



RENAISSANCE
COLLEGE
啟新書院



Renaissance College Hong Kong

Annual Report

2020 – 21

ESF School Annual Report 2020-21

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Introduction by Renaissance College Council Chairman

Under the persistent global threats of COVID-19, the 2020-21 academic year has been another challenging one for RCHK. Nevertheless, with concerted efforts from all parties within the College, RCHK has overcome all the challenges, resolved all the problems, and achieved excellent results.

Throughout the year when people had to distance themselves in public places, face-to-face learning sessions in our school inadvertently became a rare commodity. However, the RCHK management team, teaching staff, support staff and most importantly our students and their families did not give in but spontaneously worked together to make sure the learning continued regardless. Passion, enthusiasm and perseverance were the most observable traits exhibited by everyone at RCHK. Our teachers came together, using extra resources provided by the management team and technical expertise quickly cultivated by our support staff to passionately design and run online learning sessions for our beloved students so they would not lose a minute of their precious learning opportunities.

To the credit of our parents, it was evident they gave their unfailing support to our teachers while they guided our students to treasure their valuable learning opportunities and time. The successful results of these joint efforts have been most apparent and encouraging.

Truth be told, life hasn't been easy for our dear students over the past two years, not to mention their parents, and may continue to be this way for the foreseeable future. However, I have seen that the love and enthusiasm of our RCHK leadership team has been catalysts to help resolve the difficulties. Hence, I would like to put on record the appreciation of the School Council to Principal Dr. Harry Brown for his leadership, the management team, the teaching staff and the support team for their excellent efforts and teamwork that created miraculous results for RCHK in the 2020-21 academic year. I would also like to express our gratitude to our families and students for their love and trust in RCHK, which boosted the morale of the whole team. Their strong dedication to the College and active participation have kept learning non-stop.

Last but not the least, our deep gratitude goes to the members of the School Council for their unfailing support to the RCHK team. Their constructive advice and guidance guided RCHK to smooth sailing in the past two turbulent years. To conclude, RCHK has vividly proved that love and trust always unite people and that "When United, We Stand".

Dr. Albert Cheuk
College Council Chair



Introduction by the Principal

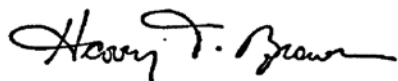
There were many extraordinary accomplishments in all areas of student achievement including academics, athletics, and the arts during the especially challenging 2020-2021 school year.

The 13th IBDP cohort did phenomenally well in the highly competitive IB programme with seven perfect scores of 45/45! The Class of 2021 also had an incredibly high passing rate with 100% or 129/129 students earning the IB Diploma. In addition, 100% of the class who studied both English A and Chinese A earned the IB Bilingual Diploma. The seventh cohort of eight IBCP students successfully finished their foundation courses at the Savannah College of Art and Design (SCAD) and the Hong Kong Academy for the Performing Arts (HKAPA) as well as passing examinations and achieving certificates in three or four IBDP classes. Once again, these marks are far above world averages which demonstrates the exceptional quality of teaching and learning at RCHK.

Since opening in 2006, RCHK has grown at a steady pace and now enrolls just under 2,100 students. The Class of 2021 is the third to have begun their educational journey with us at RCHK in Year 1. We are grateful to those 69 students and their families, fondly referred to as Pioneers 3.0, for believing in the dream of this brand new all-through IB World School in 2006. Our unwavering commitment to a truly holistic education from Primary through Secondary school defines who we are in the community of international education and will help us to recruit and retain the most dedicated and successful staff and students.

Dr. Harry Brown

Principal



Vision and Mission

To seek. To serve. To strive.

Vision

Renaissance College (RCHK) is a student-centred independent school. Through a rigorous and holistic curriculum, the college will develop global citizens who strive for excellence, appreciate the aesthetics and are empowered to take progressive action.

Mission

RCHK strives to build a culture that promotes peace and democracy, values diversity and works towards a sustainable future for all.

Bedrock Principles

Renaissance College frames internationalism through its “Bedrock Principles” to illustrate who we are as a college community, and what we intend to accomplish together. RCHK is committed to creating an environment where all learners are global citizens who embrace diversity, are confident with change and possess a healthy sense of self. This internationalism is informed by our educational programme and demonstrated in the action we take and the engagement we have with others through language and technology fostering greater intercultural understanding.

- To cultivate an inclusive community that values positive relationships and enables students and staff to flourish.
- To foster a love of learning through an adaptive curriculum that nurtures creativity.
- To connect learning through opportunities for pursuing action, outreach, fieldwork, and authentic learning experiences in the local and international communities in order to make the curriculum relevant and service to others genuine.
- To transform learning and teaching through the integration of technology.



Learning at Renaissance College

RCHK is proud to be one of a select “through train” schools in Hong Kong, offering the IB curriculum from Year 1 to Year 13.

RCHK is also fortunate to have all of our students on one campus, providing rich opportunities for older students to mentor their younger schoolmates.

The Education Outside of the Classroom (EOTC) curriculum in Primary and Secondary provides our students the opportunity to engage in real-world learning, which contributes to a vibrant school community. In addition, our students give back to the local community through their Creative, Action, Service (CAS) programme, which allows our students the chance to volunteer at local charities, hospitals and aid organizations.



Student Support and Wellbeing

We place wellbeing at the #heartofRCHK. Our framework is built on five pillars of health, environment, a sense of accomplishment, relationships and appreciation. We thought the 2019-20 academic year was challenging in terms of meeting the wellbeing needs of our community, but there were even greater challenges to meet and overcome in 2020-21.

For a large portion of last academic year, our students were either distance learning from home or only partially on campus. During these times, the most important thing for us was maintaining a sense of community among students and staff who were physically separated from one another, while supporting the wellbeing needs of individual students. Continuing to seek ways to develop skills for resilience amongst our student body was so important throughout the year, as well as watching for signs that students were struggling or needed more support.

When we were able to return to school in person, our focus was on building relationships and trying to slow the pace of a usually frenetic end of year wrap-up. In Primary, we aimed to give the students plenty of time to be with each other and continue developing the social skills they need to enable them to work together and learn effectively. In Secondary, Years 7, 8 and 9 were able to enjoy a full hour of lunchtime which gave them the opportunity to spend time with friends. It was wonderful to see the students throughout the College engaging in play with each other in the playground when we had break times and lunchtimes shared across Primary and Secondary. We watched Year 2s and Year 12s sharing a basketball court. The Year 2s were not shy, and the Year 12s frequently altered their games to include delighted Year 2s.

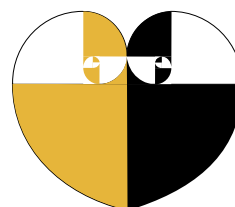
In both online and face-to-face mediums, our Primary ELSAs (Emotional Literacy Support Assistants), Secondary Heads of Year and our College-wide counselling team worked with students and groups of students who needed more reassurance and support when they were at home on their own, or guidance and strategies to help them when returning to a school environment. We were highly aware of the changing nature of the environment that our students were working in, whether it was online or face-to-face.

As always, our Primary and Secondary House Directors were invaluable in cultivating the sense of community whether online or in person. They ran a number of online House events such as discos, quizzes and treasure hunts that students were able to take part in from their own homes.

Throughout the year we worked hard to find out how our students were feeling about the situation they were in, and built in sessions to talk about strategies to manage the challenges of online learning and the transition back to face-to-face learning. We surveyed the students both formally and informally throughout the year to understand their sense of belonging to the RCHK community and key concerns for their wellbeing.

Our focus on child protection and safeguarding remained paramount. The training sessions we planned and delivered to all staff this year were specifically focused on how we safeguard students in an online world. We looked at teaching students about safe internet use and supporting teachers' understanding of how to manage child protection concerns highlighted in an online setting.

By Geoff Wheeler and Stephanie Howdle-Lang, RCHK Wellbeing Officers



Primary Student Council

The 2020-21 Primary Student Council was like none other. Not only did we have more pupils than we have ever had, but we also had to have many of our meetings through Zoom due to required physical distancing. This was not ideal, but our students were very resilient and found ways to make it work. Just as we were putting the final touches on a website that would provide activities that students could do while home, RCHK reopened! This enabled us to come back together and meet in person. Even though we didn't have as much time as some of the previous Student Councils, we were still able to lay the groundwork for many interesting projects. This included the Buddy Bench, which is a project designed to provide a space where kids could go to find a buddy! Hopefully next year's Council can continue it! We are very proud of all of our student leaders and admire the positivity they maintained throughout the year.

By James Schulz, Year 2 Teacher and Primary Student Council Director



Secondary Student Council

The challenging year was met with zest and focus by the Student Council for 2020-21. Despite starting the year online, the Student Council (comprising of 14 students, two from each Secondary year group) were able to meet regularly and were a valuable part of honing the school's approach for effective learning and teaching, both online and in person.

Another significant achievement was the creation of a new RCHK Hoodie. The Student Council navigated the whole process; from determining the purpose and ensuring a school-wide contribution to agreeing with suppliers about price and quality. The hoodie will be on sale at the RCHK Uniform Shop from Monday 1 November 2021 and is anticipated to become a popular part of the RCHK Winter uniform.

By Geoff Wheeler, Secondary Vice Principal and Secondary Student Council Director



Curriculum Updates

PYP

The 2020-21 academic year brought unprecedented challenges to schools around the globe. Students, educators, parents and leaders took the opportunity to reflect on learning and teaching and how this might look in a virtual environment. The scope of teachers' professional development was enormous as they rose to the challenge of providing quality learning experiences to learners on a screen. Teachers at Renaissance College rose amazingly to this challenge: teachers authentically lived what it means to be a 'life-long learner', modelling this beautifully to our students.

Teachers engaged in ongoing reflection around how best we learn and how best to support students to do this in an online environment. The opportunity to engage in distance learning also allowed our parent community insights into learning which resulted in fantastic conversations and numerous accolades for how teachers were able to support this, given the fact that teachers were not able to control how students accessed learning at home.

Upon our return to school for face-to-face learning at the end of the academic year, we were also able to reflect on the greatest needs of our students, namely, the need to connect and build relationships with one another. We used this awareness to inform the 2021-2022 academic year, choosing to intentionally focus more on students' social and emotional wellbeing as well as their gross motor development. This personalised and authentic approach to learning continues to reflect who we are as a College, in line with leading learning practices from the Primary Years Programme (PYP).

We also have strengthened our focus on collecting and analysing student data so that we can continue to make the best decisions for individuals, classes, Year levels and the College. Last academic year we continued to embed our learning continuums for English and Mathematics to support learning, teaching and assessment, including reporting on students' progress. These documents support our approach to personalisation, helping us to understand and communicate each students' individual learning journey. Teachers engaged in moderation throughout the year, in staff meetings and team meetings, so that we grew in our collective understanding of learning and teaching within these disciplines.

The Chinese team created a speaking and listening continuum to support our approach to personalised learning and commitment to reporting on students progress and strengths. The continuum reflects intellectual developmental milestones in language development alongside appropriate age bands rather than by Year level and/or pathway. As we further engage in using the continuum to assess and report, the Chinese team will be creating continuums for the other strands of learning in Chinese - reading, writing, viewing, presenting and cultural understanding. Additionally, the team has engaged in the collaborative planning process shared by the International Baccalaureate (IB), under the PYP enhancements to review their own processes as a department. By reviewing this document, they have created a bespoke planner and process which meets their needs and ensures they are addressing concepts, knowledge, skills, and dispositions while considering the strands of language learning.

Our single subject teachers continue to make authentic links to the Programme of Inquiry (POI). Every single-subject collaborates on a minimum of one unit of inquiry per year with every Year group. With other units, specialist teachers and the homeroom teams work to establish connections through the elements of the Primary Years Programme, with the homeroom, and with one another.

The College continues to strengthen practices to support the transition of students from kindergarten to Primary and from Primary to Secondary. Despite the challenges of distance learning, students still benefited from the collaboration of teachers across all these three phases. Transition days and engagements were delivered to help children understand the new environment, to get to know the people in those environments and become excited about their resources and future experiences. Feedback from students, parents and teachers celebrated how collaborative the transition process continues to be as we are increasingly mindful of how best to nurture students during these monumental times.

By Joanne Ferarri, Vice-Principal, Primary

MYP

The Middle Years Programme (MYP) is an inquiry-based curriculum framework with a focus on using conceptual and contextual lenses to frame learning. This framework, along with continued innovation, has allowed us to provide students with a varied and challenging curriculum with engaging learning experiences and instructional strategies. Through the periods of online learning, ongoing curriculum development and consolidation continued to be a focus for the MYP in the 2020-21 school year.

2020-21 saw the school embark on its second year with the REAL (Renaissance Engages in Authentic, Applied, Active Learning) projects included in the timetable. The continued efforts of our Curriculum Project Leaders and REAL teachers to develop and deliver authentic, student-centred learning projects through the challenges of this particular school need to be applauded.

The projects are designed to have three major features:

Authentic - involves real-world problems, students directing their own learning

Applied - including authentic tasks and activities to help develop the projects

Active - involves learning by doing and experiencing

The overall vision of REAL at RCHK is to engage students as a community of learners that have the confidence to exceed expectations as self-directed learners, focused on local and global issues with a view to use what they learn to make a difference. REAL provides us with an opportunity to provide time for student passion projects within the curriculum. Additionally, Theory of Knowledge, a core element of the Diploma programme, was integrated into REAL lessons to help introduce aspects of the diploma and TOK knowledge questions to students in the MYP. These TOK-focused sessions allowed students to think critically and reflectively about their projects and the learning they were taking from them. REAL culminated in a two-day deep dive into the projects in May. Students shared, showcased, and celebrated their learning and this has been captured in posts on the RCHK REAL Instagram (@realatrchk).

The use of CORE time in Year 11 continued in an effort to provide our Year 11 students with structured sessions to support their learning and achievement in the Core aspects of the MYP, the Personal Project (PP), Service and Action, Further Education, and TOK. For the Personal Project, students used the scheduled time to meet with their PP teacher mentors, seek extra support from PP Coordinator Ms. Michelle Roberts, and move forward with their projects. The students were given space to plan for and reflect on the ways in which they could take action in their communities working towards the MYP Service and Action outcomes. The CORE time was well utilised by students, teachers, and coordinators and also provided us with new opportunities to further support students in their transition into their IB Diploma or Career Programme studies by offering sessions to introduce TOK and Creativity Action and Service (CAS). Overall, CORE has provided us with an opportunity to give the students extra support with and depth into the CORE elements of the MYP.

The MYP Personal Project Exhibition (PP) is always a highlight of the MYP calendar and 2020-21 was no exception, with a wide range of creative and innovative projects being shared by our students. Despite being unable to gather physically together as a community, we were still able to cap off the Year 11 students' PP experience with a dedicated exhibition. Ms. Roberts worked to create an online platform through Padlet platform to provide a showcase of the overwhelming variety of talent, creativity, technical ingenuity and social awareness that RCHK students possess. The success of this project requires the commitment of the students and the dedication of teacher mentors which was celebrated in this exhibition. As a result of completing this project, Year 11 students will all receive an IB course results certificate in the Personal Project. Please scan the QR code below to discover the PP works.

In 2020-21 our MYP teachers and students have continued to grow and develop together as learners through REAL projects, and our Year 11 students have been supported to strive further in the Core aspects of the programme. We are again thrilled to celebrate the continued achievements of our students in the MYP. Congratulations to the MYP cohort of 2021!



By Brandy Stern, Vice-Principal, Secondary

Curriculum Updates in Years 12 and 13

The curriculum in Years 12 and 13 allows students to opt for the following four International Baccalaureate (IB) programmes: IB Career-related Programme (CP), IB Diploma Programme (DP), IB Courses or an extended IB Diploma programme through our association with the World Academy of Sport and the Hong Kong Sports Institute for qualifying athletes. All four options allow our students to achieve a Renaissance College (RCHK) High School Diploma.

The seventh cohort of Career-related Programme (CP) students graduated in May 2021 and achieved excellent results from both the IB, Savannah College of Art and Design (SCAD), APA (Hong Kong Academy for the Performing Arts) and HTI (Hospitality and Tourism Institute) and ICI (International Culinary Institute).

In recent years the expansion of our CP offering has continued to extend and we are proud to be able to offer such a broad range of career-related courses as the CP continues to expand globally.

The IB Diploma Programme (DP) has seen continued consolidation in academic results, with an overall stable trend apparent year on year, as the intake number of students significantly increases and students continue to be granted access to an impressive range of university courses worldwide. More details of this is within the Further Education (FE) section of this Annual Report.

The available options for students in Years 12 and 13 continue to be supported by a thorough selection process which now includes the following components designed to build on the careers education work they have in Year 10:

- Options Talk (including Q&A session with alumni and existing CP/DP students)
- Options Evening with expert advice from teachers, students and alumni
- Departmental specific sessions within the curriculum on the options available ('DP Taster Week')
- Careers Day
- University Fair with universities from all around the world
- InterQuest career profiling tool with personalized career advice
- Individual Interview with a senior leader in the school regarding option choices
- Work Experience

The success of our May 2021 students was reflected at the English Schools Foundation (ESF) Chairman's Awards with a high number of students awarded for achieving 40 or more points for the bilingual IB Diploma and 42 or more points for the regular IB Diploma. This year also saw six students with a perfect diploma score of 45 total points. We believe that this is a testament to the excellence of teaching and learning that takes place here at RCHK.

By Jess Davey-Peel, Vice-Principal, Secondary





Primary Subjects

Primary Visual Arts

Whilst it has been challenging, the school year of 2020-21 has seen students engaging in a wide variety of art making experiences to activate the imagination and to delve into the creative process for understanding and conceptual experience both in person at school and digitally over Zoom. It was an absolute pleasure to see the art exhibition showcasing the visual art talents of our students from Year 1 - Year 13 with the return of our College Wide Visual Arts Exhibition.

Year 1 - These students showcased their imagination during the “How We Express Ourselves” unit. This culminated in the construction of a sea creature. The Year 1 students also continued to explore texture, line and shape throughout the year consolidating the use of artistic language and vocabulary which helped support and extend their understanding of art. When we switched to distance learning the Year 1 students explored collage and developed their own collage based on views of Hong Kong and stories. They were also about to explore the medium of clay once again which was a huge success.

Year 2 - These students explored a range of artistic media to express themselves, such as collage, mixed media, painting, printmaking and sculpture. They worked in collaboration with music to find out and combine the shared concepts between Music and Art. Some of these were pattern, tone, composition and form. During our distance learning times we focused on creating art with found materials and explored weaving and collage as well as continuing to develop an understanding of the elements of art with lessons about colour theory and how artists mix colours and use them with purpose in their creative mediums.

Year 3 - The academic year started by exploring students’ strengths and as well as developing an understanding of how artists work and create art through processes. Students studied the artwork of Yayoi Kusama as well as Mackenzie Thorpe and used it as inspiration to create their own canvas artworks. They began to learn about photography and image transfer when we moved to distance learning and were in the middle of developing their canvas artwork and understanding how images can be adapted and transferred through various processes. During distance learning we continued to explore the theme of “How We Express Ourselves” and developed our own animations using the iPad and objects found at home. They also continued to explore the idea of “Who We Are” looking at it through the lens of being an artist and exploring change in art and how we use form to create both 2D and 2D artwork exploring change in art and how we use form to create both 2D and 2D artwork.



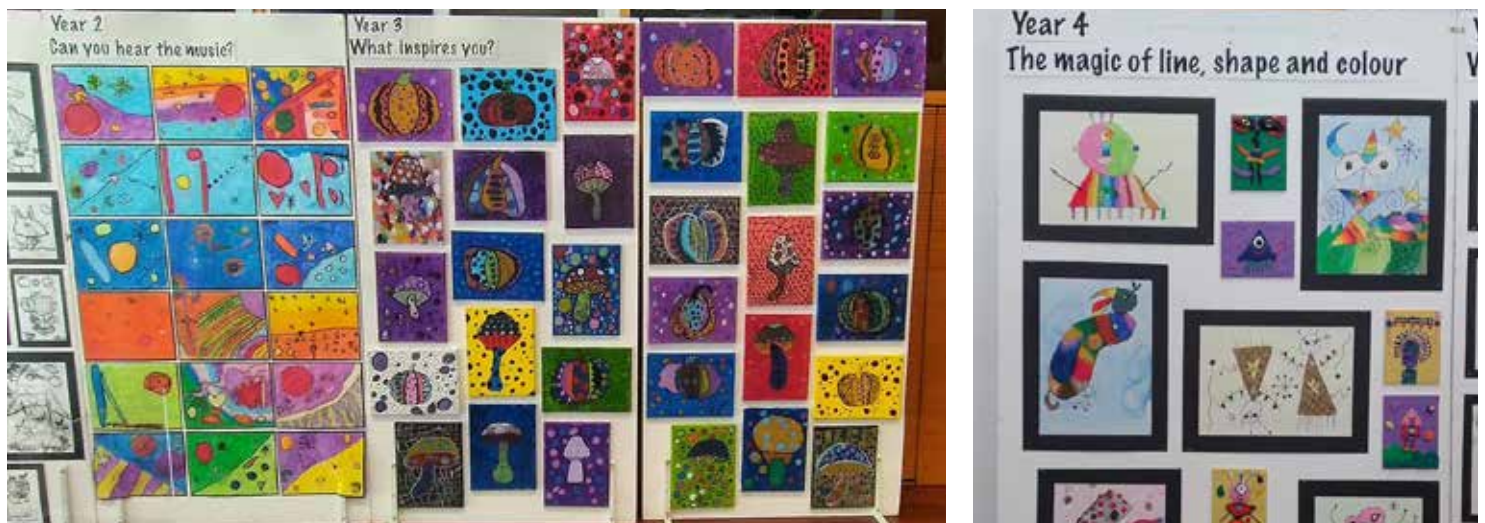
Year 4 - Students explored how artists are inspired by nature and used different media in response to the work of Austrian/New Zealander Friedensreich Hundertwasser. Analysing colour and shape, the students created initial drawings. These led to beautiful coloured mixed media paintings in vibrant colours which explored organic shapes. One of the students' favourite Units of Inquiry was an exploration of abstract art. Beginning with a favourite character, students deconstructed them into colour, line and shape to create abstract collage portraits. During distance learning, they focused on drawing, collage and photography.

Year 5 - Students began the year as art explorers, playing with some new and intriguing ways of creating art. Starting with contour drawings, these wobbly, free and individual artworks were used to make wire portraits and large-scale ink and watercolour paintings of plants. This unit focused on how the concept exploration in this subject taught students about themselves as humans and artists. The second unit focused on portraits; and students had the opportunity to work with Scottish painter Allan Ramsey as part of this unit and the artist in residence programme at RCHK. During distance learning students explored Art History and applied their skills to creating humorous and colourful POP Art, as well as playing with drawing, found objects and photography.

Year 6 - The year began with a Unit of Inquiry exploring clay. Students learnt about handbuilding methods such as creating coils, pinch pots and slabs. Once this was mastered, students then designed their unique clay creations, choosing which hand building method to use. The highlight of this unit was taking their clay through each stage of the process, ending with a beautifully glazed creation. Students explored Art History during distance learning and along with Year 5, applied their skills to creating humorous and colourful POP Art, as well as playing with drawing, found objects and photography.

For Years 4, 5 and 6, throughout the academic year students discovered inside and outside the classroom how they can use drawing and art making valuable tools for wellbeing and mindfulness.

By Susannah Psillides, Primary Visual Arts Teacher and Andrew Deakin, Head of Visual Arts



Primary Music

At RCHK, students experience music from various times, places and cultures, and as a result develop a unique perspective on the effect that music has on so many facets of our daily lives. Through the transdisciplinary nature of the music program at RCHK, students are able to make connections across other subject areas and to the world around them.

Our Primary students are engaged in activities that allow them to create and respond to music through movement, singing, composition, playing instruments, listening, research, music reading and improvisation. They also develop music vocabulary, critical listening skills and their ability to analyse what they hear. They are given the opportunity in class to sing, play a variety of tuned and untuned percussion, ukulele and learn about instruments.

During the school day, students work towards developing ensemble skills progressively so by the end of Year 6 they have the skills necessary to form, rehearse and perform in small student-led groups.

This year we have started a string orchestra for older Primary students, and are preparing for public performances as safety protocols allow. This program started in conjunction with the Secondary school so students could continue their development beyond the primary section. In addition to that, this year we will introduce the RCHK Primary Jazz Band. This will be an outside of class experience where students will learn to improvise on xylophones and other Orff instruments and will gain a deeper understanding about this particular music genre.

We look forward to the ease of current restrictions, so we can offer our students opportunities to showcase their musical talents across RCHK and ESF-wide events.

RCHK also has had the privilege of hosting distinguished industry artists as guest performers, Secondary peer mentors and private music tutors as well as having them involved in programmes and field trips.

PYP Music at RCHK is a challenging yet rewarding journey for students.

By Adrian Garcia, Primary Music Teacher



Primary Sports

We were unable to run a Sports programme for Primary in 2020-21 due to school closure and COVID restrictions. However, we were able to offer some sports activities from April 2021 onwards. Students finished school at 1pm and returned again at 3pm to participate in Basketball and Tag Rugby. These sessions were offered to a limited number of students in line with CPHE guidelines.

When the school day was extended to 3pm, we continued with the activities. Tag rugby finished early June due to the heat and Basketball continued until mid-June. Students and their families were very appreciative of the opportunity to participate in a few sporting activities despite the fact that there was no formal Sports programme on offer.

By Sandra Gordon, Primary PHE and Sports Coordinator for 2020-21 academic year

Primary Physical Education

The 2020-21 academic year was certainly an eventful one. One thing that never changed throughout the whole year is the energy our students give us. As PHE teachers, we rely on students to be self-motivated and to join in, even when we work on various skills virtually rather than in person. While we all prefer to be teaching face-to-face, we have been amazed at how students have made the most of our Zoom lessons and have taken an active part in their learning journey. We could not be prouder of all of them.

One of the highlights this year on the PHE calendar was our Terry Fox Run. While we could not do this in the one day big event the way we have done it before, we still made it happen and raised awareness and funds to fight cancer. In PHE we created various challenges, which saw the students active for at least seven minutes. Every seven minutes equated to one kilometer. The goal was for each class to complete as many kilometers as possible.

Activities ranged from juggling soft “frogs” on balance beams, zipping around on sit down scooters, using the climbing wall and bouncing around a race track on a Space hopper. It was fantastic to see kids working together in socially distanced activities, encouraging each other and ultimately working towards a great cause. Great fun was had by all the students in Primary and they showed great commitment to completing as many “activity kilometers” as possible. It was fantastic to see students get the opportunity to express themselves and most importantly have FUN within a sporting context.

Our Year 1 and Year 2 students loved playing games both online and in person. On Zoom, we worked on a variety of different skills to further develop hand-eye and foot-eye coordination and when in school we further developed spatial awareness and cooperation skills. An all-time favorite on Zoom is ‘Simon Says’. As the year went on, it was getting harder and harder to trick our students as they were getting better and better at this game.

Our Year 3 students have been fantastic at adapting to everything that has come their way this year within Physical Education. We have played a wide variety of games, completed lots of physical challenges and participated in many fun activities. From dancing to Shakira to running ‘like a Minion’; the Year 3 student’s attitude has been impressive throughout the school year, and has been truly amazing to see. One thing is for sure - students in this Year group are more than prepared for anything Year 4 has in store for them!

One of our Zoom activities in Year 4 was the Chaplin Walk. It is quite a challenging way to move as it requires arms and legs to move in the opposite direction. We laughed a lot, practiced a lot and managed to get it right in the end. We even had siblings and other family members join in, which was amazing to see.

The older Primary years have spent much of their time in PHE improving their personal fitness levels through completing a range of workout activities. The students have worked extremely well towards achieving fitness goals they have set themselves while also improving their understanding of the body and healthy living. Additionally, these students have worked hard at improving their hand-eye coordination through learning to juggle two, three and in some cases four balls! It has been a challenging year for them but their ability to work independently, apply themselves fully and all the while with a smile on their face has been very impressive. Well done!

When we could finally go back to school and teach our students face-to-face, we were all overjoyed. We did our best to make our PHE lessons as engaging as possible while adhering to strict guidelines in regards to social distancing and mask wearing.

By Sandra Gordon, Primary PHE and Sports Coordinator for 2020-21 academic year



Secondary Visual Arts

Throughout the 2020-21 academic year, students have been offered a number of opportunities to work across a range of disciplines within this subject. MYP students have experienced drawing, painting, 3D making, digital art and clay work. Across all Year levels, we aim to create learners who are critically engaged citizens of the world, who actively question cultural and social issues. A main focus of our curriculum is the introduction of “real life” learning opportunities for all our students. We hope that by encouraging students to connect with local and global issues within their work it will lead to meaningful connections with the world around them.

In Year 7, students have been exploring the concept of abstraction in the unit titled “Abstract Me”. Students have investigated how mathematics can be integrated into art through observing colour percentages, symmetry, scale and researching colour field artists for inspiration. Within Year 8, students have been investigating their personal family history of movement and migration. Through the exploration of objects and artefacts associated with their family history, students created a series of bold silhouettes to represent the object. Using the Principles of Design and colour theory, students created unique patterns that share their narrative. Year 9 students have focused on how artists use emotion and distortion in portraiture to convey a message. Students have developed a series of self portraits depicting an emotion, working to a large scale with acrylic paints as seen across the walls of RCHK campus.

Exploring the notion of identity within the urban environment of Hong Kong, Year 10 students have engaged in observational drawing and paper sculpture. Using photography, with specific development of compositional skills, students have captured images which reflect relevant detail from the world around us. Inspired by the photography of Michael Wolf, Year 10s have selected a preferred area of Hong Kong and through experimentation with accessible media, and have created a visual response to celebrate the unique identity of their architecture and surroundings of their chosen location. During the Creative Arts Day, the Year 10 students continued the urban environment theme, creating clay sculptures inspired by Hong Kong Corner Buildings. The sculptures were glazed and constructed to create a ‘high-rise building’ and exhibited within the Zen Garden on campus.

In Year 11, students focused on the theme of “Really Unreal” and how artists challenge the constraints of the world around us. Students studied a range of Surrealist artists who present an alternative thinking about reality. These artists, through their attention to detail and skilled realism, inspired this Year group to produce a surrealist outcome. During the second unit, Year 11s went on to explore the theme of “initiating positive social, local or global change” through a media of their choice.

The IBDP Year 12 students have continued to strive towards their own personal exploration of Visual Arts, producing a range of experimental pieces and outcomes. During March 2021, the Year 13 students exhibited their incredible artwork in the PAC. Although accessed to a limited audience due to social distancing restrictions, it was professionally filmed and photographed for posterity, and that media has been shared with our College community to publicly applaud our Class of 2021’s efforts. Our partnership with SCAD and the IBCP students continues to flourish with students once again achieving exceptional grades and producing an array of fantastic artwork.

Our Visual Art Scholars have been working with Hong Kong-based street artist Taka. Students have created a range of designs, which Taka will use to develop a large mural at the front entrance of RCHK campus in early 2022. Scholars will also attend workshops to further aid their understanding of street art.

The academic year culminated with the return of the College Wide Visual Arts Exhibition in the PAC, showcasing an array of artwork from Year 1 to Year 13.

By Andrew Deakin, Head of Visual Arts



Secondary Performing Arts

In the grip of a pandemic, the standard theatre motto of “The Show Must Go On” was globally thwarted as theatres were forced to close their doors. This situation also became true for us here at RCHK. With minimal opportunity to bring students safely together to rehearse - let alone perform - it proved impossible for our live shows to go on. Instead, we developed ourselves to use the online world and digital performance to build our students’ and department’s Digital Drama skills.

The Drama studios adapted to their new home on the screen. The costume cupboard, typically raided with enthusiasm during lessons, was traded for the wardrobes of students’ homes. Stage lighting settings were recreated using bedsheets and torches. Zoom grids became acting spaces and acting for the camera, the norm.

Year 7s learned the importance of “TEAM” in performance. While exploring the imaginary setting of a haunted manor, they experienced how creating Tension, Emotion, Atmosphere and Meaning in their theatrical pieces can intensify the impact of theatre. They developed their skills of role-playing, character work and improvisation.

Year 8s learned the power of using Trestle masks to explore social issues, showing personal expression through mask manipulation. They then studied Commedia del’Arte, learning about the stock characters and theatrical conventions and performed a Commedia piece.

Year 9s explored theatre as a response to the world around us, creating performances that reflected their current experiences in this unusual year. They investigated theatre that encourages positive social change, looking back to the ancient Greeks and how they used theatre for this very purpose.

Year 10s developed both devised and scripted performances. For Creative Arts Day, they had the opportunity to work with local artists Nick Atkinson and Kat Roma Greer on devising techniques. They also had the opportunity of a Q&A session with professional actor Chris Naya who has worked with the renowned theatre company Frantic Assembly and shared how professional companies work with actors to create original material. Our students then devised original plays in groups and performed scripted duologues across various plays to a live audience.

Year 11s worked with a Gecko Theatre company stimulus, “Unity and Isolation”, to create inspired Zoom performances. This incorporated physical theatre and, in the onscreen work, showcased the possibilities of digital theatre. They made a physical performance in response to a piece of music and then developed their script skills by applying this to a modern chorus text, “That Night Follows Day”. Each Year 11 class then performed and produced full class plays; “Lord of the Flies” and “Animal Farm.” This was a fitting showcase of the students’ theatre skills developed throughout the MYP.

Year 12 and 13s have engaged with the Theatre Arts course demands, which we are piloting for the IB. In performance, they have showcased to one another their collaborative and solo work, receiving meaningful feedback to secure their success in the course. They learned theatre theory, exploring a wide range of practitioners and theatre forms and producing presentations and portfolios that reflect their learning.

Performance: Towards the end of the year, we were delighted to have the opportunity to work with the International Theatre Schools Association (ISTA) on their very first Global Digital Productions, “2020 Vision” and “Diary of an Extraordinary Year”. This unique project brought together young people from 10 schools from across the globe as an online cast, film crew and orchestra. The students shared their personal stories of how these challenging years have been for them as young people. They were then tasked with the honour of performing the stories of one another, verbatim.

The project stream-premiered at the end of September 2021 and is set to serve as a unique theatrical account, chronicling what this extraordinary time was like for young people across the world for years to come.

By Lou Houghton, Head of Performing Arts

Secondary Music

After the challenges of the 2020-21 academic year, the Renaissance Music Department begins 2021/22 with a sense of optimism in the air. As RCHK begins to transition back to more normal school life, we have several school ensembles starting and being reintroduced. This year, we will have a string group and a chamber string ensemble, a Music technology club, a composition club, a theory club and a collaboration club. Unfortunately, we are still unable to have wind and brass performance on campus but we are trying to be creative by presenting opportunities for students to advance their performance, collaboration and creative skills. RCHK music scholars and student leaders are taking an active role in leading clubs and strategizing ways in which school clubs can expand and flourish in these difficult times, and I am happy to announce we are in the process of preparing for a virtual concert that will take place at the start of December 2021.

We ended last academic year with a change to the annual RCHK House Idol Competition. To adhere to safety protocols, we changed the format from being a live event in the PAC to being a filmed prerecorded project involving all the creative musical, acting, dance, animation and filmmaking skills from each house. It was great to see such passion and school spirit from a large number of our Secondary students. Each of the Houses created an excellent final video which was judged by Dr. Harry Brown as well as previous RCHK music staff, Cameron Otto and Leslie Harrison; whom we invited back as guest judges. We hope to see even more students involved in House Idol later this year!

The Diploma Programme (DP) Music classes at RCHK continued to have the highest number of students across the ESF Secondary schools, with seven in Year 13 and eight in Year 12. We have welcomed in workshop leaders who have worked with both MYP and Diploma students where they have developed their skills in film and electronic music composing.

Many of the outgoing Music Diploma class have gone on to study the subject in various capacities at University level. We wish them all the best in the future!

The Music MYP & DP teachers of Thomas O'Grady and Daniel Tsang would like to thank the Arts technicians Nancy Wong and Scott Lee, Head of performing arts Lou Houghgton, Scholarship manager Wilma Shen, Adrian Garcia, Lisa Fairey and Luckee Ranee in the Primary music department, financial support of RAPT, Business Manager Mr. Samuel Hureau and, most of all, our students who make an effort to play, practice and perform music at RCHK.

By Tom O'Grady, College-Wide Music Coordinator



Sports

At the start of the 2020-21 school year, there was enthusiasm for a return to normality but again, the Black Kites programme has not been able to run as everyone had been hoping. Instead, the Athletic Council set about hosting sports-related challenges through their Instagram site that could be completed at home or in a socially distanced setting. These involved: football 'keepy-uppies', basketball trick shots and performing swimming strokes in interesting locations. Some of our athletes were also able to remain active through "virtual" events, such as a cross-country competition. In November 2020, the swimming pool opened for training before school which allowed some of our students to blow off the cobwebs and get their feet wet for a short stint.

We received a further boost of energy with the arrival of Flappy, our new Black Kites Mascot! Generously donated by RAPT, our newest Black Kite has made a few appearances in PHE classes and is pecking at the heels to get courtside. A popular College-wide competition was held in the spring of 2021 to find a suitable moniker and after careful consideration, Flappy was the victor! Special thanks to Suzanne Hureau (Year 7) and Neil Chang (Year 9) who suggested the name. We look forward to seeing our felt feathered friend leaping about on the sidelines at large events in the future.

Behind closed doors, gradual renovations have taken place in the Secondary Gym with the aim of providing an improved experience and atmosphere for players and spectators of our Black Kites teams. The walls have been painted and padding replaced to match our team colours. They also now feature our logo in full prominence. The lighting has also been upgraded and new scoreboards have been installed. Portable spectator stands have been designed in team colours that will be brought out when hosting competitions and matches. With further improvements planned, we look forward to a return to sports as soon as it is safe and to encourage an increased volume of supporters for our teams.

In March 2021, with a reduced number of Year groups allowed for half days of face-to-face learning, we were able to roll out a temporary programme involving as many team sports as possible from seasons 1, 2 and 3. Almost the full spectrum of disciplines was available for a three-week window before Easter. And with no inter-school competitions, this was open to anyone who was able to make the trip into school after online classes. Eager students came in good numbers to enjoy a kick about with their friends in the cooler weather. It was wonderful to see so many take up the opportunity

Our full-time school returned in time for the Summer Term and season 4. An even wider programme was offered that somewhat made up for the lack of organised sports for so long. This is unusual for season 4, as it is traditionally the quietest period of our calendar. It was great to see the strong turnout from our athletes.

We were able to finish the year with a modified basketball match between the Year 13 "Leavers" and the future stars from Year 11 and 12 "Stayers". This was the closest we have come to a competitive sports fixture in quite some time and hard-fought battle on the court meant that the socially distanced supporters (with the help of Flappy and our new gameday setup) brought a wonderful atmosphere back to the Kite's Nest before the summer break.

The new 2021-22 academic year has seen no significant change to restrictions but, with the hope for some competitive fixtures in the near future, Season 1 Sports have started as they would in normal times. We continue to offer as much as possible, restrictions permitting, ensuring we have a vibrant and wide-ranging programme going forward.

By Nick Sheriff-Smith, Athletics Director



Creativity, Action, Service (CAS)

As a core component of the IB Diploma, Creativity, Activity, Service (CAS) offers Year 12 and 13 students the encouragement and opportunity to discover new passions, take on new challenges and serve others on a local and wider scale. Through their CAS endeavours, our senior students contribute to the unity of the RCHK community, bringing like-minded students together to share their interests through clubs, events and taking action for cause. They develop skills in leadership, organisation and collaboration through their CAS projects and activities and demonstrate resilience and reflection through their CAS journey.

Certainly, 2020-21 was a year that tested the resilience of our whole College community in many ways. However, it was testament to the ingenuity and problem-solving skills our learners have developed over the years that they were able to overcome the challenges of social distancing restrictions and school closure and find meaningful ways to connect, come together and support each other, even when they couldn't do it in person.

Clubs moved to online platforms, like the Kids4Kids RCHK Buddy Reading programme where our older students buddied up with younger students via Zoom and helped to develop their confidence in using English and nurture a love of reading. Thread for Thought Upcycling club, Maths mentoring club and RCHK UNICEF are just a few more of the clubs that used Zoom to continue to run and foster relationships; working towards shared goals.

Our students made sure long standing RCHK "legacy" events like International Evening, ESF and RCHK Maths Race, Ingenium, Trashion and Dance Without Borders still took place, using Livestream or social media platforms instead. Fashion show Beleza XI created a sleek magazine to showcase their designers' hard work and talent. We saw STEM continue to flourish through The Innovation Fair and the RCHK Science Race, and our students continued to demonstrate their creative and artistic talents through online student publications The RCHK Truth, RCHK Leeks and ARC (Arts @ RCHK). A number of students put to use their MYP learning on creating podcasts with the help of recording equipment available in our Red Door Centre this year. As a result, we saw podcasts on a variety of topics like sports, the DP experience, mental health and the discussion of issues prevalent for our teens.

Students recognised and responded to the need to support one other and those in the wider Hong Kong community through what has been an incredibly tough year. "Let's Talk" and "Seeds for Change" were two of the student-led mental health initiatives that helped to encourage the entire College community to reach out and raise awareness that no one was going through it alone. A new project called "More Love Letters" was established where students wrote messages of support to those in need, and many of our students joined in with HandsOn Hong Kong's volunteering initiatives for those in the wider community, like providing emotional support for isolated elderlies through regular phone calls, or tutoring for students who had been falling behind through lack of face-to-face classes.

Sadly, we were not able to visit our international project partners on CAS week trips this year, but we were able to keep in touch and continue to provide much-needed support. Deeya Shree School in Kathmandu, HUSK in Siem Reap, and Side by Side Farm in Bali, Indonesia are communities who have been severely impacted by the pandemic but donations from RCHK through the SP@RC fund have helped to provide some relief and support in continuing their programmes of work and development toward sustainability.



Although we weren't able to go ahead with CAS Week, we were able to run a mini version in the form of a 2-day CAstravaganza before summer break that involved our Year 11 and 12 students coming together to take part in a variety of activities. This event gave the students opportunities to get some much needed exercise, enjoyment and interaction with their peers and staff outside of the classroom to support their health and wellbeing and encourage a sense of belonging. Sports tournaments, clay art workshops, hiking, beach cleanups and jewellery design were just a few of the experiences enjoyed, and 80 students were able to make use of our new Food Technology space through student and staff-led cooking classes, which proved very popular! We also ran "Be the Change 2021", a one-day event where our Year 11s attended talks delivered by a number of NGOs and NPOs to hear more about particular local and global issues before working in groups to develop their own initiatives for taking positive action, which they then pitched and got feedback on from a panel of teachers and staff from the volunteering platform Social Career.

At the DP Graduation Ceremony in May 2021 we celebrated Taylor Chung as the recipient of the CAS Award for his outstanding commitment to Service. At the end of the two-year Diploma Programme, RCHK students are able to demonstrate their self-awareness, growth and accomplishments in a final interview, where experiences are celebrated and reflected upon. It is a pleasure to hear from students how they have developed the confidence to meet great challenges head-on and gained a wonderful sense of personal achievement from their CAS endeavours, through a programme which is built on the partnership between students, staff, parents and community organisations.

By Lynne Wilson, Mathematics Teacher and CAS Coordinator

Secondary EOTC

We believe that every young person should experience the world beyond the classroom; and our Education Outside the Classroom (EOTC) programme encourages "hands on" or experiential learning, accompanied by trained professionals.

The opportunity to experience challenge and adventure is an essential part of learning and personal development; and RCHK has been communicating that to the EDB and is sharing with you the importance of outdoor education to our students. As a school, it is unfortunate that we had to cancel all of our outdoor education programmes that usually take place annually across multiple Year levels for the 2020-21 academic year.

Outdoor education plays an important role in our school curriculum and over the past decade we have offered our students quality outdoor learning experiences. These experiences provide our students with unique opportunities for personal development as they build independence, resilience and leadership skills from facing various experiential challenges. We have seen many examples of students who have been transformed by their outdoor learning experience and return to school having grown in confidence and maturity.

We hope to resume our School's outdoor education programs for students as soon as possible. The loss of EOTC experience long-term would have a significant and adverse impact on overall student learning and wellbeing.

By Glen Morgan, Design Teacher and EOTC Coordinator

Service and Action

Like many other events this year, Service and Action (S&A) clubs found themselves launching online for the first time. Our Years 7-9 students led clubs with a diverse range of topics; from the visual programming language Scratch to cracking the Rubik's Cube. These clubs have entertained, educated and promoted leadership and collaboration with our students across the school community.

Likewise for Years 10 and 11 many online clubs were introduced, such as "Teaching Teachers" to provide resources for educators, "Science Mentors", and the "Ready 2 Read" Club started by Year 11 students Serena Ng and Bowie Chan. "Ready 2 Read" was developed during the period of distance learning and is a series of videos showing Secondary students reading simple picture books to Primary students. The "Ready 2 Read" initiative was shared with Primary teachers in April 2021 in the hopes that it would be a great resource to encourage younger students to develop a liking for literature, and promote independent book reading away from the laptop screens.

In September 2020, siblings Kaela Chow in Year 9 and Kal-el Chow in Year 7 participated in a project partnering with HandsOn Hong Kong and the American Club Foundation to make hand sanitizers and hand cream. The aim was to deliver these products to the elderly in Hong Kong, so they are able to protect themselves during the pandemic. Using acquired materials from the charity, they followed instructions given via Zoom and made the hand sanitizers and hand cream gift packs with affixed hand-written notes. There were a few bumps along the way during the process of making the hand cream, but the dynamic duo eventually bounced back and started getting back on their feet. There were interesting and unique experiences they got to have, such as melting the wax and turning it into a lip balm. In the end, it was incredibly successful as the elderly were thankful for the handmade gifts they received.

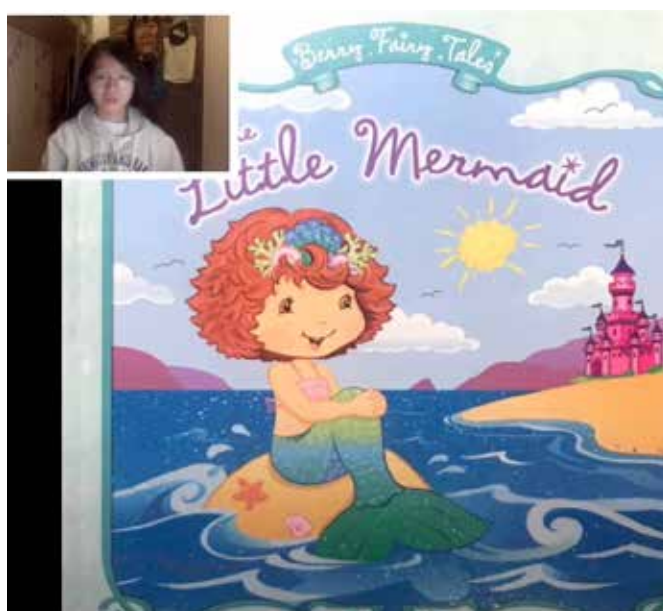
Speaking of our elderly community members, one of the biggest challenges this year brought is how to stay close and connected with them while not putting them at risk. Working in partnership with the Christian Family Service Centre (CSFC), our RCHK Social Worker Angela Lee introduced in the fall of 2020 a meaningful long-term service opportunity for Secondary students to do "care call sessions", talking to elderly community members in Cantonese on the phone every two weeks over a period of three months (six sessions) after an appropriate training period. Upon completion of the programme, student volunteers created an e-album as a gift for their assigned caller, reflecting on everything they have learned from them during their chats. Our Year 12 students Ryan Tse and Ines Lau Vazquez shared in our last annual issue of RCHK World that they enjoyed the opportunity to make the lives of their assigned elderlies just a little brighter with their biweekly calls.

Our enthusiastic Year 9 Eatrie team along with Year 11 student leader Mini Thirumalai Ananthanpillai organised a food donation drive when we were back on campus throughout the month of April 2021 for Feeding HK as a part of REAL (Renaissance Engages in Authentic Learning) food waste unit and to help affected communities during these difficult times. Mini along with the Year 9 REAL class came up with a flyer and acted as the coordinator; constantly communicating with Ms. Joyce Cheung of Feeding HK. Their efforts culminated in collecting quite a bit of non-perishable items of food which was delivered to Feeding HK at the end of April 2021. The aim of the Eatrie team has been to raise awareness about the problem of food waste within our school and the greater Hong Kong community, and the team has done so by putting posters around campus and writing articles for the RCHK Truth newspaper. RCHK will also be installing a biodigester to process food waste to ensure we as a community are a zero food waste school.

Our Secondary students also for the first time took part in a virtual 24 Hour Race to stop human trafficking and raise money for spreading awareness.

And the Service and Action is ongoing! At the end of the 2020-21 academic year, RCHK Refugee Action Team led by Year 12 students launched a petition to advocate for refugees in Hong Kong to be given access to free Covid-19 vaccinations - which was successful! - as well as hosting an ESF-wide Art Competition in commemoration of World Refugee Day on 20 June 2021. We are so proud of all of our student's efforts, developing their own personal leadership opportunities while in tandem continuing to give back to the RCHK and the greater community.

By Vidya Madhavan and Phoebe King, Service and Action Coordinators



Academic Achievement

MYP Results

For the 2020-21 academic year, there were 152 Year 11 students and 145 completed the eight Middle Year Programme (MYP) courses, the Personal Project (PP) and met all of the school's MYP Service and Action outcomes. Mean total points, out of a possible 63 for the eight subjects and the Personal Project for RCHK students in this cohort, was 51.5. The MYP global average score, with the highest being 7, was 4.7 and RCHK students achieved an average of 5.7. The 2019-20 academic year marked our fifth full cohort of Year 11 students at RCHK.

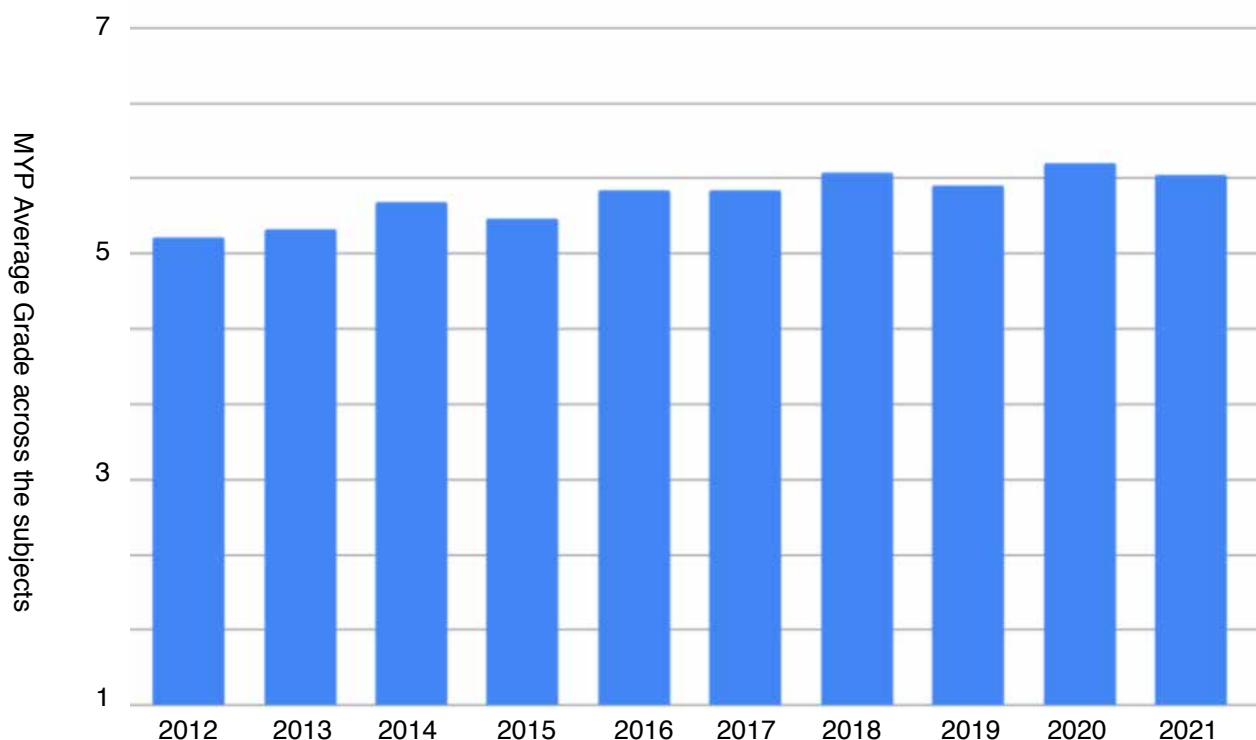
The school continues to participate in the IB's Building Quality Curriculum (BQC) programme in order to review and seek feedback on the curriculum we deliver. This process helps us to continue to improve the quality of our MYP programme and to ensure that teaching and learning help to facilitate the knowledge acquisition and skill development needed to support students not only through the MYP but in their further studies.

The Personal Project is the culminating product of the MYP and, as part of global standardisation of the MYP schools, are required to submit the Personal Project to the IB for external standardisation. Feedback from the IB demonstrated that once again our students are achieving above world averages with an RCHK average of 5.1 points on the Personal Project, compared with a world average of 3.9. Seven of our students completing the Personal Project received an overall result of 7 on their Personal Project and 35 percent of the cohort had 6 and above, indicating strong development of the research skills, knowledge skills, communication skills, and self-management skills required for the completion of the MYP.

School-based data is collected for all Year 11 students. Based on this, our students continue to perform at a consistent and high level. With an average grade of 5.7 across the subjects (shown below), we continue to see strong MYP results at RCHK with this cohort and all MYP subjects at RCHK averaged above world averages for the subject.

A huge congratulations to the Year 11 MYP cohort of 2021, class of 2023!

By Brandy Stern, Vice-Principal, Secondary



Results for the IB Diploma / Courses Programmes and Career-related Programme

Despite a second year of learning which faced the impacts of the pandemic, the RCHK Class of 2021 produced a set of highly impressive IB results. We are proud to announce that the vast majority of students were able to secure their first choice of university and are embarking on bright, promising futures.

With a 100 percent pass rate in the full diploma for a second year and an average total point score of 38.8 points, the college continues yet again to surpass global averages. Within these figures, it is worth drawing attention to the continued high rate of students who qualified for the bilingual diploma (achieved by taking two native/ near native language courses). In this cohort, 28 percent of the students were eligible to receive the bilingual diploma, and 100 percent of them qualified for it.

An additional level of success can be seen by the fact that 50 percent achieved 40 or more total points - a figure that would place them as competitive Ivy League or Oxbridge applicants. Further to this, seven of our students achieved a total of 45 points, the maximum point score that can be achieved in the IB Diploma. A further breakdown of the results for the May 2021 IB DP cohort is as follows.

| RCHK May 2021 | |
|--|-------------|
| Number of students entered for the full IB Diploma | 129 |
| Number of students achieving the IB Diploma | 129 |
| Pass rate (%) | 100% |
| Bilingual pass rate (%) | 100% |
| Mean points score for all IB Diploma students | 38.8 |
| % of students achieving 30+ IB Diploma points | 96.1% |
| % of students achieving 35+ IB Diploma points | 81.4% |
| % of students achieving 40+ IB Diploma points | 50.4% |
| Mean grade for all subjects | 6.1 |
| ESF Chairman's Awards | 56 Students |

The pass rate for the Career-Related Programme was 100 percent for this cohort, reflecting a high level of control over outcomes as the cohort continues to grow and expand upon their fields of specialism. The following summary provides further details of the Career-Related student achievements:

| | |
|---|-------------|
| Passing rate (%) | 100 |
| Total Entries | 5 |
| Highest reflective project mark (out of 36) | 31 |
| Average reflective project mark (out of 36) | 19 |
| SCAD GPA average | 2.5 |
| APA Grade Averages | Distinction |
| HTI (Hospitality and Tourism Institute) & ICI (International Culinary Institute) averages | 68% |
| Average DP subject grade achieved by CP candidates (highest possible = 7) | 5 |

It is pertinent to note that the above scores achieved in the Reflective Project are indicative of the candidates' strong independent research skills, and this component is given equal weighting to the DP Extended Essay by UCAS. The students' SCAD grade point average is also extremely impressive, given that these courses equate to first year university courses in their level of challenge and credit. As an outcome of excellence, a large number of RCHK students were awarded the ESF Chairman's Awards.

By Jess Davey-Peel, Vice-Principal, Secondary

Student Destinations

Class of 2021

* () indicates the number of 2020 & 2021 graduates attending

* Our policy is to support six to ten applications per student

Australia & Oceania Countries

- Griffith College (1)
- University of Auckland (1)
- University of Melbourne (1)
- University of Papua New Guinea (1)
- University of South Australia (1)
- University of Sydney (1)
- University of Queensland (1)

Canada

- Concordia University (1)
- Fanshawe College (1)
- McGill University (1)
- McMaster University (1)
- Simon Fraser University (3)
- University of British Columbia (12)
- University of Toronto (9)
- University of Waterloo (2)
- Western University (2)
- York University (1)

France

- Sciences Po (1)

Hong Kong

- City University of Hong Kong (1)
- Hong Kong Adventist College (1)
- Hong Kong Baptist University (1)
- Hong Kong Shue Yan University (1)
- The Chinese University of Hong Kong (17)
- The Hang Seng University of Hong Kong (1)
- The Hong Kong Polytechnic University (2)
- The Hong Kong University of Science & Technology (8)
- The University of Hong Kong (35)

Netherlands

- Erasmus University Rotterdam (1)
- University of Amsterdam (2)

South Korea

- Hankuk University of Foreign Studies (1)
- Korean Advanced Institute of Science and Technology (1)
- Yonsei University (2)

Switzerland

- Les Roches International School of Hotel Management (1)

Taiwan

- National Taiwan University of Arts (1)
- Shu-Te University (1)

United Kingdom of Great Britain and Northern Ireland

- Barts and The London School of Medicine and Dentistry (1)
- Birkbeck, University of London (1)
- Bournemouth University (1)
- Bristol, University of the West of England (1)
- Brunel University London (1)
- Cardiff University (1)

- City University of London (2)
- Durham University (3)
- Goldsmiths, University of London (2)
- Heriot-Watt University (1)
- Imperial College London (3)
- King's College London (9)
- Lancaster University (1)
- Leeds Arts University (1)
- Loughborough University (4)
- Nottingham Trent University (1)
- Royal College of Surgeons Ireland and Malaysia (1)
- Royal Holloway, University of London (1)
- Royal Veterinary College, University of London (1)
- SOAS University of London (1)
- Southampton University (1)
- The London School of Economics and Political Science (3)
- The University of Edinburgh (3)
- The University of Manchester (2)
- The University of Sheffield (2)
- The University of Strathclyde (1)
- The University of Warwick (2)
- Trinity College Dublin, The University of Dublin (1)
- University College London (7)
- University of Bath (8)
- University of Birmingham (1)
- University of Bristol (3)
- University of Central Lancashire (1)
- University of East Anglia (1)
- University of Essex (1)
- University of Exeter (3)
- University of Glasgow (1)
- University of Leeds (4)
- University of Nottingham (7)
- University of Huddersfield (1)
- University of Kent (1)
- University of Reading (2)
- University of St Andrews (1)
- University of Sussex (2)
- University of the Arts London (4)
- University of York (1)

USA

- Baylor University (1)
- Bentley University (1)
- Boston University (1)
- Columbia University (1)
- Fashion Institute of Technology (2)
- Haverford College (1)
- New York University (4)
- Parsons School of Design (1)
- Stanford University (2)
- Stevens Institute of Technology (1)
- University of California at Berkeley (1)
- University of California at Irvine (1)
- University of California at Los Angeles (2)
- University of California at San Diego (3)
- University of Chicago (1)
- Wellesley College (1)
- Wesleyan University (1)

Red Door Centre

Red Door Centre activities in the 2020-21 academic year focused on supporting the ever-changing online, on-campus and combined modes of facilitating learning for our students. From scheduling Zoom links for classes on students' and teachers' calendars, as well as for all events such as parent consultations, student-led activities, Parent University sessions and staff professional learning workshops - to name just a few! We were proud to be able to distribute and collect nearly 1000 student devices from home several times during the year.

The Learning Technology Team worked with the faculty on expanding the depth and variety of online instructional tools and platforms to be more engaging and meaningful during online learning phases.

On the infrastructure side, we were able to complete the full replacement of the Public Announcement (PA) Systems with our Facilities Team, which now also covers all outdoor areas.

We continued to increase the utilisation of the LSP platform (better known as PHI) with attendance and ARR (Assessment and Reporting) migrated from Gateway both for Primary and Secondary students. We are also glad to announce student reports College-wide are now accessible via ESF App. Over the past 12 months, collaborating with the RCHK Communications Team, almost all parental communication has also been moved to the PHI/ESF App channel.

By Ania Zielinska, Vice Principal of Learning Technologies



Alumni Relations and Development

Having gone through a “hold-up” of both local and overseas alumni reunions for almost two years, we were delighted to see things gradually return to normal and that we were given the green light to host a small gathering on campus on Saturday 21 August 2021. Much to our surprise, this year’s reunion saw over 50 RCHK Alumni from Class of 2009 all the way to Class of 2021 gathered in the PAC to celebrate our renewed togetherness!

This year we also celebrate Renaissance College’s 15 years’ establishment. During the reunion, we were so happy to see our alumni from across various paths of life come together to rekindle the love and support we have for each other as we walked down memory lane from the very first reunion in 2012. Two senior students Aden Chu (Year 13) and Anika Cheung (Year 12) also took the initiative to share the amazing changes that have taken place on campus over the years in a special presentation - from the launch of the Red Door Centre and the Specialist Centre (SPC) to our Multi-Purpose Pitch (MPP) and our brand new revamped bathrooms unveiled for the 2021-22 academic year!

The sneak peek of the tailor-made RCHK-themed Monopoly game that will be available for purchase this coming December 2021 was a big hit as we saw alumni happily play with each other and “occupy” beloved spaces of their former home. We can’t wait to show you the final completed set as it will be sold in our Stationery Shop and possibly at our RCHK Fun Day to be held Saturday 4 December 2021!

We would like to thank all the alumni for dropping by this past August and all the various drop-ins we see sprinkled throughout the year - either just to visit or do presentations to our current students. Our College community would not be the same without you and we know that this will always be your “second home” no matter where you are and how far away you might be.

By Wilma Shen, Scholarships Manager, Career Counsellor and IBCP Coordinator



RAPT

The past two years have proved to be very challenging for RAPT (Renaissance Association of Parents and Teachers). Many planned activities have been canceled or postponed due to a variety of reasons, from social unrest in Hong Kong to the local impact of a global pandemic. Despite all the challenges, we are always able to adapt to changes and make the best of whatever the situation brings.

At the beginning of 2021, we managed to clear up a few cartons of lightly used secondhand uniforms to be sent to the Philippines as a charitable gift. It was well received by the tribal children in the rural area of Mondoro. We are always happy to promote healthy eating at RCHK, and we were pleased we could host our annual Joyful Fruits Month in April 2021 in tandem with the Nutriagent Team with a variety of activities on-campus as well as online.

Sadly, we had to postpone our Annual Welcome Back BBQ for the 2021-22 academic year due to Covid-19 restrictions, however RAPT prepared small goodie bags for all new teachers and staff to welcome them to the RCHK family. By adhering to safety protocols, we were thrilled to host a face-to-face Coffee Morning in September 2021 for the first time in over a year, a physical Secondhand Uniform Sale which was held at our newly enhanced first floor RAPT Office.

Additionally, the long awaited College Fun Day is finally happening on Saturday 4 December 2021! This will be a much smaller scale event than our traditional College Fairs of the past to adhere to current safety protocols, but no matter how small or big it is, we believe it will bring joy and laughter to our community and also to celebrate RCHK's 15th Anniversary in a big way.

We are also happy to announce that the RAPT fee remains the same price as last year at HK\$275 per family; deducted through the school ePayment system.

We are determined to continue contributing and enhancing school life. This year, we were fortunate to inherit a budget surplus and have also been able to reduce administrative expenses. With this we are able to fund the below projects which in total of more than half a million Hong Kong dollars:

- New EPDM floor in front of the RCHK 1618 Coffee Shop
- Food waste Biodigester (as part of our continuing commitment to make RCHK a Zero Waste Campus)
- New Flooring for the central playground
- Free membership to Parent TV – an extremely useful resource which we encourage all families to make use of: <https://partenttv.com/membership/>
- Black Kite School Mascot Uniform - Flappy!
- A new pedal kart to participate in the annual Pedal Kart Charity Grand Prix
- Final funding for safe water fountains for water bottle refilling

I am very honoured to be part of RAPT, as all of us on the committee are dedicated to create a happy environment for everyone in RCHK. Without the support of all the volunteers, parents, teachers, staff and students, we will not be able to have all the successes we have had these past few years. A big THANK YOU!

By Audrey Mah, RAPT Chair



Facilities

Renaissance College boasts state-of-the-art facilities on its campus which is easily accessible by public transportation, including a direct subway link to Heng On Station on the MTR Tuen Ma Line. The college facilities are used extensively during and after school hours, as well as on weekends by other ESF affiliates and the local community.

RCHK facilities include:

- Performing Arts Centre (PAC)
- Black Box Theatre (BBT)
- Library and Information Resources Centre (LIRC)
- Specialist Centre (SPC) Rooftop Garden
- Seminar Rooms
- Cafeteria / Cafe
- Rooftop Astro turf Sports Pitch (2)
- Outdoor Basketball Court (2)
- Outdoor Multi-purpose Astro turf Field
- College Gymnasium (Primary and Secondary) (2)
- Outdoor Playground and Climbing Wall
- 25-metre Heated Swimming Pool
- Science Laboratories
- Art Studios
- Food Technology Room (Food Lab)
- Music Rooms
- ICT Centre (Red Door Centre)
- Specialist Centre (SPC)
- Solar Panels

In May 2020, all facilities have been adapted to meet the safety guidelines recommended by the Education Bureau and ESF Centre, including temperature screening stations at every entrance, partitions in the classrooms and indoor common areas (i.e. library) or disabling of all drinking fountain stations. Over the summer holiday of 2021, Primary and Secondary restrooms have been renovated with hand dryers donated by the RAPT.



Staff

Renaissance College has a team of experienced international educators. Members of our faculty come from around the world, including Australia, Austria, Canada, China, Colombia, Denmark, France, Germany, Spain, United Kingdom, Hong Kong, India, Netherlands, New Zealand, Philippines, Poland, Taiwan, United States and South Africa. Our dedicated teachers provide much more than academic guidance - they embrace the philosophy of the International Baccalaureate and believe that the way we approach learning makes a difference. The school year opened with 163 teachers and 14 left to pursue opportunities elsewhere when their contracts were completed in August 2021.



School Statistics

Enrolment Numbers

| | Total no. of students Sept 2020 | Total no. of students Sept 2021 | Total no. of withdrawals June 2021 |
|--------------|------------------------------------|------------------------------------|---------------------------------------|
| Year 1 | 167 | 167 | 9 |
| Year 2 | 163 | 163 | 20 |
| Year 3 | 163 | 162 | 16 |
| Year 4 | 161 | 162 | 19 |
| Year 5 | 169 | 168 | 22 |
| Year 6 | 168 | 168 | 32 |
| Year 7 | 168 | 168 | 27 |
| Year 8 | 165 | 160 | 25 |
| Year 9 | 164 | 160 | 26 |
| Year 10 | 147 | 153 | 16 |
| Year 11 | 153 | 146 | 21 |
| Year 12 | 147 | 145 | 3 |
| Year 13 | 142 | 144 | 2 |
| TOTAL | 2077 | 2066 | 238 |

Nationality

| | Total no. of students | Chinese | British | Canadian | American | Australian | All Others |
|------|--------------------------|-------------|------------|------------|------------|------------|------------|
| 2020 | 2077 | 1275 | 186 | 146 | 111 | 69 | 290 |
| 2021 | 2066 | 1349 | 164 | 147 | 93 | 60 | 253 |

First Language

| | Total no. of students | Cantonese | English | Mandarin | Korean | Japanese | All Others |
|------|--------------------------|------------|-------------|-----------|-----------|----------|------------|
| 2020 | 2077 | 589 | 1360 | 77 | 18 | 5 | 28 |
| 2021 | 2066 | 597 | 1350 | 78 | 15 | 5 | 21 |



Budget

| | *Actual 2019/2020 | Budget 2019/2020 |
|---|------------------------------|-----------------------------|
| | HK\$'000 | HK\$'000 |
| Income | | |
| Tuition fees | 286,052 | 302,828 |
| Donation | 1,035 | 1,233 |
| Rental | 3,718 | 8,666 |
| Others | 6,976 | 15,736 |
| TOTAL INCOME | 297,781 | 328,463 |
| | | |
| Expenditure | | |
| Staff expenses | 221,671 | 227,007 |
| Other expenses - Operational | 24,267 | 38,526 |
| Management and Admin to ESF | 6,948 | 6,948 |
| Development and Operating Agreement (DOA) | 0 | 0 |
| Scholarship | 29,790 | 30,283 |
| Depreciations | 15,479 | 16,058 |
| TOTAL EXPENDITURE | 298,055 | 318,822 |
| SURPLUS/ (DEFICIT) | (274) | 9,641 |

*Note 1: Draft results (unaudited).

*Note 2: Funds generated by the Nomination Rights and Non-Refundable Building Levy are not P&L incomes.

Renaissance College Hong Kong

5 Hang Ming Street, Ma On Shan, NT, Hong Kong

Tel: (852) 3556 3556

www.rchk.edu.hk