



YMCA of Hong Kong Christian College



Annual School Report

2017 - 2018



YMCA of Hong Kong Christian College

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I. SCHOOL VISION, MISSION & VALUES

Vision

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

Mission





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Values



II. SCHOOL MOTTO & SCRIPTURE

<p>Fides et virtus (Faith and Strength)</p>		<p>I have come that they may have life, and have it to the full. (John 10:10)</p>
<p>School Motto 校訓</p>		<p>School Scripture 經訓</p>
<p>篤信 剛毅</p>		<p>我來了, 是叫人得生命, 並且得的更豐盛。 (約翰福音十章十節)</p>



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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 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



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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 enhancing language competencies and the all-round development of students. It has a rich language environment and students are immersed in English medium learning across the curriculum. About 50% of the staff are non-local, native English speaking teachers. All teachers are university graduates, many having lived in foreign countries, including Canada, 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 (ECAs) to choose from in a range of areas including music, art, performing arts and sports. Students are encouraged to develop their talent and potential. Students are also encouraged to participate in community service throughout their time in the school, to develop a sense of sharing and belonging to the community.
- The school provides students with a comprehensive careers programme and a variety of trips and excursions to places outside Hong Kong through international links established by the YMCA of Hong Kong so that students can develop a deeper understanding of different cultural and environmental needs in the world around them. Students engaging in these activities can also enrich their perspectives and broaden their horizons.
- As in previous years, the school organized an Enrichment Week for all students at the end of school year.
 - Form 1 students were split into groups for Other Learning Experiences: Music, Arts, Drama and Sports (MADS).
 - Form 2 students participated in a Discovery Camp (Spiritual Retreat Camp).
 - Students in Forms 3 and 4 participated in a Service Outreach Programme where they had an opportunity to serve those who are less privileged either in Hong Kong or abroad, including trips to China, Cambodia, Thailand, the Philippines, and Taiwan.
 - Form 5 students participated in a Work Experience Programme which required them to find a job and work for the company for a week in order to gain real working experience.



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School Management Committee

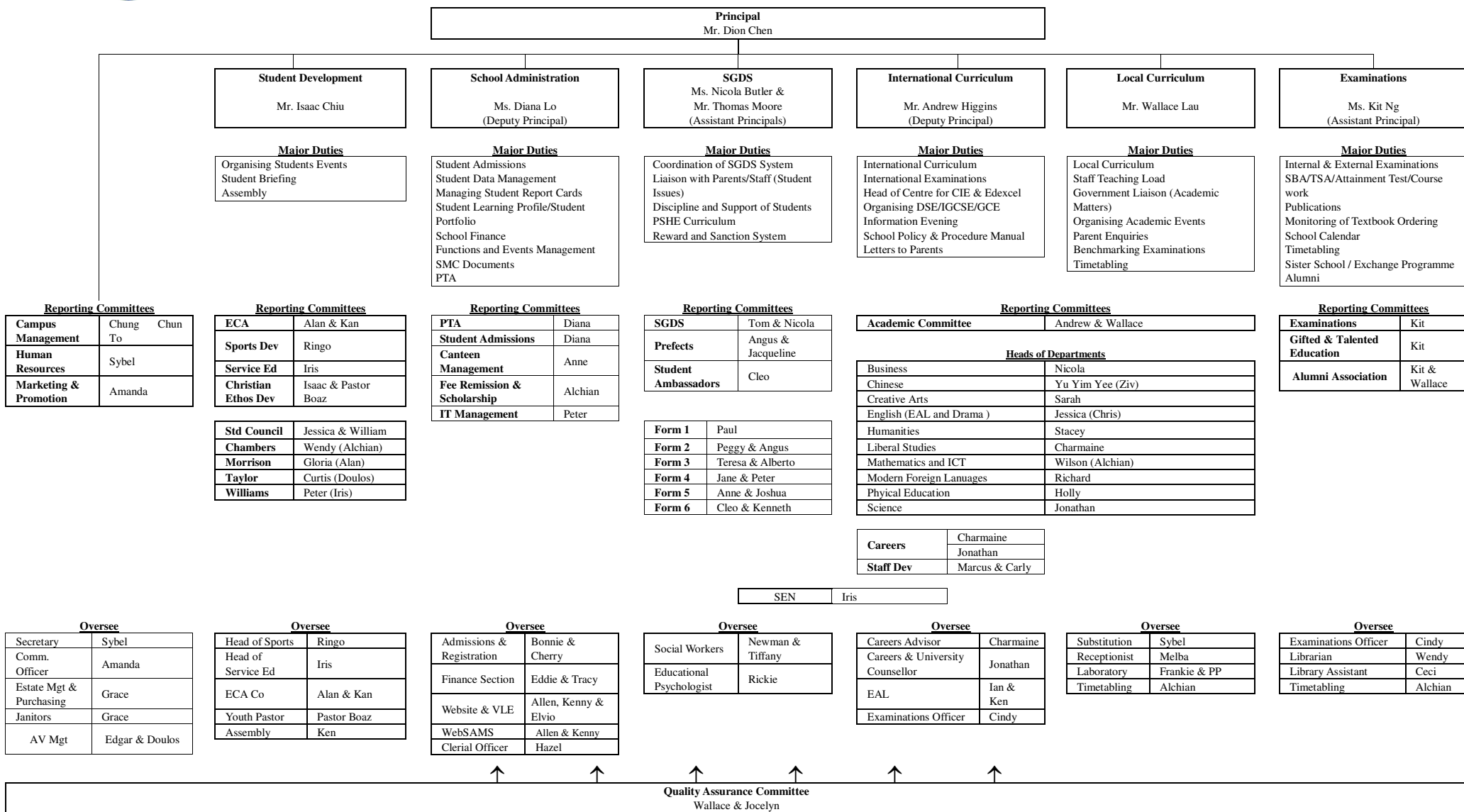
Mr. Patrick Yip	Chairman
Mr. Benjamin Lam	Honorary Secretary
Mrs. Sheila Chuang	Honorary Treasurer
Mr. Peter Ho	School Supervisor
Dr. Robert Lam	Chairman of HR Sub-committee
Ms. Vivienne Fung	Chairman of Governance Review Sub-committee
Mr. Tony Ip	Chairman of Building Sub-committee
Mr. Alexander Kwan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



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Organizational Chart





IV. STUDENTS

Class Organization

Number of Operating Classes for Year 2017 – 2018

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

Number of Students for Year 2017 – 2018 as at 1st September, 2017

Form	No. of Students	Eligible for DSS Subsidy
1	159	135
2	158	135
3	161	135
4	161	161
5	146	146
6	130	130
Total	915	842

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

About 70% of the students have an international background, coming from 39 countries and about 65% of the Form 1 students come from local primary schools. 28% of the students speak Chinese at home, while the rest speak English or other languages, totalling 18 different languages spoken by the students.



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Student Guidance & Discipline System

To provide a holistic view of pastoral care, guidance and discipline are integrated into a Student Guidance & Discipline System (SGDS). This ensures 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 SGDS are:

- (a) To enable students to achieve their academic potential by ensuring a disciplined environment and by providing students with appropriate support and challenge
- (b) To provide personal, social and moral education
- (c) To promote a caring and serving community consistent with our Christian ethos.
- (d) To support students in developing healthy self-image, self-esteem, self-discipline and high expectations of themselves.
- (e) To provide the school with a consistent approach in ensuring proper behaviour and discipline on campus in support of effective learning.
- (f) To provide guidance to students for the establishment of proper attitudes towards others, property and life in general.
- (g) 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.
- (h) To train students to become responsible members to society.

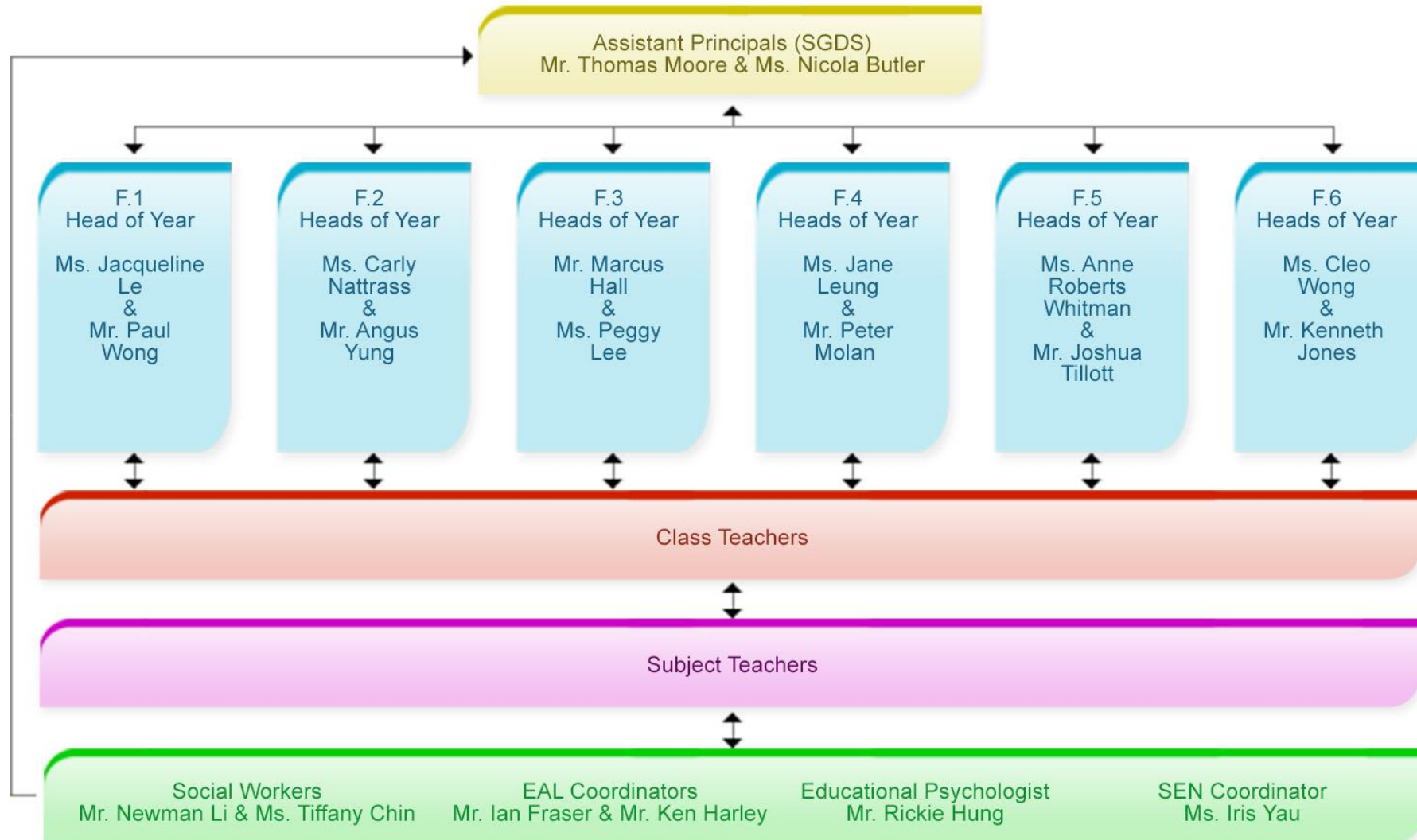
As far as possible we try to maintain a balance between gender and cultural background in selecting Class Teachers and Heads of Year, so that every student feels more comfortable and confident in sharing their thoughts, concerns and cultural experiences.



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SGDS Structure





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Personal, Social & Health Education

Personal, Social & Health Education (PSHE) is a subject through which students develop the knowledge, skills and attributes they need to keep themselves healthy and safe, and prepare for life and work in the future. Our PSHE programme aims to develop 21st century skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning grouped into three broad themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing and aspects of careers education).

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

PSHE Overview

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

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



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KELY Group Support

The school continued to boost the PSHE programme this year by utilizing the skills of a professional support group, KELY. The KELY Group provided a variety of workshops/seminars and support throughout the year on the following topics:

- 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
- Stress Management and Mindfulness

Term Focus

Throughout the year various themes focused on aspects of the school's core values. These themes were as follows:

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

Whole School Approach to Discipline

The school introduced a new behaviour policy 'ladder of consequences'. It is used as the basis for determining appropriate and consistent sanctions for various types of misbehaviour.



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Vice President	NARA Nyka (5A)
Vice President	YUEN Jandy (5M)
Secretary	ROQUE Chastine (5H)
Treasurer	VELEZ Hans (5Y)
Activity Officer	BUKOWICKI Joshua (4A)
House Officer	COEBERGH Anthony (4M)
Publication Officer	LEE Dayanara (5K)
Promotion Officer	GURUNG Stephen (5M)
Communications Officer	JUN Jiyeon (5H)

Prefects

The purpose of the Prefect Team is as follows:

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

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

Teacher Advisors:

Ms. Jacqueline Le & Mr. Angus Yung

Head Prefects:

NAMAKKAL RAGHAVENDRAN Srinivas (5Y)

SHERCHAN Sahina (5A)

Student Ambassadors

The Student Ambassadors conduct themselves to the same high standards as Prefects; however, their duties are generally mainly on representing the school at public functions, such as Back to School Nights, International Fun Fair, Parent-Teacher Conferences, Admission Briefings and Interviews, etc. They have been avid participants in UNESCO Hong Kong's annual event – UNESCO Peacemaker's Cultural Celebration. Since the previous years of participation in such a meaningful event, the Student Ambassadors decided to share this experience with the entire school by organizing a 'Mini-UNESCO', which took place during 2 lunch times, inviting the whole school to participate.



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Student Ambassadors were chosen by the Teacher Advisor for the Team and this year, there were almost 80 Student Ambassadors from all Forms.

Teacher Advisor:

Ms. Cleo Wong

President & Vice Presidents:

President	KAUR Ashwinpreet (5M)
Vice Presidents	DAYRIT Mekayla (5A)
	SINGH Sahibjit (3A)

Houses

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

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

Each House has its House Advisor (teacher), Assistant House Advisor (teacher) and a House Committee (students) includes one House Captain, two Assistant House Captains, and 10 – 12 other committee members.

Throughout the academic year, various Inter-House Competitions were held. At the end of the year the final standings were as follows:

Champions	Chambers
1 st runner-up	Williams
2 nd runner-up	Morrison
3 rd runner-up	Taylor



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Morrison House

Head of House: Ms. Gloria Pun

Assistant Head of House: Mr. Alan Lee

House Captain: TALLENT Abigail Camaisa (5A)

Assistant House Captains: OGWU Faithfulgrace (5H) & PHUMARA Inthira (4K)

Chambers House

Head of House: Ms. Wendy Chow

Assistant Head of House: Mr. Alchian Au

House Captain: TAYLOR Josiah (5H)

Assistant House Captains: AZUL Audrey (5A) & SINGH Gurwinder (5Y)

Williams House

Head of House: Mr. Peter Chan

Assistant Head of House: Ms. Iris Yau

House Captain: KARIYAWASAM Marissa (5C)

Assistant House Captains: DIEGO Kevin (5M) & DEEN Adel (5H)

Taylor House

Head of House: Mr. Curtis Chu

Assistant Head of House: Mr. Doulos Tam

House Captain: LIMBU Raymond (5C)

Assistant House Captains: LEITH Clarice (4Y) & BEAVER Kylie (5M)



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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.

Integrated Curriculum

The school offers an Integrated Curriculum in Form 3, which integrates the content of the local HKDSE curriculum with IGCSE syllabuses. Students study 5 core subjects: Language (Chinese Language *or* IGCSE Mandarin *or* French *or* Spanish), English Language, Mathematics, Liberal Studies and Religious Studies). Students also select 4 Elective Subjects from a choice of 13 subjects.

During Form 3 students are required to apply to study in either the Hong Kong Stream or the International Stream in Forms 4 – 6.

Hong Kong Stream

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

International Stream

All students in the International Stream sit for their IGCSE examinations at the end of Form 4.

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

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



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

	Forms 1 – 2	Forms 3 – 4	Forms 5 – 6	
	School-Based Curriculum	Integrated Curriculum	DSE Curriculum	GCE Curriculum
English				
English Language	✓	✓	✓	
English Literature		✓	✓	
English Language & Literature				✓
Drama	*	✓		
Drama & Theatre				✓
Chinese				
Chinese Language	✓	✓	✓	
Chinese Language & Cultural Studies				*
Elementary Chinese / IGCSE Chinese	✓	✓	✓	
Chinese				✓
Putonghua	*			
Modern Foreign Languages				
French	✓	✓	✓	✓
Spanish	✓	✓	✓	
Mathematics & ICT				
Mathematics	✓	✓	✓	✓
Extended Mathematics (M1, M2)		✓	✓	
ICT		✓	✓	
Science				
Integrated Science	✓			
Physics		✓	✓	✓
Chemistry		✓	✓	✓
Biology		✓	✓	✓
Business				
Economics		✓	✓	
Business, Accounting & Financial Studies / Business Studies		✓	✓	✓
Humanities				
History	✓	✓	✓	✓
Geography	✓	✓	✓	✓
Philosophy & Religious Studies	*	*	*	*
Religious Studies		✓		✓
Tourism & Hospitality Studies		✓	✓	

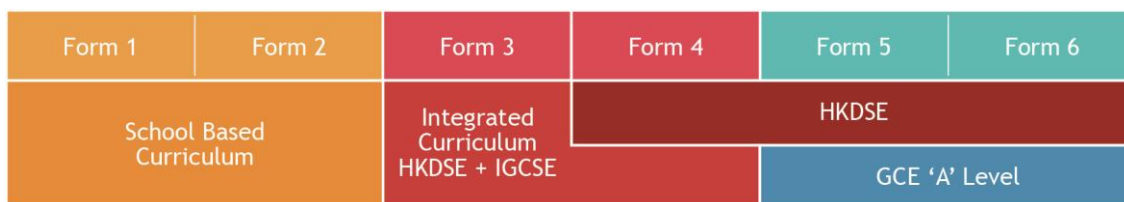


	Forms 1 – 2	Forms 3 – 4	Forms 5 – 6	
	School-Based Curriculum	Integrated Curriculum	DSE Curriculum	GCE Curriculum
Liberal Studies				
Liberal Studies	✓	✓	✓	
Creative Arts				
Music	*	*		
Visual Arts / Art & Design	*	✓	✓	✓
Home Economics	*			
Physical Education				
Physical Education	*	* and ✓	* and ✓	* and ✓

* Non-Public Examination Subject

Structural Changes to the Curriculum

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.



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

Learning Support Room

In order to support students in completing homework assignments, the school continued to provide a Learning Support Room.

Students experiencing difficulties with their homework are asked to go to a designated room after school where they can receive assistance from their subject teachers. This measure was quite successful in ensuring that homework assignments are submitted on time and also enabled teachers to more effectively monitor learning progress.



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Post-IGCSE Examination GCE A-level Foundation Course

The school continued to have an earlier start for students in the International Stream. When the IGCSE examinations finished at the end May, Form 4 students were grouped into GCE classes and started a five week 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 in the International Stream.



VI. TEACHERS

The school employed 83 teachers and 9 teaching assistants.

Qualifications

All teachers are degree holders, 2 teachers have doctorates and 39 have master's degrees. About 40% of teachers and teaching assistants are employed from overseas.

Staff Development

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

Teacher quality is at the very centre of learning. If we are to realize continuous improvement in the quality of teaching and learning in our classrooms, we must build the capacity of teachers to meet these expectations. This requires the allocation of sufficient resources for an effective Staff Development Programme as well as an understanding of what teachers must know and do to improve student learning. Most importantly, we need a model of learning that provides teachers with an opportunity to engage in the improvement of their practice over time. The aims of the Staff Development Programme for the 2017 – 2018 school year were as follows:

- To foster and develop a strong sense of staff community
- To develop a culture of sharing good practice
- To introduce twilight sessions to improve teacher IT proficiency
- To create opportunity for self-development through evolved learning communities

A. Hotspots

Each Thursday morning a member of staff delivered a *Hotspot*; a short focused sharing of a specific teaching and learning strategy, tool or pedagogical idea. During 2018-19, Hotspots were delivered from across the subject departments and focused on pastoral care, IT to enhance learning, effective assessment and enquiry based learning.

B. Learning Communities

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.

This year we took the concept of a Learning Community one step further by creating ten groups which worked together closely over the course of the year. The purpose of the learning community was to complete action research, in which findings of pedagogical research would be implemented to innovate a specific area of teaching and learning within school. The findings of the year were shared through a presentation to the staff community.

Each learning community will investigate and develop a specific area of teaching and learning. These



areas have been requested by the staff and look to cater for a range of professional needs identified in the Teacher Development Plan 2016 – 2017, and end of year survey. They are personalized and therefore more relevant learning experiences for staff. The primary aim is to facilitate research, change and development. The learning communities for the 2017 – 2018 school year were as follows:

1. Literacy across the curriculum
2. IT across the curriculum
3. How to make 'gritty' students
4. Creating a positive classroom environment
5. Challenging the most able
6. English as a second language
7. Enabling the lower level students to access the curriculum
8. Effective formative assessment
9. Cooperative learning
10. Motivating the unmotivated

The new format of learning community has been warmly received by staff and provided a deliberate, purposeful and structured opportunity for professional growth within a supportive, small-group context. Findings of a post-programme survey show that 75% of teachers who responded, have enjoyed taking an active role in CPD this year and 74% of teachers commented that their individual practice has improved as a result of their learning community.

C. IT Training

IT training has been offered this year to help teachers integrate into using MacBook's to develop our teaching and learning, and build a repertoire of useful teaching tools. Throughout the year teachers were able to voluntarily attend IT training sessions aimed at various different areas of IT.

Date	Content
Thursday 2 nd October, 2017	iMovie
Wednesday 11 th October, 2017	Beginner training for MacBook
Wednesday 8 th November, 2017	Intermediate training for MacBook
Wednesday 31 st January, 2018	Adobe InDesign
Monday 2 nd February, 2018	Google Classroom
Tuesday 13 th February, 2018	Excel
Friday 15 th June, 2018	Google Sites

D. Pineapple Chart

The Pineapple Chart which is displayed in the Staff Common Room has created an opportunity for teachers to invite peers into their classroom for informal observation and to share good practice. During the 2017 – 2018 academic year, 177 lessons have been shared on the Pineapple Chart. The end of year Staff Development survey, stated that 78% of staff have benefited from observing other teachers practice and that 82% found their peer lesson feedback informative.



E. Whole school professional development

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

Date	Content
Friday 1 st September, 2017	YHKCC Team Building
Friday 2 nd February, 2018	21 st Century Learning
Friday 4 th May, 2018	Learning Community Sharing

In addition, six one and a half hour staff development sessions were scheduled over the course of the year in the following areas:

Academic – Learning Communities		
Session	Date	Content
1	Wednesday 29 th September, 2017	Introduction and SWOT Analysis
2	Wednesday 1 st November, 2017	Pedagogical Research
3	Wednesday 29 th November, 2017	Collaborative Planning
4	Wednesday 7 th February, 2018	Feedback and Sharing of Good Practice
5	Wednesday 14 th March, 2018	Planning to Move Forward
6	Wednesday 18 th April, 2018	Planning of Presentation

The sharing of good practice in Department Meetings, General Staff Meetings and through other channels was coordinated by the Academic Committee and the Innovative Teaching Committee. All teachers were actively encouraged to contribute.



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F. Academic Professional Development

Continuing professional development to address particular subject-specific needs was incorporated into each of the departmental meetings scheduled for the 2017 – 2018 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.

G. 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 per semester 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 Deputy Principal (Local/International Curriculum) for staff development purposes. Feedback was given.

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



Learning Walks

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

Mentoring

Heads of Department provided mentoring within departments as necessary.

Teacher Development Plan

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

The role of the mentor was as follows:

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

There were six key deadlines in the Teacher Development Plan.

Stage 1: Setting Personal Goals

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: Semester 1 Reflection

Teachers reflected 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: Mid Cycle Evaluation

Teachers completed an end of semester self-evaluation on progress related to the personal goals set in stage 1. (Informal meetings took place at this stage with the mentor to discuss progress towards achieving the targets.)

Stage 4: Semester 2 Reflection

Teachers reflected on the collaborative lesson planning process, feedback from any lesson observations, subject-specific staff development and feedback from students during the second semester.

Stage 5: End of Cycle Evaluation



Teachers completed an End of Cycle Evaluation to provide a basis for a formal discussion with the mentor.

Stage 6: Annual Review

Mentors made arrangements to meet with each teacher to discuss the End of Cycle Evaluation and 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.

Immediately following the meeting with the mentor, teachers completed the Annual Review of the Teacher Development Plan.

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

Early Professional Years (EPY) Programme

An Early Professional Years Programme (EPY) was introduced during the 2017 – 2018 school year to support existing departmental mentorship. This programme was specifically designed for the YHKCC context to support teaching graduates in their early professional years. Meetings were led by the Heads of Staff Development Ms. Carly Nattrass and Mr. Marcus Hall with support from other specialists within the school. The EPY Programme for the 2017 – 2018 school year included the following sessions:

Date	Content
Thursday 12 th October, 2017	Introduction to EYP Programme
Thursday 23 rd November, 2017	Creating a Positive Learning Environment
Thursday 11 th January, 2017	Effective Marking Strategies
Wednesday 14 th February, 2018	Mid-year Review & Goal Setting
Tuesday 10 th April, 2018	EAL Strategies
Thursday 7 th June, 2018	End of Year Review, Looking Ahead & Celebration

The EPY Programme was successful in establishing a platform for teachers to continue to develop skills acquired during teacher training. The non-judgmental nature of the sessions created an open forum for sharing strategies and ideas to support common challenges faced during the early stages of teachers' careers.



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This programme was a positive addition to new staff joining the teaching profession and the school will explore the possibility of integrating EPY sessions into teacher's regular timetables next academic year.



VII. STUDENT ACHIEVEMENTS

HKDSE

The Form 6 HKDSE results (Level 4 and above and passing percentages) for 2014 to 2018 are shown in the table below.

Subject	Level 4 and above					Passing percentage				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
BAFS (Accounting)	18.8%	21.4%	12.5%	0%	0%	68.8%	71.4%	68.8%	90%	70%
BAFS (Business Mgt)		11.8%	5.6%	5.9%	0%		58.8%	61.1%	76.5%	90.9%
Biology	6.3%	5.6%	28.6%	25%	13.3%	50.0%	55.6%	64.3%	65%	86.7%
Chemistry	62.5%	28.6%	22.0%	52.6%	28.6%	100%	100%	68.2%	89.5%	78.6%
Chinese History	0%	N/A	N/A	N/A	N/A	71.4%	N/A	N/A	N/A	N/A
Chinese Language	11.6%	15.0%	10.5%	36.4%	11.8%	81.4%	75.0%	63.2%	81.8%	70.6%
Economics	50.0%	50.0%	14.3%	10.0%	0%	75.0%	100%	42.9%	60.0%	75%
English Language	50.0%	56.9%	65.3%	72.1%	74.6%	100%	98.5%	96.0%	100%	100%
French Language	30.0%	20.0%	27.3%	22.2%	0%	87.2%	82.8%	84.1%	55.6%	37.5%
Geography	0%	20.0%	0%	40.0%	N/A	55.6%	60.0%	40.0%	80.0%	N/A
History	0%	28.6%	25.0%	100%	0%	100%	100%	100%	100%	100%
Information & Communication Technology	21.4%	0%	18.2%	25.0%	20%	57.1%	62.5%	81.8%	100%	100%
Liberal Studies	12.7%	24.6%	18.9%	30.9%	30.2%	83.1%	72.3%	78.4%	92.6%	88.9%
Literature In English	30.8%	N/A	N/A	0%	42.9%	61.5%	N/A	N/A	40.0%	100%
Mathematics (Core)	20.8%	17.2%	19.2%	25.0%	15.9%	61.1%	64.1%	57.5%	70.6%	73%
Mathematics (M1)	33.3%	0%	33.3%	40.0%	50%	88.9%	100%	50.0%	60.0%	100%
Mathematics (M2)	37.5%	0%	75.0%	18.2%	33.3%	75.0%	100%	100%	100%	66.7%
Physical Education	16.7%	18.2%	0%	0%	25%	66.7%	54.5%	40.0%	80.0%	75%



Physics	45.5%	28.6%	37.5%	64.3%	15.8%	90.9%	71.4%	81.3%	100%	73.7%
Spanish Language	N/A	N/A	N/A	66.7%	N/A	N/A	N/A	N/A	100%	N/A
Tourism & Hospitality Studies	16.7%	10.0%	12.5%	14.3%	0%	58.3%	60.0%	75.0%	100%	80%
Visual Arts	25.0%	25.0%	0%	0%	14.3%	75.0%	75.0%	75.0%	100%	85.7%

IGCSE

The Form 4 IGCSE results for June 2014 to June 2018 are shown in the table below.

Subject	Percentage of candidates achieving A* – C					Percentage of candidates achieving A* – G				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Art & Design	71.8%	40.0%	80.8%	65.0%	76.5%	100%	96.0%	100%	100%	100%
Biology	61.1%	57.4%	60.3%	67.3%	85.4%	98.1%	100%	100%	96.4%	100%
Business Studies	58.1%	72.6%	75.0%	74.4%	90.2%	90.3%	92.6%	93.8%	98.9%	100%
Chemistry	58.1%	73.8%	58.5%	81.1%	92.5%	98.4%	100%	100%	100%	100%
Chinese as a Second Language	N/A	100%	100%	100%	100%	N/A	100%	100%	100%	100%
Drama	73.7%	84.6%	88.2%	72.7%	91.7%	94.7%	100%	100%	100%	100%
Economics	36.4%	55.6%	54.5%	56.0%	94.1%	78.8%	88.9%	95.5%	92.0%	100%
English as a Second Language	65.1%	55.2%	50.0%	53.8%	100%	100%	100%	100%	96.2%	100%
First Language Chinese	100%	93.1%	80.6%	91.9%	85.7%	100%	100%	100%	100%	100%
First Language English	80.8%	77.5%	77.3%	86.8%	98.5%	100%	99.2%	100%	99.2%	100%
Foreign Language Mandarin Chinese	80.6%	73.3%	78.7%	91.8%	98.3%	100%	100%	100%	100%	100%
Foreign Language French	80.0%	72.7%	85.2%	75.0%	68.0%	100%	100%	100%	100%	100%
Foreign Language Spanish	N/A	91.7%	100%	87.5%	75.0%	N/A	100%	100%	100%	100%
Geography	56.0%	41.7%	59.1%	75.0%	88.9%	100%	100%	100%	100%	100%
History	65.2%	78.6%	75.0%	78.3%	92.3%	100%	100%	100%	100%	100%



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English Literature	69.2%	88.0%	72.0%	79.2%	87.5%	100%	100%	100%	100%	100%
Mathematics	62.0%	82.5%	84.9%	81.8%	91.4%	90.8%	99.4%	100%	98.6%	100%
Physical Education	85.3%	74.4%	68.6%	48.3%	59.1%	100%	100%	100%	100%	100%
Physics	80.0%	78.7%	75.0%	82.6%	93.1%	97.1%	100%	100%	100%	100%
Religious Studies	N/A	N/A	N/A	100%	87.1%	N/A	N/A	N/A	100%	100%

GCE A-LEVEL

The Form 6 GCE results for June 2014 to June 2018 are shown in the table below.

Subject	Percentage of candidates achieving A* – C					Percentage of candidates achieving A* – E				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Art & Design	72.0%	84.6%	63.6%	40.0%	57.1%	100%	100%	100%	90.0%	100%
Biology	37.5%	47.1%	56.3%	64.3%	64.7%	81.3%	76.5%	100%	92.9%	88.2%
Business	35.3%	77.4%	63.3%	77.8%	66.7%	79.4%	100%	90.0%	100%	96.7%
Chemistry	58.3%	55.6%	53.8%	80.0%	75.0%	91.7%	100%	92.3%	100%	93.8%
Chinese	60.0%	80.0%	60.0%	77.8%	71.4%	100%	90.0%	100%	100%	100%
Drama & Theatre	N/A	N/A	33.3%	100%	45.5%	N/A	N/A	100%	100%	100%
English Language & Literature	51.9%	67.9%	51.7%	60.7%	53.3%	100%	92.9%	100%	100%	100%
French	25.0%	100%	22.2%	50.0%	33.3%	37.5%	100%	77.8%	100%	100%
Geography	21.4%	44.4%	40.0%	50.0%	100%	78.6%	100%	100%	50.0%	100%
History	50.0%	62.5%	66.7%	90.0%	85.7%	87.5%	100%	100%	100%	92.9%
Mathematics	48.4%	71.0%	51.5%	77.4%	65.5%	71.0%	90.3%	81.8%	93.5%	93.1%
Physical Education	20.0%	44.4%	12.5%	37.5%	58.3%	60.0%	66.7%	62.5%	75.0%	83.3%
Physics	N/A	53.8%	42.9%	91.7%	81.3%	N/A	84.6%	71.4%	100%	100%



Form 6 Graduate Destinations

2018 – 2019 was a successful year for the Form 6 graduating class.

A total of 92 students (67.2%) out of the cohort of the 133 Form 6 graduates will be continuing their studies in some form or another. 13.9% of graduates have opted to take a gap year and 13.9% of graduates have opted to go into full-time employment.

	DSE		GCE		Form 6 Cohort	
Further Study	52	82.5%	42	60.0%	94	70.7%
Employment	3	4.8%	1	1.4%	4	3.0%
Gap Year	2	3.2%	18	25.7%	20	15.0%
Undecided	4	6.3%	4	5.7%	8	6.0%
Unknown	2	3.2%	5	7.1%	7	5.3%
Total	63		70		133	

Further Study

Of those progressing on to further study, 56.2% will take bachelor degree programmes and 38.2% will be studying associate degrees or higher diploma programmes, and 4.5% will take either diploma programmes or foundation programmes.

	DSE		GCE		Total		Form 6 Cohort
Bachelor Degree	24	48.0%	26	66.7%	50	56.2%	37.6%
Associate Degree / Higher Diploma	23	46.0%	11	28.2%	34	38.2%	25.6%
Foundation / Diploma	3	6.0%	1	2.6%	4	4.5%	3.0%
HKDSE / GCE A-level	0	0.0%	0	0.0%	0	0.0%	0.0%
Others	0	0.0%	1	2.6%	1	1.1%	0.8%
Total	50		39		89		



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Further Study – Country

Hong Kong is still the most popular destination with 61.7% of graduates progressing on to further study choosing to continue their studies here.

A further 38.3% will be studying overseas in the United Kingdom, Australia, Canada, Japan, Pakistan and the United States of America.

	DSE		GCE		Total	
Hong Kong	36	69.2%	22	52.4%	58	61.7%
The UK	5	9.6%	6	14.3%	11	11.7%
Australia	8	15.4%	4	9.5%	12	12.8%
Canada	0	0.0%	1	2.4%	1	1.1%
Japan	1	1.9%	0	0.0%	1	1.1%
Pakistan	0	0.0%	1	2.4%	1	1.1%
The Philippines	1	1.9%	1	2.4%	2	2.1%
Korea	0	0.0%	1	2.4%	1	1.1%
The United States	1	1.9%	6	14.3%	7	7.4%
Total	52		42		94	

YHKCC students have been admitted to the following universities:

UK

University of Glasgow
University of Sussex
University of Exeter
University of Kent
International College of
Portsmouth

University of Winchester

Australia

University of
Melbourne
Monash University
University of Sydney
Murdoch University
University of South
Australia

Monash College
Royal Brisbane
International College
Taylor College
Blue Mountain
University

USA

Fullerton College
McKendree University
North Illinois
University

Benedictine College
University of
Wisconsin Milwaukee

Minnesota State
University
Santa Monica College

Philippines

All Asian Aviation
Academy
De La Salle University

Korea

Korea Aerospace
University

Canada

University of British
Columbia



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Further Study – Bachelor Degree (Hong Kong)

A total of 58 students (43.6% of the graduating class) have been admitted to degree programmes in Hong Kong.

	DSE	GCE	Total
Hong Kong University of Science & Technology	2	5	7
The University of Hong Kong	4	0	4
City University of Hong Kong	1	3	4
Hong Kong Polytechnic University	0	1	1
The Chinese University of Hong Kong	0	3	3
Education University of Hong Kong	1	0	2
Hong Kong Baptist University	0	0	1
Lingnan University	1	0	1
Shue Yan University	2	0	2
Tung Wah College	1	0	1
Savannah College of Art and Design Hong Kong	0	2	2
Hong Kong Adventist College	4	0	4
Hong Kong Design Institute	1	0	1
Hong Kong Community College (Poly U)	1	0	1
Community College of City University	7	4	11
HKU School of Professional and Continuing Education	10	3	13
College of International Education (HKBU)	1	0	1
Marine Services Training Institute	0	1	1
Total	36	22	58



VIII. OTHER LEARNING EXPERIENCES

A. Sports

Athletic and Cross-country Team:

- 1) Islands District Athletic Meet
 - 13 Gold
 - 9 Silver
 - 9 Bronze
 - The team broke 6 official records as follows:
 - 100m & 200m (U15 - Diane Samson)
 - 400m (U15 - Julia MBA Oyana)
 - Long jump (U15 - Casey Griffith)
 - 4 x 100m relay (girls - U19)
 - 4 x 100m relay (girls - U15)
- 2) Inter-school Cross Country Competition
 - Overall Awards:
 - Boys: 2nd Runner up
 - Girls: 6th Runner up
 - Team Awards:
 - C grade boys - 1st Runner up
 - B grade boys - 2nd Runner up
 - Individual Awards
 - TAPIA Fraites Diego (6A) - Champion (A grade boys)
 - KORANI Krisna R (3K) - 1st Runner up (C grade boys)
 - NUNN Alexander Shai (4M) - 2nd Runner up (B grade boys)
 - MICHAELIS Saar (3H) - 2nd Runner up (C grade boys)
 - HEATHMAN Chloe Kaya Kim (3Y) - 3rd Runner up (C grade girls)
 - MENA Malkin Jose Armando De Jesus (3K) - 7th Runner up (B grade boys)
 - SEMBU Nerish (1Y) - 8th Runner up (C grade boys)
 - AMARANATHAN Arvind (6M) - 9th Runner up (A grade boys)
- 3) ISSFHK Inter-school Track and Field Championships
 - Overall Awards:
 - U16 Girls Overall Champion
 - U20 Boys 1st Runner Up
 - U20 Girls 4th Runner Up
 - 5 Gold
 - 7 Silver
 - 3 Bronze
- 4) HKSSF Inter-school Athletics Competition
 - Overall Trophies:
 - B Grade Boys – 3rd Runner-up
 - A Grade Girls – 2nd Runner-up



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- C Grade Girls – 2nd Runner-up
- B Grade Girls – 1st Runner-up
- 8 Gold
- 6 Silver
- 7 Bronze
- Record breaking: Julia Mba Oyana (3K) with High Jump and 400m; Samson Diane Isabelle with 100m and 200m and 4 x 400m B Grade Girls.

Basketball Team:

- 1) HKSSF Basketball Competition (Tsuen Wan and Islands District)
 - AB Grade Boys: Champion
 - C Grade Boys: Champion
 - Boys Overall: Champion
 - AB Grade Girls: 1st Runner up
 - C Grade Girls: 1st Runner up
- 2) ISSFHK Inter-school Basketball Championships (Division 1)
 - U20 Boys: Champion
 - U16 Boys: Champion
- 3) Hong Kong Basketball Association 3 on 3 competition
 - Junior Team: Champion
 - Senior Team: 3rd Runner up

Cheerleading Team:

- 1) CheerUp Day cum Hong Kong Cheerleading Open Preliminary Championships
 - Champion in All-female Division
 - Best in Cheer and Chant
 - Best in Characteristics
- 2) Hong Kong Cheerleading Open Championships
 - Champion in the Secondary All-Female Division
 - Best in Slogan
 - Best in Characteristics
- 3) 2018 Islands District Cheerleading Competition
 - Small Group division - Champion
 - Secondary division - Champion
 - Invitational division - Champion

Football Team:

- 1) Tai Po Football Club Inter-secondary school 7-a-side Girls Football Competition
 - Champion
- 2) Islands District Mini-soccer Competition
 - C Grade Boys (U12): Champion



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- 3) ISSFHK Inter-school Football Championship
 - U14 Boys: 2nd Runner Up – Division 1
- 4) HKSSF Football Competition (Tsuen Wan and Islands District)
 - A/B Grade Boys – Champion
 - C Grade Boys – Champion
 - Boys Overall - Champion
- 5) Hong Kong Young Women's Christian Association Lantau Youth Football Competition
 - C Grade Boys – Champion
- 6) "Rise of School Girls' Football Star" Competition
 - Allied Team - Champion
 - i. LAMA Izzamaya Sayre (6K)
 - ii. RUSSELL-WARE Camille Hannah T. (4C)
 - iii. HEATHMAN Chloe Kaya Kim (3Y)
 - iv. SIT Hei Ching (6C)
- 7) HKSSF All Hong Kong Jing Ying Football Tournament
 - 3rd Runner up
- 8) HKRSS Tai Po Secondary School Invitation Futsal Cup 2018
 - 2nd Runner up
- 9) HKFA Wofoo's School 7-a-side Girls Football Cup
 - Plate Champion
- 10) HKSSF All Hong Kong Inter-Secondary Schools Girls Football Competition
 - 3rd Runner Up
- 11) Jockey Club Futsal 5-a-side Football Competition (School Division – U15 New Territories South)
 - Champion (All Hong Kong – U15)
 - 3rd Runner up
- 12) Tin Hang Invitation Futsal Competition
 - Girls: 4th Runner up
- 13) HKFA Hong Kong Jockey Club Futsal Cup (School Division)
 - Girls: 3rd Runner up

Rugby Team:



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- 1) HKSSF Inter-School Rugby Sevens Competition (All N.T. Region)
 - A Grade Boys: Cup Champion
 - B Grade Boys: Cup Champion
 - C Grade Boys: 2nd Runner up
- 2) HKSSF All Hong Kong Inter-school Rugby Sevens Competition (Preliminary Round) for C Grade Girls
 - AB Grade Girls: Champion
 - C Grade Girls: Plate Champion
- 3) HKSSF All Hong Kong Inter-school Rugby Sevens Competition (Final)
 - A/B Grade Girls: Champion
 - C Grade Girls: Champion
 - A Grade Boys: 2nd Runner up
 - B Grade Boys: 2nd Runner up

Swimming Team:

- 1) HKSSF Inter-Schools Swimming Championships 2017

Girls - Overall Champion (3 years in a row)

Boys - Overall 1st Runner Up

- 17 Gold
- 4 Silver
- 8 Bronze
- Overall trophies:
 - B Grade & C Grade Boys: 1st Runner Up
 - Boys: Overall 2nd Runner Up
 - A Grade Girls: 2nd Runner Up
 - B Grade Girls: Champion
 - C Grade Girls: 1st Runner Up
- Angus Yeung (4Y): broke the Inter-Schools record in the 50m Backstroke

Taekwondo Team:

- 1) 2017 HK City Open Taekwondo Championship

Individual Sparring:

Gold Medal

- Mata, Jameson Maverick (1Y)
- Mata, Jasmine Marie (2Y)
- Yau, Gabriel (3C)
- Sheikh, Rayan (3A)
- Meregote, Isabella (4H)

Silver Medal

- Dswani, Bhuvanesh (2C)



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Bronze Medal

- Munawar, Hisham Hashim (2H)
- Mata, Julianne Nicole (4A)
- Hernandez, Romeo Jr. (6Y)

Individual Poomsae

Gold Medal

- Mata, Jameson Maverick (1Y)
- Mata, Jasmine Marie (2Y)
- Meregote, Isabella (4H)

Silver Medal

- Das, Neemisha (1H)
- Wong, Winni (2M)
- Mata, Julianne Nicole (4A)

Bronze Medal

- Dswani, Bhuvanesh (2C)

Pair Poomsae

Silver Medal

- Mata, Jameson Maverick (1Y) and Meregote, Isabella (4H)

2) 16th Wata Open Intercontinental Taekwondo Championship and International Clubs Open Takewondo Championship 2018

- Kyorugi (sparring) competitions:

Gold Medal

- Jasmine Marie R. Mata (2Y)

Bronze Medal

- Julianne Nicole R. Mata (4A)

Handball Team

1) HKSSF Inter-School Handball Competition

- AB Grade Girls: 3rd Runner-up
- C Grade Girls: Champion
- Girls Overall: Champion
- C Grade Boys: 3rd Runner up

Volleyball Team

1) HKSSF Inter-School Volleyball Competition

- AB Boys: 3rd Runner-up

Hockey Team

1) HKSSF All Hong Kong Inter-School Hockey Competition (Division 2)

- Boys Open Grade: Top 5
- A/B Grade Girls: Top 9

2) Junior 9-a-side Hockey Competition



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- Boys Team: 2nd Runner Up

Dance Team

- 1) The 54th Schools Dance Festival
 - Commended Award

Others

Elsie Tu Education Fund

- The Most Improved Student Award (All Hong Kong Youth): Eden Yau (4A)
- The Most Improved Student Award (Excellence Award): Cheung Hoi Kei (5H)
- The Most Improved Student Award (Excellence Award): Cheung Hoi Yan (5H)

Athletic Scholarship at Benedictine College, USA

- Gabriel Lewis

U19 Hong Kong Futsal Team player

- Sit Hei Ching (6C) - selected as one of the U19 Hong Kong Futsal Team players to join the 1st East Asian Youth Games (EAYG)

Islands District Long Distance Running Competition 2018

- 5km race for male under age 15: 1st Runner-up - GURMANI Vinay Satya (4K)
- 5km race for male under age 18: 3rd Runner-up - LEE Chuek Lun (4Y)
- 5km race for male under age 18: Top 10 - CHAN Yan Qi Corey (4A)
- 5km race for male under age 18: Top 10 - MCNAB Haki William (5A)
- 10km race for male under age 18: Top 10 - MICHAELIS Saar (3H)
- 5km race for female under age 15: Top 10 - GOMEZ KOLLISA Arianne (3A)
- 5km race for female under age 15: Top 10 - KIRKHAM Siena Daniela (1C)

Hong Kong CMAS Cup Finswimming Competition

- Alexander Shai Nunn (4M) - set a new Hong Kong record of the Boys 400BF (4:15.16)

Schools Interport Hong Kong-Macau Hockey Secondary Competition

- Vishal Sidhu (3A) - selected as one of the Hong Kong Team representatives

AFC U-16 Women's Championship 2019 Qualifiers

- Caitlin James (2M) - selected as one of the U15 Hong Kong Women Representative players

HKSSF Inter-school Competition Prize Presentation (Tsuen Wan & Islands District)

- Overall for all sports: Champion - Boys



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- Overall for all sports: 2nd Runner-up - Girls
- Basketball:
 - Boys: Overall Champion
 - AB Boys and C Boys – Champions
 - AB Girls and C Girls - 1st Runner-up
- Football:
 - Overall Champion - Boys
 - AB and C Grade Boys - Champions
- Handball:
 - Overall Champion – Girls
 - C Girls – Champion

Hong Kong Women U15 Representative Team Player for the AFC U-16 Women's Championship 2019

- Caitlin James (2M)



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Speech/Drama/Debate/Music

Speech/Drama/Debate/Music	Achievement
5th Discovery and Innovation Debating Challenge	Champion
7th Putonghua Speech Competition for Non-Chinese Speaking Students (Secondary School Division)	Junior Solo Speaking LEE Jeong Bin (2K) – champion YEUNG, Ryan (1M) - 2nd Runner Up The Best Showmanship TSENG Nien En (2A) KAUR, Amreet (4M) Choral Speaking Group CAMBARA VALENCIA Anika, TSANG Ashley Sum-yuet, YEUNG Yat Tung - The Creative Performance Award



B. Academic

Event/Area	Achievement
<p>Outstanding Cambridge Learner Awards</p>	<p>Top in Hong Kong: - Michelle Chaves Mira - Foreign Language Spanish (Cambridge IGCSE)</p> <p>High Achievement: -Yashvi Shah - Biology (Cambridge International AS Level) -Orielle Cano Jose - Business (Cambridge International AS Level) -Jasmine June Alberts - Chemistry (Cambridge International AS Level) -Ani Pansari - English Language (Cambridge International AS Level) -Jasmine June Alberts - Physics (Cambridge International AS Level) -Moira Immanuelle San Gabriel - Sociology (Cambridge International AS Level) -Jeff Jimenez - Business (Cambridge International A Level) -India Katherine Vajra Granger - History (Cambridge International A Level)</p> <p>Top in the World: -Nisha Hartstein Elizabeth Oile - Foreign Language Mandarin Chinese (Cambridge IGCSE)</p>
<p>Art</p>	<p>Toy Reborn Installation Art Competition 2018 -1st runner up Erica Tang (3H), Ester Liu (3K), Queenie Yip (3H), Jamie Fung (3M), Micah Suen (3C), Megan Carter (3K), Diana Silva (3H), Paco Lo (3H) and Rain Tang (3Y)</p> <p>Hong Kong Outstanding Visual Art Student Award 2018 -Top 10 Megan Chan (6Y)</p> <p>Secondary School Distinguished Artwork Exhibition -Top 50 entries Rachel Tao (6A), Ian Chan (6H) and Neeraj Daswani (6M)</p> <p>Wharf Hong Kong Secondary School Art</p>



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	Competition -Top 54 entries Ian Chan and Div Gupta
British Biology Olympiad 2017-18	Gold Award – Michael Cheng Bin Yang (6H) Silver Award – Shah Yashvi (6H)
Sir Edward Youde Memorial Prize	Outstanding academic achievements and active involvement in extra-curricular activities - Yuk Yu Cheung (6M), Jasmine Alberts (6H)
AroundDB and Life on Lantau Young Writer's Competition	Kayla Lee - champion
Islands District Outstanding Student Award	Junior Section First Place - Matthew Lee (3M) Second Place - Kahori Yamauchi (3Y) Senior Section Third Place - Diane Samson (4H) Outstanding Performance Award - Ariana D Souza (3A) - Aryan Pendse (3H)



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Community Service

<u>Event</u>	<u>Date</u>
Christmas Visit – NAAC Tung Chung	December 2017
Christmas Present Parade	December 2017
Blood Donation Day	January 2018
New Territories West Lunar New Year Lantern Carnival Youth Night	March 2018
Community Art Project	March 2018
Islands District Art Fair	April 2018
Charity Concert & Workshop for the Elderly	April 2018
Run for Youth	June 2018

C. School Visit

<u>School</u>	<u>Date</u>
Shi Men Middle School (Foshan, China)	October 2017
Beijing Trip to visit The Middle School Attached to Beijing Jiaotong	January 2018
Phuketwittayalai School (Thailand)	March 2018
YMCA Jintang School in Sichuan, China	May 2018
Tibetan Autonomous Region's Youth Federation, China	May 2018
Taipei Municipal YuCheng High School, Taiwan July 2018	June 2018
Delegates from the UK, Singapore, Taiwan and Shanghai	June 2018



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Large-scale Student Activities

<u>Activities</u>	<u>Date</u>
Back to School Night (F1 to F4)	September 2017
Life-wide Learning Camp (3 days 2 nights)	October 2017 (F1 -3 students)
Student-Teacher & Parent-Teacher Conferences	November 2017, February 2018, March 2018 & May 2018 (students and parents)
International Fun Fair	December 2017 (4,500+ participants)
HKDSE / GCE Information Evening (F.3)	January 2018 (200+ participants)
Sports Day	January 2018 (all students)
HKDSE and IGCSE Information Evening (F.1 & F.2)	March 2018 (340+participants)
Music Contest	March 2018 (all students)
Swimming Gala	May 2018 (all students)
Graduation Ceremony	June 2018 (700+ participants)
Enrichment week F.1 – MADS Programme F.2 – Discovery Camp (3 days and 2 nights) F.3 and F.4 Service Outreach Week (Local and Overseas) F.5 Work Experience Week	June 2018 (all students)
Sports Night	July 2018 (350+ parents & students)
College Night	July 2018 (all students)
Thanksgiving Service	July 2018 (all students)



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IX. PARENT-TEACHER ASSOCIATION

The Annual General Meeting of the Parent-Teacher Association for the 2016 – 2017 school year was held on 15th September, 2017.

The following parents were elected to the Executive Committee:

- Mr. Ornan Abouhatsira (Chairman)
- Ms. Jasmine Chong (First Vice Chairman)
- Ms. Bee Lui (First Treasurer)
- Mr. Michael Johnson (Second Secretary)
- Ms. Irene Sun (Social Convener)
- Mr. Evans Mendonca (Social Convener)
- Ms Roberta Coronetta (Social Convener)

The teacher members are:

- Mr. Dion Chen
- Ms. Diana Lo
- Mr. Jocelyn Gagnon
- Mr. Ziv Kan
- Mr. Ken Harley
- Mr. Ma Shing

Three Executive Committee Meetings were held on 18th October, 2017; 20th November, 2017 and 5th February, 2018.

List of Items Sponsored by the PTA

- PTA Donation for Enhancing Learning Experience e.g. iPads for the school; two microscopes for Science Department; drying rack and camera for Art Department; one video camera for English Department; one video camera for Physical and Education Department; Hockey equipment
- PTA Progress Prize (Book coupons)
- Refreshment of the PTA Annual General Meeting
- Refreshment of the PTA Executive Committee Meetings
- International Fun Fair Day on 9th December, 2017
- Student Affairs Activities e.g. football, basketball, rugby; cricket; basketball; volleyball sports team uniform, Transportation and coaching fees for sport teams
- New Students Orientation Day for the 2018 – 2019 school year

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



X. FINANCIAL SUMMARY

A. School Financial Report for 2016 – 2017 (Audited Version)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	59.74%	N.A.
School Fees	N.A.	37.19%
Donations, if any	N.A.	N.A.
Other Income, if any	N.A.	3.07%
Total	59.74%	40.26%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		84.16%
Operational Expenses (including those for Learning and Teaching)		7.43%
Fee Remission / Scholarship ¹ (13.96% of the School Fee Income)		4.72%
Repairs and Maintenance		0.86%
Depreciation		2.83%
Miscellaneous		N.A.
Total		100%
Surplus for the School Year [#]		
	0.073 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]		
	2.72 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
• Renovation of Home Economics Room (2016/2017)	\$399,890
• Renovation of Careers Centre and Reading Corner (2016/2017)	\$215,000
• 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).



Use of Government Grants and Donation

1) School Fee Remission Reserves

	2017/2018 HKD \$	2016/2017 HKD \$
Balance as at 1 September	0.00	0.00
Add: Provision for the Year	3,577,078.20	3,350,852.70
Donations	10,000.00	461,833.40
Additional Provision from School	584,018.70	685,185.90
Less: Payment for the Year	(4,161,096.90)	(4,477,454.80)
Balance as at 31 August	0.00	0.00

2) Capacity Enhancement Grant

	2017/2018 HKD \$	2016/2017 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	555,140.00	560,234.00
Less: Expenditure	(555,140.00)	(560,234.00)
Balance as at 31 August	0.00	0.00

3) Diversity Learning Grant—Other Programmes

	2017/2018 HKD \$	2016/2017 HKD \$
Balance as at 1 September	17,012.42	34,666.00
Add: Current Year Grant	78,000.00	77,000.00
Less: Expenditure	(82,846.00)	(94,653.58)
Balance as at 31 August	12,166.42	17,012.42

4) Diversity Learning Grant—Other Languages

	2017/2018 HKD \$	2016/2017 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	313,950.00	296,400.00
Less: Expenditure	(313,950.00)	(296,400.00)
Balance as at 31 August	0.00	0.00



5) Enhancing School's WIFI Infrastructure

	2017/2018
	HKD \$
Balance as at 1 September	0.00
Add: Current Year Grant	162,170.00
Less: Expenditure	(162,170.00)
Balance as at 31 August	0.00

6) Green School Subsidy

	2017/2018	2016/2017
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	5,000.00	5,000.00
Less: Expenditure	(5,000.00)	(5,000.00)
Balance as at 31 August	0.00	0.00

7) Jockey Club Life-wide Learning Fund

	2017/2018	2016/2017
	HKD \$	HKD \$
Balance as at 1 September	2.00	7,040.00
Add: Current Year Grant	60,953.00	41,580.00
Less: Expenditure	(51,577.00)	(48,618.00)
Balance as at 31 August	9,378.00	2.00

8) Junior Secondary School Students Mainland Exchange Programme Subvention Scheme

	2017/2018	2016/2017
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	16,000.00	16,000.00
Less: Expenditure	(16,000.00)	(16,000.00)
Balance as at 31 August	0.00	0.00

9) Moral and National Education Subject Support Grant

	2017/2018	2016/2017
	HKD \$	HKD \$
Balance as at 1 September	211,000.00	301,000.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(97,000.00)	(90,000.00)
Balance as at 31 August	114,000.00	211,000.00



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

	2017/2018	2016/2017
	HKD \$	HKD \$
Balance as at 1 September	198,000.00	0.00
Add: Current Year Grant	0.00	200,000.00
Less: Expenditure	(151,119.06)	(2000.00)
Balance as at 31 August	46,880.94	198,000.00

11) One-off Grant Chinese History Grant

	2017/2018
	HKD \$
Balance as at 1 September	0.00
Add: Current Year Grant	150,000.00
Less: Expenditure	(0.00)
Balance as at 31 August	150,000.00

12) One-off IT Grant for E-Learning in Schools

	2017/2018
	HKD \$
Balance as at 1 September	0.00
Add: Current Year Grant	199,450.00
Less: Expenditure	(100,016.00)
Balance as at 31 August	99,434.00

13) PTA Grant

	2017/2018	2016/2017
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	10,372.00	10,267.00
Less: Expenditure	(10,372.00)	(10,267.00)
Balance as at 31 August	0.00	0.00

14) PTA One-off Grant

	2016/2017
	HKD \$
Balance as at 1 September	0.00
Add: Current Year Grant	5,000.00
Less: Expenditure	(5,000.00)
Balance as at 31 August	0.00



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15) RC Lee Foundation – Unity in Diversity

	2017/2018
	HKD \$
Balance as at 1 September	0.00
Add: Current Year Grant	900,000.00
Less: Expenditure	(429,056.25)
Balance as at 31 August	470,943.75

16) Senior Secondary School Students Mainland Exchange Programme Subvention Scheme

	2017/2018	2016/2017
	HKD \$	HKD \$
Balance as at 1 September	8,299.20	8,299.20
Add: Current Year Grant	40,000.00	29,340.00
Less: Expenditure	(53,170.00)	(37,639.20)
Balance as at 31 August	0.00	0.00

17) Stepping Up Education Support for Non-Chinese Speaking

	2017/2018	2016/2017
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	1,500,000.00	1,500,000.00
Less: Expenditure	(1,500,000.00)	(1,500,000.00)
Balance as at 31 August	0.00	0.00

18) School Administration Management Grant

	2017/2018	2016/2017
	HKD \$	HKD \$
Balance as at 1 September	42,258.60	100,168.60
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(42,258.60)	(57,910.00)
Balance as at 31 August	0.00	42,258.60

19) Hong Kong School Drama Festival

	2017/2018	2016/2017
	HKD \$	HKD \$
Balance as at 1 September	621.00	4,341.00
Add: Current Year Grant	3250.00	0.00
Less: Expenditure	(621.00)	(3720.00)
Balance as at 31 August	3250.00	621.00



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B. Report on Use of Grants

Capacity Enhancement Grant

In order to support the personal growth of students and provide professional service to students and parents, our School has continuously utilized the Capacity Enhancement Grant (CEG) to employ Educational Psychologist in 2017/2018 school year. The CEG was also well-used on supporting the sports development in YHKCC through employing swimming coaches. Part of the CEG was also used for hiring a part-time staff to support the clerical work.

Pastoral Care

- Part-time Educational Psychologist

Administrative Support

- Part-time clerical support

Swimming Coach

- Coaching service during the swimming lessons

The 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.

Resource was also deployed for the employment of part-time proof-reader to reduce the administrative work of teachers as well as clerical staff. Part of the CEG was used to employ swimming coaches to provide professional swimming training to our students.












XI. REVIEW OF ANNUAL SCHOOL PLAN 2017 – 2018

The major concerns for the 2017 – 2018 school year were as follows:

1. To raise academic achievement by enhancing learning effectiveness.
2. To foster the development of critical 21st century skills.
3. To systematically review, refine and align school policies and procedures.

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

Major Concern #1: *To raise academic achievement by enhancing learning effectiveness.*

Targets	Strategies	Progress
1. To continue to improve performance in IGCSE, GCE & HKDSE public examinations.	(a) Departments to set realistic yet optimistic targets for improvement and determine specific strategies to achieve this goal.	
	(b) Develop a range of revision strategies to maximize the learning effectiveness.	
2. To continue improve the quality of teaching.	(a) Conduct ‘Learning Walks’ for staff development purposes with a view to ‘stealing good ideas’.	
	(b) Provide opportunities to observe great teachers in action using a Pineapple Chart for invitational drop-ins.	
	(c) Offer learning communities to develop specific areas, e.g. motivating the unmotivated, challenging the most able, etc.	
	(d) Make greater use of ICT to enhance learning effectiveness.	
	(e) Build teachers’ capacity and extend repertoire by creating new techniques to develop dispositions in the YHKCC Learner Profile.	
	(f) Make more effective use of group work to encourage greater student ownership, engagement and collaboration.	
	(g) To provide more staff development regarding ICT	



3. To continue to develop students' ability to learn.	(a) Continue to develop practical ways to foster and cultivate growth mindset attitudes in the classroom: belief in the malleability of the brain; praise the process, not the person; celebrate mistakes.	
	(b) Departments to develop specific skills and/or habits required by different subjects.	
4. To continue to maximize the potential of 65-minute lessons and the three-part lesson structure.	(a) HoDs to mentor newly qualified teachers in conjunction with the Heads of Staff Development.	
	(b) Conduct 'Learning Walks' for staff development purposes to observe specific parts of the lesson, e.g. starters, plenaries, etc.	
	(c) Develop inter- and intra- departmental professional collaboration.	
	(d) Reinforce student-centered teaching and learning approaches.	
5. To introduce the YHKCC Learner Profile to students.	(a) Introduce the intellectual character dispositions in the YHKCC Learner Profile through assemblies, PSHE lessons, student activities and displays.	
6. To strengthen programmes designed to support lower achievers.	(a) Closely monitor and track academic performance to ensure early intervention as necessary.	
	(b) Modify procedure for supporting students on Academic Probation, with HoD & HoY sharing responsibility.	
7. To increase homework submission rates.	(a) Modify consequences for late submission of homework.	
	(b) Continue to run a Learning Support Room to provide proactive support for students completing homework assignments.	
8. To restructure the staff development programme.	(a) Modify the learning community concept to create groups that work together on practical projects to move the school forward.	



Major Concern #2: To foster the development of critical 21st century skills.

Targets	Strategies	Progress
1. To develop the intellectual character dispositions in the YHKCC Learner Profile.	(a) Department members devise teaching techniques / learning activities to develop dispositions.	
	(b) PSHE lessons devised to develop dispositions.	
	(c) Refine the Student Reflection Booklet to provide a platform for students to reflect on the dispositions being developed.	
2. To develop students' sense of responsibility.	(a) Introduce a Ladder of Consequences for dealing with behavioural issues.	
3. To enhance students' cultural exposure and learning experiences.	(a) Organize various inbound and outbound exchanges.	

Major Concern #3: To systematically review, refine and align school policies and procedures.

Targets	Strategies	Progress
1. To review the Human Resources System.	(a) Review existing practices with a view to streamlining and refining policies and procedures.	
2. To review the Performance Appraisal System.	(a) Streamline the current Performance Appraisal System to increase efficiency and reduce paperwork.	
3. To further strengthen the P-I-E cycle.	(a) Review each stage in the P-I-E cycle with a view to enhancing linkages and making more effective use of data.	
4. To reduce the amount of paperwork.	(a) Review a wide range of existing practices with a view to reducing paperwork.	
5. To introduce new online modules for administrative purposes.	(a) Introduce new online admin modules, including booking rooms, SGDS, admissions, ECAs, etc.	



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XII. DEVELOPMENT FOR 2018 – 2019

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

The major concerns for the Annual School Plan for the 2018 – 2019 school year are as follows:

- 1. To raise academic achievement by further enhancing teaching and learning effectiveness.*
- 2. To foster an environment in which students are encouraged to embed the 21st century skills (in the YHKCC Learner Profile) into their daily lives.*
- 3. To continue to streamline and refine administrative procedures by utilizing IT systems.*

The Annual School Plan is based on the current School Development Plan (2017 – 2020).

1. To further enhance teaching and learning effectiveness
2. To provide an education which is 21st century relevant
3. To align and refine the organizational culture