



# YMCA of Hong Kong Christian College



## Annual School Report

2024 – 2025



YMCA of Hong Kong Christian College

港青基信書院

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I. SCHOOL VISION, MISSION & VALUES

Vision

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

Mission





## Values



### Statement of Core Values

In our daily interactions with every member of the school community – students, colleagues and support staff – we will endeavour to:

#### Build a community that cares

- *Value each and every person equally and treat everyone fairly and justly.*
- *Work together and recognize that every individual has something to contribute: “None of us is as good as all of us!”*
- *Encourage one another to build on previous achievements and praise positive steps in the right direction.*
- *When mistakes are made, try to discover the reasons why, empathize and take reasonable and appropriate action.*
- *To choose to be positive in the way that we view our community and actively express praise and gratitude.*

#### Serve one another in love

- *Care for each other in very practical ways.*
- *Adopt an attitude which continually asks, “How can I help you?”*



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### Respect ourselves and others

- Celebrate our different cultures.
- Respect each other's points of view, opinions and beliefs, and tolerate our differences.
- Don't hold grudges and forgive each other quickly.

### Be responsible

- Take full responsibility for all that we say and do.
- Make carefully considered decisions and follow through with determination.
- Be reflective and committed to ongoing personal and professional improvement.
- "No complaining without a positive solution!" Be 100% committed to being 'part of the solution' rather than choosing to complain about difficulties we encounter.

### Act with integrity

- Strive for professional excellence at all times.
- Recognize and fulfill our vocational responsibility as stewards of students' potential.
- Protect the children who have been placed in our care.
- Be a role model and ensure that our words and actions are consistent.
- Do not listen to or spread gossip about students or colleagues.

These values can be summed up in the **golden rule**, first expressed more than 2,000 years ago by Jesus, who said, "In everything, do to others what you would have them do to you." (Matthew 7:12.) Or, as expressed in The Message version, "Here is a simple, rule-of-thumb guide for behaviour: Ask yourself what you want people to do for you, then grab the initiative and do it for them. Add up God's Law and Prophets and this is what you get."

## II. SCHOOL MOTTO & SCRIPTURE

**Fides et virtus**  
(Faith and Strength)

School Motto 校訓

**篤信 剛毅**



**I have come that they  
may have life, and have  
it to the full.**

[John 10:10]

School Scripture 經訓

**我來了，是叫人得生命，  
並且得的更豐盛。**  
(約翰福音十章十節)



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### **III. SCHOOL**

#### **General Information**

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

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

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

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

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

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

#### **Special Features**

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



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

- The school emphasizes enhancing language competencies and the all-round development of students. It has a rich language environment and students are immersed in English medium learning across the curriculum. About 36% of the staff are non-local, native English-speaking teachers. All teachers are university graduates, many having lived in foreign countries, including UK, Philippines, Canada, USA, New Zealand, India, Korea, Japan and Nigeria, for an extended period of time either studying or working.
- The school also has a wide variety of extra-curricular activities (ECAs) to choose from in a range of areas including academic, interest, cultural, sports, music, service and spirit, etc. Students are encouraged to develop their talent and potential. Students are also encouraged to participate in community service throughout their time in the school, to develop a sense of sharing and belonging to the community.
- The school organized overseas study tours to the United Kingdom and New Zealand in October 2024, to enable students to expand their horizons and embrace different cultures.
- The school developed new sister school relationships in Chuang Chun and Shanghai in China, and educational trips to Wuxi and Hangzhou were arranged for students during the Easter break.
- The school organizes an Enrichment Week for all students at the end of school year. The following activities were arranged during the 2024 – 2025 academic year:
  - Form 1 students were split into groups for Other Learning Experiences: Music, Sports, STEM and Visual Arts.
  - Form 2 students participated in spiritual retreat day camps in various locations such as The Baptist Convention of Hong Kong Baptist Assembly, Chinese Y.M.C.A. Wu Kwai Sha Youth Village and Harvest Mission Community Church (HMCC) of Hong Kong.
  - Students in Forms 3 and 4 students participated in a Service Outreach Week, including both local and outbound service trips. Local service opportunities included Education, Caring for the Environment, Caring for the Neighbourhood and Caring for the Needy. Outbound service opportunities include trips to Cebu and Dumaguete in the Philippines, Ho Chi Minh in Vietnam, and Sichuan and Tainan in China.



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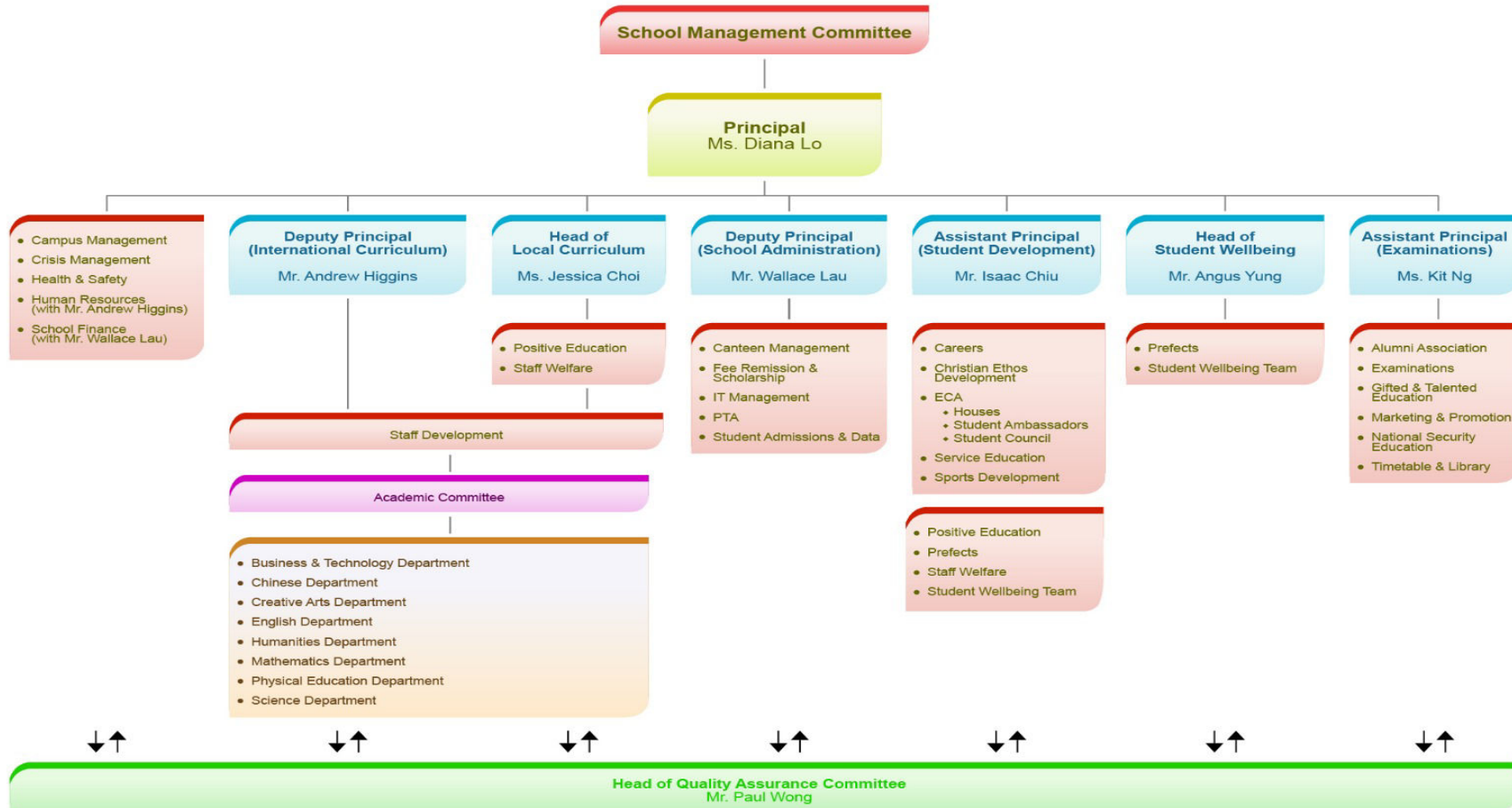
- Form 5 students participated in a Work Placement Programme. All students were required to engage in the job-hunting process, find a job and work for the company for a week in order to gain real experiences of the workplace. Students also participated in a Higher Education Expo and Result simulation.
- One of the highlights of the year was the production of the School Musical – Arabian Nights.
- The school also successfully joined the Round Square international network to provide more international learning opportunities for students.

### **School Management Committee**

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



## Organization Chart





**IV. STUDENTS**

**Class Organization**

Number of Operating Classes for Year 2024 – 2025

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

Number of Students for the 2024 – 2025 School Year as at 30<sup>th</sup> September, 2024.

Form	No. of Students	Eligible for DSS Subsidy
1	164	163
2	164	164
3	164	164
4	159	158
5	134	134
6	122	121
Total	907	904

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

About 66% of the students have an international background, coming from 45 countries and about 45% of the Form 1 students come from local primary schools. 34% of the students speak Chinese at home, while the rest speak English or other languages, totalling 20 different languages spoken by the students.



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### **Student Wellbeing Team**

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

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

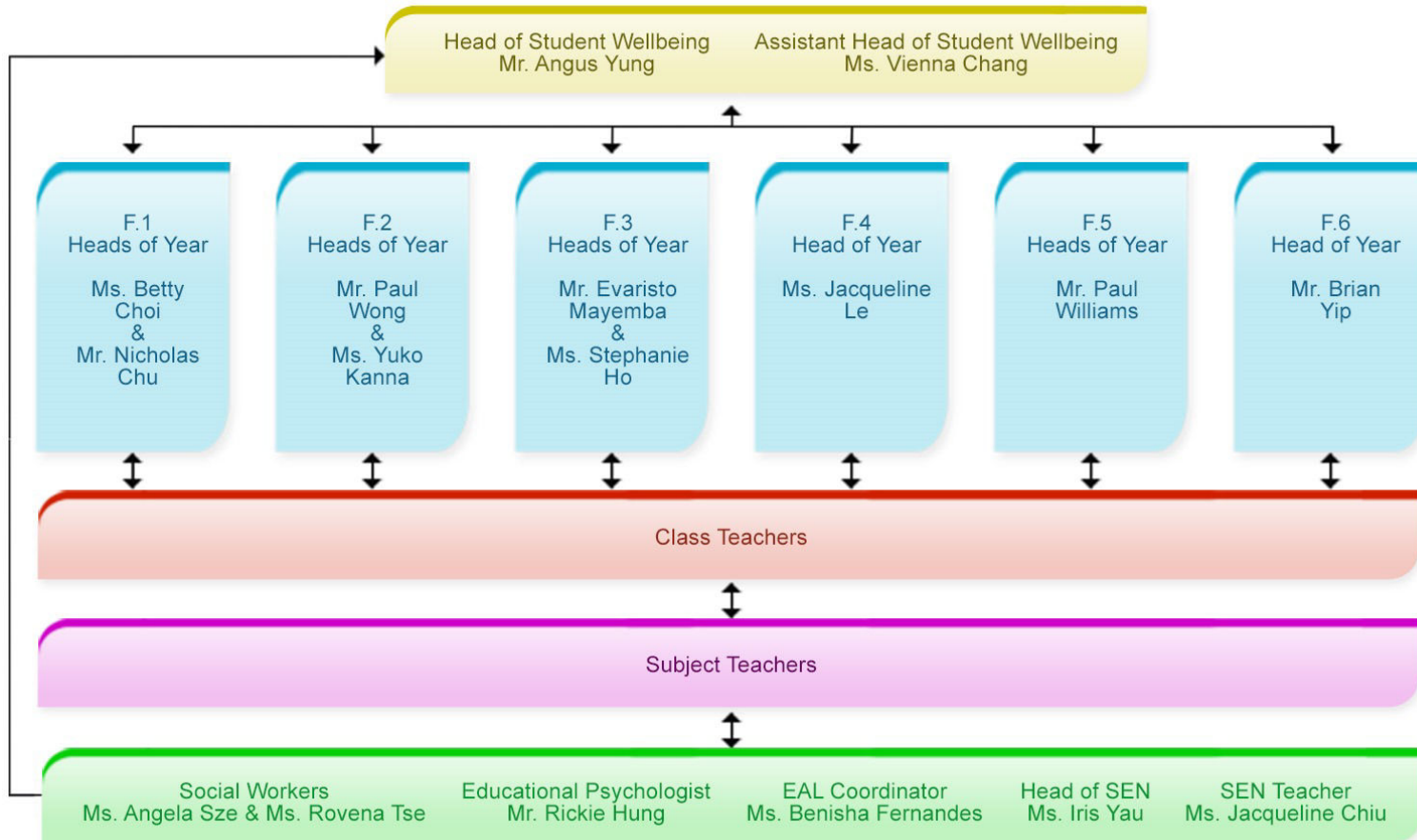
More specifically, the aims of the Student Wellbeing Team are to:

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

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



# Student Wellbeing Team





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## Personal, Social, Health & Economic Education

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

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

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

## PSHE Overview

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

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



## Know My Students Survey

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

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

## Positive Education

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

## Year Themes

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

- Form 1 – *Build good habits; embrace new possibilities.*
- Form 2 – *Give respect, get respect.*
- Form 3 – *Make Wise Choices; Create Positive Change.*
- Form 4 – *Motivation is what gets you started; discipline is what keeps you going.*
- Form 5 – *Respect for ourselves guides our morals; respect for others guides our manners.*
- Form 6 – *Responsible Choices Today, Flourishing Future Tomorrow.*

## Retreat Programmes

The Form 2 Retreat was a four-day programme during Enrichment Week that offered students time to reflect on the school motto *Fides et Virtus* (Faith and Strength) and grow in community. The retreat combined self-reflective, competitive, spiritual, and team-building activities, with a daily Christian devotion featuring Bible verse reflections, encouraging students to apply scripture to their lives. A visit to a local church enriched the experience, allowing students to explore worship and fellowship while learning self-care through the lens of faith.

Form 4 students attended a one-day Retreat programme as part of our commitment to the ongoing holistic education of the students in our school. The Retreat has been designed based on elements of the PERMA model for wellbeing and focuses on positive emotions, engagement, relationships, meaning and accomplishments. The programme explored the Form 4 Year Theme: '*Motivation is what gets you started; discipline is what keeps you going.*'



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

Form 6 students attended a one-day Retreat programme structured around the Form 6 Year Theme: *'Responsible Choices Today, Flourishing Future Tomorrow.'* The activities and workshops worked toward building students' confidence, resilience and enthusiasm for the challenges that lie ahead of them in both the final year of school and transition to adult life. The retreat was followed by an enrichment trip to Ocean Park for all Form 6 students.

### Guest Speakers

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

Form 1	TWGHs – CROSS Centre	Raise awareness about the dangers and consequences of Space Oil Drug use, while encouraging positive choices and healthy coping strategies.
	Ms. Nicole Lee, Mind HK	Practical strategies for managing exam stress, particularly for first-time Form 1 students. Address the gap between expectations and actual results, and offer guidance on coping with anxiety related to friendships and social dynamics.
Form 2	United Nations High Commissioner for Refugees	Provide an overview of UNHCR's global mission, define what constitutes a refugee, and discuss the reasons people flee their countries, supported by real-world examples. Highlight the aid offered to displaced populations and share ways for students in Hong Kong to support refugee causes.
	Ms. Gloria Lo, Mind HK	Understand the serious health risks and addictive nature of smoking, vaping, and the use of space oil drug, raising awareness about their physical, mental, and social consequences, while encouraging informed, healthy lifestyle choices.
Form 3	Nika Babakhan, Gladys Matrass, SexEd4All	Understand the importance of 'Decision Making and Consent,' exploring relationships, consent, making informed choices, assertive communication, and emotional regulation.
	Mr. Isaac Mak, The Samaritans	Explore the concept of emotional wellbeing, identified how bullying negatively affects it, emphasised the importance of active listening as a way to support others, and encouraged building a caring and inclusive school culture.
Form 4	Ms. Mandy Lu, ICAC	Raise awareness about the dangers of corruption, introduced the role of the ICAC and the Prevention of Bribery Ordinance through case examples, and encouraged participants to report corrupt practices.



	Hong Kong International Aviation Academy	Provide an overview of the aviation industry's development, introduced various aviation career paths, shared details about the academy and youth-oriented courses, discussed relevant study routes and interview tips.
Form 5	Daniel Hestevold, CEO of Running To Stop The Traffik	Understand how a pandemic accelerates human trafficking and other forms of exploitation and to learn from a 24 Hour Race alumni who have seen their quest for social justice propel them into universities and dream jobs.
	Ms. Winnie Tse, Law Society	Raise awareness of the criminal offense about theft, violence and sex-related offense.
	Stephanie Ng, Founder and Executive Director of Body Banter	Offer students a comprehensive overview of body image issues within the Hong Kong context, common misconceptions surrounding body image issues, and ways to practice socially responsible body image advocacy in their communities.
	Ms. Yang Kit Suen, Kiko, Hong Kong Organ Transplant Foundation	Foster positive attitudes toward organ donation by highlighting its life-saving impact, addressing common misconceptions, and encourage informed, compassionate decision-making rooted in empathy and social responsibility.
Form 6	UNICEF – Voices of Youth	Understand the historical significance, content of the 17 Sustainable Development Goals (SDGs) and the relationship between the Goals and children. Encouraging the participants to support the Sustainable Development Goals and become change agents.
	Dr. Nicholas Siu	Foster appreciation for natural life cycles, encourage empathy and responsibility through hands-on care of caterpillars, and use their transformation as a metaphor to explore themes of personal growth, resilience, and humanity's role in the environment.

### Adopt-A-Charity

One of the key elements of the school's vision and mission is service. We aim to develop empathic, self-assured, empowered leaders who contribute positively to their community both as individuals and as part of an effective team. To achieve this goal the school encourages students to actively and wholeheartedly participate in acts of service to the community. An exciting new initiative called "Adopt-a-Charity" was launched in the 2020 – 2021 school year to empower students to give back to their local community through their good-works and affirmation awards. Each of the 36 classes in the school selected a charity they would like to support during the academic year. To help raise funds for their chosen charities the school organized six "Adopt-a-Charity" casual dress days throughout the year, one for each form. A total of \$89,220.40 was raised for charity.



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### **Morning Wellbeing Activities**

With the time allocated to the morning class teacher period this year, the Student Wellbeing Team and the Reading Committee prepared a routine of weekly wellbeing activities for all year groups every morning. The activities incorporated PERMA elements within the content and aimed to enhance class spirit. The routine includes Collaborative Monday with the whole class working as a team in completing hands-on tasks and activities; D.E.A.R. (Drop Everything & Read) Wednesday for students to focus on their mental and emotional wellbeing through reading; Shared Shelf Thursday with teachers and students sharing about books that they read and Fun Friday with student-led class activities to create shared experiences as a class.

### **Social Development Programme**

In the second semester, as part of a new student wellbeing initiative this year, the school conducted a friendship survey for Form 1 and Form 2 students. Based on the results of this survey, the team designed a series of social development activities to promote positive interactions and build social confidence through social-emotional learning opportunities. The sessions have been structured around the PERMA model aiming to provide students with opportunities to develop interpersonal skills, spend valuable time with their peers, and have a chance to express their inner feelings through a variety of enriching experiences.



## STUDENT LEADERSHIP BODIES

There are four student bodies in the school:

- A. Student Council
- B. Prefects
- C. Student Ambassadors
- D. Houses

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

### A. Student Council

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

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

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

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

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



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### Executive Committee Members:

President	AMANAT-ANWAR (5A)
Vice President	Tuul TULGA (5K)
Vice President	Manudev MOOLEKKUDIYIL VINESH (5A)
Secretary	Dakksh VORA (5A)
Treasurer	Nimish BANSAL (5A)
Activity Officer	Tairis MARTINS (5C)
House Officer	Danielle Julia Librada ESTRADA (5Y)
Publication Officer	Aleena AZAROVA (5K)
Promotion Officer	Hae Lin Catherine WOO (5K)
Communications Officer	Aastha DHAKAL (5A)

### B. Prefects

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

The purpose of the Prefect Team is as follows:

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

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

**Teacher Advisors:** Ms. Jacqueline Le & Ms. Betty Choi

**Head Prefects:** Yasasvi Krishna BANDI (5A) & Johanna Venice Chua BRIONES (5K)



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### C. Student Ambassadors

The Student Ambassadors are a group of students from all forms who are dedicated to positively promoting the YHKCC at all school events and public functions held for prospective students and their families. They work on a voluntary basis and serve the school community by informing parents, visitors and guests about the school from the students' perspective. Their duties are generally mainly on representing the school at public functions, including the Form 1 Admission Briefing and Form 1 Admission Interviews. They also helped in school functions such as the Back to School Night, International Fun Fair, Graduation Ceremony, Sports Night and College Night this year. Student Ambassadors are given the unique opportunity to receive training in communication skills, public relations, marketing and interpersonal skills.

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

**Teacher Advisor:** Mr. Nicholas Chu & Mr. Vermouth Hung

#### **President & Vice Presidents:**

President	Diya VIRANI (5H)
Vice Presidents	Cheuk Lam TSANG (5H) & Lillie MAK (5K)

### D. Houses

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

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

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



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### **Morrison House**

Head of House: Ms. Hee Jo Han  
Assistant Head of House: Ms. Lovepreet Kaur

House Captain: Juliana Therese Villagracia BERGAS (5K)  
Assistant House Captains: Mohanjeet Singh Gill SINGH (5Y), Armaan SINGH (5A), Alija Fransel Parjam MONTALBO (4H)

### **Chambers House**

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

House Captain: Retaj TOLBA (5C)  
Assistant House Captains: Angel Mansukhbhai BUDHELIYA (5C), Benjamin HO (4H), Nadia Celine Mirandilla SERAPION (3A)

### **Williams House**

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

House Captain: Vivienne Sin Nei MOK (5C)  
Assistant House Captains: Rodolpho KNORST DA SILVA (5A), Tik Wai Tane LEUNG (4A), Saffron Yan Yu KWOK (3C)

### **Taylor House**

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

House Captain: Anaika Zianne FERNANDES (5K)  
Assistant House Captains: Garv Mukesh ASNANI (5K), Noufil MUHAMMAD (4C), Ke Han WEI (4K)



## V. CURRICULUM

The school uses the local curriculum for most subjects, as set by the Education Bureau (EDB) in Hong Kong, leading to the Hong Kong Diploma of Secondary Education (HKDSE).

To cater for the diverse nature of students' abilities and backgrounds, the school offers French, Spanish and Elementary Chinese to some students, which leads to the International General Certificate of Secondary Education (IGCSE) qualification.

### Curriculum Structure

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

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

### Integrated Curriculum

The school offers an Integrated Curriculum in Form 3, which integrates the content of the local HKDSE curriculum with IGCSE syllabuses. Students study 5 core subjects: Language (Chinese Language *or* IGCSE Mandarin), English Language, Mathematics, Liberal Studies and Religious Studies). Students also select 4 Elective Subjects from a choice of 15 subjects.

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

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

### Hong Kong Stream

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



**International Stream**

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

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

**Post-IGCSE Examination GCE A-Level Foundation Course**

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

**Subjects Offered**

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

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



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

\* Non-Public Examination Subject



### Special Educational Needs

A total of 50 SEN students who were diagnosed with Specific Learning Difficulties (SpLD) – Dyslexia, Autism Spectrum Disorder (ASD), Attention Deficit (Hyperactive) Disorder (ADD/ ADHD), Borderline Intellectual Functioning, Hearing impairment, Speech and Language Delay, Anxiety and Depression. A further 34 students are receiving SEN support, but have not yet been formally diagnosed.

One Head of SEN, one SEN Teacher and two SEN Teaching Assistants provided regular academic support to thirteen students in various subjects from September 2024 to June 2025 during lessons, self-study period, class teacher period and after school.

Twelve students attended the ASD social group from The Salvation Army for social skills training. Additionally, six students attended ADHD Training Programme offered by Excellent Education Company Limited. Four Form 3 students with SpLD attended a Chinese Reading and Writing Class from Pathways Foundation, three Form 1 students with SpLD attended a Chinese Reading and Writing Class from HKEP Service Centre Limited.

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

Examination	Date	Form	No. of students
Mid-year	January 2025	Forms 2, 3, 5 (DSE) & 6 (DSE)	19
Mock	February/March 2025	Forms 4, 5 (GCE) & 6 (GCE)	18
Final	May/June 2025	Forms 1, 2, 3, 4 & 5	38

Access arrangements were also put in place for the HKDSE, IGCSE and GCE AS/A-level public examinations in April to June 2025.

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

### Learning Support

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



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### **English as an Additional Language**

During the 2024 – 2025 academic year, 85 students were classified as having English as an Additional Language (EAL) needs (23 mild / 44 moderate). The number of EAL students has increased from last year (83). Currently 44 students are undergoing weekly or biweekly intensive tutorials, while 29 students have been placed into EAL specific language classes to support their learning.

14 students had an additional EAL class once per week instead of the third language (Spanish). This initiative provides an additional opportunity for students to develop their English skills so that they can learn alongside their classmates with minimal support and develop their confidence. Unfortunately, as Spanish will no longer be offered to Form 1 students from August 2025 onwards, the school will not be able to provide a timetabled weekly EAL lesson for Form 1 (and the next cohort of Form 2 students) in the future.

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

To promote reading again this year, the school continued to offer a specialized reading scheme during class teacher periods once a week to provide an opportunity for 29 EAL students to develop their reading skills independently. The “Reading Buddies” scheme was adjusted this year with student mentors paired up to support each of the students on a weekly basis to develop their reading skills and confidence.

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



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### **School Social Workers**

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

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

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

### **YHKCC Mentorship Programme**

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

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

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

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

### **Community Service**

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

#### Drama Performance

- On Neighbourhood day, YHKCC students acted as actors to perform drama skits.



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### Christmas Service

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

### Flag Selling Day

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

### Mental Health Carnival

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

### Community Service during Enrichment Week

- Three community service programmes were conducted from 25<sup>th</sup> to 27<sup>th</sup> June, 2025. YHKCC students served as volunteers to interact and play with children in kindergarten and the elderly.



## VI. TEACHERS

The school employed 85 teachers and 9 teaching assistants.

### Qualifications

All teachers are degree holders: 91% have a PGDE (or equivalent) qualification and 44% have master's degrees. About 38% of the teachers are non-Chinese speaking.

### 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 2024 – 2025 school year were as follows:

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

#### A. Hotspots

Each Thursday morning a member of staff shared a Hotspot; a short, focused sharing of a specific teaching and learning strategy, tool or pedagogical idea. During the 2024 – 2025 academic year, Hotspots focused on the specific targeted areas of the Staff Development Objectives: Academic Committee; Student Wellbeing Team; SCALES – Essential Elements of YHKCC Classrooms, AI/ICT for learning, Sharing Good Practice and Positive Education. Hotspots are shared with teaching staff via E-mail.

#### B. Professional Development Workshops

A series of Professional Development Workshops were conducted during the 2024 – 2025 academic year. The primary goal of these workshops was to enhance teaching and learning practice by developing essential skills and knowledge among our teaching staff. A key secondary objective was to foster a collaborative professional community, enabling teachers to build relationships, share innovative ideas and resources, and collectively address common challenges.



The programme consisted of a series of three workshops delivered simultaneously on four key dates throughout the year. All teachers were required to attend two workshops per semester, and Teaching Assistants were actively encouraged to participate.

### Workshop Structure and Participation

The workshops were designed to cater to a range of educational settings and needs. The schedule, facilitators, and core focus areas are shown in the table below:

Date	Series 1	Series 2	Series 3
13 <sup>th</sup> September, 2024	Behaviour & Relationships	EAL Support	AI in Teaching
23 <sup>rd</sup> January, 2025	Explaining & Modelling	Special Educational Needs	National Security Education
19 <sup>th</sup> March, 2025	Questioning & Feedback	Counselling for Students	Promoting Sustainability
14 <sup>th</sup> May, 2025	Practice & Retrieval	Safeguarding & Case Management	AI in Teaching

Each workshop was carefully curated to address specific developmental areas. The following section expands on the target skills and intended outcomes for each session.

### Workshop Series 1: Core Teaching Pedagogy

This series provided a deep dive into evidence-based teaching strategies.

#### Behaviour & Relationships using the PERMA Framework

- Target Area: Student engagement, classroom climate, and teacher well-being.
- Goals: To equip teachers with strategies from positive psychology (PERMA: Positive Emotion, Engagement, Relationships, Meaning, Accomplishment) to build stronger, more positive student-teacher relationships, proactively manage classroom behaviour, and foster a resilient and joyful learning environment.

#### Explaining & Modelling

- Target Area: Instructional clarity and cognitive load theory.
- Goals: To enhance teachers' ability to break down complex concepts into manageable steps, use effective modelling techniques to demonstrate thought processes, and ensure explanations are accessible to all learners, thereby improving knowledge acquisition.

#### Questioning & Feedback

- Target Area: Formative assessment and metacognition.



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- Goals: To develop techniques for crafting high-quality, diagnostic questions that probe student understanding and to provide timely, specific, and actionable feedback that moves learning forward.

### Practice & Retrieval

- Target Area: Long-term knowledge retention and curriculum design.
- Goals: To explore the science of learning, focusing on strategies like spaced practice and retrieval practice. Teachers learned to design activities that strengthen memory and ensure students retain and can readily apply key knowledge.

### **Workshop Series 2: Inclusivity & Pastoral Support**

These workshops focused on supporting the diverse needs of every student.

### English as an Additional Language (EAL) Support

- Target Area: Linguistic inclusion and differentiation.
- Goals: To provide practical strategies for supporting English as an Additional Language (EAL) learners, including scaffolding techniques, vocabulary development, and creating an inclusive classroom where all students can participate fully.

### Special Educational Needs (SEN) & Counseling for Students

- Target Area: Differentiated instruction and student well-being.
- Goals: SEN – To update teachers on best practices for identifying and supporting students with diverse learning needs within the mainstream classroom. Counseling – To equip teachers with basic skills to recognize signs of student distress and understand the protocols for effective referral to pastoral and counseling services.

### Safeguarding & Case Management

- Target Area: Student safety and welfare protocols.
- Goals: To ensure all staff are fully aware of their safeguarding responsibilities, can identify potential welfare concerns, and understand the correct procedures for reporting and managing cases.

### **Workshop Series 3: Innovation & Whole-School Initiatives**

These sessions addressed emerging trends and broader school priorities.

### AI in Teaching

- Target Area: Digital literacy and pedagogical innovation.
- Goals: To introduce teachers to the practical applications of Artificial Intelligence in education. The workshop covered using AI for lesson planning, resource creation, and personalizing student learning, while also discussing its ethical use.



## National Security Education

- Target Area: Curriculum integration and civic education.
- Goals: To guide teachers on how to effectively integrate the principles of national security education into relevant subject areas, fostering a sense of civic duty and awareness among students.

## Promoting Sustainability

- Target Area: Environmental stewardship and cross-curricular links.
- Goals: To inspire teachers to embed sustainability concepts into their teaching and to lead whole-school initiatives that promote environmental responsibility.

The Professional Development programme for the 2024 – 2025 year successfully provided targeted learning opportunities across a wide spectrum of pedagogical, pastoral, and innovative practice. The parallel workshop structure allowed staff to select sessions most relevant to their individual goals and student needs. The high level of participation from both teachers and teaching assistants underscores a strong commitment to professional growth, which is fundamental to enhancing the quality of education provided.

## **C. Early Professional Years Programme (EPY)**

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

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

The content of the sessions for the 2024 – 2025 academic year is shown in the table below.

Date	Title	Description
4 <sup>th</sup> September, 2024	Welcome Meeting	Programme outline
2 <sup>nd</sup> October, 2024	Behaviour for Learning	Top tips for behaviour management
6 <sup>th</sup> November, 2024	Effective Lessons	Planning and delivering high-quality lessons
20 <sup>th</sup> November, 2024	Smart Marking	Task setting and marking
15 <sup>th</sup> January, 2025	PERMA in Action	Introduction to PERMA and fostering positive relationships in the classroom
19 <sup>th</sup> March, 2025	IT to Enhance Teaching & Learning	ICT tools to enhance T&L
2 <sup>nd</sup> April, 2025	Supporting SEN & EAL Students	Understanding SEN & EAL strategies and support in school



30 <sup>th</sup> April, 2025	Safeguarding	Understanding the basic principles of safeguarding in education
16 <sup>th</sup> June, 2025	End of year review and celebration	Celebrate the success of the year and complete the end of year review

**D. Whole School Professional Development**

There were three whole school In-Service Training (INSET) days held during the 2024 – 2025 academic year. These days were strategically designed to balance core pedagogical training with essential team-building, wellness, and community-building activities. The goal was to foster a cohesive, supportive, and motivated staff community while addressing key whole-school priorities.

Date	Time	Description
13 <sup>th</sup> September, 2024	Full day	Workshop & Team Building / Wellness Activities
14 <sup>th</sup> February, 2025	Full day	Team Building / Wellness Activities
11 <sup>th</sup> April, 2025	Full day	International Examination Invigilation Training & National Security Education Workshop

INSET Day 1

The first INSET day set the tone for the year, successfully blending professional development with community integration. A key focus was welcoming new staff and ensuring all support staff felt included in the school community.

The morning session had a pedagogical focus. Staff participated in the first of the year’s professional development workshops, choosing from Behaviour & Relationships using the PERMA Framework, AI in Teaching and EAL Support. These sessions equipped teachers with practical strategies for immediate application in the classroom.

The afternoon session was about community and wellness integration, and was dedicated to building relationships and promoting staff well-being through a diverse range of activities.

- Exercise the Body & Mind: Staff selected activities including Benchball, Pilates & Yoga, Boxercise, and Table Tennis, promoting physical health and informal interaction.
- Learn a New Skill: Sessions such as Learning Cantonese, Lantern Making, Drumming, and Learning Korean provided fun, engaging opportunities for personal growth and cultural exchange.

INSET Day 2

The second INSET day focused exclusively on staff wellness and strengthening interpersonal connections outside the traditional school environment.



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Staff chose from a variety of enriching Activity-Based Learning experiences, including Sea Kayaking, Mindfulness Walks, Rock Climbing, Tie-Dye, Painting, and Reading. These activities provided a necessary respite and opportunity for staff to connect in a relaxed, informal setting.

### INSET Day 3

The final INSET day for the year was planned as a hybrid day, addressing critical procedural training alongside ongoing curriculum development.

- International Examination Invigilation Training: This essential session ensured that all staff were fully prepared for the external examination session, upholding the highest standards of integrity and procedures.
- National Security Education (NSE): Time was dedicated to further planning and integration of National Security Education principles across the curriculum, fulfilling a key whole-school mandate.

### **E. Positive Education**

A central objective of this year's professional development programme was to actively advance the school's commitment to Positive Education and the well-being of both staff and students. The strategic integration of the PERMA framework across all activities has had a measurable impact on the school culture.

#### Embedding PERMA in Staff Practice

The initial full-day staff development session on 13<sup>th</sup> September, 2024, was pivotal, moving beyond theory to practical application. The workshop on Behaviour & Relationships using the PERMA Framework provided teachers with the foundational knowledge, while the day's wellness activities (benchball, yoga, etc.) served as direct experiences of Positive Emotion and Engagement (the 'E' of PERMA). This combination of learning and doing enabled teachers to incorporate stress management techniques and positive psychology strategies into their own routines.

Many team meetings began with a conscious emphasis on PERMA elements, particularly reinforcing Positive Relationships and celebrating Achievements (the 'R' and 'A' of PERMA), which strengthened team cohesion and a sense of accomplishment among staff.

#### Fostering a Whole-School Community of Wellbeing

The staff development days were intentionally designed to build a supportive and inclusive community, a core tenet of Positive Education.

The inclusive "Mingle Mingle" session, which introduced janitors and new teachers, was a direct investment in positive relationships across all levels of the school community.



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Targeted support for non-teaching staff included a special networking session and evening retreat for janitors and office staff, which were crucial for fostering team cohesion and mutual respect, ensuring the wellness goals extended to every member of the school team.

The dedicated Wellness Day on 14<sup>th</sup> February, 2025, with activities like sea kayaking and mindfulness walks, was a clear institutional commitment to staff well-being, directly addressing stress management and providing opportunities for personal accomplishment and positive emotion.

### Translating Staff Development into Student Impact

The professional learning undertaken by staff had a direct and positive impact on the student body. The strategies discussed in workshops were directly applied to student-facing activities. Class Teacher Periods: Wellbeing activities grounded in the PERMA model were integrated into the daily Class Teacher Period. This ensured that students started their day in a positive atmosphere, boosting morale and explicitly teaching them the language and practices of well-being.

### **F. National Security Education**

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

### **G. Academic Professional Development**

Continuing professional development to address particular subject-specific needs was incorporated into each of the ten departmental meetings scheduled for the 2024 – 2025 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.

### **H. Personal Professional Development**

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

### **Peer Observation**

Peer observation is an important part of personal professional development. In addition to informally observing other department members at least once per semester, all teachers observed colleagues within their learning community on three occasions during the academic



year. The specific foci for the lesson observation (based on areas for development previously identified) were discussed beforehand.

Teachers were encouraged to informally observe each other as much as possible, both within department groups and across departments.

### **Lesson Observations**

Heads of Department observed every department member at least once for staff development purposes and gave feedback generally as well as on particular targets identified in the Teacher Development Plan.

All teachers were observed at least once a year by the Principal or Heads of Academic (Local/International Curriculum) for staff development purposes. Feedback was given.

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

### **Learning Walks**

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

### **Mentoring**

Heads of Department were provided with a refresher training session on the importance of coaching within their department in order to support the development of their staff over the course of the year. Strategies were provided to help Heads of Departments make the most of their one-on-one meetings, such as the Teacher Development Plan reflection.

#### **I. 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.

Heads of Department were provided with a refresher training session on the importance of coaching within their department in order to support the development of their staff over the course of the year. Strategies were provided to help Heads of Departments make the most of



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their one-on-one meetings, such as the Teacher Development Plan reflection.

There were three key deadlines in the Teacher Development Plan.

### Stage 1: Planning

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

### Stage 2: Implementation

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

### Stage 3: Evaluation

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

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

## **J. Workshops for Senior Teachers**

The following workshops were conducted for Senior Teachers and/or General Teachers:

Date	Content
17 <sup>th</sup> September, 2025	Quality Assurance – Setting Targets / Strategies 101
12 <sup>th</sup> November, 2025	How to conduct effective appraisal conversations
10 <sup>th</sup> December, 2025	DSS School Feature – Administration 101
11 <sup>th</sup> December, 2025	How to communicate and deal with difficult parents?
9 <sup>th</sup> January, 2025	Servant Leadership
16 <sup>th</sup> January, 2025	DSS School Feature – Finance 101
23 <sup>rd</sup> January, 2025	National Security Education
6 <sup>th</sup> February, 2025	DSS School Feature – General Affairs 101
13 <sup>th</sup> February, 2025	Data Analysis Workshop Excel
15 <sup>th</sup> May, 2025	How to plan / run effective educational trips?
23 <sup>rd</sup> May, 2025	How to promote wellbeing in daily work environment?



**VII. STUDENT ACHIEVEMENTS**

**HKDSE**

The Form 6 HKDSE results (level 4 and above and level 2 and above) for the five-year period from 2021 to 2025 are shown in the table below.

Subject	Percentage of candidates achieving level 4 and above					Percentage of candidates achieving level 2 and above / Attained				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Business, Accounting & Financial Management (Accounting)	0%	9.1%	50.0%	44.4%	7.1%	77.8%	72.7%	100%	100%	64.3%
Business, Accounting & Financial Management (Business Management)	11.1%	0%	0%	6.3%	15.4%	66.7%	64.3%	75.0%	81.3%	92.3%
Biology	10.5%	20.0%	9.1%	22.6%	11.8%	63.2%	86.7%	90.9%	77.4%	76.5%
Chemistry	40.0%	25.0%	15.4%	22.2%	18.8%	80.0%	79.2%	76.9%	66.7%	68.8%
Chinese Language	25.0%	28.6%	10.5%	27.3%	22.2%	100%	76.2%	89.5%	71.4%	88.9%
Economics	28.6%	33.3%	0%	0%	16.7%	100%	50.0%	50.0%	27.3%	58.3%
English Language	59.7%	59.4%	79.7%	71.2%	63.3%	100%	100%	100%	100%	100%
French Language	0%	33.3%	0%	0%	–	50.0%	100%	60%	33.3%	–
Geography	11.8%	0%	16.7%	33.3%	50%	76.5%	85.7%	83.3%	100%	100%
History	28.6%	0%	0%	33.3%	75%	100%	100%	100%	100%	100%
Information & Communication Technology (ICT)	0%	40.0%	20%	16.7%	28.6%	100%	80.0%	100%	66.7%	85.7%
Liberal Studies / Citizenship & Social Development	37.1%	31.9%	32.3%	–	–	87.1%	97.1%	100%	91.7%	88.3%
Literature in English	22.2%	11.1%	11.1%	36.4%	11.1%	88.9%	44.4%	88.9%	81.8%	88.9%
Mathematics (Core)	17.7%	24.6%	22.2%	16.4%	21.7%	66.1%	69.6%	82.5%	75.3%	93.3%
Mathematics (M1)	0%	N/A	N/A	N/A	N/A	66.7%	N/A	N/A	N/A	N/A
Mathematics (M2)	25.0%	20.0%	20.0%	14.3%	37.5%	75.0%	90.0%	80.0%	57.1%	62.5%
Physical Education	0%	50%	14.3%	0%	25%	67.7%	100%	100%	80.0%	100%



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Physics	60.0%	22.2%	17.6%	25.0%	33.3%	80.0%	83.3%	94.1%	50.0%	100%
Spanish Language	33.3%	50.0%	40.0%	60.0%	–	66.7%	100%	100%	80.0%	–
Tourism & Hospitality Studies (THS)	8.3%	0%	20.0%	25.0%	50%	75.0%	60.0%	80.0%	50.0%	100%
Visual Arts	0%	20.0%	14.3%	0%	40%	71.4%	70.0%	85.7%	100%	100%

### IGCSE

The Form 4 IGCSE results (grades A\* – C and grades A\* – G) for the five-year period from June 2021 to June 2025 are shown in the table below.

Subject	Percentage of candidates achieving grades A* – C (9 – 4)					Percentage of candidates achieving grades A* – G (9 – 1)				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Art & Design	92.3%	85.7%	100%	90.9%	100%	100%	100%	100%	100%	100%
Biology	83.3%	88.1%	83.3%	85.0%	84.3%	100%	100%	100%	100%	100%
Business Studies	100%	97.6%	95.2%	98.1%	98.3%	100%	100%	100%	100%	100%
Chemistry	97.4%	94.9%	95.1%	90.5%	94.4%	100%	100%	100%	100%	100%
Chinese as a Second Language	100%	81.8%	90.9%	100%	64.3%	100%	100%	100%	100%	100%
Drama	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Economics	100%	100%	88.2%	95.0%	100%	100%	100%	100%	100%	100%
English as a Second Language	100%	N/A	N/A	N/A	N/A	100%	N/A	N/A	N/A	N/A
First Language Chinese	80.0%	81.8%	100%	76.5%	70.0%	100%	100%	100%	100%	100%
First Language English	97.1%	98.4%	96.9%	95.7%	92.9%	100%	100%	100%	100%	100%
Foreign Language Mandarin Chinese	100%	96.9%	95.8%	97.6%	100%	100%	100%	100%	100%	100%
Foreign Language French	100%	100%	100%	100%	N/A	100%	100%	100%	100%	N/A
Foreign Language Spanish	100%	100%	100%	N/A	N/A	100%	100%	100%	N/A	N/A
Geography	96.2%	100%	100%	100%	100%	100%	100%	100%	100%	100%



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History	100%	100%	75.0%	100%	100%	100%	100%	91.7%	100%	100%
English Literature	100%	92.9%	94.1%	100%	100%	100%	100%	100%	100%	100%
Mathematics	95.6%	93.5%	92.2%	97.1%	94.3%	100%	100%	100%	100%	100%
Music	N/A	100%	100%	100%	N/A	N/A	100%	100%	100%	100%
Physical Education	100%	100%	100%	N/A	80.0%	100%	100%	100%	N/A	100%
Physics	96.8%	96.2%	96.4%	95.7%	100%	100%	100%	100%	100%	100%
Religious Studies	95.5%	98.4%	89.2%	97.1%	97.1%	100%	100%	100%	100%	100%
Sociology	100%	98.4%	95.4%	N/A	N/A	100%	100%	100%	N/A	N/A
Travel & Tourism	90.9%	100%	85.7%	100%	100%	100%	100%	100%	100%	100%

### GCE A-LEVEL

The Form 6 GCE results (grades A\* – C and grades A\* – E) for the five-year period from June 2021 to June 2025 are shown in the table below.

Subject	Percentage of candidates achieving grades A* – C					Percentage of candidates achieving grades A* – E				
	2021	2022	2023	2024	2025	2021	2022	2023	2024	2025
Art & Design	100%	100%	100%	80.0%	N/A	100%	100%	100%	100%	N/A
Biology	90.5%	91.3%	61.9%	100%	63.6%	90.5%	100%	95.2%	100%	100%
Business	86.2%	94.4%	100%	94.1%	77.8%	96.6%	100%	100%	100%	100%
Chemistry	94.7%	95.5%	69.2%	83.3%	93.5%	100%	95.5%	96.2%	100%	100%
Chinese	100%	100%	100%	91.7%	100%	100%	100%	100%	100%	100%
Drama & Theatre	83.3%	100%	N/A	N/A	N/A	100%	100%	N/A	N/A	N/A
English Language & Literature	83.3%	100%	100%	85.7%	83.3%	100%	100%	100%	100%	100%
French	100%	N/A	N/A	50%	N/A	100%	N/A	N/A	50%	N/A
Geography	91.7%	80%	100%	85.7%	100%	100%	100%	100%	100%	100%



History	100%	92.3%	91.7%	100%	100%	100%	100%	100%	100%	100%
Mathematics	85.7%	86.8%	63.2%	80.6%	84.1%	92.9%	97.4%	97.4%	90.3%	95.5%
Physical Education	75.0%	80%	100%	66.7%	40.0%	100%	100%	100%	100%	100%
Physics	88.9%	93.3%	86.7%	88.2%	90.0%	100%	100%	93.3%	100%	100%
Psychology	N/A	N/A	N/A	N/A	89.5%	N/A	N/A	N/A	N/A	94/7%
Religious Studies	80.0%	94.7%	100%	85.7%	N/A	95.0%	100%	100%	100%	N/A

### Form 6 Graduate Destinations

The 2024 – 2025 school year was a successful one for the Form 6 graduating class. A total of 101 students (84.9%) out of the cohort of the 119 Form 6 graduates are confirmed to continue their studies in some form or another. 4 students (3.4%) have expressed an intention to do further study, but this is not yet confirmed. 13 students (10.9%) have opted to take a gap year and no students will go directly into full-time employment.

	DSE		GCE		Form 6 Cohort	
Further Study	56	93.3%	45	76.3%	101	84.9%
Further Study (but not yet confirmed)	1	1.7%	3	5.1%	4	3.4%
Gap Year	2	3.3%	11	18.6%	13	10.9%
Employment	0	0%	0	0%	0	0.0%
Undecided	1	1.7%	0	0%	1	0.8%
Unknown	0	0%	0	0%	0	0%
Total:	60		59		119	

### Further Study – Programme

Of those progressing on to further study, 71 students (70.3%) will take bachelor degree programmes and 21 students (17.6%) will study an associate degree or higher diploma and 6 students (5%) will take a foundation course.

	DSE		GCE		Total		Form 6 Cohort
Bachelor Degree	29	51.8%	42	93.3%	71	70.3%	59.7%
Associate Degree	12	21.4%	1	2.2%	13	12.9%	10.9%
Higher Diploma	6	10.7%	2	4.4%	8	7.9%	6.7%
Foundation Course	6	10.7%	0	0%	6	5.9%	5.0%
Other	3	5.4%	0	0%	3	3.0%	2.5%
Total:	56		45		101		84.9%



**Further Study – Country**

	DSE		GCE		Total		Form 6 cohort
Hong Kong	46	81.1%	32	71.1%	78	77.2%	65.5%
United Kingdom	5	8.9%	7	15.6%	12	11.9%	10.1%
Canada	1	1.8%	0	0%	1	1.0%	0.8%
Australia	1	1.8%	3	6.7%	4	4.0%	3.4%
USA	1	1.8%	2	4.4%	3	3.0%	2.5%
South Korea	0	0%	1	2.2%	1	1.0%	0.8%
Italy	1	1.8%	0	0%	1	1.0%	0.8%
Spain	1	1.8%	0	0%	1	1.0%	0.8%
Total:	56		45		101		84.9%

Hong Kong is still the most popular destination with 77.2% of graduates (who are progressing on to further study) choosing to continue their education here.

A further 22.8% will be studying overseas in Australia, Canada, Spain, Italy, South Korea, United Kingdom and United States of America.



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Hong Kong Institutions	DSE	GCE	Total
HKU SPACE	17	2	19
HKU SPACE Po Leung Kuk Stanley Ho Community College	2	0	2
Hong Kong University of Science & Technology (HKUST)	3	10	13
The University of Hong Kong (HKU)	1	7	8
City University of Hong Kong (CityU)	1	1	2
The Chinese University of Hong Kong (CUHK)	0	2	2
Polytechnic University of Hong Kong (PolyU)	4	2	6
Hong Kong Baptist University (HKBU)	2	0	2
Hong Kong Metropolitan University	7	2	9
Hang Seng University	0	2	2
The Education University of Hong Kong	0	2	2
School of Continuing and Professional Studies, CUHK	0	1	1
UOW College Hong Kong	2	1	3
Hong Kong Shue Yan University (HKSJU)	1	0	1
Yew Chung College of Early Childhood Education	1	0	1
The Hong Kong Academy for Performing Arts (HKAPA)	1	0	1
Pearson	1	0	1
Caritas Institute of Community Education	1	0	1
Gratia Christian College	1	0	1
Lingnan Institute of Further Education	1	0	1
Total:	46	32	78



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

### UK

Middlesex University London

University of York

The University of Durham

SOAS University of London

University of Stirling

Imperial College London

King's College London

University of Southampton

Swansea University

University of the West of England

### Australia

Murdoch College

The University of Melbourne

University of New South Wales

The University of Queensland

### Spain

CEU San Pablo University

### Italy

Link Campus University

### USA

New York University

Creighton University

The California State University

### South Korea

Korea Aerospace University

### Canada

Fraser International College



## **VIII. OTHER LEARNING EXPERIENCES**

There were many other learning experiences were organized for students during the 2024 – 2025 school year. Students’ achievements are shown under the following categories:

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

### **A. Sports**

#### **Athletics & Cross-country Team**

1. HKSSF Inter-school Athletics Championships (Tsuen Wan & Islands District)
  - 10 Gold, 10 Silver, 11 Bronze & 14 Copper medals
  - A Grade Girls: 1<sup>st</sup> Runner-up
  - B Grade Girls: 3<sup>rd</sup> Runner-up
  - C Grade Girls: 1<sup>st</sup> Runner-up
  - A Grade Boys: 2<sup>nd</sup> Runner-up
  - B Grade Boys: 2<sup>nd</sup> Runner-up
  - C Grade Boys: 1<sup>st</sup> Runner-up
2. HKSSF Inter-school Cross Country Competition
  - 1 Gold, 2 Silver & 1 Copper medal
  - A Grade Girls: Champion
  - C Grade Girls: Champion
  - Overall Girls: Champion
3. ISSFHK Inter-school Track & Field Championships
  - 6 Gold, 3 Silver, 4 Bronze
  - U16 Boys: 2<sup>nd</sup> Runner-up

#### **Badminton Team**

1. HKSSF Inter-school Badminton Competition (Tsuen Wan & Islands District)
  - B Grade Girls: Champion
  - A Grade Boys: 2<sup>nd</sup> Runner-up
  - B Grade Boys: 3<sup>rd</sup> Runner-up
2. ISSFHK Inter-school Badminton Championships (Silver Division I)
  - U16 Boys: Champion



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- U20 Boys: Champion

### **Basketball Team**

1. HKSSF Inter-school Basketball Competition
  - U19 Boys: 2<sup>nd</sup> Runner-up

### **Cheerleading Team**

1. 2024 Islands District Inter-school Cheerleading Competition
  - Secondary (Open) Cheerleading: Champion
  - Secondary (Small) Cheerleading: Champion
2. Hong Kong Cheerleading Challenge Championships 2025
  - Cheerleading Junior (Large) L3-4 Coed: Champion
  - Junior (Small) L3-4 All Girls: Champion
  - Junior (Small) L3-4 Coed: Champion

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

1. HKSSF Inter-school Football Competition
  - U19 Boys: Champion
  - U15 Boys: Champion

### **Handball Team**

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

### **Lacrosse Team**

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

### **Rugby Team**

1. HKSSF All Hong Kong Inter-school Competition
  - A Grade Boys: 2<sup>nd</sup> Runner-up
  - Senior Girls: Cup Champion (Overall Champion)
  - B Grade Boys: Cup Champion (Overall Champion)
  - Junior Girls: Plate Champion
  - C Grade Boys: Bowl Champion



**Swimming Team**

1. HKSSF Inter-school Swimming Competition
  - 7 Gold, 13 Silver, 13 Bronze & 14 Copper medals
  - A Grade Girls: Champion
  - B Grade Girls: Champion
  - C Grade Girls: Champion
  - A Grade Boys: 2<sup>nd</sup> Runner-up
  - B Grade Boys: Champion
  - Girls: Overall Champions (8<sup>th</sup> year in a row)
  - Boys: Overall Champions

**Table Tennis Team**

1. HKSSF Inter-school Table Tennis Competition
  - A Grade Girls: 2<sup>nd</sup> Runner-up
  - B Grade Girls: 3<sup>rd</sup> Runner-up
  - C Grade Boys: 2<sup>nd</sup> Runner-up
  - B Grade Boys: 3<sup>rd</sup> Runner-up

**Volleyball Team**

1. HKSSF Inter-school Volleyball Competition
  - A Grade Boys: 1<sup>st</sup> Runner-up

**HKSSF Inter-School Championships for All Sports**

- Girls Badminton: Champion
- Girls Cross Country: Champion
- Girls Handball: Champion
- Girls: Overall Champions (8<sup>th</sup> year in a row)
- Boys Swimming: Champion
- Boys Football: Champion
- Overall Girls: Champion
- Overall Boys: Champion

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

Event	Achievement
Hong Kong Joint School Music Competition 2024	<u>Secondary School Woodwind (Flute) Solo – Senior</u> <ul style="list-style-type: none"> <li>▪ Eis FAN (3H) – Gold Award</li> </ul> <u>Secondary School Ensemble (Orchestral Instruments)</u> <ul style="list-style-type: none"> <li>▪ Ares KONG (2A) – Silver Award</li> <li>▪ Adarsh ARAVINDAN (2H) – Silver Award</li> <li>▪ Gordan TSUI (3A) – Silver Award</li> <li>▪ Eis FAN (3H) – Silver Award</li> </ul>



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	<ul style="list-style-type: none"> <li>▪ Jaylin CUI (4K) – Silver Award</li> <li>▪ David GAO (5C) – Silver Award</li> <li>▪ Bernice WONG (5H) – Silver Award</li> <li>▪ Anton YIP (5H) – Silver Award</li> <li>▪ Zuanne CHAN (6K) – Silver Award</li> </ul>
76 <sup>th</sup> Hong Kong Schools Music Festival	<p><u>Grand Piano Solo (Grade 7)</u></p> <ul style="list-style-type: none"> <li>▪ Elizabeth DIGMANESE (4Y) – Silver Award (3<sup>rd</sup> Place)</li> <li>▪ Kaito NOAH (3Y) – Silver Award</li> <li>▪ Grace DIGMANESE (4A) – Silver Award</li> <li>▪ Anton YIP (5H) – Bronze Award</li> </ul> <p><u>Parsons Music Prize for Violin Concerto (Age 19 or under)</u></p> <ul style="list-style-type: none"> <li>▪ Belle CHANG (6Y) – Silver Award</li> </ul> <p><u>Vocal Solo Foreign Language Female Voice (Secondary School)</u></p> <ul style="list-style-type: none"> <li>▪ Charlotte TSANG (4K) – Silver Award</li> </ul> <p><u>Vocal Solo Chinese Language Female Voice (Secondary School)</u></p> <ul style="list-style-type: none"> <li>▪ Charlotte TSANG (4K) – Silver Award</li> </ul>
London Academy of Music & Dramatic Art (LAMDA) Examinations in Acting Solo	<p><u>Grade 8 (Gold Medal)</u></p> <ul style="list-style-type: none"> <li>▪ RODAY Lucia Sylvia (5K)</li> <li>▪ TSANG Cheuk Lam (5K)</li> </ul> <p><u>Grade 7 (Silver Medal)</u></p> <ul style="list-style-type: none"> <li>▪ PROBERT Olive Rose (4A)</li> <li>▪ JOHN Naomi Seanna (3K)</li> </ul> <p><u>Grade 6 (Bronze Medal)</u></p> <ul style="list-style-type: none"> <li>▪ WONG Ngo Ching (5K)</li> <li>▪ WONG On Yin(2M)</li> </ul>

### C. Academic

Event	Achievement
Bilingual National Security Quiz Competition	<p><u>English Category</u></p> <ul style="list-style-type: none"> <li>▪ Pak Yu Marcus CHAN (5M) – Champion</li> <li>▪ Esther LOUIE (1M) – 1<sup>st</sup> Runner-up</li> <li>▪ Rosa Shi-Han LI(1M) – 2<sup>nd</sup> Runner-up</li> </ul>



	<p><u>Chinese Category</u></p> <ul style="list-style-type: none"> <li>Yuan Zi (2A) – 2<sup>nd</sup> Runner-up</li> </ul>
Cambridge Outstanding Learner Awards	<p><u>High Achievement</u></p> <ul style="list-style-type: none"> <li>IGCSE Travel &amp; Tourism – Bosco MAK (5A)</li> <li>GCE AS-level Business – Steve KISHORE (6A)</li> <li>GCE AS-level Economics – Erica MAK (6A)</li> <li>GCE AS-level Computer Science – Bobby HUI (6H)</li> <li>GCE A-level Physics – Abhijeet CHUGH (6H)</li> </ul> <p><u>Top in Hong Kong</u></p> <ul style="list-style-type: none"> <li>IGCSE Chinese as a Second Language – Anna LAU (5K)</li> <li>GCE AS-level Chemistry – Ishita MITTAL (6H)</li> </ul> <p><u>Top in the World</u></p> <ul style="list-style-type: none"> <li>GCE AS-level Psychology – Krishi SHAH (6K)</li> </ul>
2024 International Children & Youth Writing Competition	<p><u>高中組 High School Division</u></p> <p><u>《我的家鄉故事》“My Hometown Story”</u></p> <ul style="list-style-type: none"> <li>Ming Wai Ruby CHAN (4H) – Silver Award</li> </ul>
Asia Arts & Sports Academic Writing Competition 2024	<p><u>中學高中組 High School Division</u></p> <p><u>《我的校園生活》“My School Life”</u></p> <ul style="list-style-type: none"> <li>Ming Wai Ruby CHAN (4H) – 1<sup>st</sup> Runner Up</li> </ul>
HKU Academy for the Talented Academy	Akshay JAIN (6Y)

**D. Other**

Event	Achievement
Model United Nations	<p><u>Discovery College Model United Nations II</u></p> <ul style="list-style-type: none"> <li>Mila NAZAR (6Y) – Best Delegate Award</li> </ul> <p><u>French International School Model United Nations III</u></p> <ul style="list-style-type: none"> <li>Samuel Clemente GUTIERREZ (5C) – Best Delegate Award</li> </ul>
South China Morning Post Student of the Year Award	<ul style="list-style-type: none"> <li>Anirudh Sarva JEGADEESAN (6Y) – Best Improvement Award</li> </ul>
Sir Edward Youde Scholarship	<ul style="list-style-type: none"> <li>Felix TSANG (6A)</li> <li>Erica MAK (6A)</li> </ul>



<p>Hong Kong Junior Chess Championship 2024</p>	<ul style="list-style-type: none"> <li>▪ Aswin MARIPRASATHSIVASANKARI (3H) – 1<sup>st</sup> Runner-up</li> <li>▪ Shiu Ming CHEUNG (6Y) – 2<sup>nd</sup> Runner-up</li> </ul> <p><u>U13 Category</u></p> <ul style="list-style-type: none"> <li>▪ Harsh Devesh Kumar SHARMA (2C) – 24<sup>th</sup> place</li> <li>▪ Weihang BIAN (2K) – 9<sup>th</sup> place</li> <li>▪ Aswin MARIPRASATHSIVASANKARI (3H) – 6<sup>th</sup> place</li> </ul> <p><u>U18 Category</u></p> <ul style="list-style-type: none"> <li>▪ Shiu Ming CHEUNG (6Y) – 2<sup>nd</sup> Runner-up</li> </ul>
<p>Hong Kong Inter School Drone Challenge at Cyberport</p>	<p><u>Level 1 Certification – In Speed Trial</u></p> <ul style="list-style-type: none"> <li>▪ Samuel CLEMENTE GUTIERREZ (5C)</li> <li>▪ Chen Yi YIO (2Y)</li> <li>▪ Eric Henry ALMEIDA (2K)</li> <li>▪ Tsz Tung TSANG (2H)</li> <li>▪ Toby Joshua HIGGINS (1A)</li> </ul> <p><u>Level 2 Certification – In Drone Coding</u></p> <ul style="list-style-type: none"> <li>▪ Samuel CLEMENTE GUTIERREZ (5C)</li> <li>▪ Chen Yi YIO (2Y)</li> <li>▪ Eric Henry ALMEIDA (2K)</li> <li>▪ Tsz Tung TSANG (2H)</li> <li>▪ Toby Joshua HIGGINS (1A)</li> </ul>
<p>The 75<sup>th</sup> Anniversary National Day Cup Interschool Drone Soccer Competition</p>	<p><u>Merit Trophy</u></p> <ul style="list-style-type: none"> <li>▪ Samuel CLEMENTE GUTIERREZ (5C)</li> <li>▪ Anirudh SARVA JEGADEESAN (6Y)</li> <li>▪ Chen Yi YIO (2Y)</li> <li>▪ Eric Henry ALMEIDA (2K)</li> </ul>

**E. Community Service**

Event	Date
Moon Cake Donation & Visit	September 2024
Flag Selling Day: Suicide Prevention Services	September 2024
Flag Selling Day: The Neighbourhood Advice-Action Council	October 2024
Flag Selling Day: Hong Kong Guide Dogs Association	October 2024
YHKCC OIWA Elder Academy: Houhai Bay Tour	November 2024
24 Hour Race	November 2024
Christmas Parade: Visit Hong Chi Shiu Pong Morninghope School to give out goodie bags	December 2024
YHKCC OIWA Elder Academy: Crystal Art Workshop	January 2025
Peacebox Campaign	February 2025



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NAAC Excelsior Integrated Employment Service Centre “Dream Chaser” Art Development Programme	February – June 2025
Flag Selling Day: The Hong Kong Federation of Handicapped Youth	March 2025
Island Running Competition Helpers	March 2025
YMCA Stationery donation	June 2025
Flag Selling Day: YMCA of Hong Kong	June 2025

### F. School Visits

Activity	Date
The Affiliated High School of Shenzhen University Visit	26 <sup>th</sup> November, 2024
The High School Attached to Beijing Jiaotong University (School Leaders)	December 2024
Changchun Foreign Language School (School Leaders)	December 2024
Changchun Foreign Language School	17 <sup>th</sup> January, 2025
DSSSC’s Zhejiang Province (Taizhou & Lishui) Tour (School Leaders)	18 <sup>th</sup> – 21 <sup>st</sup> May, 2025
Hangzhou Xihu No. 1 Experimental School	30 <sup>th</sup> June, 2024
The Affiliated High School of Shenzhen University Visit	26 <sup>th</sup> November, 2024
The High School Attached to Beijing Jiaotong University (School Leaders)	December 2024
Changchun Foreign Language School (School Leaders)	December 2024
Changchun Foreign Language School	17th January 2025

### G. Large-scale Student Activities

Activity	Date
Virtual Meet & Greet (F.1)	September 2024
Life-wide Learning Camp (F.1 to F.3)	October 2024
Student-Teacher Conferences (F.1 to F.6)	November 2024 & May 2025
Parent-Teacher Conferences (F.1 to F.6)	November 2024, February & March 2025
HKDSE & GCE Information Evening (F.3 & F.4)	January 2025
Music Contest	February 2025
Options Evening (F.2)	April 2025
Graduation Ceremony (F.6)	June 2025
Enrichment Week (F.1 to F.5)	June 2025
Thanksgiving Service (F.1 to F.6)	June 2025

### H. YHKCC Alumni Activities

Activity	Date
Alumni Day	31 <sup>st</sup> August, 2024
Sports Day’s Alumni Team for 4 X 100 metre Relay	8 <sup>th</sup> November, 2024
Annual General Meeting and International Fun Fair	7 <sup>th</sup> December, 2024
Chinese New Year Alumni Dinner	1 <sup>st</sup> March, 2025



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**I. Study Tours**

Destination	No. of Students	Date
Shenzhen (CS Trip)	69	17 <sup>th</sup> – 18 <sup>th</sup> October, 2024
Beijing	30	14 <sup>th</sup> – 19 <sup>th</sup> December, 2024
Wuxi & Hangzhou	30	16 <sup>th</sup> – 20 <sup>th</sup> April, 2025



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

The Annual General Meeting of the Parent-Teacher Association for the 2024 – 2025 school year was held on 12<sup>th</sup> September, 2024. The election of new executive committee members was carried out and the following parents were elected:

- Mr. Marcin Dudar (Chairperson)
- Mr. Albert Yeu (First Vice-Chairperson)
- Ms. Natalia Nikiforova (Second Secretary)
- Ms. Lee Hyoyoung (First Honorary Treasurer)
- Mrs. Kamal Arlton Alves (Social Convener)
- Mrs. Monika Konopacka-Carruthers (Social Convener)
- Mrs. Preeti Sharma (Social Convener)

The teacher members were:

- Ms. Diana Lo
- Mr. Wallace Lau
- Mr. Mark Clemenson
- Ms. Katia Dionisio
- Ms. Lovepreet Kaur
- Ms. Verna Kwong

Five Executive Committee Meetings were held on 30<sup>th</sup> September, 2024, 4<sup>th</sup> November, 2024, 24<sup>th</sup> March, 2025, 14<sup>th</sup> April, 2025, and 25<sup>th</sup> June, 2025. Other event meetings were conducted online or in school throughout the school year.

### **List of Items Sponsored by the PTA in 2024 – 2025**

The Parent-Teacher Association generously provided sponsorship for various equipment and activities during the 2024 – 2025 school year.

- PTA Donation for Enhancing Learning Experiences – Bookcases and Book Display Shelves for English’s Reading and EAL Room, Circuit Components (Ammeter, Voltmeter, Rheostat) for Integrated Science, Refrigerator for Chemistry, Joulemeter / Kilowatt-hour meter for Physics, Book Trolley and Sofa for Library, Electric Blender for Home Economics and publishing the English Creative Writing ‘Think In Ink’ Booklet.
- School Events – International Fun Fair on 7<sup>th</sup> December, 2024, and the Musical ‘Arabian Nights’ on 26<sup>th</sup> and 30<sup>th</sup> June, 2025.
- Student Affairs Expenses – Transportation of ECAs – Basketball, Cheerleading, Handball, Cricket, Cross Country Championships, Dance Team, Football, Hockey, the ISSFHK Field & Track Championships, Rugby and Volleyball, Visual Arts.
- Progress Prizes for the 2024 – 2025 school year.



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- Meals for graduates for the Graduation Ceremony on 14<sup>th</sup> June, 2025.
- Parent Education Programmes – Mini Library in the Conference Room, Yoga Therapy Class on 17<sup>th</sup> May, 2025, and the 2-in-1 Art Printing Workshop on 26<sup>th</sup> May, 2025.
- PERMA Activities – Greening for the Chest – Charity Hike on 8<sup>th</sup> February, 2025, the 31<sup>st</sup> Parents-Also-Appreciate-Teachers Drive during the Parent-Teacher Conferences on 20<sup>th</sup> and 22<sup>nd</sup> February and 25<sup>th</sup> March, 2025, and 12 student awardees for the ‘We Did it Award Scheme 2024-2025’ organized by the Committee on Home-School Cooperation.
- Coffee Meetings – The principal presented the school development updates and answered parents’ questions. Also, the Student Wellbeing Team organized useful workshops about pastoral support to facilitate home-school cooperation and provide useful ways to support teenagers’ growth and wellbeing on 7<sup>th</sup> and 8<sup>th</sup> October, 2024, 25<sup>th</sup> and 26<sup>th</sup> November, 2024, 20<sup>th</sup> and 21<sup>st</sup> January, 2025, 24<sup>th</sup> and 25<sup>th</sup> March, 2025, and 26<sup>th</sup> and 27<sup>th</sup> May, 2025.

The Committee also recruited a voluntary library assistant to support the library events and Book Fair 2025 on 16<sup>th</sup> and 17<sup>th</sup> April, 2025, organized sales of used textbooks in conjunction with the Library and welcomed new students and parents during the Form 1 Registration on 3<sup>rd</sup> July, 2025.



**X. FINANCIAL SUMMARY**

**A. School Financial Report for 2023 – 2024 (Audited Version)**

	<b>Government Funds</b>	<b>Non-Government Funds</b>
<b>INCOME</b> (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	53.44%	N.A.
School Fees	N.A.	33.34%
Donations, if any	N.A.	6.34%
Other Income, if any	N.A.	5.88%
<b>Total</b>	53.44%	46.56%
<b>EXPENDITURE</b> (in terms of percentages of the annual overall expenditure)		
Staff Remuneration		83.47%
Operational Expenses (including those for Learning and Teaching)		6.70%
Fee Remission / Scholarship <sup>1</sup> (10.68% of the School Fee Income)		4.92%
Repairs and Maintenance		0.79%
Depreciation		4.92%
Miscellaneous		N.A.
<b>Total</b>		100%
<b>Surplus for the School Year</b> <sup>#</sup>	1.26 months of the annual expenditure	
<b>Accumulated Surplus in the Operating Reserve as at the End of the School Year</b> <sup>#</sup>	4.46 months of the annual expenditure	
<sup>#</sup> in terms of equivalent months of annual overall expenditure		

**Details of expenditure for large-scale capital works**

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



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▪ Conference Room on 1/F (2019/20)	\$460,000
▪ Student Wellbeing Centre and Renovation of room 313 (2019/20)	\$907,000
▪ Renovations of Science Labs – Chemistry & Physics 612, 611 (2020/21)	\$1,307,561
▪ Renovation of Art Room (2020/21)	\$285,134
▪ Access Control System (2020/21)	\$523,850
▪ Movable Glassdoor (2020/21)	\$819,850
▪ Canteen Floor (2021/22)	\$494,000
▪ Floor at Covered Playground (2021/22)	\$668,000
▪ Floor at Covered Playground (2022/23)	\$656,000
▪ Renovation of Integrated Science Lab (Room 512)	\$762,820
▪ Renovation of Handball Pitch	\$931,000
▪ Renovation of Biology Laboratory	\$689,833
▪ Renovation of Chapel	\$295,600

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

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

### B. Use of Government Grants & Donations

#### 1. School Fee Remission Reserves

	2024/2025 HKD \$	2023/2024 HKD \$
Balance as at 1 September	2,304,286.67	856,161.05
Add: Provision for the Year	5,136,835.31	4,588,632.17
Less: Payment for the Year	(3,124,922.00)	(3,140,506.55)
Balance as at 31 August	4,316,199.98	2,304,286.67

#### 2. Capacity Enhancement Grant

	2024/2025 HKD \$	2023/2024 HKD \$
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	680,712.00	650,125.00
Less: Expenditure	(680,712.00)	(650,125.00)
Balance as at 31 August	0.00	0.00



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

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	59,550.00	60,419.16
Add: Current Year Grant	28,000.00	56,000.00
Less: Expenditure	(49,970.00)	(56,869.16)
Balance as at 31 August	37,580.00	59,550.00

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

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	111,799.96
Add: Current Year Grant	(17,200.00)	(8,600.00)
Less: Expenditure	(17,200.00)	(103,199.96)
Balance as at 31 August	0.00	0.00

**5. Learning Support Grant**

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	601,430.03
Add: Current Year Grant	961,750.00	162,290.00
Less: Expenditure	(961,750.00)	(763,720.03)
Balance as at 31 August	0.00	0.00

**6. The Sister School Grant**

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	65,183.15	180,618.90
Add: Current Year Grant	165,439.00	162,994.00
Less: Expenditure/Claw Back	(230,622.15)	(278,429.75)
Balance as at 31 August	0.00	65,183.15

**7. PTA Grant**

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	16,044.00	15,978.00
Less: Expenditure	(16,044.00)	(15,978.00)
Balance as at 31 August	0.00	0.00



**8. Quality Education Fund –Smart Mobile Farming System (STEAM Education)**

	<b>2024/2025</b>
	<b>HKD \$</b>
Balance as at 1 September	0.00
Add: Current Year Grant	102,734.00
Less: Expenditure	(102,734.00)
Balance as at 31 August	0.00

**9. Opening Up School Facilities for Promotion of Sports Development Scheme**

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	190,000.00	130,000.00
Less: Expenditure	(190,000.00)	(130,000.00)
Balance as at 31 August	0.00	0.00

**10. School-based After-School Learning & Support Programmes**

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	35,571.80	35,055.20
Add: Current Year Grant	40,200.00	58,800.00
Less: Expenditure	(58,787.00)	(58,283.40)
Balance as at 31 August	16,468.20	35,571.80

**11. Stepping Up Education Support for Non-Chinese Speaking**

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	1,657,264.00	1,629,214.00
Less: Expenditure	(1,657,264.00)	(1,629,214.00)
Balance as at 31 August	0.00	0.00

**12. Student Activities Support Grant**

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	28,600.00	32,500.00
Less: Expenditure	(28,600.00)	(32,500.00)
Balance as at 31 August	0.00	0.00



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

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	213,538.00	216,723.20
Add: Year Grant for next year	213,538.00	213,538.00
Less: Expenditure	(213,538.00)	(216,723.20)
Balance as at 31 August	213,538.00	213,538.00

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

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	228,117.84	281,780.00
Add: Current Year Grant	0.00	0.00
Add: Grant for Next Year	0.00	0.00
Less: Expenditure	(71,928.60)	(53,662.16)
Balance as at 31 August	156,189.24	228,117.84

**15. Green School Subsidy**

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	2,000.00	3,000.00
Less: Expenditure	(2,000.00)	(3,000.00)
Balance as at 31 August	0.00	0.00

**16. IT Innovation Lab Programme**

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	383,045.30
Add: Interest & Current Grant	271,304.39	1,402.20
Less: Expenditure	(271,304.39)	(384,447.50)
Balance as at 31 August	0.00	0.00

**17. Hong Kong School Drama Festival**

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	5,648.07	4,791.75
Add: Current Grant	3,950.00	3,850.00
Less: Expenditure	(9,598.07)	(2,993.68)
Balance as at 31 August	0.00	5,648.07



**18. One-off Grant on Parent Education & MVPA60-DSS**

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	200,000.00	200,000.00
Less: Expenditure	(1000.00)	(0.00)
Balance as at 31 August	190,000.00	200,000.00

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

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	240,974.00	0.00
Add: Current Year Grant	0.00	300,000.00
Less: Expenditure	(25,390.79)	(59,026.00)
Balance as at 31 August	215,583.21	240,974.00

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

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	113,248.80	0.00
Add: Current Year Grant	0.00	150,000.00
Less: Expenditure	(44,890.00)	(36,751.20)
Balance as at 31 August	68,358.80	113,248.80

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

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	0.00	0.00
Add: Current Year Grant	20,000.00	20,000.00
Less: Expenditure	(20,000.00)	(0.00)
Balance as at 31 August	0.00	20,000.00

**22. One-off Grant for Mental Health at School**

	<b>2024/2025</b>	<b>2023/2024</b>
	<b>HKD \$</b>	<b>HKD \$</b>
Balance as at 1 September	60,000.00	0.00
Add: Current Year Grant	0.00	60,000.00
Less: Expenditure	(60,000.00)	(0.00)
Balance as at 31 August	0.00	60,000.00



**23. One-off Grant for Self-directed Language Learning**

	<b>2024/2025</b>
	<b>HKD \$</b>
Balance as at 1 September	0.00
Add: Current Year Grant	400,000.00
Less: Expenditure	(58,244.77)
Balance as at 31 August	341,755.23

**24. One-off Grant – Pilot Scheme for Other Language**

	<b>2024/2025</b>
	<b>HKD \$</b>
Balance as at 1 September	0.00
Add: Current Year Grant	250,000.00
Less: Expenditure	(0.00)
Balance as at 31 August	250,000.00

**C. Report on Use of Grants**

**(a) Capacity Enhancement Grant**

In order to support the personal growth of students and provide professional services to students and parents, the School continuously utilized the Capacity Enhancement Grant (CEG) to employ an Educational Psychologist for the 2022/2023 school year.

**Pastoral Care**

- Part-time Educational Psychologist

**(b) Student Activities Grant**

The grant was used for supporting students in joining various ECA programmes (in particular on subsidizing the costs involved in hiring of sports coaches and music instructors), subsidizing the Form 1 – 3 Life-wide Learning Camps, purchasing sport team jerseys and equipment and paying for transportation costs for the sports teams participating competitions outside of Tung Chung. More student activities were arranged this school year due to the gradual resumption of normal school activities.



(c) Citizenship and Social Development Grant

Unspent Balance: \$228,117.84

	Area	Actual Expenses
i.	Developing or procuring relevant learning and teaching resources	\$ 0
ii.	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	\$ 0
iii.	Organising school-based learning activities relating to the CS curriculum	\$ 0
iv.	Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong or in the Mainland	\$ 71,700
v.	Others	\$ 0
<b>Total Expenditure:</b>		\$ 71,700
<b>Unspent Balance:</b>		<b><u>\$ 156,418</u></b>

(d) One-off Grant for Self-Directed Learning (English):

**Item 1: Self-Directed Learning Resources & Tools**

Procuring books, e-books, self-directed learning packages, language applications, and online courses. Providing language learning devices and equipment for student-organized English activities (e.g., display boards, props).

**Item 2: Facilitation of English Learning & Reading Activities**

Hiring instructors or staff to assist with and facilitate student-centered activities like reading buddy programmes, reading ambassador, classroom library, storytelling activities, World Book Day activities, Character-Dress-Up Day and other inquiry-based learning.

**Item 3: Immersive English Language Experiences**

Purchasing services related to learning and teaching: Hiring services from organizations with experience delivering content such as dramas, radio dramas, speech contests and exchange activities.



	Item	Cost
Item 1: Self-Directed Learning Resources	Library English Books (author talk books and new stock for independent reading)	\$3,232.95
Item 2: Facilitation of English Learning & Reading Activities	2 x HKILF Author Visits	\$13,000.00
	Library Competition prizes -internal book coupons (WBD + Classroom reading boards)	\$4,800.00
	World Book Week Promotional Materials	\$700.00
	Prizes for reading/writing competitions (English)	\$9,700.00
Item 3: Immersive English Language Experiences	Wuthering Heights Theatre Visit (One third English Department subsidy)	\$514.00
	Transport to Mei Ho House Museum (DSE Eng Lang field trip) Department subsidy 1/3 coach fare	\$844.00
	Total	\$32,790.95

**(e) One-off Grant for Self-Directed Learning (Putonghua)**

項目一：非華語學生（中學）普通話朗讀比賽

比賽旨在提高非華語學生學習普通話之興趣，培養學生對普通話表演藝術的熱愛，有助培養學生自主學習普通話的動機。另外，比賽可以作為橋樑，讓非華語學生和內地學生透過是次比賽進行跨越時空、跨越種族的交流，加深兩地的合作，讓兩地學生共同把中華優秀傳統文化傳承下去。

項目二：中文週活動

活動旨在讓學生在活動中使用普通話，豐富語言學習環境。同時，也讓學生體驗多項傳統文化，以推動他們認識、繼承及弘揚中華民族優秀的傳統文化，維護國家文化安全，以及建立正確的價值觀。

項目	Item	Cost
項目一： 非華語學生（中學）普通話朗讀比賽	非華語比賽漢服	\$1,988.02
	收納袋	\$227.71
	非華語比賽獎盃	\$1,270.00
	中國風背景展板*2	\$1697.80



	非華語比賽紀念品	\$962.67
項目二： 中文週活動	冰糖葫蘆及吹糖攤位	\$12,800.00
	漢服及道具	\$2,697.67
	普通相紙	\$1,057.47
	即影即有相紙	\$1,779.45
	認字卡	\$205.09
	麻繩+小夾子	\$40.66
	考古挖掘玩具	\$727.28
	Total	\$25,453.82

**(f) One-off Grant for Mental Health at School**

This one-off grant was used to organize different wellbeing activities for students and teachers. 50% of the grant was used to subsidy whole-school team building programme in Sai Kung for promoting the mental health of staff while the remainder of the grant was used to subsidize a screening ‘Know my Students’ survey so that the school can provide additional wellbeing support to students.

**(g) One-off Grant for Mental Health of Parents & Students**

This one-off grant was used to support parents in taking care of their children’s mental health, to support the PTA of the school to organize activities and training programmes related to the mental health of students and parents. The aim was to equip parents with the relevant knowledge and skills on mental health, thus helping them play the important role in identifying early signs of children’s mental health problems, and to understand more about stress management and the promotion of physical and mental health, as well as promoting a positive mindset in children. The funds were used to host different book fairs to enhance parents’ knowledge related to mental health as well as organizing school activities to promote mental health and wellbeing for parents and students.

**(h) Sister School Grant**

This grant was used to organize various study tours with our sister schools in the Mainland, including study tours to Beijing in December and Hangzhou in March. In addition, the YHKCC built up a new sister school connection in Chang Chun in December, enhancing teachers’ professionalism and broadening students’ horizons in understanding our motherland and traditions in different parts of China.



**XI. REVIEW OF ANNUAL SCHOOL PLAN 2024 – 2025**

The major concerns for the 2024 – 2025 school year were as follows:

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

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

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

Targets	Strategies	Progress
To enhance students' ability to consolidate the skills they have learned.	Strengthen the effectiveness of guided practice during instruction (Rosenshine's Principle #5).	
	Design learning activities to aid the consolidation of skills while ensuring a high success rate during the process of instruction (Rosenshine's Principle #7).	
	Facilitate the development of independent practice by ensuring that at least 10 minutes of each lesson is allocated to the specific purpose of consolidation of learning so that teachers can actively check for understanding and provide formative feedback. (Rosenshine's Principle #9).	
	Ensure that the departmental consolidation strategies are used on a regular basis in lessons.	
	Facilitate the development of independent practice outside of lesson time.	
	To ensure that time is provided in class and for homework (i.e. once per week for Forms 4 – 6), specifically for the development of examination skills.	
	To ensure that students taking public examinations this year are provided with more frequent opportunities (i.e. at least three opportunities) to complete whole past papers and receive feedback on their performance, including specific areas for further improvement.	



To enhance students' ability to reflect on their learning, identify strengths and weaknesses, and develop strategies for improvement.	Embed the use of subject-specific metacognition strategies to teach students how to reflect on their learning.	
	Embed subject-specific metacognition strategies into pre- and post-assessment reflections throughout the year.	
	Create "target work" for students to complete after each summative assessment, i.e. individual, targeted assignments for students to complete independently.	
	Students use self-assessment trackers/sheets to assess their understanding on a regular basis.	
	Develop a rubric for students to systematically measure and track the development of the skills needed to become more independent learners.	
To enhance students' ability to retain information in the long-term.	Embed the use of subject-specific effective learning strategies (e.g. dual coding, retrieval practice, concrete examples and elaboration); all teachers to actively show students how to use effective learning strategies.	

**Evaluation & Follow-up Action:**

- From teachers' observations and feedback, there is room for further improvement in terms of consolidation of learning.
- Whole school strategies for developing "practicing" and "questioning" are required to further enable students to acquire the required skills.
- With a stronger consolidation of learning, it is expected that student learning outcomes will improve further.

**Major Concern #2: To further develop a culture of respect and positive relationships.**

Targets	Strategies	Progress
To develop students' ability to demonstrate proper manners and etiquette in school events and functions.	Cultivate manners and etiquette (i.e. line-up, quiet environment, etc.) in whole school assemblies and briefings by monitoring, stricter enforcement and clearer signage.	
	Educate students about manners and etiquette by reinforcing the core values through the F.1 Induction Programme and PSHE curriculum.	
	Reinforce the code of conduct to nurture sense of respect through participation in outbound experiential and study trips.	



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	Enhance the elements of respect, good manners and etiquette in the updated PSHE curriculum map.	
	Integrate additional elements about respect into Year Assemblies and Year activities, such as the Retreat Programme.	
To enhance students' ability to respect themselves and others.	Enhance students' ability to reflect on respect by incorporating guided prompts in the Student-Teacher Conference Reflection Booklets.	
	Positively recognize and celebrate exemplary behaviour within the Form 1 Year group by nominating two students from each class for a monthly award that aligns with the core value of respect ourselves and others.	
To enable students to develop positive relationships.	Nurture positive relationships through participation in student activities such as ECAs, inter-class, inter-house and inter-school competitions.	
	Promote additional opportunities for students to develop friendships by involving more student leaders in serving the YHKCC community, e.g. ECA programmes, mentoring by Academic Scholars, etc.	
	Facilitate gratitude activities that encourage students to express appreciation and build positive relationships with other Form 6 students as they prepare for their upcoming public examinations.	
	Guide Form 6 students to create appreciation posters that acknowledge and celebrate the support provided by each of their subject teachers.	
To improve students' wellbeing status.	Collaborate with external organizations, such as MindHK and HKU, to implement additional counselling programmes and services that enhance students' skills and competencies in building positive relationships with their peers.	
	Enhance the Form 1 Mentorship Programme by conducting regular structured training sessions for mentors, equipping them with essential counselling knowledge and skills.	
	Conduct a friendship survey for Form 2 students to explore their peer relationships and interpersonal dynamics, with a view to organizing a weekly Social Development Programme.	



To develop a deeper respect of and appreciation for Chinese culture.	Enrich students' knowledge and understanding of Hong Kong and China.	
	Improve the implementation of the 'Basic Law' curriculum.	
	Enrich the content of the NSE display board.	
	To enrich the content of the weekly teacher talks by adding more staff added to the pool and providing more guidelines.	

**Evaluation & Follow-up Action:**

- The KPM data indicates that the majority of students have developed positive relationships with teachers and peers in the school setting.
- In accordance with “Positive Values & Attitudes” (7 learning goals), there is room for further improvement in terms of student self-discipline, especially in terms of uniform, respectful manners and behaviour, and in formal assemblies and occasions.
- From teachers’ observations and feedback, more consistent expectations of students’ behaviour and use of appropriate language can be further reinforced.

**Major Concern #3: To further cultivate students’ reading habits.**

Targets	Strategies	Progress
To raise students’ engagement level in reading.	Incorporate D.E.A.R. time into Class Teacher Period (CTP) every Wednesday (and Thursday after Shared-Shelf) to dedicate time to for students to get into the “flow” (Positive Engagement).	
	Offer regular timeslots for reading recommendations by members of the YHKCC community during devotions and CTPs.	
	Promote reading through different student leadership activities such as Library Ambassadors, Class Reading Ambassadors and the Reading Club.	
	Further promote participation in whole-school reading activities, e.g. Classroom Library Decoration Competition, IFF Reading, Book Character Dress Up Day, Books2Eat Competition, etc.	



To cultivate students' reading habits.	Dedicate the first 7 – 8 weeks of morning CTPs to building classroom library and positive reading environment and D.E.A.R. time.	
	Incorporate D.E.A.R. time during CTP every Wednesday and Thursday to dedicate time to for students to get into a routine of reading during morning CTPs.	
	Allow students to read books of their own choice and interest and foster a sense of ownership in forming their own class library.	
To broaden the range of text types read by students.	Create at least two subject-based recommended reading lists from each department (one junior & one senior) to promote reading of a wide variety of text types and topics in each department, including fiction and non-fiction across different subject areas.	
	Create at least two thematic exhibitions and reading lists including fiction & non-fiction across different subject areas that promote reading across different subject areas.	
	Promote reading through author talks, themed exhibitions, etc.	
	Encourage wider reading through student sharing of reading experiences and recommendations during Thursdays Book Shares; Reading Club and other reading activities.	

**Evaluation & Follow-up Action:**

- The KPM data indicates that students are less likely to read non-assigned materials, such as newspapers, and are less engaged in leisure reading.
- Only a small percentage of students (who are avid readers) are joining reading-related competitions or activities.



**YMCA of Hong Kong Christian College**

**港青基信書院**

## **XII. DEVELOPMENT FOR 2025 – 2026**

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 in General Staff meetings and the proposed major concerns are modified as necessary and published. The Leadership Team then devises a range of specific targets in collaborations with the middle leaders (with associated strategies, success criteria and evaluation methods) to achieve each of the major concerns within a given time frame. The final draft is shared with all staff for comments and additional suggestions before being published.

For more thorough evaluation, data collected from Key Performance Indicators, including the various Stakeholders surveys, the APASO survey, feedback from other surveys, and observations by the school and parents, were analyzed before planning the direction for the next school year.

**The major concerns for the Annual School Plan for the 2025 – 2026 school year are as follows:**

- 1. To strengthen students' learning and revision habits.**
- 2. To further develop a culture of respect and positive relationships.**
- 3. To further promote a reading culture.**

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

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