



May 2017 ISSUE 17

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## Cover Story

### 10 Years of RCHK

A Conversation with  
Dr. Harry Brown

# RCHK WORLD

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Dear RCHK Family,

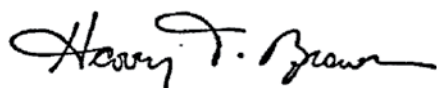
The cover of this edition of RCHK World invites us to visualise Renaissance College from under construction to completion and then fast-forward to ten years later. What an inspired journey it has been! We have so much to be grateful for, including extraordinary, conscientious students with magnificent parents/guardians whose encouragement at home is the defining ingredient for their success, coupled with dedicated and passionate teachers who wholeheartedly share their love of learning every day. This May 2017 edition is dedicated to all those who have taken the ride with us and shared our vision from a start-up ESF international school in 2006 to the accomplished, established and fully enrolled ESF international school of nearly 2100 students we are in 2017.

Commemorations for the ten-year anniversary of the opening of RCHK began in August with the annual Alumni Luncheon, which for the first time was held in the PAC because of the huge number of attendees. No longer could the local restaurants cater to our numbers - nearly 100 guests! We were delighted to host alums from as early as 2009 to as recent as 2016.

"Celebration!" was the theme of the 2016 RAPT College Fair in November, in honour of the RCHK ten-year anniversary. Even though the weather could have been more cooperative, the rain didn't dampen the spirits of our guests, or their donations, as proceeds from the Fair again topped all previous years'.

In March, we enjoyed the twin festivities of the RAPT-sponsored "Big 10 Bowl Feast" Pun Choi family dinner and the Saturday evening concert and exhibition, which highlighted the healthy growth of the College while also displaying the poise and creativity of our current students. Please enjoy the next pages as the photographs and articles eloquently tell the RCHK story from the past to the present.

Sincerely yours,



Dr. Harry Brown  
Principal





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**Angus Yip**

Year 7



In December 2016, Angus performed his original electone composition "Sea of Dolphins" at the Yamaha Junior Original Concert (Hong Kong).

Out of a group of fellow young composers entering more than 200 original compositions, Angus was honoured to be selected as one of the 21 junior composers to perform his own piece at the Yamaha Junior Original Highlight Concert (Hong Kong) held in February 2017.

In addition, Angus also successfully passed the ABRSM Grade 7 Piano Examination with Distinction and attained the Merit Award in the category of Clarinet Solo - Secondary School Junior at the 69th Hong Kong Schools Music Festival.

Without a doubt, these outstanding achievements and awards are a great encouragement for him. Congratulations and keep up your good work, Angus!

**Natalie Thompson**

Year 9



Representing her riding club, Lo Wu Saddle Club, in the equestrian competition the Children's Challenge Cup 2016/17, Natalie and her teammates came first in the heats, held at Clearwater Bay Equestrian Centre in November. The final heat was held at Beas River Equestrian Centre on 13 January. Natalie and her teammates did very well and came in second out of nine teams, giving them the most points overall, which led to the team being crowned the Final Champion of the Children's Challenge Cup.

Well done to Natalie and everyone at Lo Wu Saddle Club for all the effort they've put in!

**Larissa Fong**

Year 6



Larissa's talent in music was demonstrated at the 69th Hong Kong Schools Music Festival, where she was awarded three prizes. She won first runner-up in Vocal Solo, Age 10 or Under, singing a famous Chinese song called "Ta Xue Xun Mei", and came third singing "The Rainbow Band". Both of the adjudicators praised Larissa as an expressive singer. She also played "Fiesta!" by Mike Springer and won second place in Grade 6 Piano Solo. Larissa was one of the youngest players among the competitors, who were mainly secondary school students. Having completed her ABRSM Grade 7 Piano and Grade 6 Vocal Exams in 2016, Larissa's next goal is to play and sing different types of pieces and achieve the best results in Grade 8 Exams in both subjects. We wish Larissa the greatest success in her music path in the future!

## Jessica Cheng

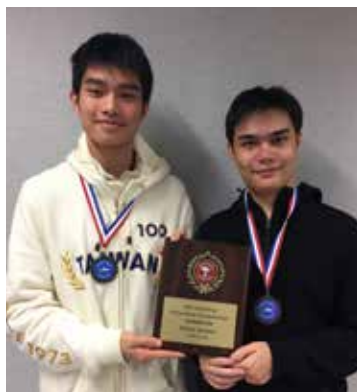
Year 7



Jessica was nominated by the Hong Kong Amateur Swimming Association to represent the Hong Kong swimming team at the 33rd PRAM Malaysia Invitational Swimming Championship in March. Despite being one of the youngest competing swimmers in her age group, Jessica showed tremendous confidence and determination; she won two first runners-up and one second runner-up in the 200m, 100m and 50m backstrokes respectively. Her team also won two first runners-up in the team relay 4 X 100 free and 4 X 100 medley races. Congratulations, Jessica!

## Tao Chen, Bryan Huang

Year 12



Tao and Bryan of the RCHK History Club Varsity Team brought home the gold in the Hong Kong History Bowl Championship in March 2017, avenging their loss at the Hong Kong Winter History Bowl in January, in which they received silver. Tao also won a gold medal in the Varsity History Bee this time, with Bryan capturing bronze after taking home the gold for the Bee in January. Tao and Bryan have also been training younger students every Wednesday during lunch for the past year and a half in the newly formed RCHK History Club; this preparation paid off, and RCHK was able to send a second team to the History Bowl and Bee for the first time ever. Competing in the Middle School Division, the team was made up of Crystal Pun (Year 8), Conrad Helau (Year 8), Markandeya Karthik (Year 8) and Entian Qiu (Year 7). This brand-new team performed competitively, making it all the way to the semi-finals in the Bowl. In addition, Crystal and Conrad also made it all the way to the final round of the Middle School History Bee. Congratulations one and all!



From Left: Entian Qiu (Year 7), Markandeya Karthik, Crystal Pun, Conrad Helau (All Year 8)

**Creativity, Activity, Service (CAS)**

By Nicolene Kuyper, CAS Coordinator

As part of the IB Diploma, CAS offers students an opportunity to discover new passions, take on new challenges and serve others in our local and international communities. The class of 2017 is the first group of graduates to complete CAS according to the newly established IB CAS guidelines. Now known as Creativity, Activity, Service, CAS has streamlined its outcomes to seven.

Many of our students travelled abroad to participate in a variety of SP@RC service projects during CAS Week 2016. Six overseas trips saw us working across Southeast Asia. We've continued to support Bali's Side by Side Organic Farm. Indochina Starfish Foundation and Camps International afforded us an opportunity to teach underprivileged students in Phnom Penh and the surrounding countryside of Beng Mealea. We had a new trip going to Kathmandu, Nepal, in which our students volunteered at a local primary school and taught young monks at Khawalung Tashi Choeling Monastery. Heading to a new location in Laos this past year, we became part of the Seuang River

Valley project, which is constructing a new school building. Some of us headed back to the Sichuan province in China to continue our work with elderly homes in Baoxing, Ya'an and local community schools in Wolong. Our students also returned to Mount Kinabalu, north of Borneo, pushing their own personal limits scaling the mountain and returning to Bilit Village to help secure drinking water for the local community. Others volunteered for local organisations such as the Nesbitt Centre and the Hong Kong Jockey Club. We had a few students join Outward Bound for sailing and leadership training. Others attended Lo Wu Saddle Club for hands-on experience in horse husbandry and riding. Lastly, we had a number of students heading to Sai Kung every day of the week, joining Blue Sky Sports for dragon boating, surfing, paddle boarding and kayaking.

Throughout the year, students reached out to our local Hong Kong community, hosting or participating in annual events such as Beleza 6.0, Dance Without Borders, 24-Hour Race To Stop the Traffic and the MUN conferences. We also saw some new events being inaugurated, like VoiceUp and RedDrop, the RCHK blood drive. A few legacy projects have continued, strong as ever: RCHK Podcasts, ARC, Photography 4

Change, Famine 24 and Imagine. The environmental cause has been brought to the forefront this year by various initiatives from our own Sustainability Team.

Many senior students represent the Black Kites in various sports throughout the year. As part of CAS, some students are taking on the responsibility of coaching younger teams. Others challenge themselves by participating in Scouts, cycling, scuba diving, Thai boxing, paddle boarding, marathon running, yoga and sailing, to name just a few.

Creativity is also a large part of CAS. Whether it is designing lesson plans for younger students in singing, dancing or learning new languages, putting on photography seminars, Chinese calligraphy classes and cooking tutorials, making documentaries, learning to play new instruments or making posters to promote events, you name it and they create it.

The collective experiences of the CAS programme help students to be more aware of themselves, our environment and of others in our community. It promotes a balanced lifestyle and prepares our students for university and life after school.







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- SHOP175, FLAZA HOLLYWOOD, DIAMOND HILL
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- SHOP103A, YUEN LONG PLAZA

**Art for Action**

By Corey Sham (Year 11), Bernice Tao (Year 11) and Victoria Yu (Year 10)

Art for Action is a student-led initiative aiming to engage with the community through art. We collaborate on a variety of service projects within our community while promoting the importance of visual arts as a medium of communication.

Working with artists from Years 9 to 11, we inaugurated Art for Action with our lantern project for RCHK's 10th anniversary College Fair back in late September. The theme of the Fair was "Celebration!", and we split into groups and used our creative and critical thinking skills to design the lanterns to fit the theme. We thoroughly enjoyed working with our fellow artists and visualising

our diverse ideas. It was an experience that allowed us to improve our personal skills and progress successfully through this lengthy project.

Another exciting project this year has been the math hub murals, which came about as a result of the Mathematics department looking to make its hub more inviting and uplifting. Taking into account the ideas and preferences of the math teachers and the feedback we received on our previous project, our team worked together to come up with several math-related designs. We've since begun to meet every week to work on the murals in the math hub. This has been an exciting challenge, as, for most of us, it's our first time painting murals.



## SEAMC 2017 @ Jakarta, Indonesia

By Adrian Leung (Year 10) and Angus Leung (Year 8)

The South East Asian Mathematics Competition, or SEAMC, is an annual competition in which over 300 student representatives of schools in South East Asian countries meet for a three-day intensive math challenge. All participants felt very honoured and proud to be able to participate in this prestigious annual math event and we were no exception. We were particularly excited to be able to go together.

This year, SEAMC was held in Jakarta, Indonesia, over 2-4 March 2017, and was hosted by the British School of Jakarta. A total of 318 students joined the event. Students aged 16 or younger competed in the SEAMC group whilst students aged 17 and above competed in the SEAMC Plus group. There were 80 teams totalling 240 students in SEAMC and 26 teams totalling 78 students in SEAMC Plus. RCHK sent two teams (six students in total) to participate in SEAMC this year. The first team, Team NomNomNom, had Forrest Jiang, Yardley Kwan and Adrian Leung as members. Both Forrest and Yardley are in

Year 11, whilst Adrian is in Year 10. This was already Yardley's third year at SEAMC, and the second year for Forrest and Adrian. The second team, Team HoHoHo, had Christopher Wong, Athena Yim and Angus Leung as members. Both Christopher and Athena are in Year 10, whilst Angus is in Year 8. It was their first time participating in SEAMC.

Like the year before, the SEAMC 2017 schedule was tightly packed. We left home at 5:30am on 2 March to catch the 9:00am flight to Jakarta. The first event started as soon as we arrived in the afternoon. Over the next two days, we were immersed in an ocean of mathematics from 6:00am 'til nearly 12:00am. We were all a little overwhelmed by the excitement and fun of the games and competitions that we participated in. We tackled five rounds: Individual Round, Team Round, Passback Round, Codebreaker Round and Energizer Round. Believe us, these games were really good and thought-provoking.

Our SEAMC preparation and learning had, in fact, started well before our departure for Jakarta. Since mid-September 2016, our teacher, Mr. Aaron

Ho, had coached us twice every week during lunchtime. We very much enjoyed the learning, and our hard efforts paid off. In team performance, Team NomNomNom came in joint fifth out of a total of 80 teams! Team HoHoHo finished 44th, an impressive achievement already for a team of first-timers. For the Individual Round, out of the 240 participants who took part in the SEAMC group, Forrest and Yardley came 11th and 12th, respectively. Congratulations to Forrest and Yardley for their magnificent achievements! Our youngest member Angus placed 80th out of a total of 240. It is certainly amazing for a Year 8 student to compete with mostly students in higher grades.

SEAMC 2017 was a dazzling experience filled with joy and excitement for all the participating members. It was a great opportunity to appreciate mathematics and to share our knowledge and cultivate friendships with fellow mathematicians from the region. It was such a memorable event that we would recommend strongly our fellow RCHK mathematicians to come and experience it when the opportunity arises.



## Primary ExpressFest

By Merry Hamilton and Susannah Psillides, Primary Visual Arts Teachers

ExpressFest is an annual event held over two days and is for all students in Years 3 and 4. The Primary Visual Arts department, along with teachers from Year 3 and the Secondary Visual Arts department, hosted two sessions this year: a community weaving project and a two-day workshop.

### Community Weaving

The Years 3 and 4 ExpressFest included an inquiry into community art via a collaborative weaving project that was constructed on the primary rooftop play area. The project involved using recycled textiles to create colourful woven art around four of the pillars on the rooftop, to beautify the school. Over the two days, six different groups of students took part in creating this community art. We were lucky enough to have fantastic weather with clear blue skies and enjoyed the opportunity to be able to relax and create in an outdoor space.

The workshop brought together collaborative learning and creativity, which ignited the students' curiosity and imagination. Through weaving in and out, the students learnt to coordinate their eyes, hands and

minds. Creating 3D art helps students to think in three dimensions and involves critical thinking and problem solving skills. This activity crossed the midline of the brain, which reinforces development in the right and left hemispheres. It allowed the students to slow down to enjoy the rhythm and pattern of repetitive motion as they weaved in and out. This kind of art-making can reduce stress and provided a positive community activity where the students worked together.

Students began by tying together many strips of recycled fabrics to create the pieces needed to begin the weave. Then, in pairs, the students took turns adding to the looms around the pillars. The students also used ribbons and coloured shoelaces to add variety, colour and texture to the artwork. Whilst some students were working on the pillars, others were able to work on individual weaving projects. It was very satisfying to see the artworks emerge and it created much interest amongst other students and staff during break times.

The project has now been extended to the whole of the RCHK community as an art and wellness initiative, giving all in our community a chance to take a mindful and creative break. We hope to complete the project by the end of the year.

## Building a Community - Two-Day Workshop

In addition to the weaving project, ExpressFest featured a two-day workshop for students who chose to exercise their creativity through STEAM.

A group of 20 Year 3 and Year 4 students signed up to attend the two-day workshop. The workshop was led by Year 3 teacher Ms. Thomas, and Ms. Psillides and Ms. Isabel from the Primary Visual Arts department. The workshop was split into five mini workshops over two days and connected aspects of science and art.

### Day One

Day one involved developing our understanding of communities, electrical circuits and how electricity flows, as well as some new artistic techniques to enable us to build and develop our artworks. We watched videos, had discussions and used mind maps to help us develop an understanding of what a community was. Once a consensus was reached, the students began to plan and develop ways to recreate our Ma On Shan community. Next, we recreated our local community using silhouettes cut out from black, grey and blue paper, which we then layered with newspaper (because it tells us what





is happening in the Ma On Shan community). The mountains and the sky were represented by blue and green tissue paper and wool.

In the afternoon, the students were able to explore, research and make electrical circuits, and used LEDs alongside conductive and insulating dough to help them gain a deeper understanding of the subject matter. They learnt how electricity flows, how and why short-circuiting occurs and how to turn the LEDs off using their own dough switches. They learnt the difference between insulating and conductive dough and why they are both needed.

### Day Two

The day began with a session involving using our thinking skills to understand the parts, purpose and

complexities of the squishy dough circuits. The students worked in smaller groups to do this. Using their knowledge of electrical circuits, they then used LEDs, sound makers, and squishy conductive and insulating dough to make additions to the Ma On Shan community piece, creating 3D models of things that are part of the community. This created many challenges and the students needed to overcome problems like why their LEDs were not lighting up. They needed to problem-solve together and they learnt how to share ideas and communicate them to others to enable everyone's community additions to light up and function.

In the afternoon, we went onto the school rooftop gardens and looked at our local community, examining what we had yet to add to our community

recreation. The rest of the afternoon was spent refining and improving our work; the additions of building names and mountain hikers are examples of this.

It was a great learning experience and all the students enjoyed combining their knowledge of art and science to create a "light-up, 3D piece of art".



## PE Murals

By Corey Sham, Visual Arts Scholar

The Visual Arts scholars of Renaissance College are looking forward to presenting a whole new look to various areas surrounding the PHE department. If you haven't noticed yet, the school has not only been improving its facilities, but also its overall aesthetic appeal.

Looking to permanently display our students' creativity and artistic abilities on school property, Renaissance "invited local artists to work with students on a mural that captures the essence of the year," says Ms. Claire Rees, Head of Visual Arts. This led to the Visual Arts scholars utilising their knowledge to create their own murals for the PHE department.

Ms. Catherine Broome, head of the PHE department at Renaissance, commissioned pieces of artwork to encourage students to engage in more sports and build pride for school athletics. In response to the question of why she asked the Visual Arts scholars to decorate the department, Ms. Broome says she believes that "instead of getting outside artists," the "talent in our school" would be better suited.

The first of the six murals in total will be located on the third-to-fourth-floor staircase area that connects the secondary gymnasium with the changing room. Integrating the theme of Hong Kong culture with the different types of sports practised by Renaissance College's Black Kites teams, the Visual Arts scholars are excited to demonstrate the significance of our culturally diverse city. Incorporating Hong Kong's local road signs into the piece indicates their importance within the school community. In addition to being home to a multitude of languages and dialects, Hong Kong's cultural diversity is also reflected in its enthusiasm for and practice of sports originating from all around the world.

Portraying the strength and power of Renaissance College's black kite breaking through the walls of the third-to-fourth-floor gymnasium staircase, Coco Li, a Year 10 Visual Arts scholar, "hope[s] our sports teams can break through their obstacles and set new records."

Although all sports have different sets of rules and are played differently, a running shoe has been chosen to represent Renaissance College's dedication to them in the third mural.

Clearly presenting the variety of sports Renaissance College takes part in, the Year 12 Visual Arts scholars are combining all of their artistic styles into a collage-style banner next to the fourth-floor viewstand.

Taking on a challenge, the Year 13 scholars have decided to create something completely different by building a story within their murals. Showing "how the RCHK community cheers and supports each other," this concept reveals the strong sense of connection and support within the Renaissance community.

Illustrating the fun and excitement of the younger students, the last mural, designed by the Year 13 scholars, portrays the students' campus life.



## **IBDP Visual Arts Exhibition**

By Jerry Cheung, Year 13

There is always a misconception that the IBDP Visual Arts Exhibition is simply students presenting works that fulfil specific requirements for the IB course, but it is very much more than that. The exhibition is the embodiment of a spiritual journey that shows a group of artists' growth, strength and vulnerability. It is the starting point for the realisation of a group of artists knowing that they have much more to offer and achieve in the field of art.

In August 2015, we began the course not knowing what to expect of this journey ahead. Like most other students, I initially saw the IBDP Visual Arts programme as an academic pathway, one that, for me, would lead to a future in architecture. I had not realised, though, that my mentor, Ms. Vanessa Phung, did not view the programme in the same light.

Ms. Phung encouraged students to push our boundaries, to create art that evokes emotion, that fully expresses artistic intentions and abstract concepts. Her mentorship has been very valuable in my life thus far, as it encouraged me to

keep using art as a platform to release stress and anxiety, and express hardships that come my way. It also taught me to embrace revealing personal vulnerability through art. Art is powerful in the perspective of the artist, and it allows audiences to experience dynamic motifs. I value this whole experience not only as an artist, for the technical skills that I have learnt throughout these two years, but also as a person, for the understanding that art is heartfelt, deep and can only portray someone to the fullest of their truth. My mentor taught me that it is acceptable to be emotional, and that emotions allow artists to continue to share their passion as well as let themselves grow.

I responded to my mentor's encouragement with the idea of exposing my vulnerability and my struggles as a gay teen growing up in a conservative community. My work reflects being bullied for being gay and coming of age. It was natural that, throughout the process, I began to unveil more and more slices of vulnerability through my work. Hence, the IBDP Visual Arts Exhibition is my platform to expose myself as a person. Sense Le, meaning "Feel It", is the

quintessence of my identity and a reflection of experiences that have shaped me into who I am today.

I believe that everybody has their own story in life, and no one's story is perfect. There are highs and lows in life, and that is normal. Art should be a medium that is respected as a tool to reflect artists' stages in life.

This experience brought 17 artists' journeys together in one cohesive unit, with constant support for each other, embracing each other's flaws and helping each other develop new strengths in art that would guide us to an enlightened future. As a creative collective, we all worked collaboratively without any of the ego or judgment that would commonly be found in competitive creative arts. No one felt that they were better than the rest or less than the rest, and each artist fearlessly developed their own authentic creative identity with autonomy, confidence and without shame. The group's unique, inclusive culture of trust, respect and genuine empathy was achieved with a deep understanding that although we may all be different, deep down we are all the same. We all feel pain and we are all capable of love - and all the other things that make us human.



## Year 10 Creative Arts Day

By Julie Choi, Year 10

On 7 March 2017, artist Eleanor McColl visited RCHK to introduce a new skill to Year 10 students. Using the techniques we learned from Eleanor, we created a mosaic with coloured tiles as part of our efforts to support change and raise awareness in our communities.

On the day before Creative Arts Day, students were put into groups and each group chose a different issue for its theme. Themes chosen include academic pressure, pollution, the Umbrella Movement and animal abuse.

Each member of each group created a design composition related to their group's theme. Final designs were decided upon after group discussions.

On Creative Arts Day, Eleanor introduced us to mosaics. Mosaics are images made up of coloured tiles that have been cut into small pieces. After our introduction to mosaics, students quickly gathered the materials they needed for their designs. Each member in a group was assigned a role: one cut out tiles with the tile cutter, while the other two glued the tiles onto the paper.

After all the tiles had been glued on, we were able to see our images clearly. However, this was not the end of the mosaic process. After the glue dried, we used grout to cover the gaps between the tiles, then we wiped and scraped the top surface of the grout so the images appeared more clearly.

Creative Arts Day was a very meaningful day, as it allowed us to reflect on pressing issues around the world, learn a new way of communicating and spreading a message to the public, and, at the same time, we had a whole heap of fun!







## **Art Central Field Trip**

By Tracy Law, Year 11

On 24 March some of our Years 11 and 12 students embarked on a trip to Art Central, a visual arts fair located at Central Harbourfront. This field trip was an exhilarating and fresh experience, and gave us an inspiring look at contemporary art. The exhibition included a number of artists from across the globe, specialising in various styles, from traditional technique-based painting to modern and contemporary composition.

From the looks on students' (and teachers') faces as we walked around the vast space filled

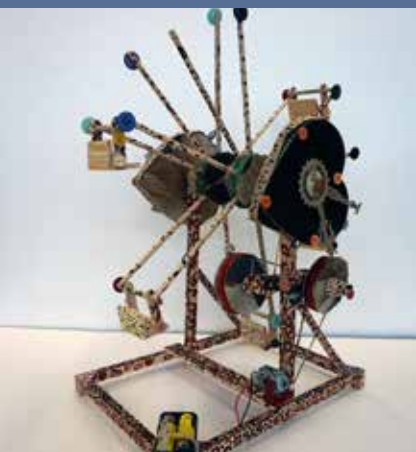
with sculptures, paintings, multidimensional and interactive art, you could really tell everyone genuinely enjoyed every minute of it.

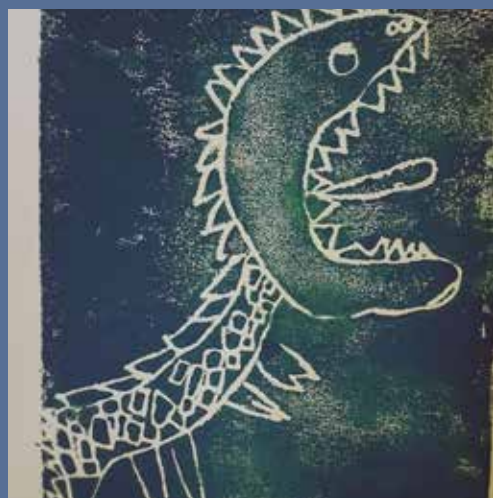
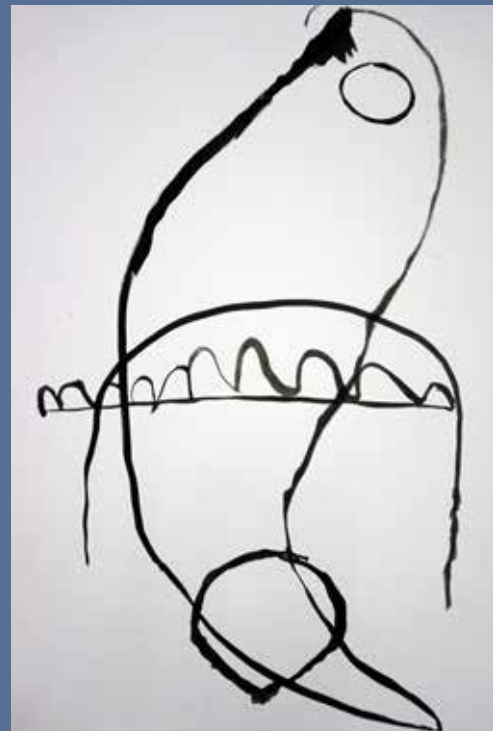
The exhibition also showcased a mass of innovative pieces, like physical and dynamic sculptures. Many of us, when we first walked through the entrance, only expected a number of generic paintings and sketches that challenged the technical skills of the artists; we certainly did not predict that our perceptions of life would also be challenged.

I really enjoyed this otherworldly experience; it felt like I entered an alternate reality filled with vibrant

colours and creative processes. Overall, I think it was a worthwhile trip and I would highly recommend it to anyone interested in art.

PRIMARY GALLERY





SECONDARY GALLERY





## Secondary Sports Report

By Kate Nankivell, Athletics Director

Following ACAMIS volleyball and the annual Secondary Swim Gala in October 2016, the ISSFHK Season 1 league playoffs took place. Our U14 girls took victory in volleyball and our U14 boys' football team won the Division 2 competition. Our Black Kites open frisbee team also experienced success in the HK Ultimate Players Association winter tournament, winning D2 in only their second tournament ever.

No sooner had Season 1 finished than Season 2 started, including two of the most popular sports in the Black Kites: basketball and ball hockey. In basketball, we fielded eight teams and our U14 girls' and U16 boys' (B) teams went on to win the ISSFHK championships in their divisions. Season 2 also saw us compete in ACAMIS basketball at an event hosted by Discovery College. Our relatively young boys' team finished third and our girls' team finished second overall after a hard-fought final. In ball hockey, our D2 team made the playoffs for the first time ever: a deserved reward for their dedication and commitment over the years. RCHK also co-hosted the ISSFHK Cross Country Championships with AISHK at Pui O Beach during Season 2.

Season 3 is nearing completion with the playoffs not far away. The Black Kites usually do extremely well in Season 3 and I suspect this year will be no different. Our badminton teams (ten in total) have been asserting themselves in the ISSFHK league with some emerging as the teams to beat in their divisions. Over 17-19 March, RCHK co-hosted the ACAMIS badminton tournament with AISHK, YCIS and ISFA, and in only our second year

of participating in this competition, the Black Kites team took GOLD in a rematch of last year's final against Discovery College (we took silver last year).

Also in Season 3, members of the Black Kites track and field team competed in day one of the ISSFHK track and field championships (day two fell on the same day as the RCHK Athletics Carnival so we did not compete). The U20 boys' 4 x 100m relay team was exceptional and took gold. Other notable performances included Drishti Khemlani, who took silver in U14 shot put, Selwyn Saw, who came sixth in U12 boys 60m, Patrick Yau, who came second in U20 boys 100m, and our U16 girls' 4 x 100m relay team, who came seventh.

As mentioned, the secondary school Athletics Carnival was held on Wednesday, 22 March, at the Ma On Shan Sports Ground. Just as they did last year, Song House emerged victorious, winning the House trophy over Ming House. The addition of the DIPS (Drop-In Point Scoring) events proved popular, with students enjoying the opportunity to participate in these less traditional athletic activities without prior registration.

Finally, to conclude a hectic few months of sport for the Black Kites, 22 members of our swim team competed in the ACAMIS swimming competition held in Suzhou, China, on 24 and 25 March. As is customary for this team, the members again punched above their weight when taking into account team size (our 22 swimmers to some schools' 45), achieving their best-ever result of third place overall. Not only did we have multiple swimmers make finals, many of these swimmers

then went on to finish on the podium in their events. Three of our swimmers and three relay teams even managed to break ACAMIS records, some multiple records! Individual record-breakers include Jessica Cheng, Cody Chan and Phoebe Mak, while the 11-12-year-old boys' and girls' medley relay teams also broke a record, as did the 11-12-year-old girls' 4 x 50m FS relay team.

In the overall age group competition, Hubert Cheng and Jessica Cheng placed third and second respectively in the 9-10-year-old boys' and girls' divisions, while Phoebe Mak and Mia Rice placed first and third in the 13-14-year-old girls' competition; Cody Chan came third overall in the 15+ boys' division. All exceptional achievements considering the high standard of competition.

Coming up in April is the ACAMIS football competition held in Beijing, as well as Season 4 of the ISSFHK league, in which we will compete in U12 football. The annual Secondary Sports Awards Assembly will be held on Thursday, 25 May, at 8:30am in the PAC. This is an opportunity to acknowledge the endeavours and achievements of our Black Kites athletes throughout the year. We welcome your attendance.



## Primary Sports Day 2017

By Sandra Gordon, Primary Sports Coordinator

Our Primary Sports Day took place on Friday, 10 March. Whilst the uncompromising objective of the day was mass participation, where the students had multiple opportunities to score points for their respective House groups, some students (Year 4-Year 6) were selected to participate in the 'championship races', a 100m sprint race. Special mention must go to Aidan Ma, who broke the Year 5 (boys) school record with a time of 14.71s, and Grace Lohan, who broke the Year 6 (girls) record with a time of 15.28s.

The afternoon was dedicated to Year 1-Year 3 students and involved a mixture of game-based and skill-based activities.

This year's overall winning House was Tang, followed by Qing, Ming and Song.

Thank you to all teachers and parents/guardians for a great day.







### Secondary Athletics Carnival 2017





# 10 Years of RCHK

## A Conversation with Dr. Harry Brown

### When did you join RCHK, and what were your first impressions of it?

I joined in July of 2009. The first thing that I noticed was the building itself. Schools in North America, and probably other parts in the West, were built in a time when there was plenty of land, so most school buildings are one, at most, two storeys, and they're spread over acres and acres of land. Obviously, that's not the case in Hong Kong. So, we put almost 2000 students - at that time about 1500 students - in a very small footprint, but straight up in the sky. So my first impression

was, how cool! It's very different, because as opposed to being acres of land and long hallways, you have people going straight up and down the stairwells. But you never get the sense that there's many people here. It's a small campus with the feeling of a small school - but still with a large number of students.

### What is your favourite memory from your first year at RCHK?

When I first came, as we're getting into the school year, the parents, RAPT and the college leadership team were saying, "Wait 'til you see

the College Fair." Max Muller, who was the Head of Primary at the time, had a phrase he used quite often, which I've since adopted: "It's bigger than Ben-Hur." So my favourite memory is that tremendously successful College Fair. It was everything that the parents and staff had said it'd be. It was bigger than Ben-Hur. I'm so grateful for the parents' fundraising efforts, because without their contributing to the College, we would never have been able to offer activities like our Year 6 band. I also love that the Fair brings together our local community - our vendors who come

in to sell their wares, our Year 12 students who often sell products to raise money for their CAS trips - it is such a community event. From games for our youngest, to music with our secondary students, and often adults, performing - it's just everything. It's all here together. And I walked away from that first College Fair amazed at the work RAPT had done. In successive years, an entire committee would take on the task of organising the Fair, because it just kept getting bigger and bigger and bigger. But my fondest memory would be the success of the College Fair and the community spirit that it evoked.

**What do you think are the biggest differences between the RCHK of the beginning of your tenure and RCHK now?**

It's more mature. The school was young and enthusiastic and going in a lot of directions. And part of my remit, as principal, was to work with our leadership team and teachers to say, okay, the school's been open three years now, and we've got a lot of ideas going in a lot of different directions. How do we pull those together to be focused and strategic? So I believe, in maturity, we're more focused and strategic.

The general thinking behind what we now call the Bedrock Principles was established over

the 2008-2009 school year, before I arrived. In 2009, we worked - our leadership team and teachers - to actually put words to that. We had a whole room full of chart paper, with sticky notes from the previous school year, about who we are, and what we value. When the school opened, it had to open all year levels, all at once, so it was a mad rush. It was kind of like opening up a restaurant while people were lined up outside. That's exactly what the first three years of Renaissance were. My predecessor, Peter Kenny, and all those founders did an amazing job hiring teachers, getting kids in place and getting the school functioning and operating. By the time I came, the dust had settled - 2009 was our first IB graduating class (previous to that, they'd been doing the Ontario curriculum). So that first cohort was set.

So the biggest difference would be the maturity that we have, where we're based around these strategic Bedrock Principles, the first one being our commitment to our relationships with our families, our students and each other. The second is our commitment to the IB pedagogy, to the extent that we've added the CP - we're now a four-programme school. EOTC plays a vital role in helping us make learning come alive and be relevant outside the classroom. And lastly,

our commitment to technology, which only continues to grow, as you see in Maker Education, coding and robotics. All these are pieces of a larger puzzle making learning relevant and engaging.

**What are some advantages of RCHK being such a young school?**

The enthusiasm of the faculty. You don't hear people say, "We don't do that here. It's not done here." I've worked in a school in America that was 100 years old. We had students whose grandparents had gone through the school. We had teachers who'd had their entire careers there, or their parents had worked at the school. So you have a great legacy at schools like that, a great history you can work with. But the challenge is that sometimes, people can be a little more resistant to change. That doesn't happen here.

For our teachers and our students, the sky's the limit. There's never a ceiling to what students and teachers can recommend. What makes our school unique is there's a real can-do attitude.

**What, in your opinion, is the one area in which RCHK stands in a league of its own?**

I think there are two things. One is the presence of joy that you feel when you walk the campus. I think



part of it is being an all-through school. We've got four-year-olds; we've got 19-year-olds. You feel an energy here, and there's just a sense of joy. So when parents do a tour here and say, "I want my kids to come here," it's less about the pool and the gyms and that it's a newer school or that it's convenient on the MTR; the difference is the feeling they get, and they see the look in the children's eyes.

The second thing is we've done an amazing job with our scholarship programme under the leadership of Wilma Shen. When I first came in 2009, I had the chance to visit some of the Private Independent (PI) schools in Hong Kong. ESF Centre's Ann Chan and I were interested in seeing how schools were using their scholarship money, so we sent an email out to them, saying, "Hey, I'm new at this young PI school. We've got all this money accumulating in scholarship and we're not really sure how to use it. It's accumulating quicker than we can spend it. Do you mind if we come and talk to you about how you're spending your money?"

Ten percent of every dollar that comes in from tuition has to go into this fund, so it'd just been building and building.

**"No one says, 'We don't do that here. It's not done here.' For our teachers and our students, the sky's the limit."**

In the end, Ann and I went to around five different schools to talk about how they're spending the money. Many of them had been spending it on capital projects. That wasn't how Ann and I wanted to spend the money here. A new performing arts centre or a new gym would be nice, but that's not what I really believe the spirit of the letter is about. The directive in the ordinance says the money must go towards "deserving students". It's up to every school to determine what that entails. Wilma had just been hired that year to develop our scholarship programme, and together with

the faculty, I think we've created one of the most robust, exciting scholarship programmes out there. The vast majority of the money is going directly toward students. We have about 120 scholars, from academic and visual arts scholars to performing arts, music and sports scholars.

We also have our Youth Empowerment Scheme (YES), which is truly unique. We have partner NGOs that refer young refugees to us, and we have been able to provide education for these refugee children. We've had, and continue to have, students studying with us under this scheme, which also includes scholarships for students who qualify but can't afford the tuition.

So what makes us unique is the feeling you get here, our scholarship programme, which covers all the different specialty areas, and a real commitment to the community.



### Have there been any challenges that RCHK has had to overcome?

Yes, I think one of them is defining who we are as a school. A couple of political things made for some interesting situations when the school opened, one being the government subvention of ESF schools, which did not go to the PI schools. This is why ESL, Educational Services Limited, a limited company within ESF, was set up. The challenge was explaining to people that we are ESF, but we're one of only two schools that are all-through and all-IB. So the big challenge for us hasn't been in governance. It's really been in defining ourselves within the community, within ESF, and explaining to people who we are.

### What has made you proudest as principal of RCHK?

That's hard to say. I think that if there had to be just one thing, it would be the success of our students, and not just on the IB Diploma results, which are at the top of the world averages. Young schools often have to spend some time climbing the proverbial staircase from average to above average to excellent; we've gone straight from good to great. We've got world-class results and world-class university acceptances. Behind that, of course, you've got phenomenal teachers who support these kids, and you've got phenomenal parents who give the students what they need: the encouragement, the space. I often feel that at graduation I should be giving the parents their own IB Diplomas, because they have been through so much - not just in the last two years, but all through MYP and throughout their journey with us.

And, naturally, this student success is not just in exam results and university acceptances, but also in

our students' commitment to the community. The CAS projects and the amazing work the students have done - some that started years ago that still run in the community, that younger students pick up - they're just tremendous projects and the kids are somehow able to manage these projects and their studies and have social lives too. They are absolutely my inspiration!

### Every year, you see RCHK alumni at reunions and events. Have you noticed any changes year-to-year?

More! More numbers - people are coming! One of the things they keep telling us is that they're well prepared for university and the workforce. Another thing I've been really interested in seeing is how many of our students who are now in their mid-20s are interested in coming back to Hong Kong. They weren't so sure when they left the city to go study in the UK or the US or somewhere in Europe. But when they're here, they're coming to our alumni reunions.

We host two alumni reunions. We have one in London, and it's for students who just happen to be studying or working in the city when I'm there recruiting. So we have a luncheon together. They're generally all university students; though, I did have one this year who came on his lunch break. He's graduated and moved on and is working in London, so I hope there'll be more of that in the future - we could move the reunion to evenings to accommodate more alumni who work in London. But of course, the one we have in Hong Kong in August is the big one. There is great interest in returning, and what I'm noticing too, is that alumni are starting to ask about down the road, when they have children, if they would be able to come here, and I say, absolutely, you get priority

placement! So, we're not there yet, and we can give our alumni some more time; they've got plenty of time to have children. But the fact that they're even thinking about it; they want to return to Hong Kong and they're thinking about school places already and this is where they want to be, that really lets you know how our alumni and students feel about the school.

### Some in the wider RCHK community may not know this, but we've noticed that some students eat and chat with you in the office during lunch. How did that start?

The more regular group of students coming in, they are in Year 7. And it started off when they were in Year 5 with one boy who I met my first year here when he was in kindergarten. He wasn't even an RCHK student yet; his older brother was. His name is Ronny Lo. Ronny was in kindergarten, and every morning, he'd play in the playground. Max Muller and I would be there getting all the primary kids off to their classrooms, and Ronny would always say hello. He knew us by name, and he was always worried about whether or not he would pass his admissions test. I would say, "You're fine! Your brother's already a student here. Ronny, I can tell you right now you're going to pass." Well, Ronny is one of those kids who everybody knows at school, and one day in Year 5, he just happened to ask me, "Can I come up to your office during lunch?" And I said, well, of course you can; just let me know you're coming. So, he initially put it off, and then he popped up once with his friends and just waved and said hello. By Year 6, they started actually coming up regularly, and Ronny would bring up more and more kids all the time, and so it wound up being Ronny and whoever he brought with him.





## **"You will make a difference in this world if you believe in yourself, and we're here to give you the skills and will to make that happen."**

So they're now in Year 7. And even when sometimes Ronny doesn't come, the rest of the group does. There's probably about ten students all together who have chosen to do this and they alternate. So that's how it started. Just with them asking, "Can I join?" And I say, of course you can! And they bring their lunches and we chat. I'll tell you, they tell me what's really happening. It's my own focus group. [laughs] Whatever's going on at Renaissance, I get the straight story from those kids.

One thing Ronny realised the other day - he said, "I've known you over half my life." And that was kind of a staggering realisation to him. So, that's the beauty of being an all-through school. You literally get to watch kids grow up and be with their families as their kids are maturing.

### **What's the funniest thing you've seen, heard or experienced in your RCHK tenure so far?**

There are a lot of them. For example, there's this little boy, James, and he was in Kristin Graham's class, 1KG, last year. One day they were cutting out paper snakes, and James accidentally cut off the head, and was very distressed about this, so Kristin said, "Oh, don't worry about it. I'm

a paper snake doctor. I can put it back together." After hearing this, he put his hand on hers and said, "Are you licensed?" [laughs] Where does that come from with a four-year-old? "Are you licensed?"

Here's another one. One day, Ronny and I were talking about birthdays, and my birthday just so happened to fall on the last day of school that year. He kept saying, "How am I going to remember your birthday?" I said, "It's easy! It's the last day of school."

So it was the last day of school. Ronny walked up to me and said, "Happy birthday!" I said, "You remembered!" And he said, "Yes, yes. Of course I remembered! It's the last day of school!" I said, "Well, happy last day of school." He said, "How old are you?" I told him I was 53. He said, "Oh, you don't look 53." And I said, "Thank you very much, Ronny." Well, he felt that was kind of condescending; I could tell by the look on his face. "No, no, no, really! You don't look 53!" And then there was this pause. And he said, "Well, to tell you the truth, your body and your face, they don't look 53, but your hair and your neck, they look 53." I fell to the ground laughing; absolutely fell to the ground, because what nine-year-old looks at your neck? And my answer to him was, "Ronny, at my age, I'm just glad I still have hair. I don't care what colour it is." [laughs] But yes, my face and my body didn't look 53 to him, but the rest of me - my hair and my neck - I mean, where does that come from with a nine-year-old? He loves it when I tell that story. Yeah, as far as the funniest moments, those two stick out.

### **What do you envision for RCHK's second decade?**

Building on our strengths, as we're doing now. You've heard me talking about keeping learning relevant,

and I think that is a key part for us: keeping learning relevant in a world of globalisation, keeping up with the amazing speed at which technology is moving and adapting, and changes in language and culture. To keep students engaged, you've got to keep it relevant, so we've got to keep learning. And that means personalising education. To really help each student achieve what they seek to achieve.

As the world continues to change, it's vital that learning at RCHK continues to evolve. Particularly in a world, where, right now, you see world leaders preaching values that we don't agree with: a lot of contraction, a lot more nationalism in certain places. We're an international school and we're committed to interculturalism. The major world problems we're seeing today can't be settled without working together. Politicians who are recommending building walls instead of bridges, or others who want to build bombs instead of schools - this line of thinking doesn't help us, and does not at all align with the ethos of this school.

I guess what I want to leave the students with is - you're fine just the way you are. There's nothing you need to change. There are always skills and attitudes you may want to sharpen or improve, but you're fine just the way you are. You will make a difference in this world if you believe in yourself, and we're here to give you the skills and will to make that happen.

## Terry Fox Run Hong Kong 2016 Report

By Terry Fox Run Hong Kong Committee

On 12 April 1980, a young man set off on a run near St. John's, Newfoundland. The plan was that he would trek across the entirety of his native country of Canada, from Newfoundland in the east to British Columbia in the west. In the first days of his journey, he endured heavy winds, rain and a snowstorm - but he persisted. He averaged 42 kilometres per day as he continued to make his way across the second largest country in the world. And he did it all with a prosthetic leg. The young man's name was Terry Fox.

At the age of 17, Terry was diagnosed with bone cancer, and subsequently had his right leg amputated. He set off on his cross-country run in hopes of raising awareness and funds for cancer research, and though he succumbed to cancer before he could complete his run, his spirit and ideals live on.

RCHK is immensely proud to be the host of the annual Terry Fox Run Hong Kong. Every year, in addition to arranging a Terry Fox Run for our students, parents/guardians and staff, we welcome many local organisations and schools to come to our campus and join us in raising money for cancer research in a community run. It's been an absolute joy to see the number of people joining us grow year after year, and we couldn't be happier to commemorate Terry and raise funds for cancer research alongside each and every one of you.

Thanks to your generosity, we raised over \$700,000HKD in 2016 for cancer research. This is the largest amount we've ever raised, and we couldn't have done it without the enthusiastic support of the RCHK family and our wider community.

The funds raised will be going to two research projects this year: one at the Chinese University of Hong Kong (CUHK) and one at the University of Hong Kong (HKU). At CUHK, we are supporting a three-year research project on treating liver cancer. The project will be studying the effectiveness of using

immunotherapy, a new and less invasive form of treatment. At HKU, our funds will support a two-year research project on lung cancer, the leading cause of cancer death in Hong Kong. This is a collaborative project between institutions in Hong Kong, Australia and Canada, and our funds will also be used in purchasing new diagnostic equipment at Queen Mary Hospital, HKU's affiliated teaching hospital.

Thanks to you, we've set a new record for funds raised, enabling us to support more than one research project for the very first time. We look forward to breaking more records and continuing to honour Terry's legacy with you at the 2017 Terry Fox Run Hong Kong.

### Dates for your calendar:

- Terry Fox Run - School  
Friday, 27 October 2017
- Terry Fox Run - Community  
Saturday, 4 November 2017





*Holly Brown*

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## Claire Chang

Class of 2016

After graduating from Renaissance College, I set off for Hamilton College. Even before arriving on campus, I had become accustomed to describing Hamilton as a “small liberal arts college in upstate New York”. What this really means is that it is a small school: small in terms of both physical size and number of students (fewer than 500 students in each of its four year levels). It is an undergraduate only college, meaning that professors and not graduate students are the ones doing the teaching, in classes that are the same size or smaller than the ones at RCHK. I have come to understand the area of upstate New York as beautiful, but remote.

The aforementioned traits appealed to me during my college-seeking process, but that is not to say they are ideal for every person. If I were to offer advice to those undergoing the US college search process, it would be to consider their best learning strategies.

Some people perform best in large lecture halls, and excel by way of textbook learning. Others, like my introverted self, may prefer small classes where interaction is forced upon them. Moreover, while some prefer being uninhibited and independent in their role as students,



others may prefer more attention from academic and residential advisors, especially when first settling in to university.

It is not uncommon to feel a little claustrophobic on small, rural campuses. But I actively sought out colleges that were located in places unlike metropolitan Hong Kong. I succeeded almost too much, because Hamilton College is just about the polar opposite of the Fragrant Harbour. I will use trees and buildings as a measure of remoteness: at Hamilton, the trees are taller than the buildings. Elsewhere, this is probably not the case.

Nevertheless, the physical environment of Hamilton has made its social setting more comfortable for me. Forced participation in an orientation trip made making new friends almost inevitable. In rare cases like my own, orientation group members remain friends for life. Or at the very least, they stay in touch past the five-day camping trip. I believe roommate situations are also more

school so as to support our children's education. So I volunteered for field trips and in class as a reading partner and classroom assistant.

When I saw founding principal Mr. Peter Kenny's call for parent/guardian nominations to set up RCHK's parent-teacher association (PTA) in 2006, I nominated myself, hoping to help grow the RCHK community by building a great PTA. I met my first

personalized at places like Hamilton. I disturbed myself by watching “Roommate Horror Story” videos online, expecting my roommate to become my archnemesis. I suppose another piece of advice I would give to prospective college students is to not set your expectations high, or rather, set them very, very low, because that way, anything would exceed them. My roommate is one of my closest friends, to the extent that her family brings me Bengali food every time they visit.

I am still undeclared on my major, but am leaning towards arts/humanities/English/anything that is not science or mathematics. If there is one thing in particular I would like to highlight about Hamilton College that does not relate to wishy-washy things like its sense of community and the kindness of its people, it would be its alumni network. The career centre at Hamilton helps students consider both future career paths and job/internship opportunities attainable for underclassmen.

group of parent friends in RAPT, and we shared the same vision. From then onwards, I immersed myself in my role as a volunteer in RCHK, and it has been a life-changing experience. I've made so many friends and we've become so close that we even get together outside of school. I've also learnt so much about the IB curriculum along with my daughters.

## My Journey @ RCHK 2006-2017

By Lina Leung

As a mum, I love to support my children's education in different ways. When we decided to enroll our six- and eight-year-old daughters at a brand-new IB school in Ma On Shan back in 2006, we were kind of being risk-takers, and as a founding family, we understood the need to assist the

As a RAPT member, I've worked closely with many parents/guardians, teachers and staff over the years to organise activities for the school, including fundraising events like the College Fair, student support activities and school projects. In response to Hong Kong Department of Health campaigns and recommendations, I helped set up the Nutriagent Team with a small group of parents/guardians to promote healthy eating at the school. That was where the idea of Joyful Fruit Day originated. We've worked closely with Chartwells to monitor and examine the quality of our school lunches.

A lot of parents/guardians have asked me, "Why do you spend so much time volunteering at the school?" Some staff and parents/guardians have even thought that I am a paid staff member at RCHK!

When I reflect on my 11 years of volunteer life, I feel that the vast majority of it has been hugely enjoyable. I love all the different work I've gotten to do as a volunteer. I've worked with great teams, and each of our completed tasks is its own special achievement. The senior management team, led by Dr. Brown, is always supportive. I feel so comfortable in giving feedback and expressing my opinions to them.

I like to work with students and assist new parents/guardians in settling into the RCHK environment, and I believe the harmony of the RCHK community makes our school different from others.

My journey as a volunteer has been a rewarding and fun-filled one: I've gained friendship, satisfaction and respect. My commitment has also helped my children build up a strong sense of belonging and security at RCHK. My husband's understanding and support has been vital to my voluntary work as well. The mutual trust and belief between the school and its students also laid a strong foundation for my daughters. All these experiences and connections have transformed me into a more confident person. The fun and joy of volunteering drive me to continue to serve.

My experience as a volunteer at RCHK has been fantastic; it's given me so many fond memories. I am very pleased to see my two daughters complete the IB programme. My elder daughter is studying hospitality management in Switzerland and my younger daughter is getting ready to begin university life in the next academic year. RCHK has helped them become responsible global citizens.

My younger daughter Joyce is graduating this year, and I will soon be an RCHK parent alumnus. With the celebration of RCHK's ten-year anniversary comes a new chapter for our family. I will definitely miss all of you at RCHK, the community and the campus. And I will dearly miss Cafe 1618, where I had so many meetings and delightful conversations.

I would like to take this opportunity to thank the senior management team, parents/guardians, teachers and staff, who've worked with me and supported me throughout these 11 years. You will all be part of my sweet RCHK memories. I am sure that the current and future RAPT committees will take the RCHK community to even greater heights. Our family is very proud to have witnessed all of RCHK's achievements in the past decade. Good luck to all my RCHK friends and I hope to see you soon. RCHK rocks!



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# BIG PICTURE

## Book and Languages Week



