Perfect Language Championships 2022	<p>YHKCC:</p> <ul style="list-style-type: none"> <li>▪ 7<sup>th</sup> in the world overall</li> <li>▪ 3<sup>rd</sup> in French (out of 70 schools)</li> <li>▪ 1<sup>st</sup> in the 251 – 500 students category (out of 23 schools)</li> <li>▪ 82,607 points (1 point for each correct answer, answered by 142 students)</li> </ul> <p>Elite Level:</p> <ul style="list-style-type: none"> <li>▪ Emaad KHAN (2Y) – 3053 points, 81<sup>st</sup> in the world; 18<sup>th</sup> in French</li> <li>▪ Duaa HAROON (2Y) – 3066 points, 79<sup>th</sup> in the world; 17<sup>th</sup> in French</li> <li>▪ Arron GURUNG (2A) – 3487 points, 54<sup>th</sup> in the world; 35<sup>th</sup> in French; 57<sup>th</sup> in Chinese – 2<sup>nd</sup> in Chinese in YHKCC</li> <li>▪ Christopher WHITEHEAD (4Y) – 3890 points, 47<sup>th</sup> in the world; 11<sup>th</sup> in French</li> <li>▪ Ines N'DONDA GNOROL(2A) – 5408 points, 25<sup>th</sup> in the world; 4<sup>th</sup> in French; 2<sup>nd</sup> in French at YHKCC</li> <li>▪ Eleanor BUDDLE (3C) – 5566 points, 21<sup>st</sup> in the world; 3<sup>rd</sup> in French in the world and at YHKCC</li> <li>▪ Anirudh SARVA (4H) – 5847 points, 20<sup>th</sup> in the world; 2<sup>nd</sup> in French; 1<sup>st</sup> in French at YHKCC</li> <li>▪ Louis BUDDLE (5A) – 5865 points, 18<sup>th</sup> in the world; 6<sup>th</sup> in French; 690 points in Spanish; 194 points in German</li> </ul> <p>Emerald Level:</p> <ul style="list-style-type: none"> <li>▪ Tanish VIZZAPU (2A) – 2000 points</li> <li>▪ Yashica BARDHAN (2K) – 2159 points</li> </ul>



	<ul style="list-style-type: none"><li>▪ Heidi MATTRAS (5A) – 2181 points</li><li>▪ Anaika FERNANDES (3Y) – 2449 points</li></ul> <p>Gold Level:</p> <ul style="list-style-type: none"><li>▪ Melody CHAN (1A) – 1001 points</li><li>▪ Saffron Kwok (1C) – 1028 points</li><li>▪ Aswin MARIPRASATHSIVASANKARI (1H) – 1050 points</li><li>▪ Dominic LUI (2A) – 1076 points</li><li>▪ Munibal KAMAL (2Y) – 1180 points</li><li>▪ Mark LAM (4M) – 1704 points</li><li>▪ Aanas HASAN (1C) – 1729 points</li></ul> <p>Silver Level:</p> <ul style="list-style-type: none"><li>▪ Shreyan BARDHAN (2H) – 751 points</li><li>▪ Sahaj LUNAGARIYA (2H) – 752 points</li><li>▪ Shero WONG (1C) – 759 points</li><li>▪ Angie TAM (2K) – 762 points</li><li>▪ Aryan CHAIL (2Y) – 769 points</li><li>▪ Zoyaan SHAIKH (1Y) – 836 points</li><li>▪ Kashvi SHAH (1K) – 866 points</li><li>▪ Kira ESCUETA (1M) – 890 points</li></ul> <p>Bronze Level:</p> <ul style="list-style-type: none"><li>▪ Aarrav BAMB (2M) – 628 points</li><li>▪ Aryan BISHT (1K) – 632 points</li><li>▪ Harshbir KAUR (2K) – 670 points</li><li>▪ Bella TSOI (1A) – 671 points</li><li>▪ Lola BISHOP (1Y) – 681 points</li><li>▪ Cypris FUNG (1C) – 687 points</li><li>▪ Steve KISHORE (4C) – 688 points</li><li>▪ Vallari HIRVE (2K) – 690 points</li><li>▪ Cyrus LEE (2C) – 704 points</li><li>▪ Jasmin JORNA (3A) – 501 points</li><li>▪ Stanley YUN (2K) – 506 points</li><li>▪ Pranavi GAUR (2M) – 517 points</li><li>▪ Rohan BAJWA (5C) – 530 points</li><li>▪ Gumar SULTANOV (1H) – 535 points</li><li>▪ Ayaan SHAIK (4Y) – 552 points</li><li>▪ Yuki KAWASHIMA (4Y) – 556 points</li><li>▪ Ingynn MAY (4A) – 571 points</li><li>▪ Jaden Cheung (1H) – 594 points</li></ul> <p>Credit Level:</p> <ul style="list-style-type: none"><li>▪ Laura SIJO (2Y) – 351 points</li><li>▪ Athena CHAN (2M) – 376 points</li><li>▪ Eis FAN (1H) – 383 points</li><li>▪ Ariana PINTO (2K) – 402 points</li><li>▪ Hollee MAK (1C) – 406 points</li><li>▪ Nadia SERAPION (1A) – 303 points</li><li>▪ Helen LEE (1K) – 304 points</li></ul>
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	<ul style="list-style-type: none"> <li>▪ Lukas HIGASI (2K) – 304 points</li> <li>▪ Kimi WONG (1K) – 313 points</li> <li>▪ Norman GAO (2M) – 326 points</li> </ul>
External Art Competitions	<ul style="list-style-type: none"> <li>▪ Yash KATARIA (Merit Award) – YADF &amp; The 8th Hong Kong Secondary School Competition</li> <li>▪ Max CARTER (Shortlisted) – The Warf Hong Kong Secondary School Art Competition</li> </ul>

**D. Community Service**

Event	Date
<ul style="list-style-type: none"> <li>▪ <u>Mooncake Donation</u> – Collecting mooncakes and message cards from students and teachers and donating them to the low-income families in the Tung Chung community.</li> </ul>	September 2022
<ul style="list-style-type: none"> <li>▪ <u>Game Booth Volunteer Services to Promote Child Welfare</u> – Designing and running a game booth activity at the TOUCH Centre to promote the importance of child protection and prevent child abuse for community members.</li> </ul>	November 2022
<ul style="list-style-type: none"> <li>▪ <u>Suicide Prevention Services Flag Selling</u> – Fundraising for sustaining and enhancing suicide prevention services.</li> <li>▪ <u>Christmas Visit 1 (Excelsior Manor)</u> – Designing and running games and activities for children and their family members to celebrate Christmas and enhance family cohesion.</li> <li>▪ <u>Christmas Visit 2 (Tung Chung Day Nursery)</u> – Designing and running games and activities for kindergarten children to celebrate Christmas and have fun together.</li> <li>▪ <u>YMCA of Hong Kong Flag Selling</u> – Fundraising for the youth empowerment programmes, community work and YMCA development.</li> </ul>	December 2022
<ul style="list-style-type: none"> <li>▪ <u>24 Hour Race</u> – 24 Hour Race is a global movement with a mission to raise awareness of modern-day slavery and fight this problem. Students bake cakes for fundraising beforehand. On the day of the event, students do a 12-hour non-stop race in Hong Kong International School.</li> <li>▪ <u>YHKCC-OIWA Elder Academy New Year Greeting</u> – A group of F.4 students paid a visit to the elderly at Lunar New Year.</li> </ul>	January 2023
<ul style="list-style-type: none"> <li>▪ <u>The Hong Kong Down’s Syndrome Association Flag Selling</u> – Raising funds to improve the quality of life of people with Down’s Syndrome and other disabilities, and their families.</li> </ul>	February 2023
<ul style="list-style-type: none"> <li>▪ <u>S.K.H. St. Christopher’s Home Flag Selling</u> – Raising funds for orphans, children from broken families and low-</li> </ul>	March 2023



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income families.	
<ul style="list-style-type: none"> <li>▪ <u>YHKCC-OIWA Elder Academy Curling Class</u> – A group of F.3 students joined the curling ball class held by the YHKCC-OIWA Elder Academy; they learned and played games with elderly people in the Tung Chung district.</li> </ul>	April 2023
<ul style="list-style-type: none"> <li>▪ <u>Game Booth Volunteer Services for Youth Mental Health</u> – Designing and running a game booth activity at the TOCUH Centre to promote the importance of youth mental health.</li> </ul>	May 2023
<ul style="list-style-type: none"> <li>▪ <u>Service Outreach Week</u> – F.3 and F.4 students experienced and explored different service programmes throughout the Service Outreach Week, including the visually impaired, elderly, kindergarten, primary school and special educational need students, the homeless, etc. Students served one another in love and built connections in the community.</li> </ul>	June 2023
<ul style="list-style-type: none"> <li>▪ <u>YHKCC-OIWA Elder Academy Cooking Class</u> – A group of F.4 students cooked with the elderly; they shared cooking techniques and enjoyed the food together.</li> </ul>	August 2023

### E. School Visits

Due to the ongoing COVID-19 pandemic it was not possible to arrange any school visits this year. Sister School visits will resume next in the 2022 – 2023 school year.

### F. Large-scale Student Activities

Activity	Date
Virtual Meet & Greet (F.1)	September 2022
Life-wide Learning Camp (F.1 to F.3)	October 2022
Student-Teacher Conferences (F.1 to F.6)	November 2022 & May 2023
Parent-Teacher Conferences (F.1 to F.6)	November 2022, February & March 2023
HKDSE & GCE Information Evening (F.3 & F.4)	January 2023
Options Evening (F.2)	April 2023
Graduation Ceremony (F.6)	June 2023
Enrichment Week (F.1 to F.5)	June 2023
Music Contest	June 2023
Thanksgiving Service (F.1 to F.6)	June 2023

### G. YHKCC Alumni Activities

Activity	Date
International Fun Fair Home-coming	December 2022
Peak Tram Ride and Hiking	February 2023
Alumni Football Match	May 2023
Alumni Happy Hour Gathering	June 2023



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

The Annual General Meeting of the Parent-Teacher Association for the 2022 – 2023 school year was held on 15<sup>th</sup> September, 2022. The election of new executive committee members was carried out and the following parents were elected:

- Mr. Martin Donovan (Chairperson)
- Mr. Jamal Mohamed Ashraff (First Vice-Chairperson)
- Mrs. Hanii Kwok (Second Secretary)
- Ms. Alison Leng (First Honorary Treasurer)
- Mrs. Preeti Sharma (Social Convener)
- Ms. Julie Simon (Social Convener)
- Ms. Diana Urmeneta (Social Convener)

The teacher members were:

- Ms. Diana Lo
- Mr. Andrew Higgins
- Mr. Wallace Lau
- Ms. Anne Roberts
- Mrs. Lisa Baczkowski
- Mr. Andrew Koo

One Executive Committee meeting was held in the school on 10<sup>th</sup> October, 2022. Other event meetings were conducted online or in school throughout the school year.

### **List of Items Sponsored by the PTA in 2022 – 2023**

The Parent-Teacher Association generously provided sponsorship for various equipment and activities during the 2022 – 2023 school year.

- PTA Donation for Enhancing Learning Experiences – Laboratory equipment including a microscope, biological models (e.g. brain, ear, eye and cell), a decibel meter and 3 stethoscopes for Science Department, reading books for Chinese Department, and cabinets, boxes and shelves for the backstage at the School Hall and publishing the English Creative Writing ‘Think In Ink’ Booklet.
- School Events – International Fun Fair on 10<sup>th</sup> December, 2022, and the Musical ‘Joseph and the Amazing Technicolour Dreamcoat’ on 3<sup>rd</sup> and 4<sup>th</sup> July, 2023.
- Student Affairs Expenses – Transportation of ECAs – Hockey (Dec 2022), Cricket (Dec 2022 – May 2023), Football (Dec 2022 – Mar 2023), Cross Country championships (Dec 2022), Athletics (Dec 2022), Dance Team (Feb 2023), Basketball (Jan – Apr 2023), Rugby (Apr 2023), Cheerleading (Apr 2023), Student Handbook (May 2023) and the ISSFHK Fiend & Track Championships (May 2023).
- Progress Prizes for the 2022 – 2023 school year.



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- Meals for graduates for the Graduation Ceremony on 17<sup>th</sup> June, 2023.
- PERMA Activities – Coolminds Workshop on 21<sup>st</sup> November, 2022, Parents-Also-Appreciate-Teachers Drive on 30<sup>th</sup> December, 2022, and the Tour of the Hong Kong Museum of Art on 15<sup>th</sup> February, 2023.

The Committee also organized sales of used textbooks in conjunction with the Library and welcomed new students and parents during the Form 1 Registration on 25<sup>th</sup> August, 2023.



**X. FINANCIAL SUMMARY**

**A. School Financial Report for 2021 – 2022 (Audited Version)**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	56.64%	N.A.
School Fees	N.A.	33.51%
Donations, if any	N.A.	7.40%
Other Income, if any	N.A.	2.45%
<b>Total</b>	56.64%	43.36%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		84.60%
Operational Expenses (including those for Learning and Teaching)		6.00%
Fee Remission / Scholarship <sup>1</sup> (10.68% of the School Fee Income)		3.74%
Repairs and Maintenance		0.90%
Depreciation		4.76%
Miscellaneous		N.A.
<b>Total</b>		100%
<b>Surplus for the School Year</b> <sup>#</sup>	0.0639 months of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year</b> <sup>#</sup>	2.70 months of the annual expenditure	
<sup>#</sup> 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 <sup>th</sup> 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

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

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

## B. Use of Government Grants & Donations

### 1. School Fee Remission Reserves

	2022/2023 HKD \$	2021/2022 HKD \$
Balance as at 1 September	25,905.09.00	0.00
Add: Provision for the Year	4,340,373.17	4,164,970.00
Donations	74,977.00	57,106.14
Less: Payment for the Year	(3,536,378.98)	(4,196,171.05)
Balance as at 31 August	904,876.28	25,905.09

### 2. Capacity Enhancement Grant

	2022/2023 HKD \$	2021/2022 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	650,125.00	626,968.00
Less: Expenditure	(650,125.00)	(626,968.00)
Balance as at 31 August	0.00	0.00

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

	2022/2023 HKD \$	2021/2022 HKD \$
Balance as at 1 September	2,370.00	0.00
Add: Returned Grant	0.00	2,370.00
Less: Expenditure/Claw Back	(2,370.00)	(0.00)
Balance as at 31 August	0.00	2,370.00



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

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	56,000.00	135,600.00
Add: Current Year Grant	28,000.00	14,000.00
Less: Expenditure	(84,000.00)	(93,600.00)
Balance as at 31 August	0.00	56,000.00

**5. Diversity Learning Grant – Other Languages**

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	163,400.00	113,100.00
Add: Current Year Grant	0.00	79,950.00
Less: Expenditure	(163,400.00)	(81,250.00)
Balance as at 31 August	0.00	111,800.00

**6. Learning Support Grant**

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	590,806.80	728,593.00
Add: Current Year Grant	279,867.00	565,368.00
Less: Expenditure	(870,673.80)	(773,268.20)
Balance as at 31 August	0.00	590,806.80

**7. The Sister School Grant**

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	157,127.00	156,035.00
Add: Current Year Grant	159,955.00	157,127.00
Less: Expenditure/Claw Back	(136,463.10)	(156,035.00)
Balance as at 31 August	180,618.90	157,127.00

**8. PTA Grant**

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	21,855.00	10,000.00
Less: Expenditure	(21,855.00)	(10,000.00)
Balance as at 31 August	0.00	0.00



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### 9. Moral and National Education Support Grant

	2022/2023 HKD \$	2021/2022 HKD \$
Balance as at 1 September	14,836.00	14,836.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure/Claw Back	(6,208.00)	(0.00)
Balance as at 31 August	8,628.00	14,836.00

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

	2022/2023 HKD \$	2021/2022 HKD \$
Balance as at 1 September	1,244.00	62,816.00
Add: Current Year Grant	188,436.00	251,248.00
Add: Grant for next Year	0.00	0.00
Less: Expenditure	(161,112.00)	(312,840.00)
Balance as at 31 August	28,548.00	1,224.00

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

	2022/2023 HKD \$	2021/2022 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

	2022/2023 HKD \$	2021/2022 HKD \$
Balance as at 1 September	124,800.00	123,600.00
Add: Current Year Grant	2,570.00	64,900.00
Less: Expenditure	(127,370.00)	(63,700.00)
Balance as at 31 August	0.00	124,800.00

### 13. Stepping Up Education Support for Non-Chinese Speaking

	2022/2023 HKD \$	2021/2022 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	1,537,500.00	1,500,000.00
Less: Expenditure	(1,537,500.00)	(1,500,000.00)
Balance as at 31 August	0.00	0.00



**14. Student Activities Support Grant**

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	100,750.00	98,800.00
Add: Current Year Grant	44,850.00	0.00
Less: Expenditure	(145,600.00)	(48,750.00)
Balance as at 31 August	0.00	50,050.00

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

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	207,317.20	202,810.00
Add: Year Grant for next year	0.00	206,460.00
Less: Expenditure	(200,976.00)	(201,952.80)
Balance as at 31 August	6341.20	207,317.20

**16. One-off Special Support Grant**

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	44,500.00
Add: Current Year Grant	0.00	0.00
Less: Claw Back / Expenditure	(0.00)	(44,500.00)
Balance as at 31 August	0.00	0.00

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

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	289,300.00	300,000.00
Add: Current Year Grant	0.00	0.00
Add: Grant for Next Year	0.00	0.00
Less: Expenditure	(7,520.00)	(10,700.00)
Balance as at 31 August	281,780.00	289,300.00

**18. Special Anti-epidemic Grant**

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	0.00	30,000.00
Less: Expenditure	(0.00)	(30,000.00)
Balance as at 31 August	0.00	0.00



**19. Green School Subsidy**

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	2,000.00	2,000.00
Less: Expenditure	(2,000.00)	(2,000.00)
Balance as at 31 August	0.00	0.00

**20. IT Innovation Lab Programme**

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	260,064.99	650,000.00
Add: Interest	344,108.91	64.99
Less: Expenditure	(221,400.00)	(390,000.00)
Balance as at 31 August	382,773.90	260,064.99

**21. Hong Kong School Drama Festival**

	<b>2022/2023</b>	<b>2021/2022</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	2,621.22	2,621.22
Add: Current Grant	3,700.00	0.00
Less: Expenditure	(1,529.47)	(0.00)
Balance as at 31 August	4,791.75	2,621.22

**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.



(c) Citizenship and Social Development Grant

Unspent Balance: \$289,299.50

	Area	Actual Expenses
i.	Developing or procuring relevant learning and teaching resources	\$ 0
ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	\$ 0
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	\$ 7,520
v.	Others	\$ 0
<b>Total Expenditure:</b>		\$ 7,520
<b>Unspent Balance:</b>		\$ 281,779.50



**XI. REVIEW OF ANNUAL SCHOOL PLAN 2022 – 2023**

The major concerns for the 2022 – 2023 school year were as follows:

1. To enhance learning effectiveness by developing independent and resilient learners.
2. To educate our whole school community about PERMA as a model for wellbeing.
3. To embed positive values and attitudes in the extra-curricular programme.

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

**Major Concern #1: To enhance learning effectiveness by developing independent and resilient learners.**

Targets	Strategies	Progress
To further develop reflective practices.	Departments to implement regular, commonly agreed subject-specific reflective practices, e.g. reflective journals, students responding to teacher’s feedback, DIRT, self-assessment, peer-assessment, etc.	
	Each subject to trial self-assessment trackers with at least two year groups.	
To help students acquire the skills needed to become more independent learners.	Teachers embed effective learning strategies – retrieval practice, dual coding, concrete examples, elaboration, spacing and interleaving – into daily teaching; teachers use a common language in the classroom.	
	Teachers use higher-order questioning techniques and effective scaffolding strategies to promote independent problem-solving skills.	
To facilitate teachers and students in assessing the development of reflectiveness and resilience.	To create rubrics to assess the development of reflectiveness and resilience so that there is a more systematic development of the skills needed to become more independent learners.	
To further develop resilient learners.	Promote a culture of celebrating success in learning (#Icandothis) despite facing obstacles or challenges.	
	Departments to increase the frequency of low-stakes (or no-stakes) assessments/quizzes versus high-stakes tests in order to normalize failure and responses to failure, and give students the opportunity to “fail early, fail often and fail cheaply”.	
	Celebrate the mistakes that students make and recognize their efforts; use affirmations to reward students who take risks in learning.	



**Major Concern #2: To educate our whole school community about PERMA as a model for wellbeing.**

Targets	Strategies	Progress
To educate staff about the principles of the PERMA model.	Conduct staff development workshops about PERMA, including 5 hotspots focusing on exploring each element of the PERMA model and 3 hotspots exploring existing practice in PERMA in SWT, Academics and ECA.	
	Staff Wellbeing events calendar specifically linked to the elements of PERMA.	
	Regular inputs about the PERMA model in Academic Committee and Department Meetings.	
To educate students about the principles of the PERMA model.	To design the Form 2, 4 and 6 Retreat activities based on the PERMA model.	
	To run a mindfulness course in Form 5 General PRS.	
	To run an assembly for each year group on the elements of PERMA.	
To introduce the PERMA model to parents.	To run workshops to engage parents: Strengthening Family Wellbeing during COVID 19 (Coolminds); Mental Health Awareness for Parents (Positive Wellbeing Limited), Introduction to PERMA (PF); Mindfulness (Compassion Culture).	
	To incorporate elements of PERMA in school events.	
	To include an overview of the elements of PERMA and updates in the YHKCC Newsletter and letters to parents.	
Class Teachers to practice wellbeing interventions directly focusing on PERMA in their class, e.g. Mindfulness, Chatterbox, Physical	To design activities schedules for upper and lower school Class Teacher based on PERMA; to work collaboratively in upper and lower school teams to devise morning activities for Class Teachers to deliver to enrich PERMA for students.	



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Activities, etc.		
To promote student enjoyment and happiness in extracurricular activities (ECAs) through the PERMA model.	To establish new ECA clubs to promote happiness and joyful school life, e.g. hiking, animal welfare, art of tea, mural etc.	
	To provide more opportunities and increase the student intake for sports ECA participation.	
	To provide more opportunities for junior school (F.1 – F.3) to participate in extra-curricular activities, with the maximum number of ECA to be increased to 3 ECAs.	
	To explore the PERMA model through ECA implementation.	



**Major Concern #3: To embed positive values and attitudes in the extra-curricular programme.**

Targets	Strategies	Progress
To embed a focus on positive values in SWT enrichment activities.	To embed positive value activities into the Form 2, 4 & 6 Retreat Programmes, Form 5 Sleep-Out and Form 6 Enrichment Trip.	
	To work in collaboration with ECA Committee to direct LWL and Enrichment Week activities to develop positive values.	
To promote student leadership skills in non-academic / extra-curricular activities.	To re-establish the Chairperson and Executive Committee for ECA Clubs to provide a platform and opportunities to foster student leadership.	
	To implement a leadership training programme which includes training, workshops and outside school adventures for student leaders to facilitate the development of leadership skills.	
	ECA Committee to host hotspots to share insights and experiences about leadership development.	
To educate student leaders and sports athletes about the importance of striking a balance between academics and extra-curricular activities.	To establish and implement the YHKCC Code of Conduct to student leaders and sports athletes.	
To promote learning dispositions in non-academic / extra-curricular activities.	Extra-curricular activities to identify and select at least one learning disposition in their aims and objectives.	
	Whole school programmes such as Life-wide Learning Camps, International Fun Fair and Enrichment Week to reinforce and promote learning dispositions in their activities.	



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## **XII. DEVELOPMENT FOR 2023 – 2024**

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 2023 – 2024 school year are 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 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.