

Minutes of 3rd RCHK Council Meeting (Zoom) 2020 / 2021

4 pm on Thursday 20th Jan 2021

Present:

Chairman	Albert Cheuk (CC)
Principal	Harry Brown (HB)
ESF CEO Link	Charles Caldwell (CBDC)
Community Representative	Edward Tang (ET)
Community Representative	Gideon Ho (GH)
Community Representative	Rebecca Chan (RC)
Parent Representative	Mehul Tanna (MT)
Parent Representative	Audrey Mah (AM)
Staff Representative	Sarah Vandre (SV)
Staff Representative	Tracy Wnek (TW)
Secretary	Alice Har (ALH)

Absent with Apologies:

Parent Representative	Edward Lavish (EL)
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In attendance:

Business Manager	Samuel Hureau (SH)
Head of Primary	Jamie Schmitz (JS)
Vice Principal - Primary	Jason Doucette (JD)

1. Welcome and Introduction

- 1.1 CC welcomed everyone to the meeting.
- 1.2 CC invited JD and JS to start the Presentation of PYP updates :
 - 1.2.1 JD presented the “Learning in Primary” with some PowerPoint slides.
 - 1.2.2 No standardised assessments in Primary in 19/20 & 20/21 school year due to Covid-19, so there are no results to report.
 - 1.2.3 Holistic education: As an IB school, RC focuses on holistic education, not just academic. It continues to focus on student wellbeing, purpose and autonomy. For example, one of our strategic aims for students is to own their learning (self-directed learning).
 - 1.2.4 Four dimensions of assessment (Monitoring, Documenting, Measuring and Reporting): Each aspect has its own function to reveal the progress and is linked to learning and teaching. PYP learning focuses more on monitoring & documenting assessment .

Monitoring - focuses on helping students to develop their personal learning goals , showing success criteria and helping them to achieve. Provide feedback to students to move forward.

Documenting - refers to students' work on paper or sharing online which give evidences of their learning.

Measuring - 'point in time' where standardising assessment (SA) sits. In the absence of (SA) in these two years, school were focused on analysing students learning progress. Moderation of learning was used to look at students' progress in a collective learning manner (e.g. cross- year levels and cross-school) and feedback is given to parents.

Reporting - continue to encourage and support student autonomy (ownership of learning) in processes.

1.3 College-wide Strategic Plan (2020-2025) – In process

1.3.1 Strategies:-

- Cultivate our community so that it involves everyone and helps everyone to flourish
- Foster a love of learning and creative thinking
- Connect learning with doing things that matter and helping others
- Transform the art of teaching based on the science of learning
- Commit to sustainable practices that are balanced

1.3.2 Learning profile: -

- Create conditions that enhance self-directed learning and provoke action
- Knowing our students through all the data we systematically gather and using it to inform learning & teaching
- Finding and creating environments for the learning we seek

1.4 Wellbeing - the foundation of the strategic plans. Management team continues to explore how to support teachers and students to find ways to improve their wellbeing. This has influenced their approach to Distance Learning.

1.4.1 “ Who We Are” (consistent from year 1 to 6) – A framework across all levels in primary to support students wellbeing started about 2 years ago:

YEAR 1	<p style="text-align: center;">Who we are An inquiry into the nature of the self, of our beliefs and values; personal, physical, mental, social and spiritual health; human relationships including communities, and cultures; rights and responsibilities; what it means to be human. Year-long</p> <p style="text-align: center;">An understanding of the self helps humans flourish throughout life.</p> <ul style="list-style-type: none"> • How I am growing and changing and how I know I am growing and changing <ul style="list-style-type: none"> • My relationships with others • How positive thinking can help us grow • How I can better understand, share and manage my feelings and emotions <p style="text-align: center;">Key/related concepts: Change, Responsibility, Causation / Wellbeing, communication, relationships</p> <p style="text-align: center;">Transdisciplinary Subjects: Social Studies, PSE, Language Collaboration: PE in unit (6/10 - 20/11) - Adventure Challenge unit, Chinese. Connection: Art and Music</p>		
	How we express ourselves	Sharing the planet	How the world works
	October 26th - December 11th, 2020	January 4th - March 26th, 2021	April 12th - June 25th, 2021 (RDC: May 17th - June 25th)
	7 weeks	11 weeks	11 weeks
	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.	An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and the environment.
Central idea	<i>Imagination allows people to explore ideas of things that cannot be seen or are not even real.</i>	<i>The more people explore in nature, the more they discover.</i>	<i>Structures can be designed for a purpose.</i>
Key concepts	Form, Function, Perspective	Responsibility, Connection, Perspective	Form, Function, Causation, Connection
Related concepts	imagination, inspiration, creativity, interpretation	interdependence, sustainability, environments	structures, materials, design
Lines of inquiry	The different ways we use our imagination	How human behaviour impacts on other living things	Why structures are built
	Responding to things people create	Ways we explore and look after nature	How structures are built
	Trying new ways to express ourselves	The different relationships between living things	What influences how structures are built (cultural and environmental factors)
	What makes a creative communicator	How noticing nature transforms the way we see the world	What it means to collaborate
Transdisciplinary Subjects	Language, The Arts	Science, Social Studies	Mathematics, Science, Social Studies
Collaboration	Art, Music	Library, Chinese	Red Door Centre

- 1.5 Teachers have made their greatest strides with regard to learning in the area of distance learning over the past year.
- 1.5.1 Expectations in terms of Learning and Teaching include learning intentions and success criteria being clear, helping and supporting teachers to plan their lessons. It helps our inquiry approach and ultimately students would gain their ownership of learning.
- 1.5.2 Professional development focuses on using technology and it has been extended to parents via our school website.
- 1.5.3 Our approach to distance learning at RC has been informed by global research as well as feedback from our learning community. We are confident that the focus is on the learning and not just the teaching. We have been asked to share our research and strategy with other ESF schools as well as other schools globally (i.e. in Australia).
- 1.6 The enhanced PYP - we were very much involved in the enhancements to the PYP through our initial involvement to the programme globally. As such, we have been able to make initial inroads with:
- Agency (Voice, choice, ownership of learning & self-efficacy)
 - Assessment, including reporting & the use of continuums and strength's-based approach - continuums (subject-specific guidance is coming in 2023)
 - Personal learning goals - how to differentiate/personalise learning for students
 - To share insights with parents in depth via Parent University in the future.
- 1.7 PYP learning(Continuums development): -
- 1.7.1 English:-
- Measure attainment and achievement in reading & writing.
 - Inquiry

- Phonology & handwriting
- Development Continuums (e.g. English, Maths) and children's age range and revealed their abilities for different tasks will be shared with parents once it is more developed.

1.7.2 Chinese:-

- Aligns with ESF and IB
- Look a bit different as students' progress is different
- Not by age, by language learning ability
- Early acquisition to competent to fluent
- Less subjective and arbitrary in terms of teachers' evaluation
- Depends on the interpretation of the outcome
- Vary across schools

1.7.3 Mathematics:-

- Measure attainment and achievement includes all strands and children's development in their age range regarding mathematical thinking.
- Involving secondary school to know students' continue progress in school.

1.8 Wellbeing :-

- Wellbeing survey to students (belonging survey to students year 1-6)
- Ongoing checking in with individual students and teachers
- Links to data gathering and analysis to aim for holistic approach
- Linking Personal and Social Education and Relationships and Sex Education into the curriculum.

1.9 Professional Development (PD): -

- Teachers have ongoing professional development
- Leadership PD for year-level leaders
- External and internal support for teachers' PD , for example: moderation around continuums

2. Minutes of Last Meeting

2.1 Approved and confirmed after amendment has been done on Section 7.4

3. Matter arising

3.1 None.

4. Principal's Report (HB)

4.1 **Number on roll:** 987 in the Primary School and 1077 in the Secondary School (2064 students College-wide).

4.2 Staffing issues:

4.2.1 13 new teachers to hire for school year 2021-22 (five in Primary and eight in Secondary). Generally, school average has a 10% annual turnover mostly due to promotions or

transitions to home countries. We had less teachers leaving this year probably due to the unpredictability of Covid-19.

4.2.2 All but four of the new teachers have been hired. We anticipated to have all the positions filled before the lunar holiday next month.

4.3 **Premises issues:**

4.3.1 RCHK has been open for students since 11 January, however, the daily enrollment must not exceed 1/6 of the school capacity. Y13 students were able to be in the campus for their mock exams in the first and second week. As directed by EDB, we will maintain the 1/6 limit and half-day timetable until the Lunar New Year holidays. When students are not on campus they are having daily Zoom lessons online.

4.3.2 EDB has also directed that the face-to-face sessions be limited to half day and no lunch can be served or brought to school. We have been able to accommodate an 8:30-1:00 pm schedule since the Kindergartens are closed and the bus company is available to serve our multiple routes.

4.3.3 School is waiting for approval from EDB to open to all students later in February.

4.4 **UPDATE ON THE SCHOOL DEVELOPMENT PLAN:**

4.4.1 The RCHK College-wide Strategic Plan, approved by the College Council in 2020, is being rolled out to the Primary and Secondary teachers in their respective phase.

4.5 **SCHOOL/PARENT/COMMUNITY ACTIVITIES:**

4.5.1 Lunar holiday (CNY) break 11 Feb – 21 Feb 2021.

4.5.2 There will be limited school activities until social distancing restrictions are relaxed.

4.6 **Action items (voted during SH's report, refer to 5.6 & 5.7)**

4.6.1 To extend the Chartwells contract for one additional year until summer 2023 since there was hardly any catering activity in 2020/2021.

4.6.2 To extend the OCEANIC Primary Education outside the classroom (EOTC) contract until summer 2023 if we cannot offer camps this year.

5. **Business Manager's Report (SH)**

5.1 **P&L Report 2020/2021 (As of 30/11/2020)- (first document)**

5.1.1 INCOMES

- Tuition fee incomes are still within the forecast. However after the usual Christmas break attrition, we are slightly below to the budgeted number (2,069 as of today – budget was done based on 2,080 students – 2,070 with attrition rate)

- ESF October fee remission (45%) has not been taken into account - yet: the net loss of incomes will be around 11 MHKD
- Rental incomes are collapsing as just weekends rentals were allowed between September and November (and nothing in-between)
- Interest incomes are also very low

5.1.2 EXPENSES

- Staff expenditures (70% of the expenses) are well contained even if the very large surplus are mostly due to the HK Government Wage Subsidy Scheme for 2020/2021 (4.15 MHKD already paid, 2 MHKD more coming)
- These 6.15 MHKD are compensating the 11 MHKD cost of the tuition relief grant
 - ⇒ ESF has asked us to find 5 MHKD savings to compensate the difference (plus an extra 2 MHKD to compensate the salaries step increase)
 - ⇒ RCHK has asked ESF for the possibility to use the Building levies and /or the Nomination rights fund for this compensation.

5.2 **Budget 2021/2022**

5.2.1 RCHK and ESF are working on the 2021/2022 draft budget.

5.2.2 The draft budget and the tuition fee increase proposal will be presented by ESF Finance Department at the next College Council Meeting on the 10 of March 2021 (a Finance Committee Meeting will take place before).

5.2.3 Three parameters are important to determine the tuition fee increase:

- ⇒ The enrollment forecast done by RCHK - 2,074 forecasted in 2021/2022 (compared to 2080 this year)
- ⇒ The tuition fee increase decided by ESFC / College Council
- ⇒ The staff salary increase decided by ESFC

5.2.4 Post meeting note: council meeting on 10 March 2021 is deferred to 13 May 2021 as no need for ESF Finance Department present to the Council since we will be working with the same numbers the Council approved last year. (No tuition fee increase in 2021/2022.)

5.3 **NOMINATION RIGHTS**

- 2012/2013: 62 applications (32 full payments): 12.95 MHKD

- 2013/2014: 59 applications (24 full payments): 9.25 MHKD
 - 2014/2015: 72 applications (26 full payments): 12.45 MHKD
 - 2015/2016: 83 applications (33 full payments): 13.65 MHKD
 - 2016/2017: 85 applications (35 full payments): 14.50 MHKD
 - 2017/2018: 65 applications (27 full payments): 11.60 MHKD
 - 2018/2019: 55 applications (30 full payments): 12.05 MHKD
 - 2019/2020: 65 applications (35 full payments): 14.20 MHKD
- 44 applications have been received so far (35 for Y1 and 9 for Y2 and above). It was 54 at the same time last year.
 - Y1 Admissions tests were held Tuesday and Wednesday last week

5.4 Capital expenditures 2020/2021:

5.4.1 New public announcement system - DONE

- Works done for 1.4 MHKD (initial budget: 1.5 MHKD)



2

5.4.2 Food Tech Room refurbishment - DONE

- Upgrade of the current one and building of a second one
- Project completed within 7 MHKD (initial budget: 8 MHKD)
- Handover was done on 6th of November 2020



5.4.3 Solar panels project - DONE

- Final cost: 814,000 HKD (initial budget: 1 MHKD)
- 40 new solar panels (installation - Secondary rooftop)



5.4.4 Canopy at the new Primary block extension: DONE

- Final cost: 0.9 MHKD
- Handover done the 4th of January 2021

- Allow to go from Primary staircases to the SPC corridor (LET, Art rooms) being protected from the rain



5.4.5 Toilets refurbishment (1st phase - Upgrade of Y1 and Y2 toilets)

- Budget: 3 MHKD
- **Tender in progress**
- **Tentative completion date: summer 2021**



(artist impression)

5.5 CATERING CONTRACT

- Chartwells contract has been already extended for one more year on mutual agreement (end in August 2022 instead of August 2021)
- Chartwells is asking for another one year extension (until August 2023) without a tender as they've not resumed catering in 2020/2021
- RC would like to agree on the proposal
- **Council approved on this contract**

5.6 PRIMARY EOTC CONTRACT

- OCEANIC is asking for a one year contract extension without tender if no Primary camps are happening in 2020/2021 (end in August 2023 instead of August 2022)
- RC would like to agree on the proposal
- **Council approved on this contract**

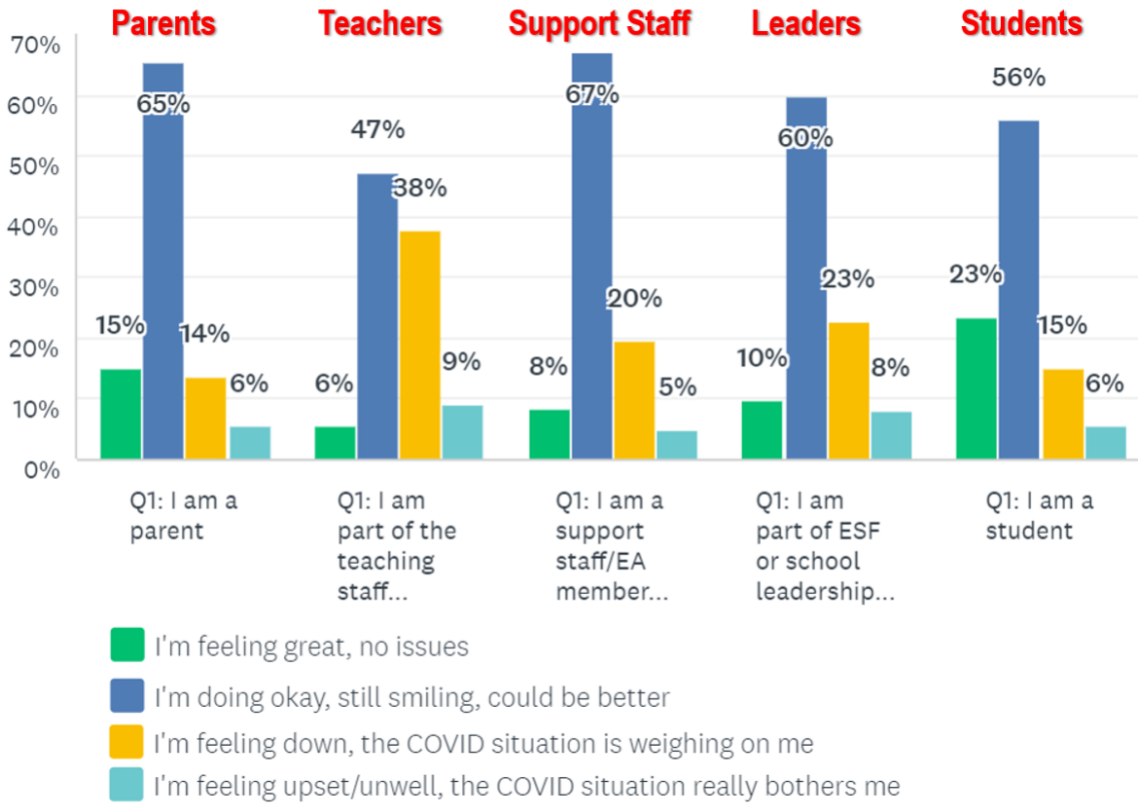
6. Committee report

None

7. ESF School Council Report (CBDC)

- 7.1 ESF Update – ESF council report would be issued next week. Principals and CMT are having weekly zoom meeting to navigate ongoing situation due to Covid-19 restriction. ESF continued to focus on staff's wellbeing. Following the EDB guidelines, schools were opened one sixth of the school's maximum permitted capacity. Principals and CMT were closely monitoring feedback from parents and staff. Teachers went extra mile to ensure that students' needs are met under these most trying of circumstances.
- 7.2 Diversity, Equality & Inclusion (D, E&I) - The work to strengthen D, E&I across ESF is progressing well. A DEI culture audit was taken place in ESF by an external organization. A selection of secondary students were interviewed in January and February. Following the audit on ESF's policies and practices, an action plan is being developed.
- 7.3 Teacher Resignations – The annual recruitment started in October. Numbers of resignation and recruitment were stable. The number of positions to be filled were about the same as the last couple of years. The data had been monitored closely. The final resignation window for teachers planning to leave ESF at the end of the current school year was 11 December 2020. Year-to-date voluntary attrition is 6.3% compared to 7.2% at the same time last year. These statistics only report voluntary resignations and exclude retirements or non-contract renewals. Support staff attrition last year is 8.8% (lowest in 10 years) and EA is 4.9%. Overall attrition continues to be stable.
- 7.4 School Calendar - Survey to stakeholder was sent regarding setting the school calendar in 21/22. There was over 4500 responses. 65% agreed ESF should have a "covid-adjusted" calendar but most stakeholders didn't want to change the existing calendar by much. The calendar would be finalized later in Term Two.

7.5 Wellbeing- ESF monitored the wellbeing of staff regularly. Below is a snapshot of key stakeholder wellbeing with the COVID situation:



8. AOB

None

9. Date of next meeting

- 10 March 2021 (cancelled)
- 13 May 2021 4p.m.

(The meeting was adjourned at 5:40pm)