



YMCA of Hong Kong Christian College



Annual School Report

2018 - 2019



YMCA of Hong Kong Christian College

港青基信書院

Table of Contents

I.	School Vision, Mission & Values	3
II.	School Motto & Scripture	4
III.	School	5
IV.	Students	9
V.	Curriculum	18
VI.	Teachers	22
VII.	Student Achievements	30
VIII.	Other Learning Experiences	37
IX.	Parent-Teacher Association	51
X.	Financial Summary	52
XI.	Review of Annual School Plan 2018 – 2019	58
XII.	Development for 2019 – 2020	63



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





YMCA of Hong Kong Christian College
 港青基信書院

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>



YMCA of Hong Kong Christian College

港青基信書院

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 Apple TV and other multi-media teaching and learning facilities; there are spacious sports/learning areas – basketball courts, an artificial all-weather turf, a soccer pitch, a handball court, badminton courts, a 4x100-metre track, a gym, a dance room, a wellness studio, a student learning centre where computers are equipped with internet services for students to do research and



YMCA of Hong Kong Christian College

港青基信書院

study, an air-conditioned hall with excellent sound and lighting equipment for assemblies, performances and other activities. In 2011, the school renovated the Fine Art Centre to provide an additional and resourceful learning space for students. In 2013, the school 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 overlooking these areas. In 2019, the school has completed a new project to turn the open roof-top basketball court into a black box theatre to further support the drama and performing art education.

- 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 and explore the future career.



YMCA of Hong Kong Christian College

港青基信書院

School Management Committee

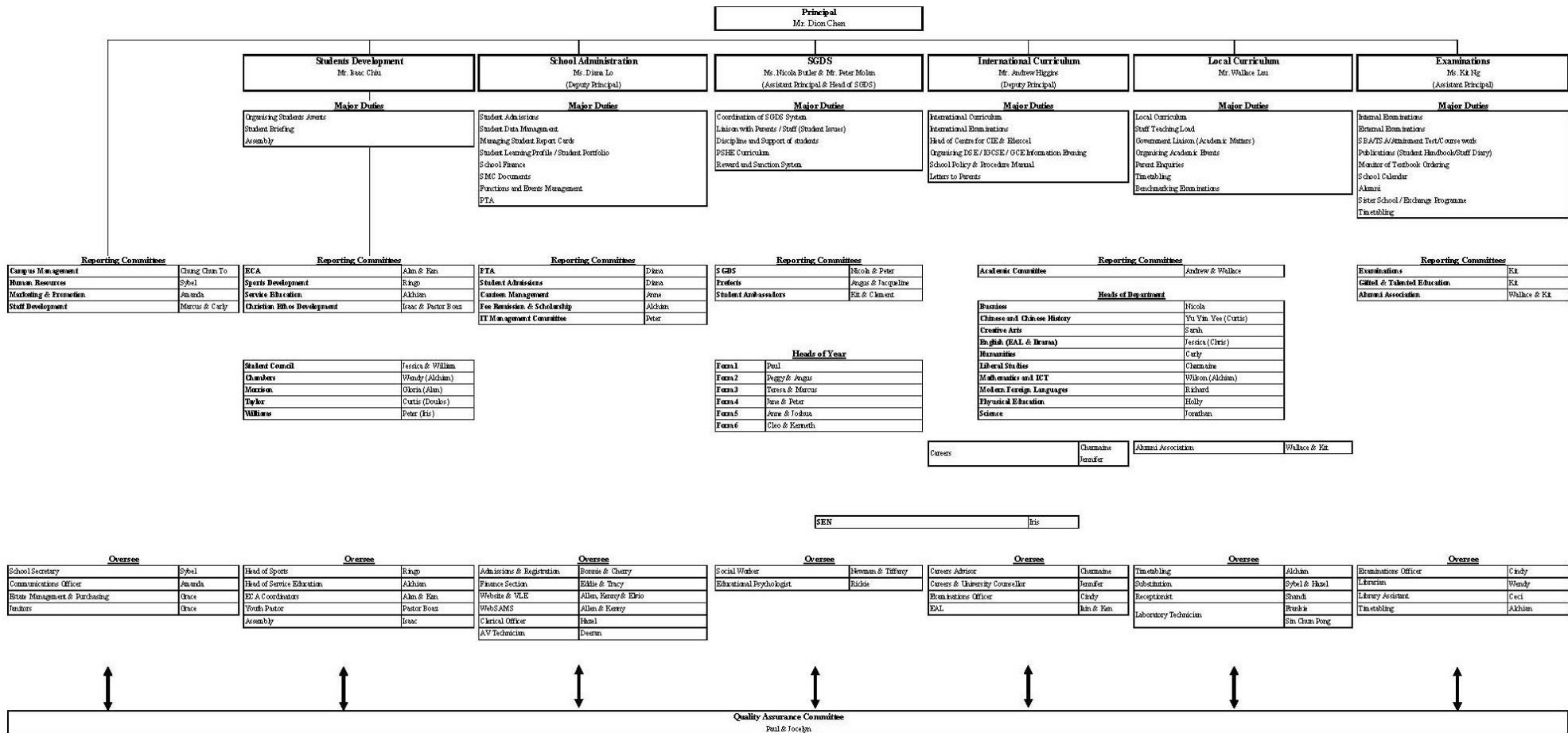
Mr. Patrick Yip	Chairman
Mr. Benjamin Lam	Honorary Secretary
Mrs. Sheila Chuang	Honorary Treasurer and Chairman of Finance Sub-committee
Mr. Peter Ho	School Supervisor
Dr. Robert Lam	Chairman of HR Sub-committee
Ms. Vivienne Fung	Chairman of Governance Review Sub-committee
Mr. Tony Ip	Chairman of Building 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
Ms. Bee Lui	Parent Manager
Mr. Paul Wong	Teacher Manager
Mr. Dion Chen	Principal



YMCA of Hong Kong Christian College

港青基信書院

Organizational Chart 2018 – 2019





IV. STUDENTS

Class Organization

Number of Operating Classes for Year 2018 – 2019

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 2018 – 2019 as at 1st September, 2018.

Form	No. of Students	Eligible for DSS Subsidy
1	160	135
2	159	135
3	159	135
4	159	158
5	135	134
6	122	122
Total	894	819

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

About 70% of the students have an international background, coming from 45 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 20+ different languages spoken by the students.



YMCA of Hong Kong Christian College

港青基信書院

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.

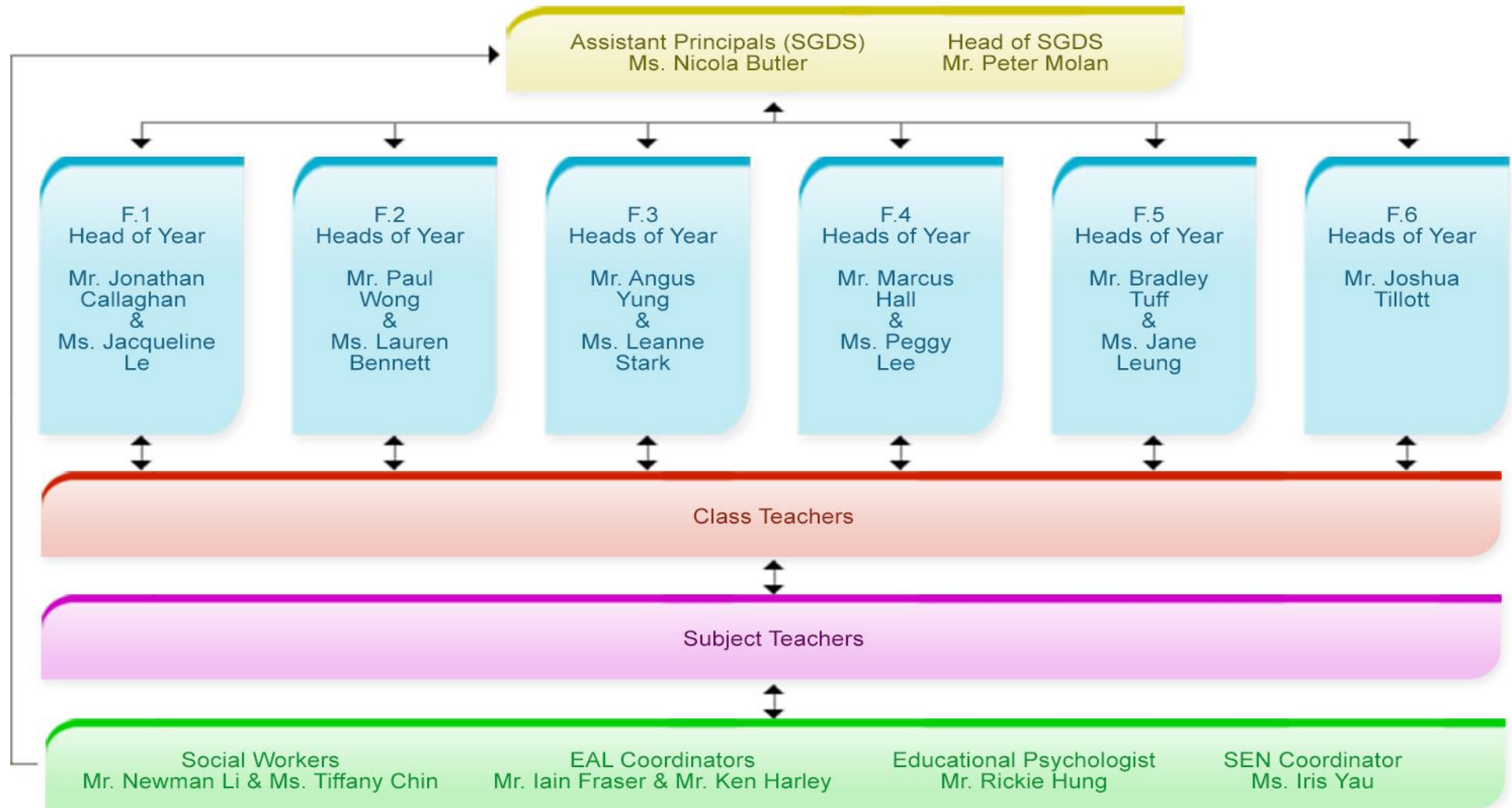
As far as possible we try to maintain a balance between gender and cultural background in selecting Class Teachers and Heads of Year, so that every student feels more comfortable and confident in sharing their thoughts, concerns and cultural experiences.



YMCA of Hong Kong Christian College

港青基信書院

SGDS Structure





YMCA of Hong Kong Christian College

港青基信書院

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.



YMCA of Hong Kong Christian College

港青基信書院

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

Themes

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*

Focus on Mental Health and Student Wellbeing

Over the course of the year, the school offered students the opportunity to participate in the mental health screening programme 'Know My Students'. This programme was well received and offered the SGDS team valuable information on students that may require assistance and intervention.

The PASS Survey (Pupils Attitudes to School and Self), similarly provided invaluable feedback on our student's wellbeing and the effectiveness of our current practices and programs. It offered several areas of strength and weakness that can be enhanced and improved upon in the coming years.



YMCA of Hong Kong Christian College

港青基信書院

STUDENT LEADERSHIP BODIES

There are four student bodies in the school:

- Student Council
- Prefects
- Student Ambassadors
- Houses

Each group serves a different purpose with specific areas of responsibility, including service. They serve the school with full participation from students of all forms. Students involved in these groups have a voice and acquire strong leadership skills.

Student Council

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

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

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

The Student Council adopts a cabinet system and includes the following positions: President, Vice-President (x2), Secretary, Treasurer, Activity Officer, House Officer, Promotions Officer, Publications Officer and Communication Officer. In addition, the Student Council also includes Sub-committees that consist of Class Representatives.

During the election period, cabinet parties went through a four week promotion period where they share their visions and proposals to the school. The cabinets were also engaged in a campaign debate during assembly. The whole student body was involved in the election of the Student Council for the year.

One of the major responsibilities of the Student Council was to collate student views regarding school policies and welfare. In addition, they held various whole school activities such as the Teacher-Student 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:

Ms. Jessica Choi & Mr. William Chan



YMCA of Hong Kong Christian College

港青基信書院

Executive Committee Members:

President	Joaquin Cadenas (5A)
Vice President	Daniel Steptoe (5A)
Vice President	Heather Ng (5K)
Secretary	Natalie Balbona (5A)
Treasurer	Thomas Ham (5K)
Activity Officer	Amanda Mcleod (5Y)
House Officer	Guillano Jose (5H)
Publication Officer	Eden Yau (5H)
Promotion Officer	Clarice Leith (5K)
Communications Officer	Graysi Bishwakarma (5A)

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:

Thomas Ham (5K)
Isabella Meregote (5M)

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



YMCA of Hong Kong Christian College

港青基信書院

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.

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

Teacher Advisor:

Ms. Kit Ng

President & Vice Presidents:

President	Anjanelle Madrid (5C)
Vice Presidents	Tanya Asnani (4Y)
	Sahibjit Singh (4A)

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



YMCA of Hong Kong Christian College

港青基信書院

Morrison House

Head of House: Mr. Alan Lee
Assistant Head of House: Ms. Gloria Pun

House Captain: Inthira Phumara (5A)
Assistant House Captains: Amber Azul (5A) & Saar Michaelis (4H)

Chambers House

Head of House: Ms. Wendy Chow
Assistant Head of House: Mr. Alchian Au

House Captain: Katherine Harman (5K)
Assistant House Captains: Ardell Fermin (5A) & Bajwah Zavyar (5H)

Williams House

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

House Captain: Kisumi Kan (5H)
Assistant House Captains: Zoie Santos (4A) & Megan Carter (4K)

Taylor House

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

House Captain: Bithiah Leung (5A)
Assistant House Captains: Julianne Mata (5A) & Keeyaan Tabakhi (5K)



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.

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

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

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.



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.

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	✓	✓	✓	



	Forms 1 – 2	Forms 3 – 4	Forms 5 – 6	
	School-Based Curriculum	Integrated Curriculum	DSE Curriculum	GCE Curriculum
Mathematics & ICT				
Mathematics	✓	✓	✓	✓
Extended Mathematics (M1, M2)		✓	✓	
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		✓	✓	
Liberal Studies				
Liberal Studies	✓	✓	✓	
Creative Arts				
Music	*	*		
Visual Arts / Art & Design	*	✓	✓	✓
Home Economics	*			
Physical Education				
Physical Education	*	* and ✓	* and ✓	* and ✓

* Non-Public Examination Subject



YMCA of Hong Kong Christian College

港青基信書院

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.

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 87 teachers and 7 teaching assistants.

Qualifications

All teachers are degree holders: 84 have a PGDE (or equivalent) qualification and 37 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 2018 – 2019 school year were as follows:

- To raise literacy levels in teaching and learning
- To help teachers become familiar and competent with the use of SEQTA (Learning Management System)
- To implement a rigorous Early Professional Years (EPY) development programme
- To build a culture of student-centered learning

A. Hotspots

Each Thursday morning a member of staff delivered a *Hotspot*; a short focused sharing of a specific teaching and learning strategy, tool or pedagogical idea. During the 2018 – 2019 academic year, Hotspots focused on the specific targeted areas of the Staff Development Objectives: literacy, IT to enhance learning effectiveness, SGDS and department development. Findings of a post-programme survey show that 63% of teachers feel that the Hotspot sharing has impacted on their teaching and feedback towards this initiative has been positive.

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 created ten Learning Community groups which worked together closely over the course of the year to develop a focus area of teaching and learning. The purpose of the learning community is to provide deliberate, purposeful and structured opportunities for professional growth within a supportive, small-group context.

Each learning community investigated 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 2017 – 2018, 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.

2018 – 2019 Learning Communities

- 1) **Literacy strategies for the classroom** – *equipping every subject teacher with simple and effective tools to improve the literacy of our students.*
- 2) **Building a reading culture** – *raising standards by making reading a visible and meaningful part of the school community.*
- 3) **IT to enhance student-centered learning** – *to develop an opportunity for IT-based student-centered learning.*
- 4) **Where can SEQTA take us?** – *exploring the potential of SEQTA's capabilities into personalized student learning.*
- 5) **Flipped classroom** – *to reverse the traditional learning environment by delivering instructional content, often online, outside of the classroom.*
- 6) **Diagnostic Questioning** – *identifying and understanding students' mistakes and misconceptions in an efficient and accurate way.*
- 7) **How to develop intrinsic values within our students** – *creating authentic learning experiences which nurture the five-core values in our students.*
- 8) **Designing purposeful homework** – *creating homework with meaning and purpose.*
- 9) **Visual, Auditory and Kinesthetic (VAK) learning** – *catering and encouraging different learning styles within the classroom.*
- 10) **Planning for meaningful learning through an integrated curriculum** – *establishing cross-curricular links for a holistic 21st Century learning experience.*

The Learning Communities ended the year by sharing their research, implementation and suggested strategies in a whole staff presentation session.

C. IT Training

The IT training offered has been in response to the requests from teachers. After a survey was conducted it was clear that areas that staff desired to improve were: use and competence of their MacBook, preparation for the new LMS system SEQTA & any websites/applications for everyday teaching and learning. As a result, the following training sessions were offered to staff, along with monthly IT Hotspots. The Hotspots were mainly a selection of applications and websites that can be used within lessons to enhance teaching and learning. On top of this, some were more organizational or



practical teaching aids.

MacBook Training

Date	Description
13 th November, 2018	Beginner training for MacBook
27 th November, 2018	Intermediate Training for MacBook

Apple Teacher Training Sessions

Date	Description
5 th December, 2018	Apple Teacher Training #1
23 rd January, 2019	Apple Teacher Training #2
6 th March, 2019	Apple Teacher Training #3
9 th May, 2019	Apple Teacher Training – CPD Day

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 2018 – 2019 academic year, 74 lessons were shared on the Pineapple Chart.

E. Early Professional Years Programme (EPY)

The Early Professional Years programme has been designed for the context of YHKCC to support teaching graduates in their early professional years. The programme had two specific themes: Teaching and Learning and Student Support. The EPY sessions were non-judgmental and complimented existing departmental mentorship. Meetings were led by the Heads of Staff Development with one session scheduled during times when the whole-school met for assembly. The content of the meetings for the 2018 – 2019 academic year is shown in the table below.

Date	Title	Description
26 th September, 2018	Behaviour for learning	To consider top tips for behaviour management
4 th October, 2018	Collaborative Learning	To become familiar with the YHKCC class context
14 th October, 2018	Using IT to enhance learning effectiveness	To use IT to facilitate collaborative learning
28 th October, 2018	Lesson Planning	To understanding the importance of learning outcomes and the process of learning.
12 th December, 2018	Marking for progress	Smart marking strategies



23 rd January, 2019	SEN	Strategies to support SEN students and to remove barriers to learning.
27 th February, 2019	Literacy	Literacy strategies for across the curriculum
13 th March, 2019	SGDS	Pastoral Care and Role of the Class Teacher
27 th March, 2019	Student Support	Role of school social workers and understanding how they support students and teachers.

F. LITERACY

This year, working together to raise the literacy levels of our students was consistently recognised and promoted as a whole school priority for the YMCA of Hong Kong Christian College. In addition to this, the promotion of reading for pleasure through the creation of a positive and school-wide reading culture was recognised as being essential to the holistic development of literacy levels.

Two separate learning communities were given a literacy specific focus area and tasked with researching, changing and developing the way both language and reading skills are developed across the school. One focused on implementing literacy strategies into lessons and in the classroom, while the other explored whole-school and extra-curricular initiatives for building a reading culture both in and out of the classroom. Both communities operated with the understanding that improving literacy should be achievable as a target for all teachers, regardless of their subject or department.

In order to ensure that teachers from all different departments and of all different forms were able to discharge their responsibilities as teachers of English and literacy, monthly workshops offering practical classroom strategies and supportive and innovative ways to improve reading, writing, speaking and listening skills were offered to all members of staff. These workshops aimed to provide teachers with an approach that should have a high impact on students but requires low effort in terms of planning and implementation. Workshops ranged from refreshing teacher’s knowledge of common grammar errors and how to correct them, to how to explicitly teach students to use academic language, to different ways of using graphic organizers to structure writing.

In response to these workshops, teachers from different departments have trialled, adapted and implemented a range of literacy initiatives in their lessons.

The content of the literacy programme meetings for the 2018 – 2019 academic year is shown in the table below.

Date	Title	Description
10 th September, 2018	Grammar: What are our students being taught in F1?	A look at the basic grammar and language skills that our junior form students are explicitly taught in English lessons, with a view to helping teachers



		manage literacy expectations and standards.
8 th October, 2018	Make our Implicit Explicit - All About Apostrophes	Refreshing teacher's understanding of how to use apostrophes and how to correct and feedback on student errors related to apostrophe misuse.
5 th November, 2018	Make our Implicit Explicit - Commas and Run On Sentences	Refreshing teacher's understanding of how to use commas and avoid run on sentences, and how to correct and feedback on student errors related to sentence construction.
3 rd December, 2018	Spotting Common Grammatical Errors and Correcting with Confidence	A practical guide to recognising the most common grammatical errors even adults make in order that we can improve our own and student's accuracy in writing.
7 th January, 2019	How Marking Can Support Literacy (DIRT)	Introducing 'Directed Improvement and Reflection Time' into lesson planning and learning how to use marking and feedback to improve the quality of student responses.
25 th February, 2019	Teaching our Students to Be Subject Specialists	A look at some classroom strategies to help our students remember, use and apply subject specialist terms and academic language in their speech and writing.
4 th March, 2019	Think Like a Writer and Write Like an Expert	A look at some strategies to use when setting, modelling and marking extended writing tasks and teaching students to improve their quality and standard of writing.
1 st April, 2019	Improving Classroom Talk	Focusing on how to use teacher talk, questioning and classroom discussion in a way that models high quality use of language and explicitly shows students what kind of answers different style exam questions demand.
6 th May 2019	Scaffold to Independence	An overview of how to encourage students to become independent learners from a literacy perspective.

G. Whole School Professional Development

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



Date	Time	Content
31 st August, 2018	Afternoon	SEQTA & Literacy
3 rd September, 2018	Afternoon	SEQTA & Literacy
24 th September, 2018	Whole day	Team Building
10 th May, 2019	Whole day	Learning Community Presentations, SEQTA Implementation and Apple Teacher Certificate.

In addition, six one-and-a-half-hour staff development sessions were scheduled over the course of the year for the learning communities:

Learning Communities		
Session	Date	Content
1	26 th September, 2018	SWOT Analysis
2	14 th November, 2018	Pedagogical Research
3	12 th December, 2018	Collaborative Planning
4	30 th January, 2019	Feedback and Sharing of Good Practice
5	20 th March, 2019	Planning to move forward
6	17 th April, 2019	Finalization of whole staff 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.

H. Academic Professional Development

Continuing professional development to address particular subject-specific needs was incorporated into each of the departmental meetings scheduled for the 2018 – 2019 academic year.

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

I. Personal Professional Development

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

Peer Observation



YMCA of Hong Kong Christian College

港青基信書院

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 three key deadlines in the Teacher Development Plan.



YMCA of Hong Kong Christian College

港 青 基 信 書 院

Stage 1: Planning

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

Stage 2: Implementation

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

Stage 3: Evaluation

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 be 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.



VII. STUDENT ACHIEVEMENTS

HKDSE

The percentage of our Form 6 HKDSE students meeting the minimum university entrance rate in 2019 was 52% and the results (Level 4 and above and passing percentages) for 2015 to 2019 are shown in the table below.

Subject	Level 4 and above					Passing percentage				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Accounting & Business Management (BAFS)	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
BAFS (Accounting)	21.4%	12.5%	0%	0%	7.1%	71.4%	68.8%	90%	70%	71.4%
BAFS (Business Management)	11.8%	5.6%	5.9%	0%	5.6%	58.8%	61.1%	76.5%	90.9%	77.8%
Biology	5.6%	28.6%	25%	13.3%	0%	55.6%	64.3%	65%	86.7%	77.8%
Chemistry	28.6%	22.0%	52.6%	28.6%	7.1%	100%	68.2%	89.5%	78.6%	64.3%
Chinese History	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Chinese Language	15.0%	10.5%	36.4%	11.8%	20%	75.0%	63.2%	81.8%	70.6%	86.7%
Economics	50.0%	14.3%	10.0%	0%	33.3%	100%	42.9%	60.0%	75%	100%
English Language	56.9%	65.3%	72.1%	74.6%	71.9%	98.5%	96.0%	100%	100%	100%
French Language	20.0%	27.3%	22.2%	0%	0%	82.8%	84.1%	55.6%	37.5%	50%
Geography	20.0%	0%	40.0%	N/A	16.7%	60.0%	40.0%	80.0%	N/A	83.8%
History	28.6%	25.0%	100%	0%	0%	100%	100%	100%	100%	50%
Information & Communication Technology (ICT)	0%	18.2%	25.0%	20%	12.%	62.5%	81.8%	100%	100%	100%
Liberal Studies	24.6%	18.9%	30.9%	30.2%	22.2%	72.3%	78.4%	92.6%	88.9%	95.2%
Literature In English	N/A	N/A	0%	42.9%	37.5%	N/A	N/A	40.0%	100%	100%
Mathematics (Core)	17.2%	19.2%	25.0%	15.9%	10.9%	64.1%	57.5%	70.6%	73%	59.4%
Mathematics (M1)	0%	33.3%	40.0%	50%	N/A	100%	50.0%	60.0%	100%	N/A



YMCA of Hong Kong Christian College

港青基信書院

Mathematics (M2)	0%	75.0%	18.2%	33.3%	100%	100%	100%	100%	66.7%	100%
Physical Education	18.2%	0%	0%	25%	0%	54.5%	40.0%	80.0%	75%	100%
Physics	28.6%	37.5%	64.3%	15.8%	12.5%	71.4%	81.3%	100%	73.7%	87.5%
Spanish Language	N/A	N/A	66.7%	N/A	100%	N/A	N/A	100%	N/A	100%
Tourism & Hospitality Studies (THS)	10.0%	12.5%	14.3%	0%	12.5%	60.0%	75.0%	100%	80%	87.5%
Visual Arts	25.0%	0%	0%	14.3%	33.3%	75.0%	75.0%	100%	85.7%	66.7%

IGCSE

The Form 4 IGCSE results for June 2015 to June 2019 are shown in the table below.

Subject	Percentage of candidates achieving A* – C					Percentage of candidates achieving A* – G				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Art & Design	40.0%	80.8%	65.0%	76.5%	100%	96.0%	100%	100%	100%	100%
Biology	57.4%	60.3%	67.3%	85.4%	72.5%	100%	100%	96.4%	100%	100%
Business Studies	72.6%	75.0%	74.4%	90.2%	93.9%	92.6%	93.8%	98.9%	100%	100%
Chemistry	73.8%	58.5%	81.1%	92.5%	97.2%	100%	100%	100%	100%	100%
Chinese as a Second Language	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Drama	84.6%	88.2%	72.7%	91.7%	92.3%	100%	100%	100%	100%	100%
Economics	55.6%	54.5%	56.0%	94.1%	90.0%	88.9%	95.5%	92.0%	100%	100%
English as a Second Language	55.2%	50.0%	53.8%	100%	0%	100%	100%	96.2%	100%	100%
First Language Chinese	93.1%	80.6%	91.9%	85.7%	92.3%	100%	100%	100%	100%	100%
First Language English	77.5%	77.3%	86.8%	98.5%	97.5%	99.2%	100%	99.2%	100%	100%
Foreign Language Mandarin Chinese	73.3%	78.7%	91.8%	98.3%	100%	100%	100%	100%	100%	100%
Foreign Language French	72.7%	85.2%	75.0%	68.0%	100%	100%	100%	100%	100%	100%
Foreign Language Spanish	91.7%	100%	87.5%	75.0%	88.9%	100%	100%	100%	100%	100%



YMCA of Hong Kong Christian College

港青基信書院

Geography	41.7%	59.1%	75.0%	88.9%	75.0%	100%	100%	100%	100%	100%
History	78.6%	75.0%	78.3%	92.3%	80.8%	100%	100%	100%	100%	100%
English Literature	88.0%	72.0%	79.2%	87.5%	91.7%	100%	100%	100%	100%	100%
Mathematics	82.5%	84.9%	81.8%	91.4%	93.9%	99.4%	100%	98.6%	100%	100%
Physical Education	74.4%	68.6%	48.3%	59.1%	100%	100%	100%	100%	100%	100%
Physics	78.7%	75.0%	82.6%	93.1%	96.7%	100%	100%	100%	100%	100%
Religious Studies	N/A	N/A	100%	87.1%	96.3%	N/A	N/A	100%	100%	100%
Travel & Tourism	N/A	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A	100%

GCE A-LEVEL

The Form 6 GCE results for June 2015 to June 2019 are shown in the table below.

Subject	Percentage of candidates achieving A* – C					Percentage of candidates achieving A* – E				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Art & Design	84.6%	63.6%	40.0%	57.1%	50.0%	100%	100%	90.0%	100%	100%
Biology	47.1%	56.3%	64.3%	64.7%	80.0%	76.5%	100%	92.9%	88.2%	93.3%
Business	77.4%	63.3%	77.8%	66.7%	69.6%	100%	90.0%	100%	96.7%	100%
Chemistry	55.6%	53.8%	80.0%	75.0%	80.0%	100%	92.3%	100%	93.8%	95.0%
Chinese	80.0%	60.0%	77.8%	71.4%	33.3%	90.0%	100%	100%	100%	77.8%
Drama & Theatre	N/A	33.3%	100%	45.5%	80.0%	N/A	100%	100%	100%	100%
English Language & Literature	67.9%	51.7%	60.7%	53.3%	52.6%	92.9%	100%	100%	100%	94.7%
French	100%	22.2%	50.0%	33.3%	75.0%	100%	77.8%	100%	100%	100%
Geography	44.4%	40.0%	50.0%	100%	100%	100%	100%	50.0%	100%	100%
History	62.5%	66.7%	90.0%	85.7%	75.0%	100%	100%	100%	92.9%	100%
Mathematics	71.0%	51.5%	77.4%	65.5%	61.1%	90.3%	81.8%	93.5%	93.1%	86.1%



YMCA of Hong Kong Christian College

港青基信書院

Physical Education	44.4%	12.5%	37.5%	58.3%	66.7%	66.7%	62.5%	75.0%	83.3%	83.3%
Physics	53.8%	42.9%	91.7%	81.3%	72.7%	84.6%	71.4%	100%	100%	100%
Religious Studies	N/A	N/A	N/A	N/A	85.7%	N/A	N/A	N/A	N/A	100%



Form 6 Graduate Destinations

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

A total of 89 students (73.6%) out of the cohort of the 121 Form 6 graduates will be continuing their studies in some form or another. 5.8% of graduates have opted to take a gap year and 8.3% of graduates have opted to go into full-time employment.

	DSE		GCE		Form 6 Cohort	
Further Study	50	78.1%	39	68.4%	89	73.6%
Employment	6	9.3%	4	7.0%	10	8.3%
Gap Year	2	3.1%	5	8.8%	7	5.8%
Undecided	1	1.6%	8	14.0%	9	7.3%
Unknown	5	7.8%	1	1.8%	6	5.0%
Total	64		57		121	

Further Study

Of those progressing on to further study, 51.7% will take bachelor degree programmes and 37% will be studying associate degrees or higher diploma programmes, and 11.2% will take either diploma programmes or foundation programmes.

	DSE		GCE		Total		Form 6 Cohort
Bachelor Degree	20	40.0%	26	66.7%	46	51.7%	38.0%
Associate Degree / Higher Diploma	22	44.0%	11	28.2%	33	37.1%	27.2%
Foundation / Diploma	8	1.6%	2	2.6%	10	11.2%	8.3%
HKDSE / GCE A-level	0	0.0%	0	0.0%	0	0.0%	0.0%
Others	0	0.0%	0	0.0%	0	0.0%	0.0%
Total	50		39		89		

Further Study – Country

Hong Kong is still the most popular destination with 68.5% of graduates progressing on to further study choosing to continue their studies here.

A further 31.5% will be studying overseas in the United Kingdom, Australia, Canada, Japan, Malaysia, Pakistan and the United States of America.

	DSE		GCE		Total	
Hong Kong	39	78.0%	22	56.4%	61	68.5%
United Kingdom	3	6.0%	8	20.5%	11	12.4%



YMCA of Hong Kong Christian College

港青基信書院

Australia	3	6.0%	0	0.0%	3	3.4%
Canada	1	2.0%	2	5.1%	3	3.4%
Malaysia	0	0.0%	1	2.6%	1	1.1%
Spain	0	0.0%	1	2.6%	1	1.1%
The Netherlands	0	0.0%	1	2.6%	1	1.1%
The Philippines	1	2.0%	0	0.0%	1	1.1%
United States	2	4.0%	3	7.7%	5	5.6%
Vietnam	0	0.0%	1	2.6%	1	1.1%
Total	50		39		89	

YHKCC students have been admitted to the following universities:

UK

Cardiff University
NTIC Nottingham
University College London
University of Birmingham

University of East Anglia
University of Liverpool
University of Manchester
University of Sheffield
University of Sussex
International College
University of Stirling

Netherlands

Wageningen University & Research

Australia

Griffiths College
University of South Australia

University of Western Australia

Canada

University of Waterloo
Simon Fraser University
Sheridan College

USA

Brigham Young University - Hawaii
De Anza College

La Salle University

Oral Roberts University

University of Wisconsin Milwaukee

Malaysia

Sunway University

Philippines

Ateneo de Manila University

Spain

University of Navarra

Vietnam

RMIT Vietnam

Further Study – Bachelor Degree (Hong Kong)

A total of 21 students (17.4% of the graduating class) have been admitted to degree programmes in Hong Kong.

	DSE	GCE	Total
Community College of City University	0	1	1



YMCA of Hong Kong Christian College

港青基信書院

Education University of Hong Kong	1	0	1
Heng Seng University	0	1	1
Hong Kong Baptist University	1	0	1
Hong Kong Polytechnic University	0	2	2
Hong Kong University of Science & Technology	1	2	3
HKU School of Professional and Continuing Education	1	0	1
Lingnan University	0	1	1
Open University of Hong Kong	1	0	1
Shue Yan University	1	0	1
The Chinese University of Hong Kong	1	2	3
The University of Hong Kong	2	2	4
Vocational Training Council – IVE	1	0	1
Total	10	11	21



VIII. OTHER LEARNING EXPERIENCES

A. Sports

Athletic and Cross-country Team:

- 1) HKSSF Inter-school Athletics Championship 2018-19
 - Overall Trophies
 - A Grade Girls – Second Runner-up
 - B Grade Girls – Second Runner-up
 - C Grade Boys – Fourth Runner-up
 - C Grade Girls – Fourth Runner-up
 - Girls – Overall Second Runner-up
 - 11 Gold
 - 8 Silver
 - 7 Bronze
 - 6 Copper
 - Record breaking: Sabay Lynam (4K) in Long Jump with 5.19m in B Grade Girls
- 2) Inter-school Cross Country Competition
 - Overall Awards:
 - Boys – 1st Runner up
 - Team Awards:
 - A Grade boys – 3rd Runner up
 - B Grade boys – 2nd Runner up
 - C Grade boys – 3rd Runner up
 - Individual Awards:
 - ORANI Krisna R (4K) – Champion (B grade boys)
 - BISHOP Hazel Joy (1Y) – 1st runner up (C grade girls)
 - MENA MALKUN Jose Armando De Jesus (4K) – 6th runner up (B grade boys)
 - NUNN Alexander Shai (5M) – 9th runner up (A grade boys)
 - GUZMAN Leonard II D (2M) – 9th runner up (C grade boys)
 - HEATHMAN Chloe Kaya Kim (4Y) – 9th runner up (B grade girls)

Basketball Team:

- 1) HKSSF Basketball Competition (Tsuen Wan & Islands District)
 - U19 Boys – Champion
 - U19 Girls – Champion
- 2) ISSFHK Division 2 U20 Girls Basketball Championships
 - U20 Girls – Champion
 - U14 boys – Champion



YMCA of Hong Kong Christian College

港青基信書院

Cheerleading Team:

- 1) 2018 Hong Kong Cheerleading Elite Competition
 - All-Female Small Group – Champion
 - Mixed Group – Champion and the Best Characteristics Awards
- 2) Islands District Cheerleading Team Competition
 - Secondary Division – Champion
 - Invitational Division – Champion
 - Small Group Division – 1st Runner up
- 3) 7th Hong Kong Games Cheerleading Team
 - Performance Competition – 1st Runner up
 - Characteristics Competition – 2nd Runner up

Football Team:

- 1) LCSD Lantau 7-a-side Football Competition
 - U15 Boys – 2nd Runner up
 - U13 Boys – Champion
- 2) ISSFHK Inter-School Football Championship
 - U15 Boys – 2nd Runner up
- 3) HKSSF U19 Boys Football Championship
 - U19 Boys – Champion (5-year in a row)
- 4) Lantau Football Tournament
 - U12 Boys – Champion
- 5) JPC Football 7-a-side Tournament
 - U19 Boys – Champion
- 6) Real Madrid Foundation Chinese New Year Cup
 - U13 Boys – Champion
- 7) All Hong Kong Inter-Secondary Schools Girls Football Competition
 - Girls – 4th Runner up
- 8) HKRSS Tai Po Secondary School Futsal Invitation Cup
 - Girls – Cup Champion
- 9) HKFA Novices Girls' Football Competition
 - Girls – Plate Champion
- 10) HKSSF inter-school football competition (Tsuen Wan and Islands District)
 - U15 Boys – Champion



YMCA of Hong Kong Christian College

港青基信書院

- U15 Boys – Overall District Champion
- U19 Boys – Champion

11) Jockey Club 5-a-side futsal competition (New Territories South District)

- U15 Boys – Champion

Rugby Team:

1) HKSSF Inter-School Rugby Sevens Competition (All N.T. Region)

- A Grade Boys – Champion
- B Grade Boys – 1st Runner up
- C Grade Boys – Champion

2) All Hong Kong Rugby Sevens (Preliminary)

- AB Girls – Champion

3) HKSSF Inter-school Rugby 7s Competition

- B Grade Girls – Champion

4) All Hong Kong Rugby Sevens (Preliminary)

- C Girls – 2nd Runner up

5) All Hong Kong Inter-school Rugby Sevens Competition 2018-19

- AB Girls – Champion
- C Girls – Plate Runner up

Swimming Team:

1) HKSSF Inter-Schools Swimming Championships 2018

- Girls – Overall Champion (4th year in a roll)
- Boys – Overall Champion
- 15 Gold
- 19 Silver
- 17 Bronze
- Overall trophies:
 - A Grade & B Grade Boys: Champions
 - C Grade Boys: 2nd Runner Up
 - A, B & C Grade Girls: All Champions
 - B Grade Girls: Champion
 - C Grade Girls: 1st Runner Up
- Kimberly Hobson (4A): broke the Inter-Schools record in the B Grade Girls 200m Individual Medley

Taekwondo Team:

1) 2018 RSU KTK Kwon Taekwondo Open (Road to the Sun Circuit 2)

Individual Sparring:

Silver Medal



YMCA of Hong Kong Christian College

港青基信書院

- Jasmine Marie R. Mata (3Y)
- Julianne Nicole R. Mata (5A)

Individual Poomsae

Silver Medal

- Jameson Maverick R. Mata (2K)

Pair Poomsae

Gold Medal

- Jasmine Marie R. Mata (3Y)
- Julianne Nicole R. Mata (5A)

Team Poomsae

Gold Medal

- Jameson Maverick R. Mata, (2K)
- Jasmine Marie R. Mata (3Y)
- Julianne Nicole R. Mata (5A)

- 2) Hong Kong Ladies Taekwondo Competition 2018
 - Tammy Lau (1A) – Champion in the “Colour Belt” Rank

- 3) Hong Kong Poomsae Black Belt Open 2019

Individual Poomsae

- Jasmine Marie Mata (3Y) – Champion
- Jameson Maverick Mata (2K) – First runner up
- Julianne Nicole Mata (5A) – First runner up

Pair Poomsae – Champions

- Jasmine Marie Mata (3Y)
- Julianne Nicole Mata (5A)

Group Poomsae – Champions

- Jameson Maverick Mata (2K)
- Jasmine Marie Mata (3Y)
- Julianne Nicole Mata (5A)

- 4) Inter-school Taekwondo Hong Kong Competition 2019
 - Tammy Lau (1A) – Champion in the aged 12-14 Coloured Belt Group Sparring
- 5) 2nd YD Taekwondo Korea Open Championship 2019
 - Jameson Maverick Mata (2K) – Champion
 - Jasmine Marie R. Mata (3Y) – Champion
 - Julianne Nicole R. Mata (4A) – Champion



YMCA of Hong Kong Christian College

港青基信書院

Handball Team

- 1) Inter-school Handball Competition
 - AB Grade Girls: Champion

Table-tennis Team

- 1) HKSSF Table-Tennis Competition (Tsuen Wan & Islands District)
 - A Grade Boys – Champion
 - A Grade Girls – Top 4

Badminton Team

- 1) HKSSF Inter-school Badminton Competition
 - B Grade Boys – 3rd Runner Up
- 2) ISSFHK Badminton Competition
 - U16 Boys Silver Division – 1st Runner Up

Tennis Team

- 1) HKSSF Inter-Schools Tennis Competition (All New Territories)
 - Girls Team – 2nd Runner Up

Dragon Boat Team

- 1) JPC Inter-District Dragon Boat Charity Race 2018
 - 2nd Runner up
- 2) JPC Dragon Boat Race 2019
 - Champion

Others

Athletic Scholarship at Benedictine College, USA

- Gabriel Lewis

Youth College Cross-Campus Taekwondo Competition 2018 and Yan Oi Tong Taekwondo Competition 2018

- Tammy Lau (1A) – Champion

Schools Interport Swimming Competition 2018-2019

- Kimberly (4A) – 3rd runner up in both the 50m Back and 200m Individual Medley while for relay events, her team came 1st Runner up

Hong Kong ASTC Sprint Triathlon Asian Cup

- Sophie Lam (1A) – 1st Runner up of Fun Distance Girls Category

Representatives of the Hong Kong Team

- Raymond Limbu, Juan Oyano, Anthony Coebergh and Steven Gurung



YMCA of Hong Kong Christian College

港青基信書院

2019 TriKids Duathlon Race

- Sophie Lam (1A) – 1st Runner up in the category of Discovery Girls 2006

2018 Nike All Hong Kong Jing Ying Basketball Tournament

- Tony Chui Tsun Ho (5A) – “3-point King” of the tournament.

HKSSF Inter-School Competition Prize Presentation

(Tsuen Wan & Islands District)

- Overall for all sports: Champion (Boys)
- Overall for all sports: Champion (Girls)
- Best Improvement Awards for Boys and Girls
- Basketball
 - Boys & Girls – Overall Champion
 - U19 Boys & Girls – Champions
 - U15 Boys – 3rd Runner up
- Football
 - Boys – Overall Champion
 - U19 Boys – Champion
 - U15 Boys – Champion
- Handball
 - Girls – Overall Champion
 - U19 Girls – Champion
 - U15 Girls – 1st Runner up
- Table-tennis
 - A Boys – Champion
 - A Girls – 3rd Runner up

Grantham Outstanding Student Athlete Awards

- Anthony Johannes Coebergh (5A) – Rugby Sevens (Boys)
- Ogwu Ruth (4Y) – Rugby Sevens (Girls)
- Kimberly Erin Hobson (4A) – Swimming
- Sabay Isabella Lynam (4K) – Ten Sport Excellence Award



B. Speech/Drama/Debate/Music

Speech/Drama/Debate/Music	Achievement
Hong Kong Schools Music Festival	<p>Chang Chih Hsuan, Michelle, (4C) – Proficiency – Cello Solo (Junior)</p> <p>Yu Chung Wan, Ian (2Y) – 1st Place – Cantonese Opera Solo (Junior Secondary School)</p>
Hong Kong Joint School Music Association Competition	<p>Chan Lok Man, Vanessa (2K) – Gold Award – Secondary School Harp Solo (Intermediate)</p> <p>Cheung Hoi Kei, Stephanie (2H) – 1st Runner – up – International Open</p> <p>Cheung Hoi Yan, Ferrina (2H) – Champion – International Open</p>
Hong Kong School Drama Festival	<p>Cantonese Category Chan Chung Hei, Choi Shing Hon – Outstanding Performer Award</p> <p>YHKCC – Outstanding Cooperation Award</p> <p>English Category Mr. Peter Molan – Outstanding Script Award</p> <p>Laura Johnson, Sarthak Phadke, Alon David, Mika Millward, Aaira Balywin, Ahsun Mahammed – Outstanding Performer Award</p>
The 70th Hong Kong Schools Speech Festival (Chinese)	Yamaguchi Fumika (1C) – 1 st Runner up in F.1-F.2 Girls Mandarin Poem and Pose solo
The 70 th Hong Kong Schools Speech Festival (English)	<p>Solo Verse Speaking - Non-Open (Boys) YIU Cheuk Tin Conan (2C) – 1st Runner up YAU Hoi Chun Gabriel (4C) – 2nd Runner up</p> <p>Solo Verse Speaking - Non-Open (Girls) PUENTESPINA Zita Marie Pacifico (3H) – 1st Runner up VERGARA Jodi Marie Cuizon (3H) – 2nd Runner up KAUR Shruti – 2nd Runner up KAUR Jasmine (4K) – 2nd Runner up</p>



B. Speech/Drama/Debate/Music (Cont'd)

<p>The 70th Hong Kong Schools Speech Festival (English)</p>	<p>Solo Verse Speaking – Open D’SOUZA Ariana – 1st Runner up</p> <p>Solo Verse Speaking - Sonnet - Open (Age 14 and Above) SUN Ian Liu (6A) – Champion</p> <p>Solo Prose Reading - Non-Open (Boys) MOHIDEEN Yusuf (6M) – 1st Runner up</p> <p>Dramatic Duologue - Secondary 3 and 4 PUENTESPINA Zita Marie Pacifico (3H) & MATA Jasmine Marie Rabang (3Y) – Champion</p> <p>KAUR Jasmine (4K) & CARTER Megan (4K) – 2nd Runner up</p> <p>Dramatic Scenes - Secondary 5 and 6 – 2nd Runner up</p> <p>Acepcion Christine Maye Garcia (6M) Birkett Jasmine Lavinia Alice (6M) Gurung Akritee (6M) Mohideen Yusuf (6M) Singh Sikanderdeep (6M) Zeshan Fatima (6M) Fernandez Kyla Danella (6C) Tamang Revica (6C)</p>
---	---



C. Academic

Event/Area	Achievement
Outstanding Cambridge Learner Awards	<p>High Achievement Yashvi Shah – A Level Biology Jasmine June Alberts – A Level Chemistry Jasmine June Alberts – A Level Physics Alexander Ericson Lee – AS Level Biology Alexander Ericson Lee – AS Level Chemistry Cheung Hoi Yan (Ferrina) – AS Level Physics</p> <p>Best Across Three A Levels Yashvi Shah – First place</p>
British Biology Olympiad 2019	Lee Alexander Ericson – Gold Award Cheung Hoi Kei – Silver Award Cheung Hoi Yan – Silver Award Schulz Laura Simone Elisabeth – Bronze Award
French Poster Competition	Shruti Kaur (3A) – Winner
HKICPA/HKABE Joint Scholarships for BAFS	Buxani Shaan Shasi (5M)
UKMT Senior Mathematical Challenge	<p>Gold, Best in year, Best in School Cheung Yu Chuang (6H)</p> <p>Gold, Best in Year Youngeun Joen (5A)</p> <p>Gold Srinivas Raghavendran (6Y) Denis Yu (5H)</p> <p>Silver Laura Schulz (6A) Hoi Yan Cheung (6H) Ka Kiu Lo (6H) Daniel Cheuk (5A) Chockle Cheung (5H) Khan Nouman (5H) Aslan Pun (5H)</p>



C. Academic (Cont'd)

UKMT Senior Mathematical Challenge	<p>Bronze Shaista Bibi (6Y) Tiffany Ha (6Y) Kyla Fernandez (6C) Hoi Kei Cheung (6H) Ivan Fung (6H) Chung Fung (6H) Sun Kit Tse (6H) Su Rong Twan (6H) Amy Wright (6H) Gautham Rathanakumar (5Y) Andrew Tiliya (5M)</p>
UKMT Europe “Kangaroo” Mathematical Challenge	<p>Merit Sheung Shing Yuen (4Y) Timothy Ho (3C)</p>
UKMT Intermediate Mathematical Challenge	<p>Sheung Shing Yuen (4Y) Gold, Best in Year, Best in School</p> <p>Timothy Ho (3C) Gold, Best in Year</p> <p>Gold Shek Hei Chui (4M) Ryan Atwal (4A)</p> <p>Silver Rashi Gupta (4M) Tsz Yin Twan (4C) Harsh Gupta (4H) Ari Llie (3A)</p> <p>Bronze Caitlyn Lo (3C) Peter Mok (3A) Palakjot Kaur (3H) Yuichiro Minamikawa (3K)</p>
UKMT Junior Mathematical Challenge	<p>Gold, Best in Year, Best in School Yong-wook Kim</p> <p>Silver, Best in Year Abhijeet Chugh</p> <p>Gold Jun Takeshige (2M) Oscar Seyau (2A) Monish Bansal (2H) Anju Zhao (2K)</p>



C. Academic (Cont'd)

UKMT Junior Mathematical Challenge	<p>Silver Yat Hung (2H) Ashton Chan (1M) Daehee Kang (1H)</p> <p>Bronze Tanisha Yaday (2Y) Ken Mizoguchi (2M) Alston Leung (2H) Ka Hei Cheung (2K) Siddhant Nanikram (1Y) Jasper Lai (1M) Pak Hin Sang (1M) Hei Yuan Mak (1C) Amy Baldwin (1H) Wang Chun Lo (1H)</p>
Asia International Mathematical Olympiad Open Contest (Trial)	<p>Silver Chockle Cheung (5H) Sheung Shing Yuen (4Y) Shek Hei Chui (4M) Ryan Atwal (4A) Miguel Bautista (2Y) Ken Mizoguchi (2M) Shek Hang Chui (2K)</p> <p>Bronze Henrietta Tse (5Y) Denis Yu (5H) Harsh Gupta (4H) Cheuk Nam Chan (3K) Jun Takeshige (2M) Oscar Seyau (2A)</p>



YMCA of Hong Kong Christian College

港青基信書院

D. Community Service

<u>Event</u>	<u>Date</u>
Help to break the Guinness World Record for JCI	September 2018
Giving out mooncakes to the elderly at home	September 2018
Fast-A-Meal Event	October 2018
Packing 400 goodies bags for the elderly	November 2018
A flag day for The Community Chest	November 2018
International Fun Fair 2018 – Packing and distributing the goodies bags for the elderly	December 2018
Christmas Parade – Visit the Kindergartens, elderly	December 2018
Home visit for the elderly (Round 1) – Rotary Team	December 2018
Home visit for the elderly (Round 2) – Rotary Team	December 2018
A Flag Day for Islands Youth Association	December 2018
Blindfold Cable Car Challenge in Ngong Ping 360	January 2019
Home visit for the elderly (Round 3) – Rotary Team	January 2019
Nam Shan Elderly Home Visit	March 2019
Children's Dreams Reading Carnival	May 2019

E. School Visits

<u>School</u>	<u>Date</u>
Shi Men Middle School (Foshan, China)	October 2018
Singburi School (Thailand)	October 2018
Foshan No.3 Middle School	October 2018
Sichuan Education Bureau (China)	October 2018
Principals visit, Beijing	December 2018
Foshan Shi Men Middle School (Foshan, China)	January 2019
School visit by the Secretary for Justice	April 2019
School visit by Sichuan YMCA Jintang School	May 2019



F. Large-scale Student Activities

<u>Activities</u>	<u>Date</u>
Back to School Night (F1 to F4)	September 2018
Life-wide Learning Camp (3 days 2 nights)	October 2018 (F1 -3 students)
Student-Teacher & Parent-Teacher Conferences	November 2018, February 2019, March 2019 & May 2019 (students and parents)
Sports Day	November 2018 (all students)
International Fun Fair	December 2018 (5000+ participants)
HKDSE / GCE Information Evening (F.3 & F.4)	January 2019 (180+ participants)
Higher Education Conference	April 2019 (120+ participants)
Music Contest	May 2019
Swimming Gala	May 2019 (530+ participants)
Graduation Ceremony	June 2019 (700+ participants)
Enrichment Week F.1 – MADS Programme F.2 – Discovery Camp (3 days & 2 nights) F.3 & 4 – Service Outreach Week (local & Overseas) F.5 Work Experience Week	June 2019 (all students)
Sports Night	July 2019 (350+ participants)
College Night	July 2019 (all students)
Thanksgiving	July 2019 (all students)

G. YHKCC Alumni

- Jordon Jarvis
 - a member of the Philippines National Football Team, AZKALS, was selected to represent his home country, the Philippines, to enter the international football tournaments
 - has returned from the Philippines to join the Eastern Football Club in Hong Kong as a professional football player. He has now begun a new stage in his professional football career in Hong Kong
- Angel Yeung
 - one of the Orbis ambassadors to join the Mongolia See-N-Feel tour and was inspired to become a “white angel” after joining the tour
- Izzy Jose
 - performed “Lureena” in a renowned musical “Adrift in Macao” and received very positive and encouraging comments from the community.



YMCA of Hong Kong Christian College

港青基信書院

- Li Lok Sze
 - achieved an outstanding academic performance in Visual Arts at the Hong Kong Baptist University, and has been awarded the Dean's List.
- Olsson, Christopher Sven
 - was honoured on the Dean's List of the School of Engineering at the HKUST in recognition of having outstanding academic achievement.
- Lo Kar Li
 - was honoured in the Dean's List of the Bachelor of Social Science (Honours) programme in Asian Studies by Hang Seng University of Hong Kong in recognition of her outstanding academic performance.
- Robbie Wu
 - the captain of U23 Hong Kong team and participated in the Guangdong Hong Kong Football Cup 2018 organised by the Hong Kong Football Association
 - a professional player in the Hong Kong Premier League and is currently the vice-captain of Hong Kong Pegasus
 - awarded the Young Player of the Year in the Hong Kong Top Footballer Awards 2018-2019 and attended the prize presentation ceremony on 22nd May 2019
- Dylan Bentulan
 - a key player of The University of Hong Kong (HKU) Basketball Team. He entered HKU through a sportsman scheme and is now a student athlete in the university.
- Chan Yee Man, Megan
 - was honoured in the Dean's List of the Hong Kong Baptist University in recognition of her outstanding academic achievements in the Associate Degree Programme of Film, Television and Digital Media Studies.
- Jasmine Kelly
 - succeeded with flying colours in the music industry and has started making her own music



YMCA of Hong Kong Christian College

港青基信書院

IX. PARENT-TEACHER ASSOCIATION

The Annual General Meeting of the Parent-Teacher Association for the 2018 – 2019 school year was held on 14th September, 2018. The election of new executive committee members was carried out, and the following parents were elected:

- Ms. Jasmine Chong (Chairman)
- Mr. Standy Chan (First Vice Chairman)
- Ms. Serena Sank (First Treasurer)
- Mr. Coco Chow (Second Secretary)
- Ms. Bee Lui (Social Convener)
- Mr. Michael Johnson (Social Convener)
- Mr. Mihir Shah (Social Convener)

The teacher members are:

- Mr. Dion Chen
- Ms. Diana Lo
- Mr. Peter Chan
- Mr. Ken Harley
- Mr. Tommy Kwan
- Mr. Andrew Higgins

Three Executive Committee meetings were held on 15th October, 2018, 12th November, 2018 and 12th February, 2019.

List of Items Sponsored by the PTA in 2018 – 2019

- PTA Donation for Enhancing Learning Experience e.g. Dissecting Microscopes, Joulemeters for Science Department; Bookcase for English Department; Reading Library Cabinets for Humanities Department; Medicine balls and racks for PE Department; Visualizers for IT Department
- PTA Progress Prize (Book coupons)
- Refreshment of the PTA Annual General Meeting
- Refreshment of the PTA Executive Committee Meetings
- International Fun Fair Day on 8th December, 2018
- 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 2019 – 2020 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 2017 – 2018 (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)	58.47%	N.A.
School Fees	N.A.	36.51%
Donations, if any	N.A.	2.04%
Other Income, if any	N.A.	2.98%
Total	58.47%	41.53%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		82.16%
Operational Expenses (including those for Learning and Teaching)		7.61%
Fee Remission / Scholarship ¹ (13.96% of the School Fee Income)		4.73%
Repairs and Maintenance		0.78%
Depreciation		4.72%
Miscellaneous		N.A.
Total		100%
Surplus for the School Year [#]	0.57 months of the annual expenditure	
Accumulated Surplus in the Operating Reserve as at the End of the School Year [#]	3.25 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
• Careers Centre (2017/2018)	\$250,000
• Geography Room (2017/2018)	\$400,000

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

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



YMCA of Hong Kong Christian College

港青基信書院

• Home Economics Room (2017/2018)	\$500,000
• Upgrade of Apple TVs and other Multi-media learning facilities in classrooms	\$750,000
• Fitness Centre and Black Box Theatre (2018/2019)	\$26,000,000
Total	\$66,273,061

B. Use of Government Grants & Donations

1. School Fee Remission Reserves

	2018/2019	2017/2018
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Provision for the Year	3,723,606.70	3,574,072.38
Donations	658,500.00	0.00
Additional Provision from School	155,681.60	577,024.52
Less: Payment for the Year	(4,537,788.30)	(4,151,096.90)
Balance as at 31 August	0.00	0.00

2. Capacity Enhancement Grant

	2018/2019	2017/2018
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	570,900.00	552,968.00
Less: Expenditure	(570,900.00)	(552,968.00)
Balance as at 31 August	0.00	0.00

3. Diversity Learning Grant – Other Programmes

	2018/2019	2017/2018
	HKD \$	HKD \$
Balance as at 1 September	11,952.52	17,012.42
Add: Current Year Grant	76,750.00	78,000.00
Less: Expenditure	(81,952.52)	(83,059.90)
Balance as at 31 August	6,750.00	11,952.52

4. Diversity Learning Grant – Other Languages

	2018/2019	2017/2018
	HKD \$	HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	193,050.00	226,200.00
Less: Expenditure	(193,050.00)	(226,200.00)
Balance as at 31 August	0.00	0.00



YMCA of Hong Kong Christian College

港青基信書院

5. Extra Recurrent Grant Under ITE4 / Enhancing Wifi Infrastructure

	2018/2019 HKD \$	2017/2018 HKD \$
Balance as at 1 September	9,300.36	0.00
Add: Current Year Grant	66,740.00	162,170.00
Less: Expenditure	(76,040.36)	(152,896.64)
Balance as at 31 August	0.00	9300.36

6. Moral and National Education Subject Support Grant

	2018/2019 HKD \$	2017/2018 HKD \$
Balance as at 1 September	114,000.00	211,000.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(99,164.00)	(97,000.00)
Balance as at 31 August	14,836.00	114,000.00

7. One-off Grant to Secondary Schools for the Promotion of STEM Education

	2018/2019 HKD \$	2017/2018 HKD \$
Balance as at 1 September	46,880.94	198,000.00
Add: Current Year Grant	0.00	0.00
Less: Expenditure	(46,880.94)	(151,119.06)
Balance as at 31 August	0.00	46,880.94

8. One-off Grant Chinese History Grant

	2018/2019 HKD \$	2017/2018 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	150,000.00	150,000.00
Less: Expenditure	(30,022.26)	(0.00)
Balance as at 31 August	119,977.74	150,000.00

9. One-off IT Grant for E-Learning in Schools

	2018/2019 HKD \$	2017/2018 HKD \$
Balance as at 1 September	79,850.00	0.00
Add: Current Year Grant	0.00	199,450.00
Less: Expenditure	(79,850.00)	(119,600.00)
Balance as at 31 August	0.00	79,850.00



YMCA of Hong Kong Christian College

港青基信書院

10. Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and Mainland

	2018/2019 HKD \$	2017/2018 HKD \$
Balance as at 1 September	219,176.21	190,291.71
Add: Current Year Grant	150,000.00	120,000.00
Less: Expenditure	(182,356.74)	(91,115.50)
Balance as at 31 August	186,819.47	219,176.21

11. PTA Grant

	2018/2019 HKD \$	2017/2018 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	10,474.00	10,372.00
Less: Expenditure	(10,474.00)	(10,372.00)
Balance as at 31 August	0.00	0.00

12. RC Lee Foundation – Unity in Diversity

	2018/2019 HKD \$	2017/2018 HKD \$
Balance as at 1 September	461,162.07	0.00
Add: Current Year Grant	0.00	900,000.00
Less: Expenditure	(461,162.07)	(438,837.93)
Balance as at 31 August	0.00	461,162.07

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

	2018/2019 HKD \$	2017/2018 HKD \$
Balance as at 1 September	219,847.00	129,975.00
Add: Current Year Grant	0.00	259,950.00
Less: Expenditure	193,500.00	(170,078.00)
Balance as at 31 August	26,347.00	219,847.00



YMCA of Hong Kong Christian College

港青基信書院

14. Senior Secondary School Students Mainland Exchange Programme Subvention Scheme

	2018/2019	2017/2018
	HKD \$	HKD \$
Balance as at 1 September	1,350.00	0.00
Add: Current Year Grant	40,000.00	40,000.00
: Adjustment	0.00	13,770.00
Less: Expenditure	(40,000.00)	(39,250.00)
Claw back	0.00	(13,170.00)
Balance as at 31 August	1,350.00	1,350.00

15. School-Based After-School Learning and Support Programmes

	2018/2019	2017/2018
	HKD \$	HKD \$
Balance as at 1 September	45,519.00	39,099.00
Add: Current Year Grant	66,000.00	75,000.00
Less: Expenditure	(65,480.00)	(68,580.00)
Balance as at 31 August	46,039.00	45,519.00

16. Stepping Up Education Support for Non-Chinese Speaking

	2018/2019	2017/2018
	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

17. Hong Kong School Drama Festival

	2018/2019	2017/2018
	HKD \$	HKD \$
Balance as at 1 September	3,250.00	621.00
Add: Current Year Grant	6,800.00	3250.00
Less: Expenditure	(7,428.78)	(621.00)
Balance as at 31 August	2,621.22	3250.00



18. Hong Kong Jockey Club Life-wide Learning Fund

	2018/2019	2017/2018
	HKD \$	HKD \$
Balance as at 1 September	9,928.00	2.00
Add: Current Year Grant	36,855.00	60,953.00
Less: Claw Back	9,378.00	
: Expenditure	(35,665.00)	(51,027.00)
Balance as at 31 August	1,740.00	9,928.00

C. Report on Use of Grants

Capacity Enhancement Grant

In order to support the personal growth of students and provide professional services to students and parents, our School has continuously utilized the Capacity Enhancement Grant (CEG) to employ an Educational Psychologist in 2018/2019 school year. The CEG was also effectively used to support sports development in the YHKCC through the employment of swimming coaches. Part of the CEG was also used for hiring part-time staff to support 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.

Resources were also deployed to employ a 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 2018 – 2019

The major concerns for the 2018 – 2019 school year were 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 progress made during the year towards achieving these major concerns is shown in the table below.

Major Concern #1: To raise academic achievement by further enhancing teaching and learning effectiveness.

Targets	Strategies	Progress
1. To continue to improve academic performance, especially in IGCSE, GCE & HKDSE public examinations.	To identify high achieving students who are struggling in one particular subject and implement additional tutorial programmes.	
	To upgrade the existing Gifted and Talented Programme to stretch the more able and provide a suitably challenging curriculum.	
	To continue to develop a range of revision strategies to maximize learning effectiveness.	
2. To strengthen programmes designed to support low achievers.	To monitor and track learning progress, identify those most in need of help and ensure that additional support is provided as necessary, deploying TAs in the classroom as much as possible.	
3. To continue to improve the quality of teaching.	To continue to promote sharing of best practice in department meetings and ensure that teaching and learning discussions occupy a core place.	
	To encourage more frequent observations of other teachers teaching through use of the Pineapple Chart, learning walks, informal observations, etc.	
	To further develop the Early Professional Years (EPY) Programme to support teachers in the transition from teacher training to the YHKCC.	



YMCA of Hong Kong Christian College

港青基信書院

	To make the most of internal and external CPD opportunities, including face-to-face and online training.	DONE
	To actively encourage implementation of strategies shared by Learning Communities and through the weekly Hotspots.	DONE
	To encourage inter-departmental collaboration in teaching of skills, e.g. essay writing.	DONE
	To continue to develop high quality group work to encourage greater student ownership, engagement and collaboration.	DONE
	To build teachers' capacity and extend individual repertoires by creating new techniques to develop dispositions in the YHKCC Learner Profile.	DONE
4. To continue to develop students' ability to learn.	To enhance teaching and learning effectiveness through the use of ICT in the classroom.	DONE
	To develop a whole-school Literacy Policy.	DONE
	To promote reflectiveness, e.g. make use of reflective learning journals.	DONE
	To provide ICT training for junior form students.	DONE
	To increase manpower in supporting the learning of students with specific learning difficulties.	DONE
	To 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.	DONE















Major Concern #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.

Targets	Strategies	Progress
1. To develop the intellectual character dispositions in the YHKCC Learner Profile.	Departments continue to devise teaching techniques / learning activities to develop the intellectual character dispositions in the YHKCC Learner Profile and embed dispositions into schemes of work.	
	To build in practices that promote and encourage the development of intellectual character dispositions, e.g. English – promoting reflectiveness through the use of journals; PE – Stars of the Month Programme, Creative Arts – Biweekly display board, etc.	
	To embed resilience into regular lessons by developing a growth mindset and encouraging/ supporting students facing difficulties.	
	PSHE lessons devised to develop the intellectual character dispositions in the YHKCC Learner Profile.	
	Develop the intellectual character dispositions in the YHKCC Learner Profile through the extra-curricular curriculum.	
2. To foster resilience and empathy in students, staff and parents.	Introduce and implement ‘The Brightly Project’ and ‘Know My Students’ module’.	
3. To identify and provide support for students where needed.	Introduce and implement the PASS survey to assess students’ attitudes to school and self.	
	Provide extra support for the School Social Workers and students (highlighted by the ‘Know my Students’ survey) through a school placement.	
4. To increase the awareness of mental health and well-being awareness within the school community.	Make use of SGDS Hotspots to highlight different pastoral issues, e.g. self-injury, mental health awareness, know my students, PASS survey, etc.	
	Make use of the Student Briefing to speak to students about mental health and well-being, e.g. teacher talks on topics such as self-kindness, happiness, etc.	
	Adapt PSHE and staff development by using the data gained from ‘Know my Students’ and PASS surveys.	



YMCA of Hong Kong Christian College

港青基信書院

5. To facilitate whole person development of students through provision of extra-curricular activities	Establish new ECA clubs and societies (e.g. Film club, handicraft course, Fine Art Photography, Literacy readers, etc.)	
6. To further develop sports teams and foster character building and collaborative spirit among athletes and teams.	Provide extra training and coaching support for sports teams and athletes to further raise standards and competitiveness.	
	Provide support for athletes interested in pursuing professional career and continue to explore opportunities for university recommendation through sports scholarships.	
7. To further promote student leadership and acting as role models across different leadership bodies.	Organize leadership trainings and sharing sessions to help students to grow as leaders across the academic year.	
	Recommend/nominate student leaders in different external scholarship programmes.	
	Provide more opportunities for student leaders to share with the student body in Tuesday briefings and assemblies.	
	Establishing the Green Ambassadors to raise awareness and cultivate green concepts on campus.	
8. To provide opportunities for students to engage in community service.	Enrich the variety of inbound and outbound service opportunities during Service Outreach Week.	
	Strengthen the role and the scope of the community service club to offer variety of service opportunities to the student body.	
	Encourage and support students in running student-initiated service program or fundraising activities.	
9. To further promote spiritual development through activities and events.	Introduce more interactive school assemblies to promote interest in understanding Christian faith.	
	Strengthen the role and scope of the Christian fellowship.	



	Revamp the devotions structure and content.	
--	---	--

Major Concern #3: To continue to streamline and refine administrative procedures by utilizing IT systems.

Targets	Strategies	Progress
1. To introduce SEQTA for teaching and learning purposes.	To introduce SEQTA.	
2. To reduce the amount of paperwork.	To review a wide range of existing practices with a view to reducing paperwork.	
3. To further strengthen the P-I-E cycle.	To review each stage in the P-I-E cycle with a view to enhancing linkages and making more effective use of data.	
	To implement the new appraisal review system.	



YMCA of Hong Kong Christian College

港青基信書院

XII. DEVELOPMENT FOR 2019 – 2020

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 2019 – 2020 school year are as follows:

- 1. To raise academic achievement by further enhancing teaching quality and developing independent, responsible and ambitious learners.*
- 2. To continue to integrate the core values and intellectual character dispositions into building students who are 21st century ready.*
- 3. To further streamline administrative systems and enhance communication channels through the new online learning platform.*

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