



Renaissance College Hong Kong

# Annual Report

2021–22



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To Seek  
To Serve  
To Strive

# Introduction



Renaissance College Hong Kong (RCHK) is a student-centred independent school. The College was established in 2006 by the English Schools Foundation (ESF) to serve the needs of the local and expatriate communities in Hong Kong.

RCHK is one of two all-through, Private Independent Schools and a member of a family of 22 ESF schools. Unlike other ESF schools, Renaissance College does not receive a recurrent annual grant from the government. Because student places are not "sub-vented," fees at RCHK are slightly higher than at other ESF schools. We are an English medium international school, and an accredited member of the International Baccalaureate (IB). RCHK is an authorized four IB programmes provider: Primary Years Programme (PYP), Middle Years Programme (MYP), IB Diploma Programme (DP) and International Baccalaureate Career-related Programme (IBCP).

RCHK is fortunate to have all of our students from Year 1 to Year 13 (ages five to 19) on one campus, providing rich opportunities

for older students to mentor their younger schoolmates. Since the college opened, we have more than doubled in size and RCHK at the beginning of the 2021-22 academic year was home to 2,087 students. While we celebrate our cultural and linguistic diversity (more than 40 nationalities and 20 languages represented on campus), English is the language of instruction.

Our students thrive in local and international olympiads, debates, tournaments and various other group and individual competitions that aim to foster their talents, develop interpersonal skills, and build resilience.

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



## Introduction by Renaissance College Council Chairperson

I am honoured and proud to be appointed as College Council Chairman of Renaissance College for 2022-23. In receiving briefs from Dr. Brown and Dr. Cheuk, I am delighted to know that the school encompasses a creative, vibrant, diverse and friendly learning experience for all students; it creates an environment of eagerness to learn, assists the students to develop their potential and preparedness to strive for excellence. This echoes my beliefs in what learning is all about.

I also take pride in knowing this year we have achieved impressive results in IB Diploma and that the vast majority of students were able to secure their first choice of university. This leads them in a

long run to a promising future. Under the challenges of the Covid-19 pandemic, these fruitful results will not be achieved without the dedication of all teaching staff and the management under the leadership of the school Principal.

I would like to express my gratitude to my predecessor, Dr. Albert Cheuk, for his leadership in laying a solid foundation for the College. My appreciation also goes to the Principal, Dr. Harry Brown, and the faculty for their dedication to nurturing the students to achieve their dreams and goals. It is my great pleasure to join hands with such a great team in upholding the mission of the College in the coming years - *To Seek, To Serve, To Strive*.

**Ms. Lisa Lau**  
College Council Chair





Artwork by Christopher Gadbury, Primary Art Teacher

# Our Vision and Mission

## 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 2021-2022 school year.

The 14th IBDP cohort did phenomenally well in the highly competitive IB programme with six perfect scores of 45/45! The Class of 2022 also had an incredibly high passing rate with 100% or 126/126 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 eighth 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 2022 is the fourth to have begun their educational journey with us at RCHK in Year 1. We are grateful to those 77 students and parents, fondly referred to as Pioneers 4.0, for believing in the dream of this brand new all-through IB World School when they joined in 2009. This cohort is especially significant to me considering that I also started as Principal of RCHK in 2009 so I've been teamed up with these Pioneers for the past 13 incredible years and it's genuinely been an honour and a privilege to have served beside them. 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



## Our Vision

Through a rigorous and holistic curriculum, RCHK develops global citizens who strive for excellence, appreciate the aesthetics and are empowered to take progressive action.

## Our Mission

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

## Our 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

To cultivate an inclusive community that values positive relationships and enables students and staff to flourish.

TO FOSTER

To foster a love of learning through an adaptive curriculum that nurtures creativity.

TO CONNECT

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

To transform learning and teaching through the integration of technology



# Our People & Community

## Our DEI Policy

Diversity, Equity and Inclusion (DEI) are at the centre of who we are at ESF and Renaissance College.

In 2022 Renaissance College joined the Foundation in implementing common DEI guidelines.

This is integral to our vision, mission and values as a leading international school, committed to developing and inspiring every student to be the best that they can be.

RCHK holds a shared vision to create a welcoming learning and working

environment, including online, where everyone is valued and supported so that each and every person in our community can thrive. We believe this is a key driver of our excellence and empowers our students and our staff to reach their fullest potential.

We are aware of our critical role in shaping the future generation of global citizens and are committed to constantly assessing and challenging our own diversity, equity and inclusion practices to ensure we are doing our very best for our students, staff, parents and the wider community.

## Our DEI Commitment

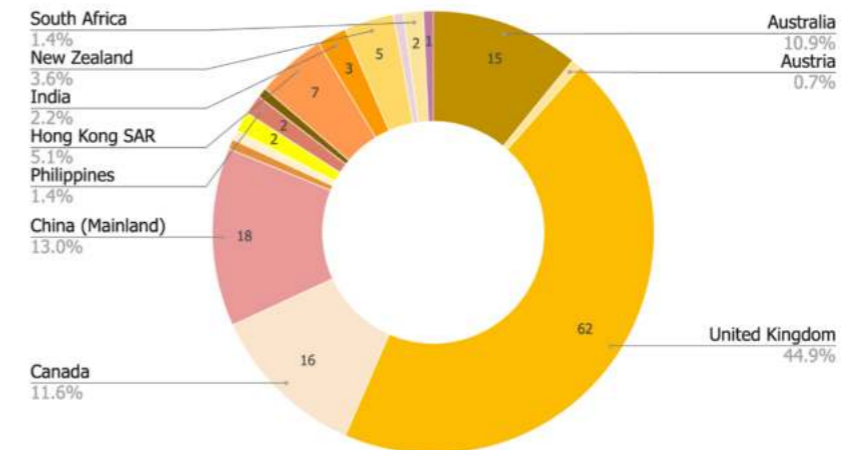
1. To provide students with an equal opportunity to access education and the support they require to enable them to flourish and truly be the best that they can be.
2. To embrace diversity and celebrate the uniqueness of each student through our personalised learning approach.
3. To educate students and staff on the importance and impact of positive diversity, equity and inclusion policies, practices and behaviours through normalising speaking up, identifying learning opportunities, and holding regular training, awareness events and campaigns.
4. To promote equitable practices in all of our operations and be fair in the way we deal with all aspects of recruitment and employment.
5. Not to tolerate discrimination or harassment of any kind, including online, against any student or member of staff such as in relation to gender, pregnancy, breastfeeding, adoption, marital status, age, family status, belief, race, disability or sexuality.
6. To constantly work on improving our focus and accountability in relation to diversity, equity and inclusion; to have personal responsibility and commitment to learning and growth in these areas; to provide regular training and professional development opportunities across all levels of the organisation; to be transparent about our efforts and our progress in reaching our goals; and to highlight and challenge our unconscious biases and be open to ideas for change and improvement.

## Our People

Renaissance College has a team of experienced and dedicated international educators. Members of our faculty come from around the world\* and provide much more than academic guidance. They embrace the philosophy of the

International Baccalaureate (IB) and believe that the way we approach learning makes a difference. In 2021/22, the school opened with 160 teachers and 29 left to pursue opportunities elsewhere or due to family relocation back to their home countries.

Nationalities of RCHK faculty members 2021/22

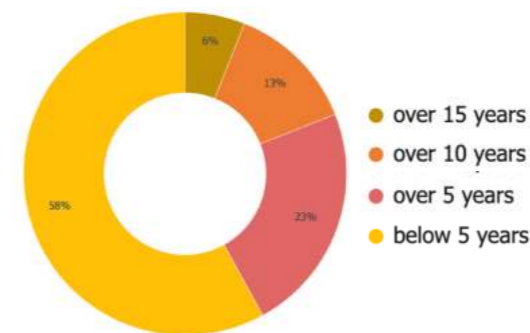


\* based on passport holders data as of 31 March 2021

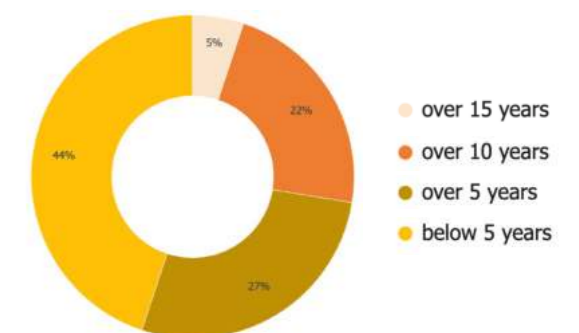
RCHK's values openness and has an open door policy. This atmosphere of respect in the workplace that the school's management continues to foster, provides our staff with opportunities to be heard.

Therefore, for many of them, RCHK is the place to be. Among 160 faculty members working with us in 2021/22, 19% of them have been working at RCHK continuously for over 10 years.

Years of employment



Teaching Staff



Support Staff and Educational Assistants

## 2021-22 College Leadership Team



**Harry Brown**  
Principal



**Jess Davey-Peel**  
Vice-Principal, Secondary,  
IB DP Coordinator



**Jason Doucette**  
Acting Head of Primary



**Joanne Ferrari**  
Vice-Principal, Primary



**Stephanie Howdle-Lang**  
Vice-Principal, Primary,  
Wellbeing



**Samuel Hureau**  
Business Manager



**Brandy Stern**  
Vice Principal, Secondary,  
IB MYP Coordinator



**Geoff Wheeler**  
Vice-Principal Secondary,  
Wellbeing



**Natasha Williams**  
Head of Secondary



**Tracy Wnek**  
Acting Primary Vice-  
Principal, PYP Coordinator

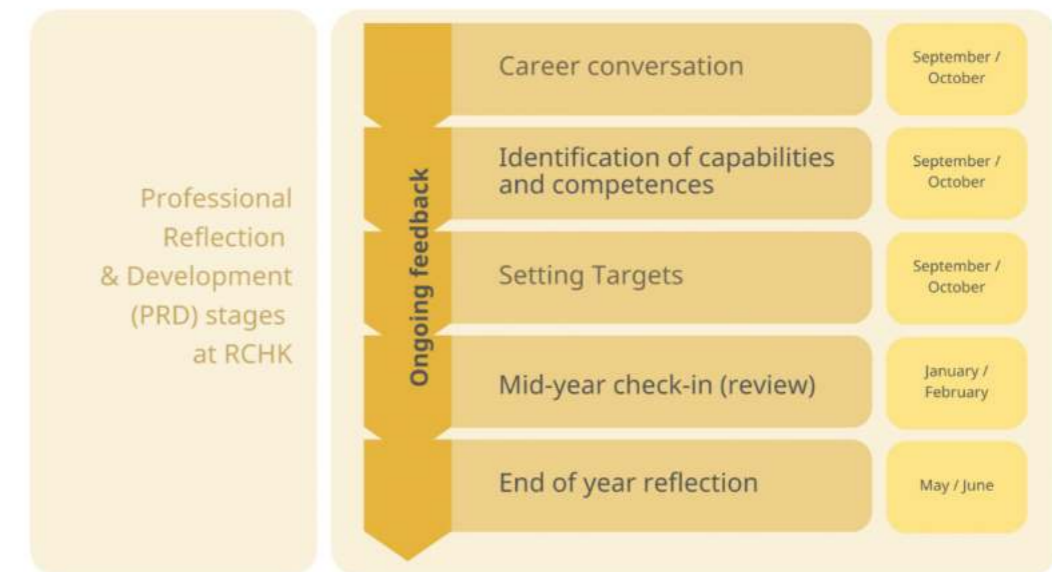


**Ania Zielinska**  
Vice-Principal, Learning  
Technologies

## Professional Reflection and Development

RCHK has an established culture of regular conversations with staff that include professional development, reflection, and evaluation. At RCHK, we value open feedback from staff and the open-door policy allows them to speak up whenever they feel there's a need for them to express their concerns.

Career conversations are a big part of the evaluation process which at ESF and RCHK is known as PRD - Professional Reflection and Development. At the start of each school year, managers have career conversations with their staff followed by staff identifying capabilities that aim to lead to their growth within the organisation.



In 2021/22 RCHK continued to comply with the evaluation process and PRD, which is in large part conducted with the support of paper forms. In October 2021, ESF began implementation of Oracle to facilitate PRD process across the Foundation. Oracle PRD enables staff and managers to keep track of all PRD discussions online in one place. The functionality menu is wide and dispersed, enabling staff to (1) select from a variety of ESF Capability Frameworks online when creating developmental goals (2) set goals and targets aligned to ESF or school strategic priorities (3) share

goals across teams, schools or ESF (4) capture PRD progress throughout the year and (5) seek feedback in a variety of ways just to name some of the options. Oracle PRD will make it easier to track PRD discussions over time, in one place, leading to high-quality PRD conversations.

At RCHK, the Oracle PRD has been used by designated managerial staff and is at the trial stage to make sure the system responds to the needs of all local and international staff.

## Parents and Teachers Association

RAPT, an acronym for Renaissance Association of Parents and Teachers, exists as a bridge to connect college leadership with parents, teaching and support staff positively and productively to better serve students and the entire community. RAPT is a volunteering body whose members, over the years, developed close relationships with the principal and college management.

RAPT is all about community and mission of care and support. The association undertakes a wide range of activities, and it intends to engage with parents and raise funds to support College projects and pursuits. In 2021/22, RAPT has also founded various student-led initiatives.

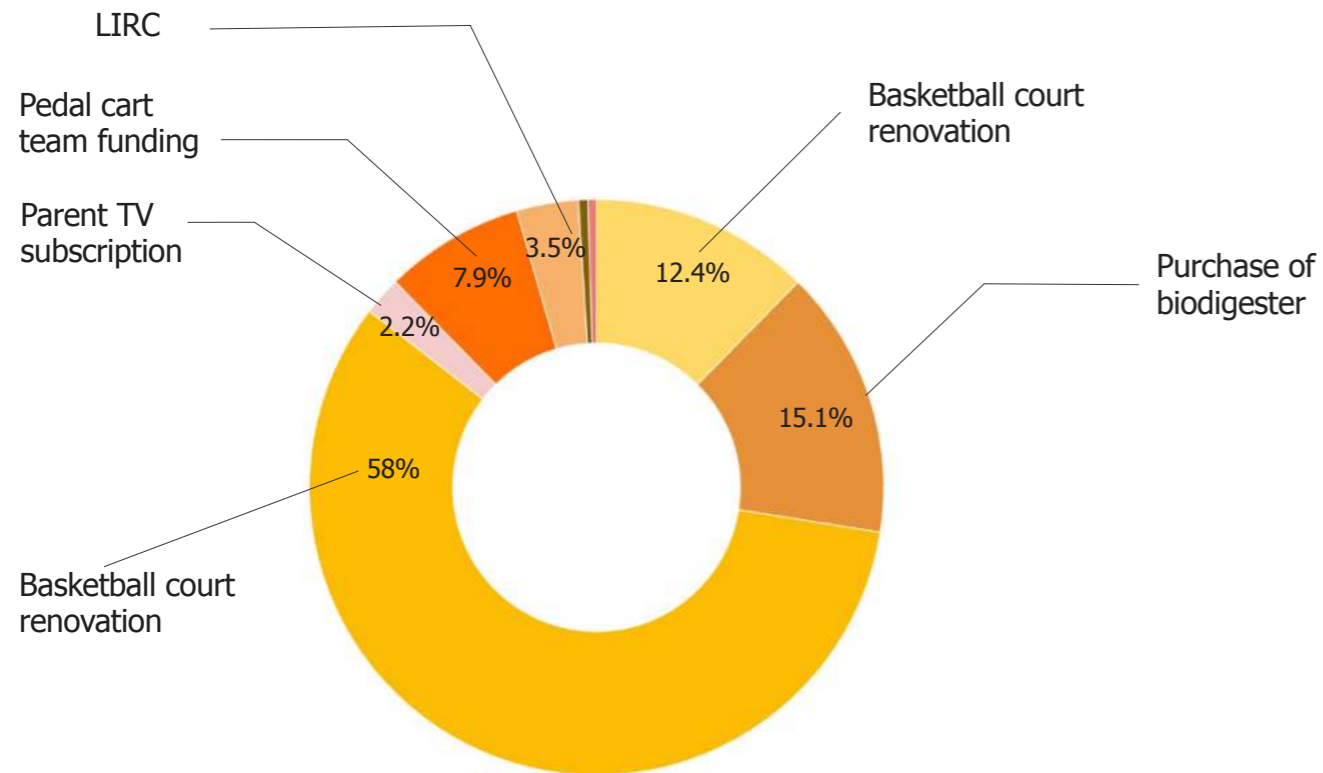
### RAPT in numbers in 2021-22



RAPT was delighted to bring back the long-awaited College Fair and Family Fun Day in December 2021, to celebrate the 15th Anniversary of the college's establishment. This was a huge birthday party that entertained over 1,170 visitors, who, because of the social distancing rules in force at the time, had to reserve their time slots in advance.

### RAPT-sponsored school projects in 2021-22

<b>Open air playground floor replacement</b>	Funding the replacement of the EPDM floor in the playground area in front of 1619 Cafe	HK\$ 71,120
<b>Purchase of biodigester</b>	Purchase of the biodigesting machine, including installation cost, to support efforts to reduce facility's carbon footprint. Microbes and other bacteria break down food waste (including meat) into greywater that could be released to the drain/sewage system. Greywater is also used in urban farming.	HK\$86,900
<b>Basketball court renovation</b>	1/3 of the central court area funded	HK\$ 333,333
<b>ParentTV subscription</b>	Subscription fee covered to provide all parents with access to the content about parenting and wellbeing	HK\$ 12,417
<b>Pedal cart team funding</b>	Funding student STEM initiative to build pedal cart. RCHK pedal kart team participates annually in the 24-Hour Race competing for a charity fundraising event Grand Prix in Victoria Park.  RAPT also bought tools for maintenance and upgrading for better performance;	HK\$ 45,234
<b>LIRC</b>	Donating funds from the Second-Hand Uniform Sale to school library	HK\$ 20,000
<b>Terry Fox Run</b>	Donation for school's annual cancer awareness campaign to support cancer research efforts in Hong Kong	HK\$3,000



Thanks to the generosity and spirit of our community, RAPT managed to raise over HK\$160,000 during the Family Fun Day towards future school projects.

Library and Information Resources Centre (LIRC). A warm thank you for the support of our volunteers and donations from parents!

RAPT also continued to strive to create a supportive and sustainable environment by being in touch with our school's cafeteria to ensure the meals offered to students are nutritive and up to standard.

On the list of activities brought to school by RAPT in 2021-22, was also its flagship series of information sessions in form of Coffee Mornings (both face-to-face and online). Invited faculty members and educational specialists shared with parents on a variety of topics from mental health and wellbeing to curriculum updates and parent-volunteer opportunities, to name a few.

Moreover, RAPT continue to contribute to textile waste in Hong Kong by organising second-hand uniforms sales through which it raised over HK\$20,000, with all proceeds being donated to the school's

Student-led initiatives co-funded by RAPT in 2021-22

<b>Beleza</b>	Covering clothing expenses of the annual fashion show	HK\$ 290
<b>Ingenium</b>	Funding customed trophies for school's annual talent show	HK\$ 244
<b>Jie Jie Day</b>	Covering the cost of activities and goodie bags for visitors during student-led event to show gratitude to the community's domestic helpers	HK\$1,315
<b>Minecraft</b>	Funding host server for Virtual Minecraft model of RCHK; the project was led by Secondary students	HK\$943





# Our Numbers



## Admissions

As an ESF private independent school (PIS), Renaissance College must follow the following conditions to comply with the admission process:

- At full capacity, 70 per cent of the students enrolled must have the status of Hong Kong Permanent Resident (HKPR).
- Renaissance College has no catchment area; Any students legally residing in Hong Kong can apply

In 2021-22, despite visibly lower enrolment numbers across international schools in the Hong Kong SAR, RCHK saw a demand for enrolment in Year 1 and other Primary Year groups exceeding the number of places available. Thus, Primary applicants were often placed on an active list await assessment/interview if and when there are vacancies; while Secondary applicants, where the demand is less than supply, are assessed/interviewed on regular basis. And for the first time in the college's history, online testing had been conducted during the lockdown period.

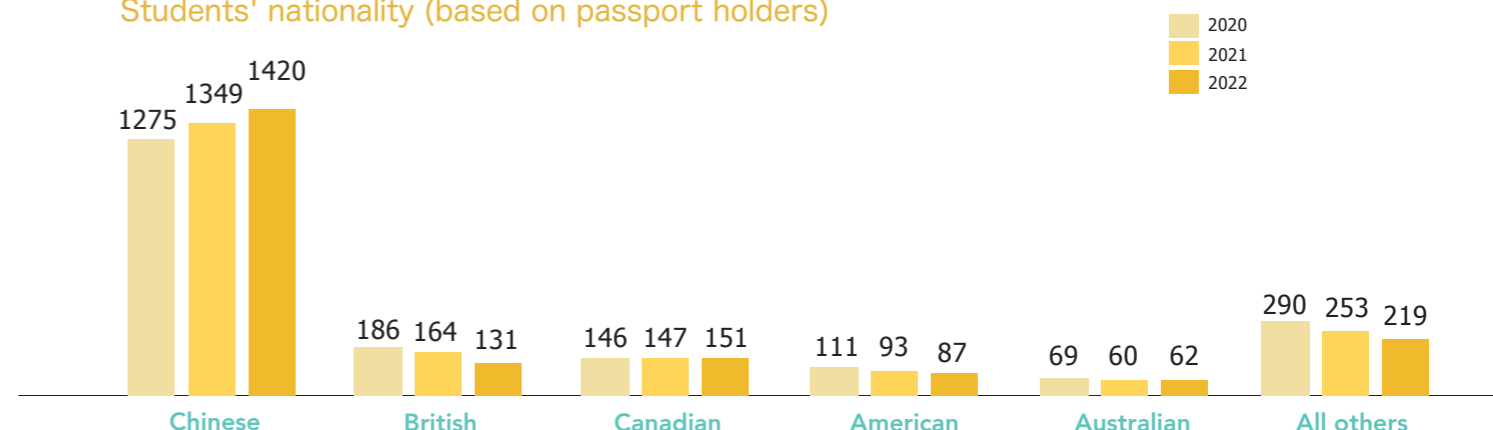
## Tuition Fees

The school kept the same college fees for three consecutive years. There were many reasons for that, but the major factor was the ongoing Covid-19

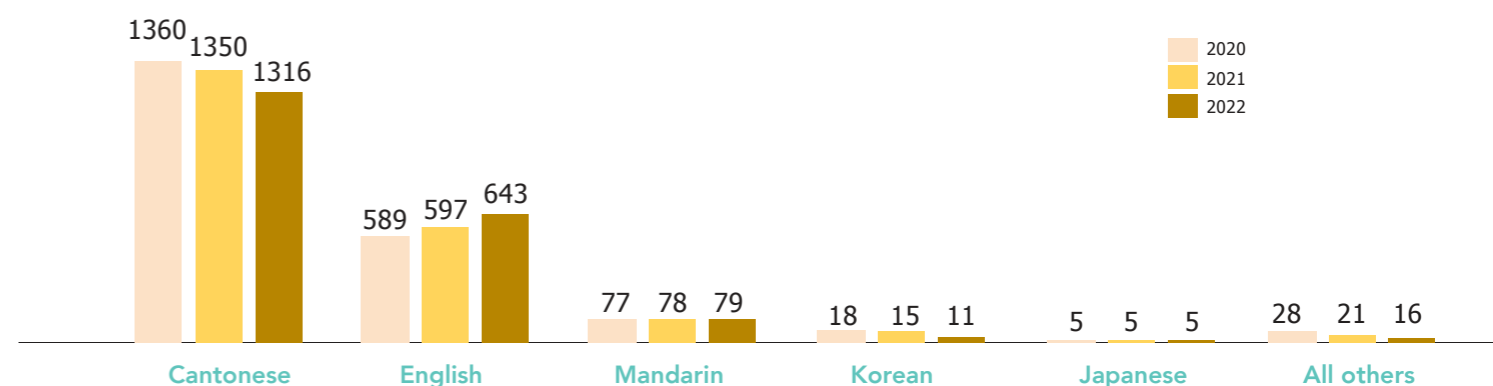
pandemic and resulting from it recession. Moreover, financial aid is available for families in need.

2021/22 annual tuition fees (HK\$)	
Primary Years 1 to 6	124,000
Secondary Years 7 to 11	166,000
Secondary Years 12 to 13	167,900

Students' nationality (based on passport holders)



Students' first language



	Total no of students Sep 2020	Total no of students Sep 2021	Total no of students Sep 2022	Total no of withdrawals June 2021	Total no of withdrawals June 2022
Year 1	167	167	168	9	13
Year 2	163	163	162	20	16
Year 3	163	162	163	16	24
Year 4	161	162	162	19	25
Year 5	169	168	168	22	20
Year 6	168	168	169	32	32
Year 7	168	168	168	27	25
Year 8	165	160	168	25	25
Year 9	164	160	158	26	23
Year 10	147	153	152	16	12
Year 11	153	146	162	21	20
Year 12	147	145	131	3	8
Year 13	142	144	139	2	3
<b>Total</b>	<b>2077</b>	<b>2066</b>	<b>2070</b>	<b>238</b>	<b>246</b>

## MYP results

There were 142 Year 11 students in the academic year 2021-22, with 134 completing the eight Middle Year Programme (MYP) courses, the Personal Project (PP) and meeting all of the school's MYP Service as 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 50, and the average overall MYP grade out of 7 was 5.6.

<b>142</b>	<b>134</b>
Students in cohort	Students meeting MYP requirements
<b>5.6</b>	<b>50</b>
Average MYP grade/7	Average MYP raw total/63
<b>5.09</b>	<b>4.5</b>
Average PP grade/7 (English)	Average PP grade/7 (Chinese)

### Year 11 Personal Project

The Personal Project is the culminating product of the MYP which is submitted to the IB for external standardization. The criteria for the Personal Project were updated for the academic year 2021-22. Once again, RCHK students achieved above the world average for

the Personal Project in both English and Chinese. In this project, students develop their research skills, knowledge skills, communication skills, and self-management skills required for the completion of the MYP.

Language	RCHK Average	World Average	7	6	5	4	3	N
English	5.09	4.23	11	50	30	34	13	4
Chinese (S)	4.5	4.23	0	1	0	0	1	0

Jennifer Whitehair

Secondary Vice-Principal, MYP Coordinator

## Class of 2022 IB results

Despite the third year of learning that has been impacted by the pandemic, the Renaissance College Hong Kong Class of 2022 produced yet another set of highly impressive International Baccalaureate (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 and exciting futures.

With a 100 per cent pass rate in the full diploma for a third year and an average total point score of 38 points, the College continues 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, 20 per cent of the students were eligible to receive the bilingual diploma,

and 100 per cent of them qualified for it. This is the most prestigious of the IB Diploma (IBDP) awards.

In addition, RCHK scored its highest average point score of 2.17 out of a possible 3 points for the IB Core component (a combination of scores for the Extended Essay and Theory of Knowledge courses). All students take these components reflecting wide success in this area.

An additional level of success can be seen by the fact that 46 per cent of our students achieved 40 or more total points – a figure that would place them as competitive Ivy League or Oxbridge applicants. Further to this, six of our students achieved a total of 45 points, the maximum point score that can be achieved in the IB Diploma.

<b>100%</b>	<b>38</b>	<b>20%</b>	<b>100%</b>	<b>2.17/3</b>	<b>6</b>
pass rate	average result	students with bilingual diploma	students qualified for bilingual diploma	points for IB Core Component	students achieved the perfect score of 45 points

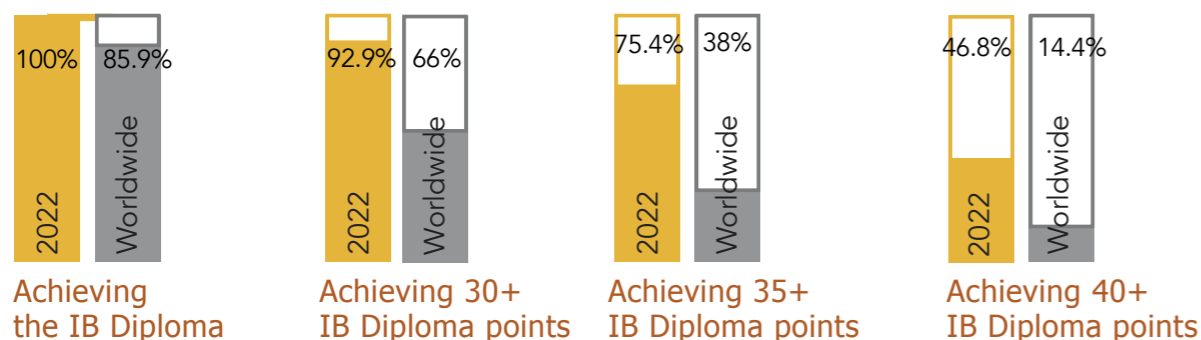
Jess Davey-Peel

Secondary Vice-Principal, IBDP Coordinator

# Our Curriculum

## IB Diploma Programme (IBDP)

The breakdown of the results for the May **2022 IBDP cohort** is as follows:



	RCHK May 2022	Worldwide May 2021
Number of students entered for the full IB Diploma	126	88,330
Number of students achieving the IB Diploma	126	75,828
Number of students achieving a Bilingual Diploma	25	N/A
Mean points score for all IB Diploma students	38.1	32
Mean grade for all subjects	6.0	5.1

## IB Career-related Programme (IBCP)

The pass rate for the **IB Career-related Programme (IBCP)** was 100 per cent 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 details of the Career-related student achievements:

Pass rate (%)	100%	SCAD GPA averages	3.8
Total entries	4	SUMAS Business Management GPA	TBC
Highest reflective project mark (out of 36)	27	Average DP subject grade achieved by CP candidates (highest possible = 7)	5.5
Average reflective project mark (out of 36)	26		

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 have been awarded the ESF Chairman's Award this year.

## Primary Years Programme

The 2021-22 academic year brought more unprecedented challenges to schools within South East Asia. Students, educators, parents and leaders within the RCHK learning community embraced the opportunity to reflect on learning and teaching and how this might look this time around in a virtual environment. The teachers' were ready to make things happen in a timely manner to ensure quality learning experiences were available to learners on a screen, both synchronously and asynchronously. Our students and parents knew what was expected of them and that they had the support they needed to be as successful as they could be with learning online again.

During planning time and meetings teachers and Educational Assistants (EA) engaged in ongoing reflections around how best we learn and how best to support students to do this in an online environment. We were able to be adaptable and meet learners where they were at, while being responsive to the changes in our learning context. The opportunity to engage in distance learning continued to allow 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.

This academic year we introduced a specified learning time for all classes in Primary to focus on **#HeartofRCHK**. This initiative came about after returning from prolonged periods of time online last academic year, we as a learning community recognised that our learners needed to connect and build relationships

with one another. We intentionally focused more on students' social and emotional wellbeing using programmes offered by Second Steps to guide the inquiries. 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 explored and strengthened our planning process, to ensure it continued to focus on collecting and analysing student data to inform planning so that we can continue to make the best decisions for individuals, classes, Year levels and the College. We introduced reporting in a more timely manner with families after **Units of Inquiry (UOI)** were completed, so parents could engage in meaningful learning conversations with their children and students could set realistic goals to support their new learning.

**As a learning community, we are becoming more proficient in using the learning continuums to monitor, document and share learning with all stakeholders.**

The Chinese team continued to embed the use of 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. The team also developed a greater understanding of the use of mentor texts to support the learning and teaching of language and



literature. Instead of using one textbook, teachers are carefully selecting mentor texts from a range of resources. The team have already observed how they can better meet the needs of students, and increase interest and engagement through the use of carefully selected texts.

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 PYP, with the homeroom, and with one another. In Year 2, we trailed the Art, Music and Physical Education (PE) teacher taking the lead on the *How We Express Ourselves* unit. This was a successful collaboration between the three discipline areas. Next year, the goal

will be to strengthen the transdisciplinary nature of this unit through stronger collaboration with the homeroom team.

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.

Joanne Ferrari  
Primary Vice-Principal

Tracy Wnek  
Acting Primary Vice-Principal, PYP Coordinator

## Middle Years Programme

The Middle Years Programme (MYP) is an IB 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. In 2021-22 our MYP teachers and students continued to grow and develop

together as learners through Year 7 to 10 REAL projects, and our Year 11 students have been supported to strive further in the Core aspects of the programme. We continue to participate in Building Quality Curriculum (BQC) each year in order to continue to develop our units of learning. We are again thrilled to celebrate the continued achievements of our students in the MYP.

### Building Quality Curriculum

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 school will continue to participate in BQC each year, rotating through each department.

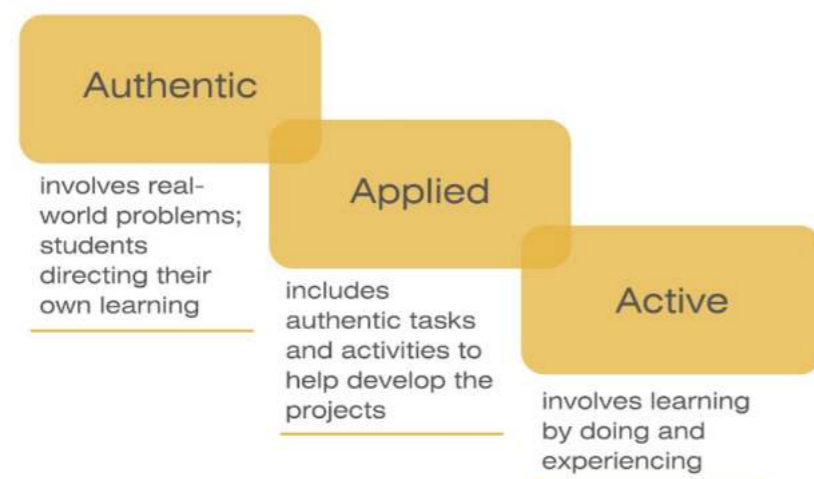


## Year 7-10 REAL Projects

2021-22 saw the school embark on its third year with the REAL (Renaissance Engages in Authentic, Applied, Active Learning) projects included in the timetable. 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 opportunities for students to have time for passion projects within the curriculum.

The REAL projects are designed to have three major features



## Year 11 Core Lessons

The use of Core time within the curriculum for Year 11 students continued to provide structured sessions to support learning and achievement in the **Core aspects of the MYP, the Personal Project (PP), Service as Action, Further Education (FE), and Theory of Knowledge (TOK)**. For the Personal Project, students used the scheduled time to meet with their PP teacher mentors, seek extra support from PP Coordinators Ms. Stern and Ms. Cheung, 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 toward the MYP Service as Action outcomes. The Core time was well utilized 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 structured support with depth into the Core elements of the MYP.

Jennifer Whitehair

Secondary Vice-Principal, MYP Coordinator

## Diploma Programme & Career-related Programme

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 High School Diploma.

The seventh cohort of Career-related Programme (CP) students graduated in May 2022 and achieved excellent results from both the IB, Savannah College of Art and Design (SCAD), and Business and Sustainability Management School (SUMAS). Our CP students who completed the Arts and Design course offered by SCAD have achieved a GPA average of 3.8 out of 4, and our Business & Sustainability Management students did an equally amazing job by gaining a GPA of 3.0.

In recent years, the expansion of our CP offering has continued to extend and we are proud to be able to offer 8 different career-related pathways namely Arts and Design, Musical Theatre, Hospitality and Culinary Art, Business and Sustainability Management, Digital Skills, Aeronautical Engineering, International Sports Management and Music Instrument, 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 are 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 Talks (including Q&A session with alumni and existing CP/DP students)

- Options Evenings with expert advice from teachers, students and alumni
- Departmental-specific sessions within the curriculum on the options available ('DP Taster Weeks')
- CP taster sessions or site visits with our external partner institutes
- University Fairs with universities from all around the world
- Individual Interviews with a senior leader in the school regarding option choices
- World of Work Experience

The success of our May 2022 students was reflected in a large amount of RCHK students awarded the English Schools Foundation (ESF) Chairman's Awards across both the DP and CP programmes. Within the CP, students were awarded this for their academic excellence in both the Career-related Studies (CRS) and their chosen DP subjects. Whilst within the DP, students were awarded the Chairman's Award 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.

Wilma Shen

IBCP Coordinator

Rhys Thomas

Head of Individuals & Societies, IBCP Curriculum Project Leader

## Student Support and Wellbeing

Wellbeing is at the #heartofRCHK, and central to that are our relationships. We value the relationships between our students, with and between students and teachers and Educational Assistants and with all members of the school community. Despite periods of being online again in 2021-22, we sought ways to build those relationships in order to help our community to flourish.

As always, our team of House Captains and House Directors worked hard throughout the year to give the students the opportunities to spend time together and learn more about each other. In Primary this culminated in a day of HouseFest events where students were able to enjoy themselves in activities including bouncy castles, drumming, playing team games, dancing and more peaceful activities inside the classroom. In Secondary, the House activities were conducted both online and in person throughout the year. The online activities were particularly targeted at students feeling connected to their House and friends.

We continue to embed wellbeing throughout our curriculum with the ongoing roll out of Science of Wellbeing classes. In Primary, this included setting aside a dedicated time each week when students across the school engage in a social and emotional wellbeing programme to purposefully teach some of the social skills that will support them throughout their lives. This programme has included goal setting, friendship skills, conflict resolution and mindfulness practices, as well as having a dedicated bullying prevention module.

In October 2021, our Counselling team helped the Secondary school to recognise World Mental Health Day with games and activities designed to promote awareness of the importance of mental health. In Secondary, we have sought the views of our students, taking on their feedback

and making alterations to the bespoke Science of Wellbeing curriculum that we are writing and evolving to support our students in the places where they are at.

We have deliberately gathered data throughout the year about what wellbeing means to our students and what they need to support them in developing their own sense of wellbeing. This has been achieved through focus groups, surveys and conversations with students from Year 1 to Year 13, and we continue to seek ways to creatively implement student ideas.

**Students have a better sense of wellbeing when they feel that they can contribute to decisions made about their lives and this is what we have endeavoured to do with this programme.**

Throughout the year, we continued to upskill our teachers and our parents in the many ways we can support others' and our own wellbeing. All staff at the school undertake regular safeguarding training, including a range of aspects of safeguarding that promote the wellbeing of our students as well as the prevention of illbeing. Our Parent University: Wellbeing Series continued online last year, with monthly gatherings of small groups of parents dedicated to topics including sibling rivalry, finding time as a parent and managing the highs and lows of home life. The Wellbeing Vice Principals enjoyed preparing for and connecting with the parents who attended the sessions.

**Geoff Wheeler**  
Secondary Vice-Principal, Wellbeing

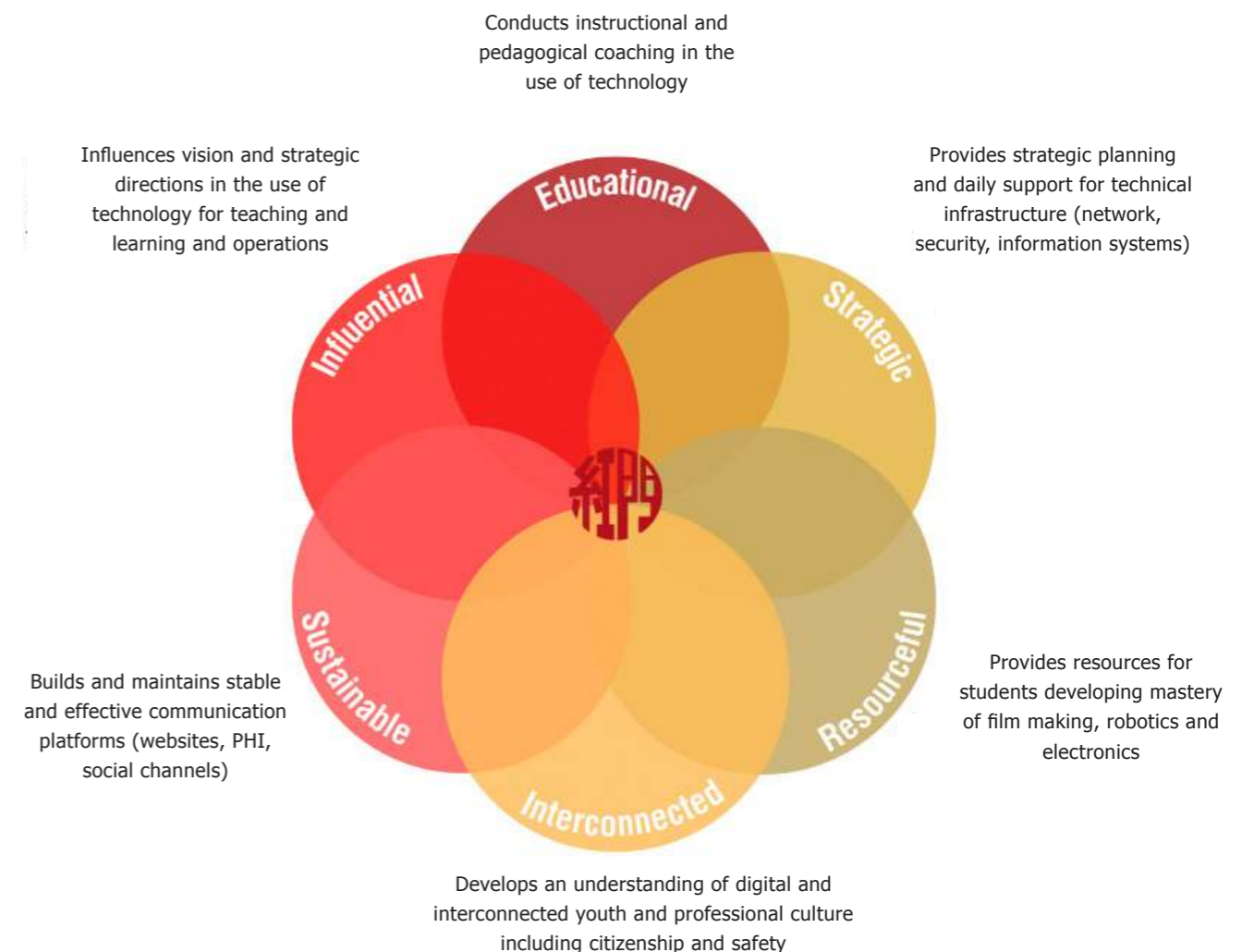
**Stephanie Howdle-Lang**  
Primary Vice-Principal, Wellbeing

## Learning Technologies

During its 15 years of existence, Renaissance College became a leader in teaching technology across ESF in Hong Kong. That is thanks to the Red Door Centre's team, which is a blend of teachers and tech coaches, media and creative professionals, helpdesk specialists and systems experts in network, programming and databases. RCHK students in Years 1 to 13 have

access to individually allocated (by name) and internet-enabled devices. RCHK's Apple-certified service technicians onsite provide support for students and staff in case of technical issues during the school days.

Having pedagogical, technical and creative minds housed under one roof, make Red Door unique and capable of innovation and systemic approaches.



In 2021-22 RDC continued providing learning opportunities in tech and media to students. They ran and led many initiatives within the creative environment of the RDC; the Bauhinia Trainers and the Primary Film Team are just a few examples of the student-teacher cross-collaboration on that front.

The **Bauhinia Trainers**, a group comprising of Year 6 tech enthusiasts, provided continuous support with events such as the new student induction, the RCHK Terry Fox Run, the Year 6 laptop induction for parents, and a unique opportunity to collaborate with a company developing an AI product. In a cross-year level collaboration, students in Year 2 were supported with developing a better understanding of how to build and design in three dimensions on an iPad, use more camera functions, and edit their photos.

Every school day, the members of the **Primary Film Team** made and produced themed video updates about the latest events, including *Who's at School Today at RCHK?* and *What's for Lunch today at RCHK?* This hands-on task provides our Primary students with the opportunity to work in an authentic filmmaking environment, in which they're responsible for the script, production and editing of the footage, with only a little assistance from the tech coach.

A highlight for the educators in RedDoor was the Making Makers Conference. This virtual event was hosted by RCHK during distance learning (enforced by Covid-19) and brought tech coaches, IT learning specialists and educators from across ESF Schools and beyond. Sessions were filled with sharing, videos and inspiration to and from other tech educators on how the technology can be taught at school and applied to different year levels.



## Further Education Counselling

Renaissance College's team of Further Education (FE) counsellors help Year 11 through Year 13 students identify further education and career opportunities that match their strengths and interests, and provide support and advice in completing the necessary applications.

In 2021-22 the FE team ensures that collaboration with universities worldwide remains untackled to provide prospectuses and online resources, including webinars and seminars, for students to keep them always inspired and up-to-date.

The FE team along with the Class of 2022 have all embraced the combination of face-to-face and Zoom life, and further expanded the tools used online, providing students with easier access to pathways that just two years prior to Covid-19 would have been difficult. Thanks to the development of virtual meetings and online sessions, the Class of 2022 can

interact with many more universities in the virtual world than would have been possible at a school-based fair. This was a major positive for students at RCHK in these uncertain times.

The FE team continues to grow their online presence through a bi-weekly newsletter and Instagram page, highlighting FE events throughout the year and increasing engagement with both students and parents.

Unifrog, the FE web-based platform, allows counsellors to easily manage information when RCHK students are applying for university. As with previous years, the FE counsellors spent time meeting individually with Year 11 students as they prepared to make decisions about Diploma subjects. These conversations played a very important role in helping students consider the different possibilities available to them.

### Scope of support provided by FE



Aletha Rossiter  
Further Education and Career Counsellor

### Student testimonials

*"The FE office has been a great support system throughout my application process. The entire FE Office has been super helpful throughout the whole process, helping me each step of the way-ensuring I don't stress out and always replying to my concerns or questions immediately."* - Diya

*"The FE office was always there for me in my university application journey. They had answers to all my questions and always responded speedily. I ended up being accepted to my first choice university and receiving multiple scholarships. Thank you so much, FE team!"* - Kaitlyn

*"The FE office has provided valuable assistance throughout my application process. From writing personal statements to prepping for university interviews, the counsellors have always been highly supportive of me."* - Sarah

*"My favourite thing about FE is going into the office and getting candies!!! Because the teachers in there are amazing and great :D"* - Victoria

*"Without the FE Department's continued support throughout IBDP, none of us would've made it to this point in one piece — physically and mentally. Through consistently publishing the Inspire newsletter, teaching us the application logistics during Core sessions and individual meetings, and patiently responding to our incessant Google chats and requests for essay feedback, the FE Team has provided stability during these uncertain times."* - Angus

*"The FE Team has been so very supportive throughout my DP journey. My FE counsellor always helped me strive for the best and provided tremendous support throughout my university application process. I have always dreamed of attending the University of Oxford, and the FE Team helped me make it a reality. Thank you so much; I truly appreciate your support!"* - Hilary

*"The FE team was extremely helpful throughout my application process, since not only were they very patient and knowledgeable, but the resources that they provided each week allowed me to see and gain interest in new universities. They also helped me prepare for my interviews for universities, so I am extremely grateful for their help throughout and even after my application process."* - Chloe



# Year 13 Student Destinations\*

## United Kingdom of Great Britain and Northern Ireland

- Arts University Bournemouth (1)
- Aston University (1)
- Brunel University London (2)
- Falmouth University (1)
- Imperial College London (3)
- King's College London (6)
- Lancaster University (1)
- London South Bank University (1)
- Nottingham Trent University (1)
- Sheffield Hallam University (1)
- SOAS University of London (1)
- The London School of Economics and Political Science (1)
- The University of Edinburgh (1)
- University College London (8)
- University of Bath (2)
- University of Bristol (2)
- University of Cambridge (1)
- University of East London (1)
- University of Essex (1)
- University of Hull (1)
- University of Kent (1)
- University of Leeds (1)
- University of Nottingham (3)
- University of Oxford (1)
- University of Southampton (1)
- University of St Andrew (2)
- University of the Arts London (1)
- University of the West of England Bristol (1)
- University of Warwick (3)

## Canada

- Ontario College of Art and Design University (1)
- Simon Fraser University (2)
- Toronto Metropolitan University (1)
- University of British Columbia (4)
- University of Toronto (3)
- University of Waterloo (1)
- University of Windsor (1)

## USA

- ArtCenter College of Design (1)
- Bentley University (1)
- Berklee College of Music (1)
- Boston University (1)
- Bowdoin College (1)
- Carnegie Mellon University (1)
- Folsom College (1)
- Georgetown University (1)
- Georgia State University (1)
- LIM College (1)
- Mount Holyoke College (1)
- Parsons School of Design (1)
- Stanford University (1)
- University of California at Berkeley (1)
- University of California at Riverside (1)
- University of California at San Diego (1)
- University of Illinois Urbana-Champaign (1)

## Netherlands

- University of Amsterdam (3)

## France

- Atelier de Sevres (1)

## People's Republic of China

- Tsinghua University (1)

## Hong Kong

- City University of Hong Kong (1)
- Hong Kong Baptist (1)
- Hong Kong Design Institute (1)
- The Chinese University of Hong Kong (5)
- The Education University of Hong Kong (1)
- The Hong Kong University of Science and Technology (6)
- The University of Hong Kong (20)

## Australia & Oceania Countries

- James Cook University (1)
- University of Melbourne (1)
- University of New South Wales (1)
- The University of Sydney (1)
- University of Queensland (1)

\* Class of 2022



## Business Manager's Report

Operations at Renaissance College aim to support the entire community of parents, teachers, and students. We work closely with the faculty members to assist them in special projects and arrange and prepare the facilities for school events facilitated by teachers and students. Our division also oversees school finances and manages the accounts, human resources and payroll, facilities and building maintenance,

admissions, communication and marketing, nurse and medical services, procurement and supply of materials - all supported by a dedicated team of sixty administrative and support staff. Moreover, the operations team is responsible for overseeing outsourced services: cleaning, faceguard, catering, and lifeguards (aquatics activities), building contractors, and liaising with the school bus company that operates a fleet of 30 buses.

### Scope of business management at RCHK



### Anti-pandemic measures

RCHK operations in 2021-22 is a tribute to our staff's dedication; their focus remained again this year on students' health and safety. Campus systemic operations had to be adjusted multiple times to respond to the ever-changing regimes of the Covid-19 pandemic; cleanings and disinfecting of classrooms and common areas within the campus were taking place daily. Moreover, we had a team of volunteers to monitor students' body temperature at the entrance gate on every school day and sponsored 150,000 self-test kits (rapid antigen tests)

for students and staff to expedite detection of Covid-19.

As part of ESF commitment to support families during this challenging time, ESF offered a grant of HK\$1,600 for each student in June 2022. Moreover, in collaboration with the Hong Kong Education Bureau, RCHK Support Staff team helped process 2,100 applications for a 2021-22 subvention for parents who were granted HK\$2,500 from the government.

Due to Covid-19 restrictions still in place in August 2021, the school could not start the academic year with all students on campus. Instead, we were opening gradually through September, while classes for some groups of students were delivered through online distance learning. The full opening did not last long as in mid-January 2022, we

had to follow government regulations and progressively start closing again for face-to-face classes amid another wave of the pandemic. The partial opening took place in March 2022 and we were thrilled to have all students back on campus again after Easter Holidays, on 19 April 2022.

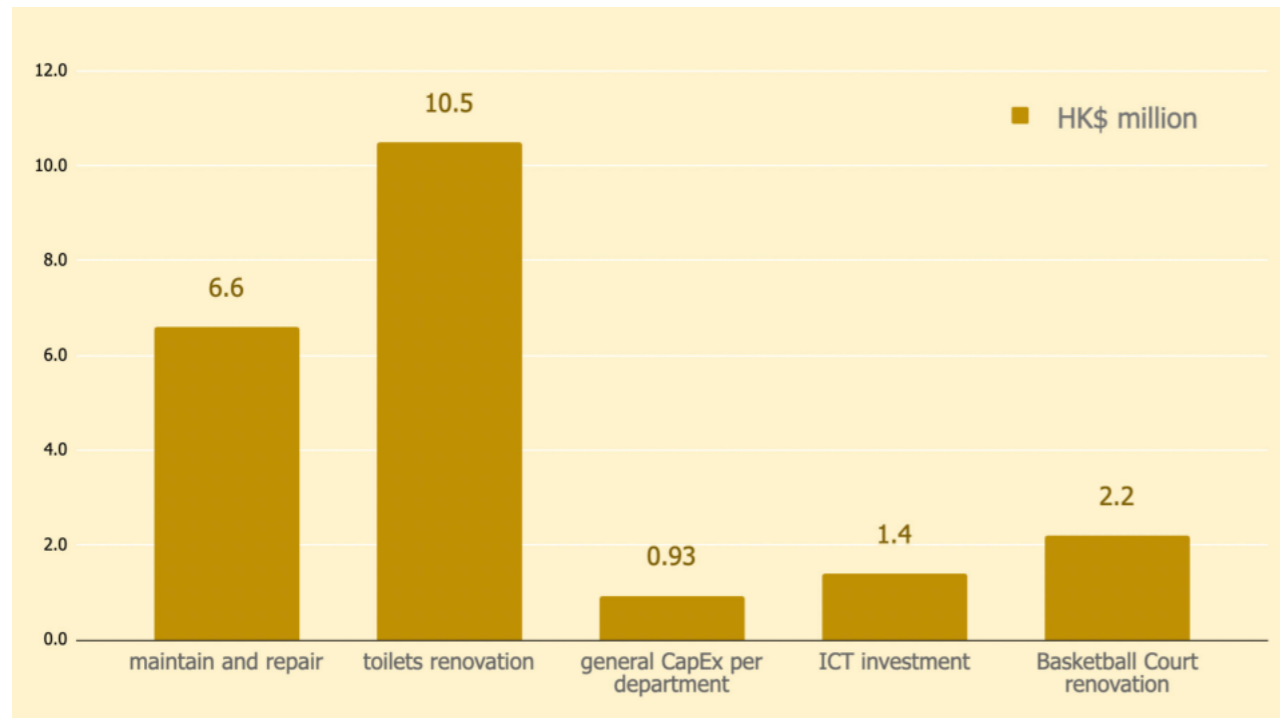
### Our Investments

For large-scale projects, RCHK allocates funds from Building Levy (NBL) and Nomination Rights (NMR), while tuition fees are funding the ongoing operations. Out of a total operational income of HK\$324,301 million in 2021-22, HK\$301,727 million came from tuition. Throughout 2021-22, the school continued improvement works around campus. An income from NBL and NMR was earmarked for renovating and

upgrading Primary and Secondary toilets (HK\$10.5 million), and renovating Basketball Court, a.k.a. central playground (HK\$2.5 million). In the centre, our school's brand colours and the symbol of our athletic team, The Black Kites, proudly present its insignia. The project was co-sponsored (HK\$333,333) by the Renaissance Association of Parents and Teachers.



## 2021-22 investment/maintenance



## Our Stakeholders

Renaissance College works with our long-term and trusted subcontractors in various operation-related capacities, including hiring security guards and facility support staff responsible for maintaining the interiors and exteriors clean and safe, and making sure most critical operations run smoothly. The last group, better known as The Blue Team is a beloved and dedicated group of twenty-two (eleven on a day shift, and eleven on a night shift) local employees.

Our relationship with external catering provider, Chartwells, continued this year and we appreciated their flexibility when it comes to the resumption of cafeteria services previously halted by the pandemic. We have allocated a team of twelve contracted staff solely dedicated to the canteen's hygiene and cleanliness. In addition, we have increased the manpower during morning shifts to keep the classrooms clean and safe during the day.

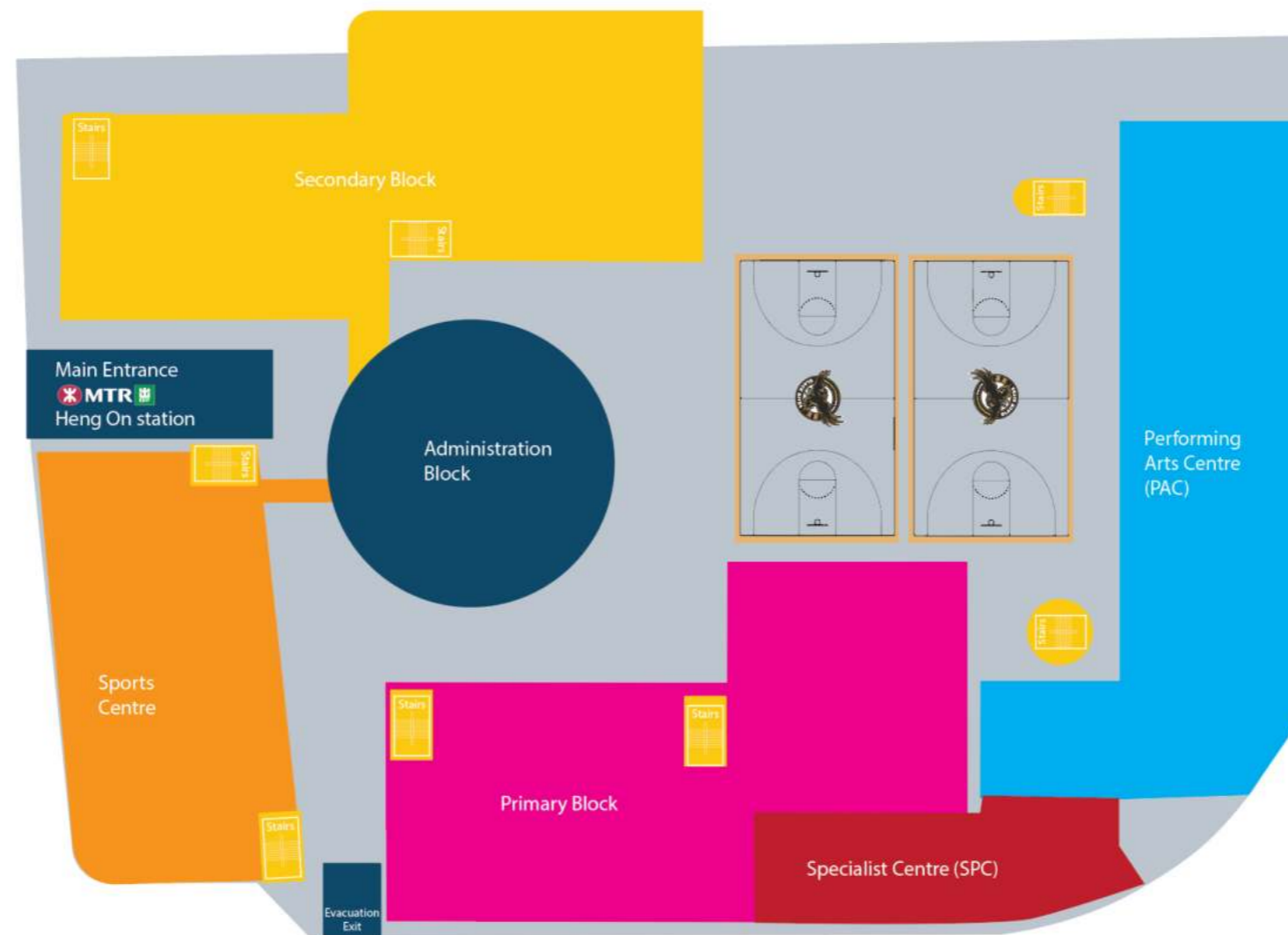


## SECONDARY BLOCK

6/F	AB601-AB604	Science Laboratories
	SS613-SS614	
	SS611a/b	Multi-function Room
5/F	SS501, SS504	Staff Common Room
	SS501, 502, 504	Science Laboratories
	SS5513, SS514	
	SS503	Secondary Art Room
	SS510	Multi-function Room
4/F	SS404-SS407	English Faculty Classrooms
	SS401/408	Learning Enhancement Team (LET) Office
	SS411-SS420	Art Studios
	SS418	Food Lab
3/F	SS301-SS306	English Faculty Classrooms
	SS309-SS316	Design Studios
2/F	SS201-SS208	Individuals and Societies Faculty Classrooms
	SS212-SS218	Mathematics Faculty Classrooms
1/F	SS101-SS106	Chinese Faculty Classrooms
	SS112-SS117	
G/F	SS001	Stationery Shop
	SS002	Uniform Shop
	SS013	Red Door Centre

## SPORT CENTRE

6/F	SC601	Football Pitch
5/F	SC501	Gymnasium Gallery
4/F	SC401	Gymnasium Gallery
		Changing Rooms
3/F	SC302	Secondary Gymnasium
	SC306	Physical Education Office
2/F	SC204	Swimming Pool Gallery
1/F	SC101	Swimming Pool
		Changing Rooms
G/F	SC002	Primary Gymnasium



## ADMINISTRATION BLOCK

7/F	AB701	The Lounge
6/F	AB601-AB604	Seminar Rooms
	AB605	LET Learning Space
	AB607	Staff Common Room
5/F	AB501	Administration Office Scholarship / Admission
	AB503	Principal's Office
	AB502	Business Manager's Office
	AB505	Bonsai Meeting Room
	AB506	Boardroom
	AB401	Secondary School Office
4/F	AB402	DP Centre
	AB403	Further Education Office
	AB301-AB302	Secondary Library (LIRC)
2/F	AB201	Primary Library (LIRC)
1/F	AB101	Cafeteria
G/F	AB006	Cafeteria
	AB005	Nurse Room
	AB001	Reception

## PERFORMING ARTS CENTRE

3/F	PAC303	Roof Sports Ground
	PAC301	Music Room
2/F	PAC201	Music Room
	PAC204-206	Music Practice Rooms
1/F	PAC101	Music Room
	PAC105-106	Music Practice Rooms
	PAC108	Hall Gallery
G/F	PAC001	PAC Hall
	PAC010	Music Room
	PAC011	Drama Space
	PAC012	Black Box Theatre

## SPECIALIST CENTRE (SPC)

R/F	SPC RF	Chinese Garden
	SPC 401	LET Space
4/F	SPC 402	LET Activity Room
	SPC 403-404	Primary Art Room
3/F	SPC 301	Primary LET Office
	SPC 302-305	Chinese Classrooms
2/F	SPC 202-205	Chinese Classrooms
1/F	SPC 102-103	Multi-Purpose Room

## PRIMARY BLOCK

R/F	RF R01	Roof Garden
3/F	PS301-PS306	Year 6 Hub
	PS308-PS313	Year 5 Hub
2/F	PS208-PS213	Year 4 Hub
	PS201-PS208	Year 3 Hub
1/F	PS208-PS213	Year 2 Hub
	PS201-PS208	Year 1 Hub
G/F	PS001	Primary School Office

## Our 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 campus' gross floor area covers 30,448 square meters.



1,968 sq. m



791 sq. m



897 sq. m



approx. 600 sq. m

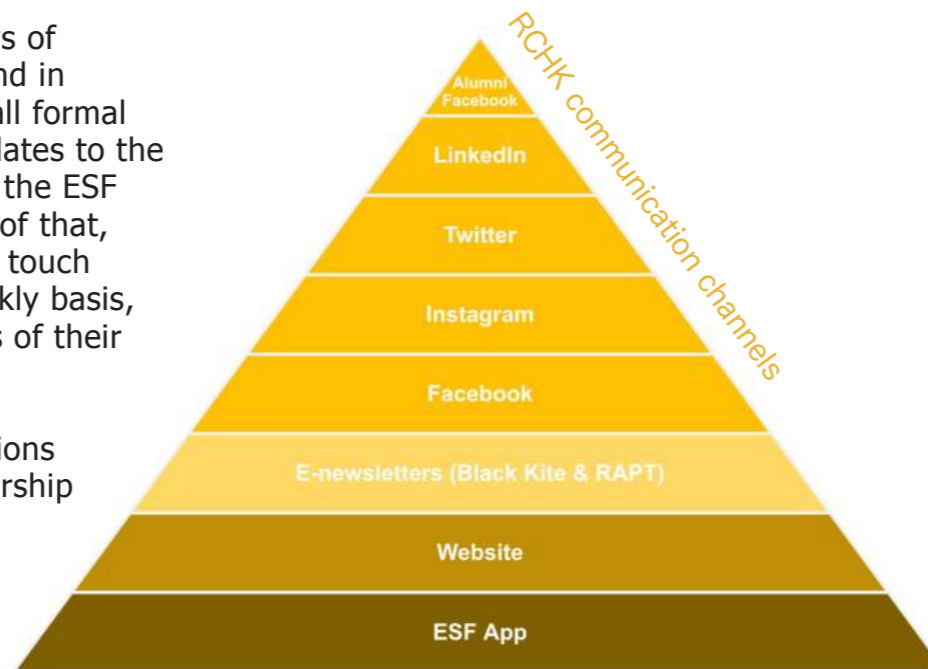


approx. 680 sq. m

## Communications

RCHK constantly improves ways of communication with parents and in 2021-22 we fully transitioned all formal communication and school updates to the mobile tool used widely within the ESF schools - the ESF App. On top of that, our Primary teachers stayed in touch with Primary parents on a weekly basis, updating them on the progress of their children and the curriculum.

In 2021/22 RCHK Communications team, in liaison with the Leadership Team, has been constantly updating parents on the latest arrangements enforced by the authorities regarding the closure and reopening of the school, distance learning, and safety arrangements resulting from the Covid-19 that Hong Kong has been battling with.



### Newsletter

In 2021-22 our school kept parents in the know through the college-wide eNewsletter. There were 37 editions of the BLACK KITE and RAPT BYTES which alternate every Friday of the week.

### Website

RCHK website is a dynamic digital tool that we update on a regular basis to allow parents to stay up-to-date with upcoming events and announcements. Throughout 2021-22 school year, we recorded over 66,846 visits to our webpage.

## Budget

	*Actual 2021/2022 HK\$'000	Budget 2021/2022 HK\$'000
<b>Income</b>		
Tuition fees	301,669	301,727
Donation	1,038	1,233
Rental	5,001	6,387
Others	10,513	15,225
<b>TOTAL INCOME</b>	<b>318,221</b>	<b>324,572</b>
<b>Expenditure</b>		
Staff expenses	226,653	231,474
Other expenses - Operational	28,813	36,386
Management and Admin to ESF	6,437	6,437
Development and Operating Agreement (DOA)	0	0
Scholarship	30,446	30,172
Depreciations	15,405	15,825
<b>TOTAL EXPENDITURE</b>	<b>307,754</b>	<b>320,294</b>
<b>SURPLUS/ (DEFICIT)</b>	<b>10,467</b>	<b>4,278</b>

\*Note 1: Draft results (unaudited).

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

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