



YMCA of Hong Kong Christian College



Annual School Report

2014/2015



YMCA of Hong Kong Christian College
港青基信書院

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SCHOOL VISION, MISSION AND VALUES

Vision

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

Mission

CREATIVITY & CRITICAL THINKING

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

ACHIEVEMENT

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

RESILIENCE & RESPONSIBILITY

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

ENGLISH PROFICIENCY, EMPOWERMENT & EXCELLENCE

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

SERVICE & SPIRIT

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

Values





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SCHOOL MOTTO AND 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)

OUR SCHOOL

General Information of the School

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 sponsors since its establishment in 1901.

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

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

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

The school, operated under the Direct Subsidy Scheme of the Education Bureau, Hong Kong SAR Government, is an EMI school. School offers school based curriculum to F1 and F2 students, Integrated Curriculum including both Hong Kong Diploma of Education (HKDSE) and International General Certificate of Secondary Education (IGCSE) to F3 and F4 students and HKDSE and UK General Certificate of Education A-level (GCE) to F5 and F6 students.



Special Feature of the School

- ◆ 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. It has numerous trees and flowerbeds within the campus, making the School an environmentally friendly place in which students study, make friends, grow and enjoy life.
- ◆ The School has modern and spacious facilities. For example, each classroom and special room is equipped with multi-media teaching and learning facilities; there are spacious sports areas – basketball courts, an artificial all-weather turf, a soccer pitch, a handball court, badminton courts, a 4x100-metre track, a gym, a dance/drama room, a student learning centre where computers are equipped with internet services for students to do research and study, an air-conditioned hall with excellent sound and lighting equipment for assemblies, performances and other activities. The School has just built a two-storey Music Block with a Promenade area overlooking the sports field. Students can now have a spacious music room for their lessons, and after school instrumental lessons can also be held in smaller practice rooms. During recess and lunchtime, students have ample space in the Promenade area for their leisurely meals or rest. They can also watch ball games sitting on the benches over-looking these areas.
- ◆ The School emphasizes in enhancing language competence and all round development of students. It has a rich language environment, where students are immersed in English medium learning across the curriculum. About 40% of its staff is non-local, native English speaking teachers. All teachers are university graduates, many having lived in foreign countries, such as Canada, US, UK, Ireland, France, New Zealand and Australia, for an extended period of time either studying or working.
- ◆ The School also has a wide variety of Extra Curricular Activities groups, in music, art, performing art and sports for students to choose from where they can develop their talents and potentials. It encourages students to take up community services throughout their study at school, to develop their sense of sharing and belonging to the community.
- ◆ The School provides its students programs in career exposure, and trips and excursions to places outside Hong Kong through its international links established by the YMCA of Hong Kong. Students will be able to broaden their understanding of different cultural and environmental needs in the world around them. They can also enrich their perspectives and widen their horizon by engaging in these activities.
- ◆ Same as previous years, the School continued organising an Enrichment Week for all students before the end of school year. F1 students were split into groups for different Other Learning Experience programmes, including Music, Sports, Performing Art and Visual Art. F2 students participated in the Spiritual Retreat Day Camp. F3 and F4 students participated in a Service Outreach Programme



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which required students go out and experience the lives of the less privileged either in Hong Kong or abroad (in China, Cambodia, Vietnam and Taiwan) through service rendered to these people. Form 5 students participated in a Work Experienced Programme that the students required to work for the company for a week in order to gain the real working experience.

School Management

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

School Management Committee

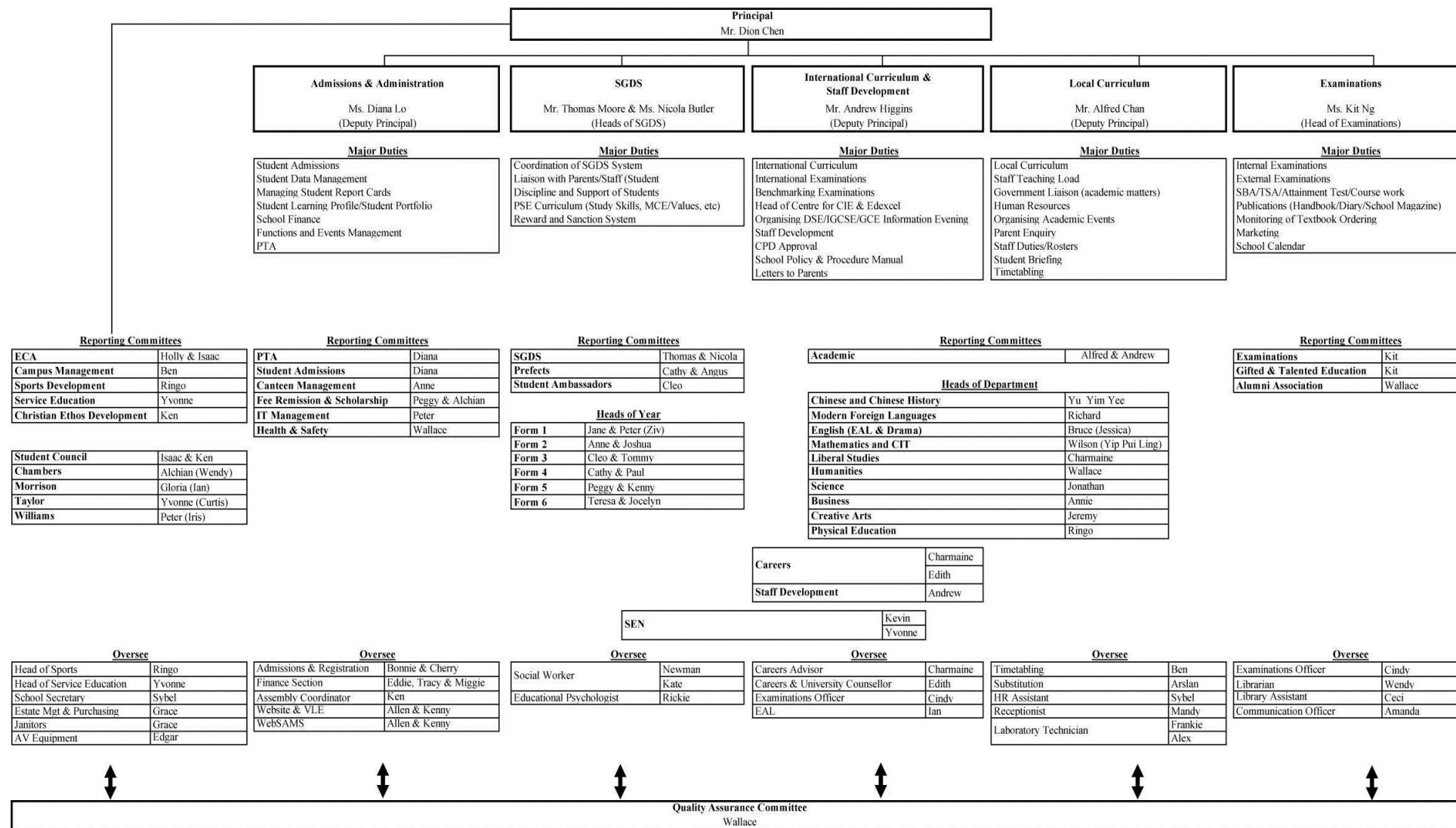
Mr. Patrick Yip	Chairman
Mr. Benjamin Lam	Honorary Secretary
Mrs. Sheila Chuang	Honorary Treasurer
Mr. Peter Ho	School Supervisor
Dr. Robert Lam	Chairman of HR Sub-committee
Ms. Vivienne Fung	Chairman of Governance Review Sub-Committee
Professor Brian Duggan	School Manager
Mr. Alexander Kwan	School Manager
Ms. Lily Fong, S.B.S	School Manager
Ms. Julia Ong	School Manager
Mr. Tony Ip	School Manager
Mr. Evans Mendonca	Parent Manager
Mr. Paul Wong	Teacher Manager
Mr. Dion Chen	Principal
Mr. Douglas Oxley, M.H.	School Manager (retired on 31 st October, 2014)
Dr. Alice Yuk, J.P.	School Manager (retired on 31 st October, 2014)
Dr. Aldrin Leung	School Manager (retired on 30 th June, 2015)



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2014-2015

Organisation Chart





OUR STUDENTS

Class Organisation

Number of Operating Classes for Year 2014-2015

Level	F1	F2	F3	F4	F5 DSE	F5 GCE	F6	A2	Total
No. of Classes	6	6	6	6	4	3	4	3	38

Number of Students for Year 2014-2015 as at 1st September, 2014

Form	No of students	Eligible for DSS Subsidy
I	160	135
II	160	135
III	163	135
IV	160	160
V	171	168
VI	133	133
TOTAL	945	866

In the junior forms, students enjoy small class teaching (around 15-20 a group) for English, Chinese, Elementary Chinese, French, Spanish, Mathematics, Chinese History, Hong Kong and China Studies, Home Economics and Visual Art.

About 70% of the students have an international background, coming from 40 countries and about 68% of the Form 1 students come from local primary schools. 25% of the students speak Chinese at home, while the rest speak English or other languages, totalling 18 different languages spoken by the students.



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Student Guidance and Discipline System

The pastoral care of students is viewed holistically, where guidance and discipline are integrated to ensure a happy, safe environment in which everyone can work together in a spirit of cooperation and mutual respect.

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

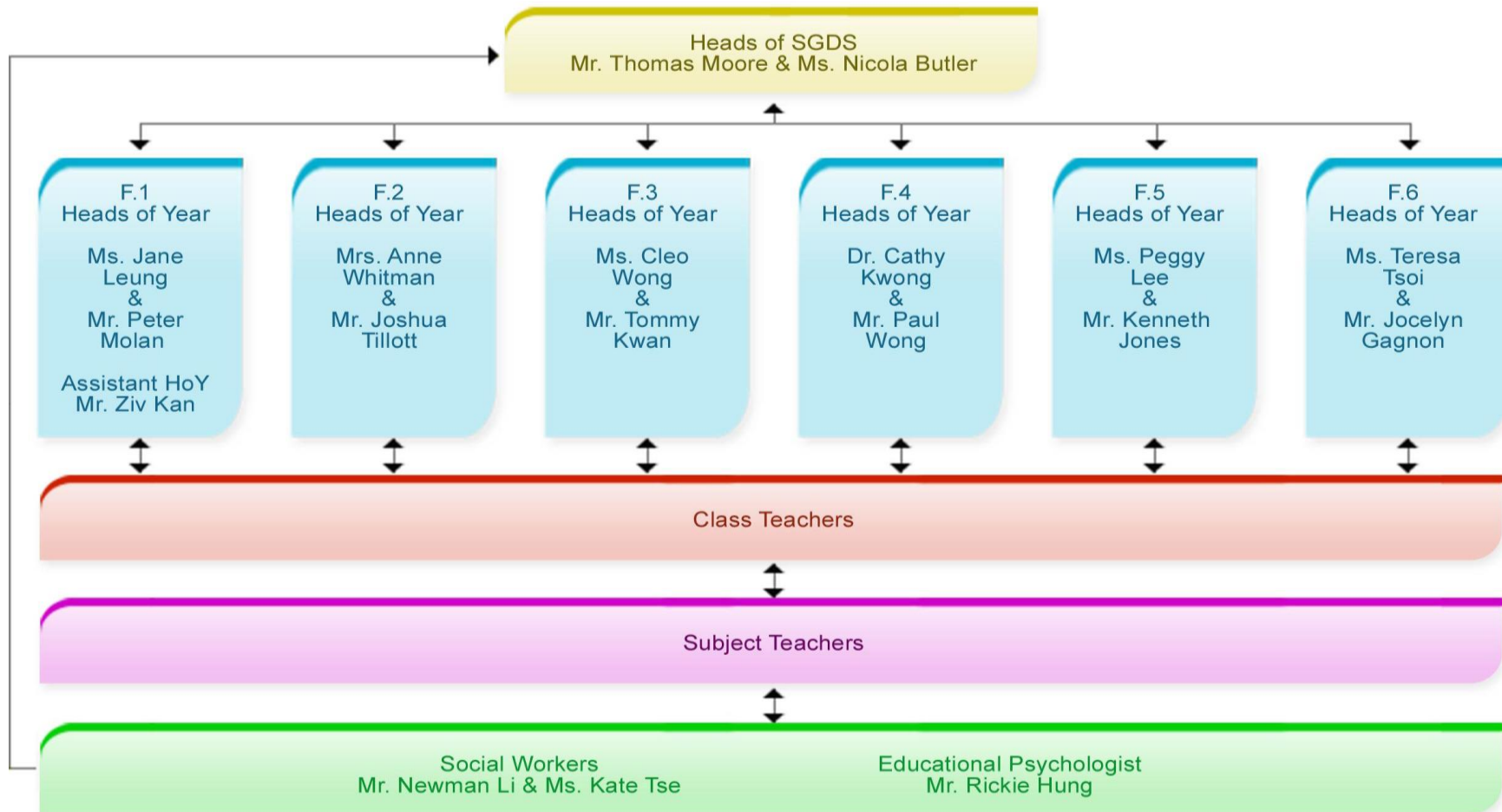
More specifically, the aims of the SGDS are:

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

As far as possible we try to maintain a balance between gender and cultural background in selecting Class Teachers and Heads of Year; so that every student may feel confident in sharing their thoughts and concerns, and will be able to share their culture and experiences they feel more comfortable with.



SGDS Structure





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PERSONAL AND SOCIAL EDUCATION

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

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

Duration

Every class has ONE dedicated PSE Lesson per week focusing on age group specific schemes of work. In addition there are many reinforced citizenship campaigns throughout the year on a whole school approach. The school will target areas of the school to improve in terms of behaviour, manners, hygiene, cleanliness and social awareness.

PSE Overview

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

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



KELY Group Support

The school continued to booster the program and this year we have acquired the skills of a professional support group KELY. They have provided a variety of workshops/seminars and support throughout the year. The Workshops were as follows

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

Whole School Approach to Discipline - Focus Weeks

Throughout the year there have been themes that drove the school and underlined YHKCC’s important core values. These themes were as follows.

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

Special Programmes conducted for different year groups by teachers and/or social workers during the year:

MENTORSHIP SCHEME

Nature of Group/ Programme	Objective	Target Group	Date	No. of sessions
1. Mentorship scheme	To enhance students’ adjustment	F1	Oct 2014-June 2015	13
2. Mentorship Scheme Training	To provide leadership training for mentors	F3, F4, F5	Sept 2014 – June 2015	25
3. Mentorship scheme – team building training session	To enhance students’ communication skills and team sprit	F3, F4, F5	July 2015	2
4. Mentorship scheme- team building fun day	To enhance students’ communication skills	F1, F3, F4, F5	Feb 2015	2
5. Love ◦ The Blind	To enhance students’ communication and organization skills	F2- F5	Oct – Dec 2014	7
6. Flag Selling	To enhance sense of responsibility, and promote volunteerism	F1 - F5	Nov 2014	2



Nature of Group/ Programme	Objective	Target Group	Date	No. of sessions
7. Christmas Volunteer Service	To enhance sense of responsibility, and promote volunteerism	F1-F4	Dec 2014	2
8. Mental Disable Service	To enhance sense of responsibility, and promote volunteerism	F2-F4	Mar 2015	2
9. Tai O elderly living alone visit	To enhance sense of responsibility, and promote volunteerism	F1- F5	May 2015	2
10. Social Skills Group	To enhance students' communication skills	F3-F5	Nov – Dec 2014	5
11. Social Skills Group	To enhance students' communication skills	F3-F5	May – June 2014	5
12. Dessert Making Class	To enhance students' communication skills	F3	Sept 2014	1
Annual Total:				68

STUDENT LEADERSHIP BODIES

There are four student bodies in the school and each has its own areas of responsibility and emphasis. They serve the school with full participation from students of all forms. They are:

A. Student Council

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

Through effective participation, the school gives young people the opportunity to develop critical thinking, advocacy and influencing skills, helping every child to fulfil their potentials:

- Enjoying and achieving – getting the most out of their life and developing the skills for adulthood
- Making positive contributions – being involved with the community and society and promoting a selfless sense of community

The Student Council adopts a cabinet system and includes positions such as President, two Vice-Presidents, Secretary, Treasurer, Activity Officer, House Officer, Promotion Officer, Publication Officer and Communication Officer. The official cabinet was elected on 20th October. In addition, the Student Council also includes Sub-committees which consists of Form and Class Representatives. One of the major responsibilities of the Student Council was to collate student views regarding school policies and welfare. In addition, they held various whole school activities such as the Teacher-Student



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Fortnight and the Senior Ball. Besides, they also helped in school functions such as inter-house competitions, form 1 induction program and setting up inter-class competitions.

Teacher Advisors:

Mr. Isaac Chiu and Ms. Jessica Choi

Executive Committee Members:

President	JENNER Joshua William A. (5C)
Vice President	HARRIS Hazel Allicoy (5H)
Vice President	YU Stephen Jr Prejola (5K)
Secretary	LEA Cabanca May (5G)
Treasurer	PUN Chiela Mae (5A)
Activity Officer	MONSOD Briar Faith Paez (5H)
House Officer	BACHILLER Reana Louise Delgado (5G)
Publication Officer	VERGARA Jr. Manuel C. (5M)
Promotion Officer	HIRANANDANI VAZQUEZ Chiraag (5K)
Communications Officer	DIONISIO Katia Ysabel (5K)

B. Prefects

The purpose of the Prefect Team is

- 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, two Prefect Advisors with a group of 10 team leaders leading 5 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.

Teacher Advisors:

Dr. Cathy Kwong and Mr. Angus Yung

Head of Prefect (Boys) HALDER Reuben (5C)

Head of Prefect (Girls) MANUEL Luz Isannia (4C)

C. Student Ambassadors

The Student Ambassadors conducted themselves to the same high standards as Prefects; however, their duties were generally focussed on representing the school at public functions, such as Back to School Nights, International Fun Fair, Parent-Teacher Conferences, Admission Briefings, etc. They also represented the school in outside events such as the UNESCO Peacemaker's Celebration.



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Student Ambassadors were chosen by the Teacher Advisor for the Team and this year, there were almost 50 Student Ambassadors from all Forms.

Teacher Advisor:

Ms. Cleo Wong

President

JENKINS Hewlwen Lavender Eos (5H)

Vice Presidents

MOHANASUNDER Phurnnee (4C)

ALBERTS Jasmine June (3M)

D. Houses

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

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

Each House has its House Advisor (teacher), Assistant House Advisor (teacher) and a House Committee (students) includes one House Captain, two Assistant House Captains, one House Secretary, one House Treasurer and one Sports Coordinator. If the House finds that they need more committee members to deal with the house matters, the total number of house committee should not more than 20.

Throughout the academic year, various Inter-House Competitions were held. At the end of the academic year 2014-2015, Williams became the Champion with Chambers being the 1st Runner-up and Taylor and Morrison tied in the house point and they both being the 2nd Runner-up.

Morrison House:

House Advisor: Ms. Gloria Pun

Assistant House Advisor: Mr. Ian Fraser

House Captain: Castillo Samuel Jacob B. (5G)

Assistant House Captains: Nocedo Aloise Joelle Palalay (5A)

De Guzman Almira Bianca Santos (4H)

Chambers House:

House Advisor: Mr. Alchian Au

Assistant House Advisor: Ms. Wendy Chow

House Captain: Manuel Luz Isaganielle Q. (5A)

Assistant House Captains: Leonczek Madeleine Jane (5H)

Mashud Mehek (4M)



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Williams House:

House Advisor: Mr. Peter Chan

Assistant House Advisor: Ms. Iris Yau

House Captain: Fleming George Andrew (5H)

Assistant House Captains: Gurung Anuva (4A)

Kelly Jasmine Margaret (4A)

Taylor House:

House Advisor: Ms. Yvonne Yuen

Assistant House Advisor: Mr. Curtis Chu

House Captain: Singh Amreek (5A)

Assistant House Captains: Manktelow Alex (5H)

Dixon Scott (4Y)



OUR CURRICULUM

A. Subjects, the local and international 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 diversity of students in ability and background, the school offers French, Spanish and Elementary Chinese to some students leading to International General Certificate of Secondary Education (IGCSE). IGCSE Mathematics is offered to a small group of students. Japanese is an optional third language that is taken after school or on Saturdays.

Besides the HKDSE curriculum, our school also offered the Integrated Curriculum in Forms 3 and 4 for students to sit for the IGCSE examination in various subjects. Students will study 4 core subjects (Chinese Language/French/IGCSE Chinese, English Language, Mathematics and Liberal Studies). Students will choose to study 3 more Elective Subjects from among 13 subjects. They will continue for 2 more years up to Form 6 at the end of which students will sit for the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Or they can choose to go to the GCE A-Level stream in Form 5 and 6. They will then be able to choose to study university locally through the JUPAS system (for HKDSE students) and the non-JUPAS system (for GCE A-Level students) or can apply to universities overseas.

Following is a chart that describes the subjects offered in our school at different levels and streams.

	Form 1-2 Local Curriculum	Form 3-4 Integrated Curriculum	Form 5-6 HKDSE Curriculum	Form 5-6 GCE Curriculum
Languages and Literature				
English Language	✓	✓	✓	
English Literature		✓		✓
Drama	*	✓		
Chinese Language	✓	✓	✓	
Chinese Language and Culture				*
Elementary Chinese	✓	✓	✓	
French	✓	✓	✓	✓
Spanish	✓	✓		
Putonghua	*			
Mathematics and ICT				
Mathematics	✓	✓	✓	✓
or Alternative Mathematics		✓	✓	
or Extended mathematics (M1, M2)		✓	✓	



	Form 1-2 Local Curriculum	Form 3-4 Integrated Curriculum	Form 5-6 HKDSE Curriculum	Form 5-6 GCE Curriculum
Information and Communication Technology		✓	✓	
Science				
Integrated Science	✓			
Physics		✓	✓	✓
Chemistry		✓	✓	✓
Biology		✓	✓	✓
Business and Technology				
Economics		✓	✓	
Business Studies				✓
Business, Accounting and Financial Studies		✓	✓	
Home Economics	*			
Humanities				
History	✓	✓	✓	✓
Geography	✓	✓	✓	✓
Chinese History	✓			
Hong Kong and China Studies	*			
Philosophy & Religious Education	*	*	*	*
Tourism and Hospitality Studies		✓	✓	
Liberal Studies		✓	✓	
Arts				
Music	*	*		
Visual Arts	*	✓	✓	✓
Home Economics	*			
Physical Education				
Physical Education	*	* and ✓	* and ✓	* and ✓

* Non-Public Examination Subject

B. Restructure of KLAs

This year the School has modified the academic structure from 8 KLAs to 10 KLAs to cater for the diverse needs of the curriculum and student choices. The Languages Department was split to two Departments, namely the Modern Foreign Languages Department and the Chinese and Chinese History Department, while the Humanities Department was split to the Humanities Department and the Liberal Studies Department to be responsible for the Liberal Studies and the Hong Kong and China Studies subjects. We believe that this development will enhance better coordination among subjects and better curriculum planning and implementation.



C. Calendar and Timetable Task Force

This year, the calendar and timetable task force implemented the suggestions from last year, bringing a better arrangement in the calendar. The major changes are as follows, with the timetable changes to be implemented in 2016-2017 school year:

- The LWL Camps will be confined to Forms 1 – 3 so that examination classes have more teaching time starting this school year (i.e.2014/2015 onwards)
- Form 1 does not have mid-year exam for the benefit of more teaching time for students
- Events and meetings will be scheduled in the calendar so that teachers and parents/students can better plan for their activities
- 65-minute lessons will replace the 40-minute lessons starting 2016-2017 school year. There will be 5 lessons a day instead of 8 lessons a day.
- Corresponding teaching load and timetables will be implemented in 2016-2017 school year.

D. Curriculum structural changes to be implemented in 2016-2017 school year

The following curriculum structure will be implemented in 2016-2017 to provide more subjects for students in Form 3 leading to both HKDSE and IGCSE curricula, and at the same time a better preparation for HKDSE students starting Form 4.

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

E. Learning Support Room

In order to support students’ work more timely every day, the School established the Learning Support Room where students who might have difficulties finishing homework would be asked to complete them in the room after school with the help and/or supervision of subject teachers. Students were able to complete and hand in homework to teachers without delay and the learning more appropriately monitored.

Teachers in general found the arrangement satisfactory. They could get students’ homework much more easily and on time.

F. Post-IGCSE exam programme for HKDSE and GCE students

This year, the school continued to have an earlier start for the HKDSE and GCE students who have chosen one of these streams in Form 4. After the Form 4 IGCSE exams by end May, Form 4 students were grouped into HKDSE and GCE classes and started to study the subjects for 5 weeks before summer. Teachers prepared special materials to cover the basics in the elective subjects in both HKDSE and GCE streams so that students would have a better foundation before they actually go to Form 5 after



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summer.

As some students still had exams during the 5-week period, attendance and teaching progress were affected somehow. In the coming year 2015-2016, the Post-IGCSE exam programmed will have 4 weeks starting 30th May to until 24th June so that less disruption to teaching progress/lessons is anticipated.



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OUR TEACHERS

In year 2014/2015 the School employed 83 teachers and 9 teaching assistants. All teachers are Degree holders; 2 have Doctor's and 39 have Master's Degrees. About 40% teachers and teaching assistants are employed from overseas.

Staff Development Plan

Overview

One of the major concerns in the Annual School Plan for the 2014 – 2015 academic year was ...

To actively encourage students to pursue excellence in their academic studies

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

The Staff Development Plan 2014 – 2015 was created with the aim of enabling teachers to more effectively achieve this goal.

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

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

“The relentless pursuit of higher academic standards.”

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

Teacher quality is at the very centre of learning. If we are to realize continuous improvement in the quality of teaching and learning in our classrooms, we must build the capacity of teachers to meet these expectations. This requires the allocation of sufficient resources for an effective staff development programme as well as an understanding of what teachers must know and do to improve student learning. Most



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importantly, we need a model of learning that provides teachers with an opportunity to engage in the improvement of their practice over time.

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

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

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

Highly effective professional learning comprises five elements:

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

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

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

Assessment for Learning

The theme of the Staff Development Plan for the 2014 – 2015 academic year was Assessment for Learning.

“Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there”.

– Assessment Reform Group, 2002

Assessment for learning is a powerful way of raising achievement. It is based on the



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principle that students will improve most if they understand the aim of their learning, where they are in relation to this aim and how they can achieve the aim (or close the gap in their knowledge). It is not an add-on or a project; **it is central to effective teaching and learning.**

In classrooms where assessment for learning is practiced, students know at the outset of a unit of study what they are expected to learn. At the beginning of the unit, the teacher will work with the student to understand what she or he already knows about the topic as well as to identify any gaps or misconceptions (initial/diagnostic assessment). As the unit progresses, the teacher and student work together to assess the student's knowledge, what she or he needs to learn to improve and extend this knowledge, and how the student can best get to that point (formative assessment). Assessment for learning occurs at all stages of the learning process.

Considerable progress has been made since then, but there is still room for further improvement and AfL is a key strategy in continuing to raise academic standards.

The ultimate aim is to make assessment for learning more widespread, systematic and consistent, so that:

- **every student** knows how they are doing, and understands what they need to do to improve and how to get there. They get the support they need to be motivated, independent learners on an ambitious trajectory of improvement;
- **every teacher** is equipped to make well-founded judgements about students' attainment, understands the concepts and principles of progression, and knows how to use their assessment judgements to forward plan, particularly for students who are not fulfilling their potential;
- **every parent/guardian** knows how their child is doing, what they need to do to improve, and how they can support the child and their teachers.

Various assessment for learning strategies were suggested throughout the year and teachers are encouraged to put these ideas into practice in the classroom. The effectiveness of different AfL techniques were discussed in cross-curricular support groups.

The Staff Development Plan aimed to address professional development needs (identified in the Teacher Development Plan 2013 – 2014) in four different areas: whole school, pastoral, departmental and personal.

- A. Whole School Professional Development**
- B. Pastoral Professional Development**
- C. Departmental Professional Development**
- D. Personal Professional Development**
- E. Peer Observation**
- F. Lesson Observations**
- G. Cross-Curricular Support groups**



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Teacher Development Plan

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

The role of the mentor was as follows:

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

There were six key stages in the Teacher Development Plan.

Stage 1: Setting Personal Goals

Stage 2: Semester 1 Reflection

Stage 3: Mid Cycle Evaluation

Stage 4: Semester 2 Reflection

Stage 5: End of Cycle Evaluation

Stage 6: Annual Review



STUDENT ACHIEVEMENTS

We are strongly committed to raising the standard of academic achievement in our school. The HKDSE L4 and above and passing percentages in 2013, 2014 and 2015 are as follows.

A. HKDSE Results 2013, 2014 and 2015

Subject	Level 4 and above			Passing percentage		
	2013	2014	2015	2013	2014	2015
BAFS (Acct and BM)	7.4%	18.8%	--	74.1%	68.8%	--
BAFS (Accounting)	--	--	21.4%	--	--	71.4%
BAFS (BM)	--	--	11.8%	--	--	58.8%
Biology	0%	6.3%	5.6%	88.8%	50.0%	55.6%
Chemistry	23.8%	62.5%	28.6%	66.7%	100%	100%
Chinese History	30.0%	0%	--	70.0%	71.4%	--
Chinese Language	16.4%	11.6%	15.0%	69.1%	81.4%	75.0%
Economics	16.7%	50.0%	50.0%	75.0%	75.0%	100%
English Language	52.3%	50.0%	56.9%	97.7%	100%	98.5%
Geography	20.0%	0%	20.0%	50.0%	55.6%	60.0%
History	25.0%	0%	28.6%	50.0%	100%	100%
Information Technology	20.0%	21.4%	0%	80.0%	57.1%	62.5%
Liberal Studies	12.8%	12.7%	24.6%	86.0%	83.1%	72.3%
Literature In English	8.3%	30.8%	--	83.3%	61.5%	--
Mathematics (Core)	11.8%	20.8%	17.2%	68.2%	61.1%	64.1%
Mathematics (M1)	0%	33.3%	0%	14.3%	88.9%	100%
Mathematics (M2)	33.3%	37.5%	0%	86.7%	75.0%	100%
Physical Education	12.5%	16.7%	18.2%	75.0%	66.7%	54.5%
Physics	18.2%	45.5%	28.6%	68.2%	90.9%	71.4%
Tourism and Hospitality	0%	16.7%	10.0%	64.3%	58.3%	60.0%
Visual Arts	43.8%	25.0%	25.0%	87.5%	75.0%	75.0%



B. IGCSE Results June 2013, 2014 and 2015

Subject	Percentage of candidates achieving A* – C			Percentage of candidates achieving A* – G		
	2013	2014	2015	2013	2014	2015
Art & Design	71.4%	71.8%	40.0%	100%	100%	96.0%
Biology	50.8%	61.1%	57.4%	96.9%	98.1%	100%
Business Studies	67.7%	58.1%	72.6%	96.0%	90.3%	92.6%
Chemistry	54.8%	58.1%	73.8%	100%	98.4%	100%
Chinese as a Second Language	--	--	100%	--	--	100%
Drama	65.0%	73.7%	84.6%	100%	94.7%	100%
Economics	54.8%	36.4%	55.6%	93.5%	78.8%	88.9%
English as a Second Language	72.7%	65.1%	55.2%	98.2%	100%	100%
First Language Chinese	100%	100%	93.1%	100%	100%	100%
First Language English	87.4%	80.8%	77.5%	100%	100%	99.2%
Foreign Language Mandarin Chinese	71.1%	80.6%	73.3%	100%	100%	100%
Foreign Language French	76.7%	80.0%	72.7%	100%	100%	100%
Foreign Language Spanish	--	--	91.7%	--	--	100%
Geography	39.3%	56.0%	41.7%	96.4%	100%	100%
History	48.4%	65.2%	78.6%	100%	100%	100%
English Literature	50.0%	69.2%	88.0%	94.4%	100%	100%
Mathematics	61.8%	62.0%	82.5%	94.7%	90.8%	99.4%
Physical Education	71.0%	85.3%	74.4%	100%	100%	100%
Physics	68.8%	80.0%	78.7%	93.8%	97.1%	100%



C. Gce Results June 2013, 2014 and 2015

Subject	Percentage of candidates achieving A* – C			Percentage of candidates achieving A* – E		
	2013	2014	2015	2013	2014	2015
Art & Design	100%	72.0%	84.6%	100%	100%	100%
Biology	55.6%	37.5%	47.1%	88.9%	81.3%	76.5%
Business Studies	58.1%	35.3%	77.4%	93.5%	79.4%	100%
Chemistry	100%	58.3%	55.6%	100%	91.7%	100%
Chinese	80.0%	60.0%	80.0%	100%	100%	90.0%
English Language & Literature	52.0%	51.9%	67.9%	96.0%	100%	92.9%
Geography	14.3%	21.4%	44.4%	57.1%	78.6%	100%
History	23.1%	50.0%	62.5%	76.9%	87.5%	100%
Mathematics	25.9%	48.4%	71.0%	59.3%	71.0%	90.3%
Physical Education	--	20.0%	44.4%	--	60.0%	66.7%
Physics	--	--	53.8%	--	--	84.6%



D. Form 6 Graduate Destinations 2014 – 2015

2014 – 2015 was a successful year for the graduating class. 102 students (82.3%) out of the cohort of the 124 Form 6 graduates will be continuing their studies in some form or another. 10.5% of graduates have opted to take a gap year and 5.6% are still undecided. Only 2 students have opted to go into full-time employment.

Of those progressing on to further study, 48.0% will take bachelor degree programmes and 20.6% will be studying associate degrees.

Hong Kong is still the most popular destination with 62.7% of graduates choosing to continue their studies here. A further 25% will be studying overseas in the United Kingdom, Australia, Canada and the Philippines. Overseas destinations include King’s College London, University College London, University of British Columbia and Waterloo University.

A total of 27 students (21.8% of the graduating class) have been admitted to degree programmes in Hong Kong. The number of students at each institution is shown in brackets: The University of Hong Kong (3), Chinese University of Hong Kong (3), Hong Kong University of Science & Technology (3), Hong Kong Polytechnic University (2), City University of Hong Kong (7), Hong Kong Institute of Education (1), The Open University of Hong Kong (2), Centennial College (2), Hang Seng Management College (1) and SCAD (3).

	DSE		GCE		Form 6 Cohort	
Further Study	54	(83.1%)	48	(81.3%)	102	(82.3%)
Gap Year	6	(9.2%)	7	(11.9%)	13	(10.5%)
Employment	1	(1.5%)	1	(1.7%)	2	(1.6%)
Undecided	4	(6.2%)	1	(1.7%)	5	(4.0%)
Unknown	–	(0%)	2	(3.4%)	2	(1.6%)
Total	65		59		124	

i. Further Study – Level

	DSE		GCE		Total		Form 6 Cohort
Bachelor Degree	18	(33.3%)	31	(64.6%)	49	(48.0%)	(39.5%)
Associate Degree	19	(35.2%)	2	(4.2%)	21	(20.6%)	(16.9%)
Higher Diploma	3	(5.6%)	2	(4.2%)	5	(4.9%)	(4.0%)
Diploma	1	(1.9%)	3	(6.3%)	4	(3.9%)	(3.2%)
Certificate	1	(1.9%)	–	(0%)	1	(1.0%)	(0.8%)
Foundation	12	(22.2%)	2	(4.2%)	14	(13.7%)	(11.3%)
HKDSE / GCE A-level	–	(0%)	1	(2.1%)	1	(1.0%)	(0.8%)
To be decided	–	(0%)	7	(14.6%)	7	(6.9%)	(5.6%)
Total	54		48		102		



ii. Further Study – Country

	DSE		GCE		Total	
Hong Kong	42	(77.8%)	22	(45.8%)	64	(62.7%)
UK	–	(0%)	8	(16.7%)	8	(7.8%)
Australia	3	(5.6%)	5	(10.4%)	8	(7.8%)
Canada	–	(0%)	5	(10.4%)	5	(4.9%)
Philippines	5	(9.3%)	–	(0%)	5	(4.9%)
USA	1	(1.9%)	2	(4.2%)	3	(2.9%)
Taiwan	2	(3.7%)	–	(0%)	2	(2.0%)
Spain	1	(1.9%)	–	(0%)	1	(1.0%)
Netherlands	–	(0%)	1	(2.1%)	1	(1.0%)
India	–	(0%)	1	(2.1%)	1	(1.0%)
Japan	–	(0%)	1	(2.1%)	1	(1.0%)
South Korea	–	(0%)	1	(2.1%)	1	(1.0%)
Malaysia	–	(0%)	1	(2.1%)	1	(1.0%)
Switzerland	–	(0%)	1	(2.1%)	1	(1.0%)
Total	54		48		102	

iii. Further Study – Institutions – Hong Kong

	DSE	GCE	Total
The University of Hong Kong	1	2	3
Chinese University of Hong Kong	–	3	3
Hong Kong University of Science & Technology	2	1	3
Hong Kong Polytechnic University	1	1	2
City University of Hong Kong	2	5	7
Hong Kong Institute of Education	1	–	1
The Open University of Hong Kong	1	1	2
Centennial College	1	1	2
Hang Seng Management College	1	–	1
SCAD	2	1	3
Total	12	15	27

iv. Further Study – Institutions – Overseas

Australia

- Australian Maritime College
- University of New South Wales
- University of Queensland
- Monash University

Canada

- Simon Fraser University
- University of Waterloo



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- York University
- University of British Columbia

Malaysia

- KDU University College

Netherland

- Amsterdam University of Applied Science

The Philippines

- De La Salle University
- Angeles University Foundation
- University of the East Manila

South Korea

- Korea Maritime University

Spain

- University of Navarra

Switzerland

- Glion Institute of Higher Education

Taiwan

- National Chi Nan University
- Taiwan Chung Yuen University

United Kingdom

- University of Reading
- University of Cumbria
- Nottingham Trent University
- University of Hull
- University College London
- King's College London



I. Non-Academic Achievement

External Competitions

A. Sports

Overall Award in HKSSF (Tsuen Wan & Island District) 2014-15:

- 1) Overall Champion in Boys category
- 2) Most Improvement Award in Boys category

Athletic and Cross-country Team:

- 1) Islands District Athletic Meet 2014
 - 10 Gold
 - 10 Silver
 - 1 Bronze
- 2) Kwai Chung & Tsing Yi District Athletic Meet 2014
 - 6 Gold
 - 3 Silver
 - 4 Bronze
- 3) HKSSF (Tsuen Wan & Islands District) Inter-school Athletic Championships 2014 – 15
 - 4 Gold
 - 13 Silver
 - 5 Bronze
 - Overall Trophy:
 - A Grade Boys: 3rd Runner Up
 - A Grade Girls: 2nd Runner Up
 - B Grade Girls: 1st Runner Up
- 4) ISSFHK Track and Field Championships 2014-15
 - 8 Gold
 - 6 Silver
 - Overall Trophy:
 - U20 Girls: Champion
 - U20 Boys: 1st Runner Up
- 5) HKSSF Inter-school Cross-country Championships 2014-15
 - Overall Trophy:
 - C Grade Boys: 2nd Runner Up

Basketball Team:

- 1) HKSSF (Tsuen Wan & Islands District) Inter-school Basketball Championships 2014-15
 - A Grade Girls: Champion
 - B Grade Boys: 2nd Runner Up
 - C Grade Boys: 3rd Runner Up



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- 2) ISSFHK Inter-school Basketball Championships
 - Division 2 U20 Boys: 3rd Runner Up
 - Division 3 U14 Boys: 1st Runner Up
 - Division 1 U16 Boys: Champion

Cheerleading Team:

- 1) 18 Districts Cheering Team Competition 2014
 - 1st Runner Up
- 2) 2015 Islands District Cheering Team Competition (Invitational)
 - Champion
- 3) 2015 Islands District Cheering Team Competition
 - Champion
- 4) 5th Hong Kong Games 18 Districts Cheering Team Competition District Characteristics Awards
 - Best Performance Award: 1st Runner Up
 - Best Local Characteristics Award: 1st Runner Up

Cricket Team:

- 1) ECS Schools Sixes Tournament
 - Senior Boys: 2nd Runner Up

Football Team:

- 1) HKSSF (Tsuen Wan & Island District) Inter-school Football Championships 2014-15
 - A Grade Boys: Champion
 - B Grade Boys: Champion
 - C Grade Boys: Champion
 - Boys Overall Champion
- 2) All Hong Kong Elite Tournament
 - Proceeded to Quarter Final
- 3) ISSFHK Inter-school Football Championships
 - U14 Boys: 2nd Runner Up
- 4) Islands District 7-a-side Football Competition (Secondary School Division)
 - 2nd Runner Up

Handball Team:

- 1) HKSSF (Tsuen Wan & Islands District) Inter-school Handball Championships 2014-15



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- A Grade Boys: 3rd Runner Up

Rugby Team:

- 1) HKSSF Inter-school Rugby Sevens Championships (All NT Districts)
 - A Grade Boys: Plate Champion
 - B Grade Boys: Plate Champion
 - C Grade Boys: Plate 1st Runner Up
 - A/B Grade Girls: Cup Champion
- 2) All Hong Kong Inter-school Rugby Sevens Competition
 - A Grade Boys: 1st Runner Up
 - A/B Grade Girls: Champion

Swimming Team:

- 1) HKSSF (Tsuen Wan & Islands District) Inter-school Swimming Championships 2014-15
 - 3 Gold
 - 9 Silver
 - 11 Bronze
 - Overall trophies:
 - Girls Overall: 1st Runner Up
 - Boys Overall: 3rd Runner Up
 - B Grade Girls: 1st Runner Up
 - C Grade Girls: Champion
 - B Grade Boys: 2nd Runner Up
 - C Grade Boys: 3rd Runner Up

Table Tennis Team:

- 1) HKSSF (Tsuen Wan & Islands District) Inter-school Table Tennis Championships 2014-15
 - A Grade Boys: 1st Runner Up
 - C Grade Boys: 2nd Runner Up
 - A Grade Girls: 3rd Runner Up

Volleyball Team:

- 1) HKSSF (Tsuen Wan & Islands District) Inter-school Volleyball Championships 2014-15
 - A Grade Boys: 2nd Runner Up

The 9th Yenching Inter Secondary and Primary School Go Game Competition:

- 1) 2nd Runner Up: Carson Cheung (2Y)

A.S. Watson Group Hong Kong Students Sports Awards:

- 1) Robbie Wu (6A)



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HKSSF Outstanding Athletic Award:

- 1) Mark Coebergh (5G)
- 2) Kim Jae Im (5K)

B. Speech/Drama/Debate/Music

Speech/Drama/Debate/Music	Achievement
French Speech Festival	<ul style="list-style-type: none"> • Certificate of Merit and 3rd Place: Heulwen Jenkins(5H) • Certificate of Merit: Ian Sun (2A) • Certificate of Proficiency: Vishnu Ramesh Babu (5H)
4th Putonghua Speech Competition for Non-Chinese Speaking Students	隊際集誦--亞軍
Hong Kong Schools Drama Festival	<ul style="list-style-type: none"> • Award for Outstanding Script • Award for Outstanding Performer • Award for Outstanding Director • Award for Outstanding Cooperation
Spanish Speech and Culture Festival 2015	Champion: 5 2 nd Place: 4 3 rd Place: 1
51st Hong Kong Schools' Dance Festival	Commended Award--Modern Dance Commended Award--Chinese Dance Duet Highly Commended Award--Jazz and Hip Hop
Inter-New Territories School English Debate Competition	Senior Team: 1 st Runner-up Junior Team: Champion
The 67th Hong Kong Schools Music Festival	Third Place in Graded Piano Solo: Grade 8 Proficiency in Vocal Solo: --Foreign Language --Chinese Proficiency in Chinese Instrumental Music: --Suona Solo --Guan Solo Merit in Vocal Solo: Foreign Language Merit in Graded Piano Solo: Grade 7 Merit in Chinese Instrumental Music: Dizi Solo



C. Academic

Event/Area	Achievement
Young Writers Training Programme	First Prize--Angela Au (4Y)
Around DB's Young Writers' Competition	Champion-Janica Bergas (4A)
WHARF Hong Kong Secondary School Art Competition	Merit--Nicole Nepomuceno (5C)
British Biology Olympiad 2014-2015	Silver <ul style="list-style-type: none"> • Chloe Jang (6K) • Garrison Lee (5M) Bronze <ul style="list-style-type: none"> • Sulianto Aulia (6G) • So Ho Kwan (6C)
UK Biology Challenge 2015	Gold <ul style="list-style-type: none"> • Kwan Yee Ting (3A) Silver <ul style="list-style-type: none"> • Kitty Cheung (3A) • Lavisha Korani (4A) Bronze <ul style="list-style-type: none"> • Revathi Mohanasunder (3A) • Elizabeth Margaret Aston (3Y) • Alfred Herrera (3A) • Simran Akhter Ava (3A)
Hong Kong Biology Olympiad for Secondary Schools	Second Class Honor (Top 20% in HK)-- <ul style="list-style-type: none"> • Garrison Lee (5M) Certificate of Merit (Top 30% in HK)— <ul style="list-style-type: none"> • Alissa Cheng (6M) • Nashita Chong (5H) Certificate of Merit (Top 40% in HK) <ul style="list-style-type: none"> • Christopher Olsson (5H)
Robotics Learning Course and Inter-school Robotics Competition	Participation
UNESCO Peacemakers' Cultural Celebration	Music Performance Represented 3 Countries
UK Senior Mathematical Challenge	Gold--3 Silver--3 Bronze--10
Hong Kong Institute of Certified Public Accountants HKICPA Scholarship	Li Lok Sze (5Y)
Literary Writing Competition (Hong Kong Baptist University)	Youth Literacy Award Steven Chan (3H)



II. Community Service

<u>Event</u>	<u>Date</u>
Fundraising for The Community Chest of Hong Kong	October 2014
Beach cleaning activity	October 2014
Scarf Knitting Activity	November – December 2014
Elderly Home Visit	December 2014
Nursery and Kindergarten Visit	December 2014
Blood Donation Day	January 2015
Visit to Spastics Association of Hong Kong	April 2015
Fundraising events for Nepal Earthquake	May 2015
Service Trip (A) Local Opportunities <ul style="list-style-type: none"> • Cheung Chau Primary School • Tung Chung Elderly Home • Crossroads • Beach Cleaning • Food Collection • Homeless People Visit • Kindergarten Ministry • Refugee Ministry • Story-telling (B) Overseas Opportunities <ul style="list-style-type: none"> • Vietnam • Taiwan • Cambodia 	2 nd to 8 th July 2015

III. School Visit

<u>School</u>	<u>Date</u>
Fukien Secondary School, Hong Kong	October 2014
Bunyawat Witthayalai International, Thailand	October 2014
Foshan Schools delegate, China	October 2014
Nanhai Middle School, China	October 2014
Guangzhou Jiangnan Foreign Language School, China	February 2015
HKU SPACE Community College	February 2015
Yamanashi Jakuin, Japan	February 2015
Longcheng High School, Shenzhen, China	April 2015
Ratchathani University, Thailand	April 2015



IV. Outbound Tour

Trip

Date

Xiamen Cultural Tour, China	December 2014
Prefect Exchange Programme, Beijing, China	December 2014
Nan Hai PTH Immersion Programme, China	April 2015
Xian Cultural Tour, China	April 2015
Future Pilot Aviation Training, Sydney, Australia	July 2015

V. Spiritual Activities

Activities

Date

Easter Gospel Camp	April 2015
Daily Morning Devotion	Every Morning
Assembly	Once to Twice a month
Christian Fellowship/Gathering	Once a week

VI. Large-scale Student Activities

Activities

Date

Back to School Night (F1 to F4)	September 2014 (400 participants)
Life-wide Learning Camp (3 days 2 nights)	October 2014 (450 participants)
Higher Education Conference (F6)	October 2014 (130 participants)
Sports Day	October & November 2014 (all students)
Student-Teacher & Parent-Teacher Conferences	November 2014 & March 2015 (students and parents)
International Fun Fair	December 2014 (4,500 participants)
Christmas Service	December 2014 (all students)
DSE/GCE Information Evening	January 2015 (200+ participants)
DSE/IGCSE Information Evening	March 2015 (200+ participants)
Music Contest	March 2015 (all students)
Swimming Gala	April 2015 (all students)
F1 Academic Structure Briefing	June 2015 (130+ participants)
Graduation Ceremony	June 2015 (500+ participants)
Sports Night	June 2015 (300+ participants)
Enrichment Week --F1 Other Learning Experience (Art/Music/Sports/Drama) --F2 Spiritual Retreat Camp (3 days 2 nights) --F3 and F4 Service Outreach Week (Local and Overseas) --F5 Work Experience Week	July 2015 (all students)
Thanksgiving Service	July 2015 (all students)



STUDENT ACTIVITIES

Extra-curricular Opportunities

A particular strength of our school is the whole-person development of and the provision of all-round educational opportunities for students. Consequently, we offer over 40 clubs, societies and teams for students to discover and develop their talents and interests apart from the academic curriculum.

Clubs, Societies & Teams

ACADEMIC GROUPS
Chinese Activities Club
Chinese Debate Team
Creative Writing Club
English Debate Club
Mathematics Society
Science Society
Humanities Society

INTEREST GROUP
Board Games Club
Creative Media Club
Green Club
Home Economics Club

CULTURAL GROUPS
Christian Fellowship
Dance Team
English Drama Team
French Culture Club
Japanese Culture Club
Performing Arts Club
Spanish Culture Club
Visual Art Club

SPORTS GROUP
Athletics & Cross-country Team
Badminton Team / Club
Basketball Team / Club
Cheerleading Team
Cricket Team
Football Team / Club
Handball Team
Rugby Team
Swimming Team
Table-tennis Team / Club
Taekwondo Club



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Volleyball Team
Indoor Rowing

MUSIC GROUPS
Band
Beat Club
Choir
String Ensemble
Orchestra

SERVICE GROUPS
Community Service Group
Stage Management Crew
Scouts
Student Librarian*

FIRST SEMESTER

Life-wide learning Programme

A Life-wide learning week took place during 22nd to 24th October 2014. Our students were given a chance to develop interpersonal, communication, leadership skills and team building through a series of outdoor adventure based activities. Different Forms went to different locations, as follows:

- Form 1 – Pui O
- Form 2 – PLK Pak Tam Chung Holiday Camp, Sai Kung
- Form 3 – Hoi Ha, Sai Kung

Form 5 Higher Education and Careers Conference 2015

Friday 26th June 2015

A full-day Careers & Higher Education Conference was successfully held on Friday 26th June. The purpose of the conference was to provide all Form 5 students with further information about options for higher education and careers to help them make more informed and concrete decisions for the future.

During the Conference, more than 15 universities, institutions or organizations from different countries were invited, including The Chinese University of Hong Kong, University of British Columbia, University of Toronto, Queensland University of Technology, Newcastle University, Vocational Training Council, Hong Kong Community College etc. Different information about the institutions, programmes, entrance requirements, tuition fees, etc., were provided to students in the seminar. Students also had the chance to talk to representatives directly for more detailed information.



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Professor Naubahar Sharif, Associate Professor from Division of Social Science, The Hong Kong University of Science and Technology was invited to give students a trial lecture on “Innovation and Business”. Through this trial lecture, students can have a firsthand experience and ideas about how the teaching and learning methods in university.

Practical workshops about writing personal statement and preparing JUPAS application were also conducted in the Conference. The workshops enabled students to move forward with their university applications.

Form 5 students made good use of the opportunities presented over the one-day conference to collect as much information as possible about furthering their education and devising a career plan.

Form 6 Higher Education and Careers Conference and Examination Preparation

The Higher Education & Careers Conference was organised for all Form 6 students (including both HKDSE and GCE A-level students) from 22nd October to 24th October, 2014. The aim of the conference was to enable students to make informed decisions about their higher educational needs so that they can realize future career goals. Various talks, workshops and alumni sharing sessions were arranged for the morning sessions on each of the three days of the conference. The afternoon sessions were set aside for tests set by subject teachers.

The following talks and workshops were arranged:

- Making career choices and plan for career paths
- Career Exploration (aviation, fashion design, engineering, veterinary medicine/science, hospitality industry and flight attendant)
- Overseas higher education information (Australia & New Zealand, UK & USA)
- Admission Talk by local institutions (CUHK, HKUST, SCAD, THEi, HKU SPACE Po Leung Kuk Community College, Tung Wah College and YCCC)
- Alumni sharing
- JUPAS Application and JUPAS account set-up
- Writing a personal statement for university application , i.e. UCAS

International Fun Fair

The International Fun Fair of YHKCC was successfully held on 13th December. It ran under the theme of “Underwater Odyssey”. More than 4400 visitors joined the event with great fun and excitement. Over 30 food and bazaar booths were set up at the campus and more than 400 lower income children and their parents could come to the event with cash coupons for games and activities and complimentary tickets for the afternoon show. They enjoyed the event tremendously. Also, NGOs were invited to join and help spread the message of environmental protection. The school core values were well presented through the event. It also embraced students’ international mindedness and “glocal citizenship” with a great variety of fun and charity activities.



SECOND SEMESTER

F.1 Enrichment Week

To allow students' whole person development, the Performing Arts Club, the Art, Music and Sports Department collaborated and provided an Enrichment Week programme for F.1 students on 2nd, 3rd, 6th and 7th of July 2015. F.1 students were allowed to join either Visual Arts, Performing Arts, Music or Sports Activities in the week.

Programme	Nature
Visual Arts	A project to allow students to experience using different materials and learn skills that are not learned in class.
Performing Arts	Students worked with Performing Arts industry specialists and gained a practical insight into the demands of acting, directing and script writing.
Music	Professional musician came to school to teach students drum and band skills.
Sports	Student had chance to participate in varies Sports, such as Dragon Boat, and Bowling. Students were taught survival skills such as map reading and wild cooking.

Form 2 Spiritual Retreat Camp

All F.2 students participated in a Day Camp for three days from 2nd July to 4th July, 2015 at Po Leung Kuk Camp Site. The camp aimed to help students develop spiritually as well as nurturing perseverance, self-confidence and team spirit. The camp was an extension of the Alpha Programme when these students first studied in YMCA in Form One. The highlight of this year's programme is the involvement of African refugees, who participated both as mentors and helpers to spread the positive message of Christian values, such as resilience, perseverance, love and care. Students have various opportunities to explore new talents, such as music, art, sports and public presentation. Speeches by Pastor Nate Chung have also inspired the participants by encouraging them to contemplate on the mission laid by Jesus to everyone.

Form 3 and Form 4 Service Outreach Week

A Service Outreach Week took place during 2nd July to 8th July 2015. Our F.3 and F.4 students were given a precious chance to experience service learning local and overseas.



Programme	Date	Number of students involved
Taiwan	3 July-8 July	39
Cambodia	2 July-8 July	43
Vietnam	2 July-7 July	20
NAAC Tung Chung Elderly	2 July-3 July, 6 July-8 July	15
Yat Tung Storytelling	2 July-4 July, 6 July-7 July	24
Refugee Ministry	3 July-4 July, 6 July-8 July	13
Kindergarten Ministry	2 July-3 July, 6 July-8 July	25
Bread Run	2 July-3 July, 6 July-8 July	20
Crossroads	3 July-4 July, 7 July-8 July	30
Cheung Chau English Ministry	3 July, 6 July-8 July	26
Homeless	2 July-3 July, 6 July-8 July	18
Hong Kong Beach Clean Up	2 July-3 July, 6 July-8 July	29
Filming Crew	2 July-4 July, 6 July-8 July	5

Form 5 Work Experience programme

'This is the fifth year that our school has organized the Work Experience Programme. The programme was held from 2nd July to 8th July which provided a valuable experience to our F.5 students in the job market.

154 students joined the programme and teachers were divided into 5 teams to visit 66 job placements at various locations in Hong Kong. The students had to write a reflection of this experience after the programmed. '

This programme provided students an opportunity to experience the real work environment and further improve their inter-personal communication skills. The experience gained in this week will help students in making more informed decisions regarding their future education and career choices in the future.



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PARENT-TEACHER ASSOCIATION

The PTA AGM 2014 -2015 was held on 11th September and was smoothly carried out.

The election of new executive committee members for the year 2014-2015 was carried out, and the results are as follows:

- Mr. Robert Jang (Chairman)
- Mr. Ross O'Brien (First Vice Chairman)
- Mr. Evans Mendonca (First Treasurer)
- Mr. Michael Johnson (Second Secretary)
- Ms. Kathy Albert (Social Convener)
- Mr. Kelsey Dawson (Social Convener)
- Ms. Gigi Jose (Social Convener)

Teacher members are: Mr. Dion Chen, Ms. Diana Lo, Ms. Jane Leung, Ms. Wendy Chow, Mr. Ken Harley and Mr. Vernon Small.

Fifth Executive Committee Meetings (22nd September, 2014; 10th November, 2014; 19th January, 2015, 21st April, 2015 and 7th May, 2015) were held.

List of items sponsored by the PTA in 2014-2015

- PTA Donation for Enhancing Learning Experience e.g. electric guitar, digital camera, movable benches, microscope and water fountain.
- PTA Progress Prize (Book coupons)
- Refreshment of the PTA Annual General Meeting
- Refreshment of the PTA Executive Committee Meetings
- International Fun Fair Day on 12th December, 2014
- Student Affairs Activities e.g. sport shoes, soccer, basketball, rugby; dragon boat; basketball; volleyball sports team uniform, Transportation and coaching fees for sport teams
- New Students Orientation Day for 2015-2016 school year

The Committee also organized Sales of Used School Uniform and Sales of Used Textbooks and Welcoming of New Students and Parents in the Form 1 Registration Days.



FINANCIAL SUMMARY (for the 2013/2014 School Year)

A. School Financial Report for 2013-2014

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	60.42%	N.A.
School Fees	N.A.	37.55%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	2.03%
Total	60.42%	39.58%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		80.49%
Operational Expenses (including those for Learning and Teaching)		8.93%
Fee Remission / Scholarship ¹		4.35%
Repairs and Maintenance		1.02%
Depreciation		5.21%
Miscellaneous		N.A.
Total		100%
Deficit for the School Year [#]	0.16 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	1.84 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works

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

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

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



FINANCIAL SUMMARY (for the 2014/2015 School Year)

B. School Financial Report for 2014-2015

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	59.43%	N.A.
School Fees	N.A.	35.91%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	4.66%
Total	59.43%	40.57%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		79.88%
Operational Expenses (including those for Learning and Teaching)		8.86%
Fee Remission / Scholarship ²		5.44%
Repairs and Maintenance		0.81%
Depreciation		5.01%
Miscellaneous		N.A.
Total		100%
Surplus for the School Year [#]	0.18 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	2.34 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works

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

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

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



C. School Fee Remission Reserves

	2014/2015	2013/2014
	HKD \$	HKD \$
Balance as at 1 September	139,359.50	271,856.10
Add: Provision for the Year	3,472,926.30	3,232,617.50
Donations	403,333.30	412,000.00
Additional Provision from School	256,156.50	0.00
Less: Payment for the Year	(4,271,755.6)	(3,628,219.00)
Balance as at 31 August	0.00	139,359.50

D. Capacity Enhancement Grant

	2014/2015	2013/2014
	HKD \$	HKD \$
Balance as at 1 September	0.00	442,780.00
Add: Current Year Grant	486,495.00	31,007.00
Less: Expenditure	(486,495.00)	(473,787.00)
Balance as at 31 August	0.00	0.00

E. Other Grants

After –School Extended Chinese Granting Grant

	2013/2014
	HKD \$
Balance as at 1 September	0.00
Add: Current Year Grant	300,000.00
Less: Expenditure	300,000.00
Balance as at 31 August	0.00

Community Care Fund

	2013/2014
	HKD \$
Balance as at 1 September	0.00
Add: Bank Interest	22,820.00
Less: Expenditure	(22,820.00)
Balance as at 31 August	0.00

Diversity Learning Grant—Other Programmes

	2014/2015	2013/2014
	HKD \$	HKD \$
Balance as at 1 September	143,435.50	161,480.34
Add: Current Year Grant	84,000.00	84,000.00
Less: Expenditure	(95,914.00)	(102,044.84)
Balance as at 31 August	131,521.50	143,435.50



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Diversity Learning Grant—Other Languages

	2014/2015	2013/2014
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	535,500.00	486,500.00
Less: Expenditure	(535,500.00)	(486,500.00)
Balance as at 31 August	0.00	0.00

Jockey Club Life-wide Learning Fund

	2014/2015	2013/2014
	HKD \$	HKD \$
Balance as at 1 September	35.00	30.00
Add: Current Year Grant	48,450.00	44,400.00
Less: Expenditure	(32,715.00)	(44,395.00)
Balance as at 31 August	15,770.00	35.00

Moral and National Education Subject Support Grant

	2014/2015	2013/2014
	HKD \$	HKD \$
Balance as at 1 September	460,000.00	530,000.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(72,000.00)	(70,000.00)
Balance as at 31 August	388,000.00	460,000.00

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

	2014/2015	2013/2014
	HKD \$	HKD \$
Balance as at 1 September	50,000.00	0.00
Add: Current Year Grant	0.00	50,000.00
Less: Expenditure	(49,980.00)	0.00
Balance as at 31 August	20.00	50,000.00



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PTA Grant

	2014/2015 HKD \$	2013/2014 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	12,989.00	4,811.00
Less: Expenditure	(12,989.00)	(4,811.00)
Balance as at 31 August	0.00	0.00

QEF Fund

	2014/2015 HKD \$	2013/2014 HKD \$
Balance as at 1 September	101,522.06	0.00
Add: Current Year Grant	291,404.94	314,320.00
Less: Expenditure	(318,321.00)	(212,809.08)
Balance as at 31 August	74,606.00	101,522.06

School-based After-School Learning and Support Programmes

	2014/2015 HKD \$	2013/2014 HKD \$
Balance as at 1 September	69,000.00	74,000.00
Add: Current Year Grant	32,000.00	31,600.00
Less: Expenditure	(43,400.00)	(36,600.00)
Balance as at 31 August	57,600.00	69,000.00

School-based Support Scheme Grant (Newly Arrival Students)

	2014/2015 HKD \$	2013/2014 HKD \$
Balance as at 1 September	274,672.00	293,758.00
Add: Current Year Grant	50,140.00	63,362.00
Less: Expenditure	(141,080.00)	(82,448.00)
Balance as at 31 August	187,732.00	274,672.00

Senior Secondary School Students Mainland Exchange Programme Subvention Scheme

	2014/2015 HKD \$	2013/2014 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	28,800.00	0.00
Less: Expenditure	(28,800.00)	0.00
Balance as at 31 August	0.00	0.00



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Junior Secondary School Students Mainland Exchange Programme Subvention Scheme

	2014/2015	2013/2014
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	16,000.00	0.00
Less: Expenditure	(16,000.00)	0.00
Balance as at 31 August	0.00	0.00

Stepping Up Education Support-Non Chinese Speaking

	2014/2015	2013/2014
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	1,500,000.00	600,000.00
Less: Expenditure	(1,500,000.00)	(600,000.00)
Balance as at 31 August	0.00	0.00



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Report on Use of Grants

Report on Capacity Enhancement Grant

In order to support the personal growth of students and provide professional service to students and parents, our School has continuously utilised the Capacity Enhancement Grant to employ Educational Psychologist in 2014/2015 school year. CEG was also well-used on supporting the sports development in YHKCC through employing Teaching Assistant. Part of the CEG was also used for hiring a part-time staff to support the clerical work.

Pastoral care

- Employ Educational Psychologist

Academic excellence

- Teaching Assistant for Physical Education

Administrative Support

- Part-time clerical support

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

Resources invested on supporting the sports development gave students additional experience in tasting and learning different sporting activities. Teaching assistant has also supported the school sport team development (i.e. Basketball)




REVIEW OF ANNUAL SCHOOL PLAN 2014 – 2015

This document describes specific areas for improvement within the current academic year, i.e. from September 2014 to July 2015.

Following a review and evaluation of the Annual School Plan at the end of each academic year, the Leadership Team of the school identifies specific areas (major concerns) for future improvement and development. Teaching staff are consulted and the proposed major concerns are modified as necessary and published. The Leadership Team then devises a range of specific targets (with associated strategies, success criteria and evaluation methods) to achieve each of the major concerns within a given time frame.

The major concerns for the 2014 – 2015 school year are as follows:









1. **To actively encourage students to pursue excellence in their academic studies.**
Strategies to include ... setting high expectations; further development of student-centered learning and teaching approaches; encouraging a greater degree of creativity in the classroom; enhancing opportunities for collaboration between teachers; sharing good practice; further development of the rewards system and greater recognition of achievement; mentoring teachers.
2. **To continue to promote and advance the development of student attitudes and behaviour based on the five core values of the school.**
Strategies to include ... setting high expectations; greater emphasis of Christian moral values; strengthen moral development; student-produced values statement describing how they should interact with their peers and teachers.
3. **To continue to cultivate and nurture responsible, internationally-minded, ‘glocal’ citizens.**
Strategies to include ... develop an understanding of ‘international-mindedness’; develop greater understanding and appreciation/celebration of different cultures; development of skills needed to succeed as a global citizen in an ever-changing world; further development of student leadership roles.

Major Concern 1		
<i>To actively encourage students to pursue excellence in their academic studies.</i>		
Targets	Strategies	Progress
(a) Develop and refine processes to support and enhance student learning.	(i) To provide more effective support for students who are struggling academically by rationalizing existing procedures and strengthening effective systems, e.g. ‘Cause for Concern – Academic’ slips, Academic Probation procedures, academic warning letters, Out of Lesson Events, etc.	



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	(ii) To continue to schedule monthly Academic Support meetings to discuss academic causes for concern and devise strategies for improvement.	
	(iii) To continue to set and communicate (through Year Assemblies, Information Evenings, Back to School Night, Student-Teacher Conference, etc.) high expectations for academic achievement, e.g. promotion criteria for DSE/GCE and average effort grade requirement of at least satisfactory.	
	(iv) To refine SMART target setting in the PSE programme to ensure that students set clear targets for improvement and strive to realize their potential.	
	(v) To further promote the use of the benchmark data to review and evaluate student academic performance on a regular basis.	
	(vi) To explore how to use data (e.g. benchmark data, internal/external exam reports, value-added reports, public exam reports, etc.) more effectively to inform and enhance teaching and learning. (For example, a clearer understanding of students' ability and potential could be obtained by developing a comprehensive database of exam results including Pre-F.1 Internal Assessment, Pre-F.1 Attainment Test, TSA, IGCSE, GCE AS/A level, HKDSE, internal exams, etc.)	
	(vii) To raise academic awareness through further development and enhancement of different modules on mYnet, e.g. Departmental Resources Pages, individual email accounts for students, etc.	
	(viii) To collect feedback from users after the implementation of new modules on mYnet with a view to further improving modules and systems.	
	(ix) To continue to involve parents more in supporting students' learning by scheduling two Parent-Teacher Conference Days a year and informal Parent-School consultations.	












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(b) Support students in developing more effective organizational and time management skills.	(i) Introduce a same day Learning Support Room (i.e. Homework Club) to ensure that homework is completed and submitted on the day of the deadline.	
	(ii) Produce a Sports Policy to help students maintain a reasonable balance between time spent on academic studies and ECA involvement, e.g. limit participation in sports teams and set a cut-off date of about one month for students in public exam classes, etc.	
(c) Empower students to learn more effectively by 'learning how to learn'.	(i) Develop consistent, whole school approaches to teaching a range of study skills, including note-taking, essay writing skills, revision techniques, etc.; integrate study skills into the taught curriculum and the PSE curriculum as necessary.	
(d) Actively engage students in learning.	(i) To review, refine and enhance the system of academic awards and rewards, e.g. Principal's Commendation.	
	(ii) To introduce a 'Learning Portfolio' for students – a folder containing students' very best pieces of work, merits, certificates and the Student Reflection Sheet. (Students will be responsible for collating the portfolio, organizing their work (perhaps with the help of their Class Teachers) and bringing it to the Student-Teacher Conference.) The pilot project will focus on F.1 students.	
	(iii) To make effective use of displays to create a more stimulating learning environment and display students' achievements.	
(e) Enhance teaching quality through staff development.	(i) To 'mentor' teachers through the 'Teaching Teachers Mentoring Scheme' by providing opportunities to observe great teachers in action.	
	(ii) To continue to actively encourage a more collaborative culture by providing more opportunities for peer observation through the creation of Cross-curricular Support Groups, focusing on assessment for learning.	
	(iii) To provide platforms (e.g. through Department Meetings and General Staff Meetings) for teachers to collaborate further and share good teaching practice.	



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	(iv) To establish an Innovative Teaching Committee to identify and share examples of good teaching practice (especially about assessment for learning) in the YHKCC.	
	(v) To introduce a range of assessment for learning strategies over the course of the year. (Presentations to be made in General Staff Meetings by members of the Academic Committee and/or Innovative Teaching Committee.)	
	(vi) To create a common template for lesson planning purposes (to be used for lesson observations) which utilizes a three part approach (starter – main activity – plenary) to lessons; encourage teachers to actively plan for assessment for learning, differentiation, literacy, special educational needs, gifted and talented, etc.	
	(vii) To continue to conduct lesson observations for staff development purposes. All teachers will be observed at least once per semester by Heads of Department and once a year by the Principal and/or Deputy Principals.	
	(viii) To continue to encourage teachers to attend external seminars and courses for professional development.	
	(ix) To send teachers on (partially or fully subsidized) local and overseas study trips or conferences.	
	(x) To explore setting up a YMCA Staff Development Fund.	
(f) Enhance teaching and learning effectiveness through the development of IT.	(i) To establish an IT Task Force to explore ways of using IT to enhance teaching and learning.	
(g) Improve academic achievement and public examination	(i) To continue to set specific targets for departments to achieve in public examinations: (a) within 1 year to meet the HK/Worldwide norm for both the passing rate and rate for individual levels/grades for TSA, HKDSE, IGCSE and GCE, (b) if norms are already	








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results.	being met, to achieve negotiated percentage improvements.	
	(ii) To continue to organize the Pre-Form 1 Enhancement Course.	
	(iii) To continue to organize Saturday tutorials.	
(h) Further enhance the quality of careers and higher education guidance provided to students and parents.	(i) To create a comprehensive careers programme to progressively address and meet students' needs from F.1 – 6 based on the theme FUTURE's: F.1 <u>F</u> inding yourself, F.2 <u>U</u> nderstanding your choices, F.3 <u>D</u> iscovering your personality <u>T</u> ype, F.4 <u>U</u> nderstanding the availability of possible study paths and career choices, F.5 <u>R</u> esearch – workplace experience plus getting prepared for your study and career plan, F.6 <u>E</u> xecuting your plan.	
	(ii) To provide more focused guidance about applying to university.	
	(iii) To incorporate more information careers / higher education into the PSE programme and progressively develop a range of skills, e.g. advice on choosing electives, interview skills, etc.	
	(iv) To encourage students to set higher expectations for themselves.	
	(v) To collaborate with the PTA Executive Committee and the Alumni Association with a view to providing more information about Career options.	
(i) Improve students' performance in oral examinations.	(i) To organize joint HKDSE Chinese and English oral sharing and practice sessions with local schools to further improve students' experience and skills in the HKDSE oral examinations.'	
	(ii) To continue to organize language immersion programmes and overseas tours.	



<i>Major Concern 2</i>		
<i>To continue to promote and advance the development of student attitudes and behaviour based on the five core values of the school.</i>		
Targets	Strategies	Progress
(a) Align students' behaviour with the five core values of the school.	(i) To educate new F.1 students about the values and expectations of the school during the summer bridging course and monthly themes in the PSE lessons, Tuesday Briefings and Hall Assemblies.	
	(ii) To continue with the F.1 lunch arrangement to provide opportunities for reinforcement of core values and development of polite behaviour and good manners.	
	(iii) To set high expectations for students and consistently reinforce the YHKCC Code of Conduct during lessons and ECAs.	
	(iv) To categorize and rewrite school rules based on the five core values.	
	(v) To display posters of the YHKCC Code of Conduct in classrooms.	
	(vi) To review and revise the system of rewards to recognize excellence with regard to punctuality, attendance and citizenship.	
	(vii) To introduce 'Values Postcards' based on the five core values: Appreciation, Service, Respect, Responsibility and Integrity.	
(b) Continue to improve more pastoral support for students during non-contact time.	(i) To continue to develop additional in-house resources for delivering the PSE curriculum.	
(c) Further enhance the effectiveness of PSE lessons.	(i) To continue to provide training for class teachers in delivering the PSE curriculum.	
	(ii) To continue to integrate professional courses, talks and community support into the PSE curriculum.	



Major Concern 3		<i>To continue to cultivate and nurture responsible, internationally-minded, 'glocal' citizens.</i>	
Targets		Strategies	Progress
(a) Develop a clear understanding of international-mindedness.	(i) Provide whole school INSET on Staff Development Day for teachers regarding the concepts of international-mindedness.		
	(ii) Infuse the concepts of international-mindedness into the curriculum.		
(b) Cultivate 'glocal' citizens who can think globally and act locally.	(i) To continue to provide local and overseas service opportunities.		
(c) Enhance students' understanding and concern of different cultures.	(i) To continue to develop greater student involvement in different cultural events, social service and exchange programmes (i.e. IFF, SoW, Enrichment Week, trips to overseas/ mainland China)		
(d) Encourage more parental support and involvement in cultural activities.	(i) To further involve the PTA and the Alumni Association by recruiting more parent/alumni volunteers to help organize and participate in the cultural activities.		



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MAJOR CONCERNS FOR 2015-2016

Following a review and evaluation of the Annual School Plan at the end of each academic year, the Leadership Team of the school identifies specific areas (major concerns) for future improvement and development. Teaching staff are consulted and the proposed major concerns are modified as necessary and published. The Leadership Team then devises a range of specific targets (with associated strategies, success criteria and evaluation methods) to achieve each of the major concerns within a given time frame.

The major concerns for the 2015 – 2016 school year are as follows:

1. To continue to inspire and stimulate students to pursue academic excellence.

Strategies to include ... further development of student-centered learning and teaching approaches; effective target setting; assessment for learning; encouraging a greater degree of creativity in the classroom; enhancing opportunities for collaboration between teachers and cross-fertilization of ideas; sharing good practice; development of the rewards system; public recognition of academic achievement; development of study skills; revision of schemes of work; mentoring of teachers.

2. To foster whole-person development based on the five core values of the school.

Strategies to include ... aligning student behaviour with the core values; reinforcing the core values on a regular basis; development of the rewards system; development of the concept of 'YHKCC Citizenship'; extending opportunities for student involvement; more effective home-school communication and cooperation.

3. To equip students with the skills needed for success in a multi-cultural, globalized world

Strategies to include ... embedding principles of 'international-mindedness' within the curriculum; development of greater understanding and appreciation/celebration of different cultures; development of 'learner attributes' – transferrable skills needed to succeed as a global citizen in an ever-changing world; further development of service opportunities.