



RENAISSANCE
COLLEGE
啟新書院



Renaissance College Hong Kong

Annual Report

2019 – 20

ESF School Annual Report 2019-20

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Introduction by Renaissance College Council Chairman

The Academic Year 2019-20 has been a very challenging year for RCHK. The civil unrest in Hong Kong in the first half of the year and the unprecedented disruptions arising from the COVID-19 pandemic in the second half have severely interrupted the normal learning and teaching in our school. The pandemic actually restricted us from meeting our students in person throughout the second half of the year.

Nevertheless, under the strong leadership of our Principal Dr. Harry Brown and with dedication of our teaching, administrative and support staff, RCHK was able to quickly respond to awkward situations with creative and flexible measures. Online teaching swiftly replaced face-to-face sessions where our students could continue their learning and assessment at home.

Whilst we are grateful to the team for their professional performance, we appreciate that all the swift and effective alternative learning and teaching arrangements would not have happened without the professionalism of the team, their everyday preparedness to handle crises, their resilience and - most importantly - the determination to safeguard interests of our students.

Despite all these circumstances, our students, especially Class of 2020, have made very good academic achievements and exemplary results in the public examinations. To name a few, 130 students took part in the IBDP including both the Diploma (DP) and Career-Related Programme (CP) and all of them were awarded the IB Diploma, which is the highest percentage ever since 2017. Meanwhile, all 46 students who were eligible for the bilingual diploma were awarded it. Indeed, 35.4% of the students achieved 40+ IB Diploma points. Turning to IBCP, all three who were eligible earned the CP. The highest grade in the reflective project was 30/36 whilst the average stood at 29. The SCAD/HKAPA average GPA is 3.6 (Distinction) when the average IBDP is 6. I must highlight that the diligence of our students and their hard work are most commendable. Hence, I wish to extend my deep gratitude and compliments to Dr. Brown and all our staff responsible for teaching, as well as administrative and support staff for their teamwork and professional performance in the year.

I am most grateful to the parents and students for their understanding and cooperation with the school amid the turmoil. Without the patience, full cooperation and support of our students and their parents, these situations would have been most daunting with less-than-favourable results.

To conclude, every one of us in the College Community has come together as a team and made a big difference for RCHK during the 2019-20 Academic Year. We should all be proud of the history that we have made. I hope that in the new Academic Year, everything can go back to normal and all our students can enjoy peaceful campus life again.



A handwritten signature in black ink that reads "Albert Cheuk". The signature is written in a cursive, flowing style.

Dr. Albert Cheuk
College Council Chair

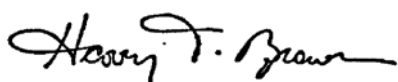
Introduction by the Principal

There were many extraordinary accomplishments in all areas of student achievement including academics, athletics and the arts during the especially challenging 2019-20 school year.

The 12th IBDP cohort did phenomenally well in the highly competitive IB programme even though there were no formal DP examinations this year due to the Covid Pandemic. The Class of 2020 had again an incredibly high passing rate with 100% or 125/125 students earning the IB Diploma! Two students earned a perfect score of 45 on the DP results. In addition, 99% of the class who studied both English A and Chinese A earned the IB Bilingual Diploma. The sixth 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

There were two amazing student achievements, made more meaningful this year because of the challenges faced in Hong Kong. RCHK hosted the annual ACAMIS Volleyball Tournament, where the girls' team came from behind in the final game to retain their crown and distinguish themselves, once again, as champions of the competition. Also, the RCHK adaptation of the musical "Chicago" dazzled audiences with spectacular singing and sophisticated dance routines along with powerful acting performances by an ensemble cast and crew.

Since opening in 2006, RCHK has grown at a steady pace and now enrolls just under 2,100 students. The Class of 2020 is the second to have begun their educational journey with us at RCHK in Year 1. We are grateful to those 68 students and parents, fondly referred to as Pioneers 2.0, for believing in the dream of this brand new all-through IB World School in 2007. Our unwavering commitment to a truly holistic education from Primary through Secondary school defines who we are in the community of international education and will help us to recruit and retain the most dedicated and successful staff and students.



Dr. Harry Brown
Principal



Vision and Mission

To seek. To serve. To strive.

Vision

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

Mission

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

Bedrock Principles

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

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



Learning at Renaissance College

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

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

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



Student Support and Wellbeing

At the #heartofRCHK is wellbeing for all. This bespoke wellbeing model, created with the input of the whole College community, puts five values at the centre of what we do at RCHK: Health, Environment, (a sense of) Accomplishment, Relationships and Appreciation. The 2019-20 school year posed challenges that were more effectively met because of our focus on wellbeing for all those in the community.

Building positive relationships is at the core of what we do, and it forms the basis of one of our bedrock principles. In 2019-20 it was more important than ever that we built and sustained this aspect of school life.

In the early part of the academic year, our focus on student support and wellbeing continued to thrive in much the same ways as in previous years. The homeroom teachers in Primary and the advisors, ably led by the Heads of Year in Secondary, were acting as a key contact for the students to support them in developing relationships and goals for their learning while maintaining a focus on their mental health. The Emotional Literacy Support Assistants (ELSAs) in Primary ran transition groups supporting our new students in finding their feet in our school, including sessions on how to make friends and overcome challenges.

During the Hong Kong protests, the wellbeing team turned their attention to the ways in which parents and the College could help to support students in difficult times. One of our ongoing Parent University sessions was dedicated to this matter. We were fortunate to form an alliance with ParentTV who provide short videos guides for parenting strategies. ParentTV were responsive to our situation in Hong Kong, making videos specifically about what children were experiencing here and how to support them.

In January 2020, some of the Secondary peer mentors took part in a Hong Kong-wide wellbeing symposium, which gave them the opportunity to connect with students from other schools and to think about what schools can do to positively impact on the wellbeing of young people. Unfortunately, further work of this group was stopped by the closure of the physical premises of the school. As a social species, being physically distanced from each other is challenging, and even more so at a time when you need your friends around you most. We therefore used surveys and discussions with our students to find out as much as we could about how they were feeling during the school closure and try to meet their needs. Year 1 teachers, for example, shared a social story with children and families to try to help them to understand what was happening in the world around them.

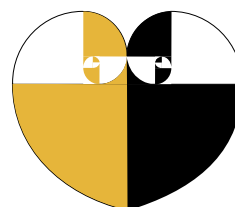
It was necessary to suspend our teaching of Relationships and Sexuality Education for the rest of the 2019-20 academic year. Instead, we shifted our attention to building and maintaining friendships and staying socially connected while being physically distanced.

As always in making our big school feel small, the House Directors played a crucial role in both Primary and Secondary phases. Online House Wednesdays, challenges and videos added to the fun and ensured that the students continued to feel part of the RCHK community. A particular highlight was the Secondary End of Year Assembly, written and led by the Secondary House Directors team.

It was wonderful to be able to come back into school at the end of the year just for a few weeks and try to rebuild some of the connections. The work that we did in school in May and June was concentrated again on relationship building.

As always, we maintained a strong awareness of child safeguarding and child protection, developing and evolving workshops and systems to enable us to understand how best to keep our students safe. We have continually trained the vast majority of our staff - teaching and support staff - in understanding safeguarding and how to respond in a child protection situation. This ongoing work is crucial to create a transparently safe environment for our students to be able to thrive.

Throughout the academic year, our key focus was on upskilling our teachers to enable them to support the emotional and psychological aspects of students' lives in unprecedented times.



Primary Student Council

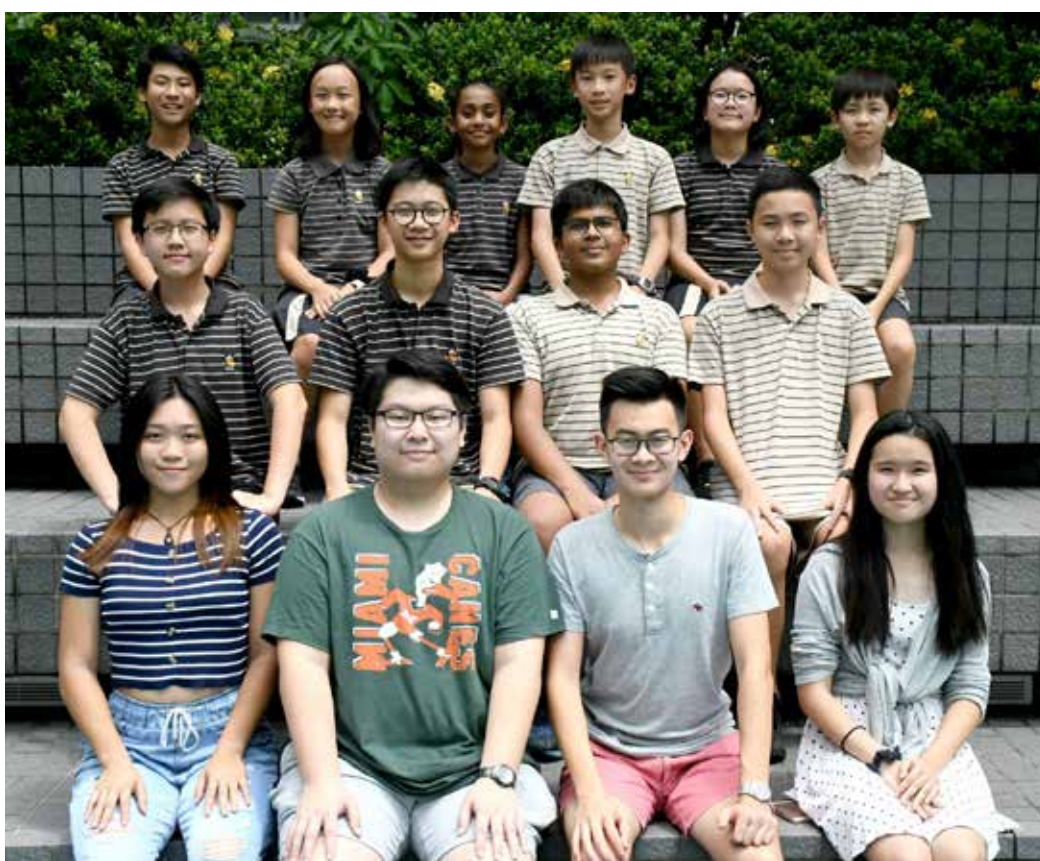
The 2019-20 academic year required lots of resilience and perseverance. Since we were dealing with the pandemic, our school was forced to close for much of the second term. This made our weekly student council meetings very difficult. However, during our first term, we were working diligently on continuing projects from the previous year, as well as starting new ones, the most exciting of which was designing our very own Primary Student Council t-shirts. In addition, we did not stop working on the Primary Bulletin Board, where we posted monthly pictures, stories, inspirational quotes, comics and student spotlights. We are very proud of this year's group and the dedication they demonstrated.



Secondary Student Council

Despite this year's challenges, the Student Council of 2019-20 was extremely effective at ensuring excellent learning at RCHK. All 14 students (two students per year group elected by their peers), began the year with a very clear agenda of improving the learning experience for all students.

Of course, context is everything; so the Student Council worked especially closely with the Heads of Year and Senior Leadership to make online learning as effective as possible. They also worked carefully to support the safe return to classroom-based learning for all students in summer term. Their work in 2019-20 will be sure to set the 2020-21 cohort up well for success.



Curriculum Updates

PYP

In the 2019-20 academic year, teaching staff continued to engage in, reflect on and enhance teaching practices in line with the Primary Year Programme (PYP) enhancements. Teachers continue to work towards implementing a concept-driven curriculum reflected in weekly planning and in supporting student learning.

Professional development opportunities for teachers and middle leaders included learning more about the 'science of learning' - how the brain works and how that impacts learning. As specialists in the field of education, teachers were prompted to reflect on 'what works best' in learning.

With the advent of distance learning, teachers exemplified what it means to be a 'lifelong learner' as they embraced learning technologies in unparalleled ways. Teachers saw distance learning as an opportunity to nurture students to own their learning and understand themselves as learners better. The distance learning period also afforded our parents and guardians the opportunity to see firsthand daily growth and holistic achievement of their children.

As the Primary Years Programme works to revise its curriculum in line with the enhancements to the programme, RCHK has forged ahead in adopting learning continuums for English and Mathematics. The continuums reflect intellectual developmental milestones in various areas of learning alongside appropriate age bands rather than by year level. As these better reflect 'how people learn', we are confident that, as we continue to engage with these continuums and share them with students and their families, they will reflect a clearer picture of student strengths and areas for development. As we return to school in the next academic year, teachers will continue to engage in professional learning in how to monitor learning in line with the levels of achievement reflected in the continuums.

The Chinese team continued to record the learning on vertical planners which had been thoughtfully developed over the past five years. Additionally, they have begun to explore the use of planners for year level specific units in Chinese. This is an area the team will continue to work on next year. In 2018-19, the team in Pathway 1 focused on creating banks of resources from multiple sources to be used to support the learning. In the 2019-20 academic year, they developed these further and have replaced the textbook in Year 6 Pathway 2 with the use of other resources, therefore, moving away from using one textbook as a key resource.

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 work to establish connections through the elements of the Primary Years Programme, with the homeroom, and with one another.

The College continues to strengthen practices to support the transition of students from kindergarten to Primary and from Primary to Secondary. Despite the challenges of distance learning, students still benefited from the collaboration of teachers across all these three phases. Transition days and engagements were delivered to help children understand the new environment, to get to know the people in those environments and become excited about the 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.

MYP

The Middle Years Programme (MYP) is an inquiry-based curriculum framework with a focus on using conceptual and contextual lenses to frame learning. This framework, along with continued innovation, has allowed us to provide students with a varied and challenging curriculum with engaging learning experiences and instructional strategies. Ongoing curriculum development and consolidation have continued to be a focus for the MYP in the 2019-20 school year. This is particularly evident through the introduction of our REAL (Renaissance Engages in Authentic, Applied, Active Learning) projects in the timetable.

The continued efforts of our Curriculum Project Leaders and REAL teachers to develop authentic, student-centred learning projects came to fruition in August of 2019 with the new REAL classes being added as a scheduled session for Years 7 to 10.

The projects are designed to have three major features:

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

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

Active - involves learning by doing and experiencing

The overall vision of REAL at RCHK is to engage students as a community of learners that have the confidence to exceed expectations as self-directed learners, focused on local and global issues with a view to use what they learn to make a difference.

REAL provides us with an opportunity to provide time for student passion projects within the curriculum. This programme has been built upon the success of our past REAL Week experiences, and a project-based learning approach to organise a range of projects for students in Years 7 to 10, around a selected UN Sustainable Development Goals. In 2020-21 we continue with our second year of REAL and further developments to the programme. Year 7 and 8 students now take part in vertically integrated projects that allow students a wider range of topics and an opportunity to learn with students in another year group. We will share their progress throughout the year on the RCHK REAL Instagram (@realatrchk).

In 2019-20 we introduced Core time into the Year 11 timetable with the aim of providing our Year 11 students with structured sessions to support their learning and achievement in the Core aspects of the MYP, the Personal Project (PP), Service and Action, Theory of Knowledge (TOK) and the World of Work (WoW). For the Personal Project, students used the scheduled time to meet with their PP teacher mentors, seek extra support from Ms. Michelle Roberts, the Personal Project coordinator, and move forward with their projects. The students were given space to plan for and reflect on the ways in which they could take action in their communities working towards the MYP Service and Action outcomes. Ms. Wilma Shen and Ms. Birdie Lidders were also able to help students prepare and plan for their work experience placements undertaken during the two-week WoW programme. The Core time was well utilised by students, teachers, and coordinators and also provided us with new opportunities to further support students in their transition into their IB Diploma or Career Programme studies by offering sessions to introduce Theory of Knowledge and Creativity Action and Service (CAS). Overall, Core has provided us with an opportunity to give the students extra support with and depth into the Core elements of the MYP.

The MYP Personal Project Exhibition is always a highlight of the MYP calendar and 2019/20 was no exception with a wide range of creative and innovative projects being shared by our students. Despite being unable to gather together as a community, we were still able to cap off the Year 11 students' Personal Project experience with an exhibition. Ms. Roberts worked with the Red Door Team to create an online platform through Instagram (@rchk_virtual_pp_exhibition) to provide a showcase of the overwhelming variety of talent, creativity, technical ingenuity and social awareness that RCHK students possess. The success of students in the MYP Personal Project requires the commitment of the students and the dedication of the teacher mentors, and this exhibition is a great way to celebrate this. As a result of completing their PP, students will all receive an IB course results certificate in the Personal Project.

In 2019-20 our MYP teachers and students have continued to grow and develop together as learners through REAL projects, our Year 11 students have been supported to strive further in the Core aspects of the programme, and we are again thrilled to celebrate the continued achievements of our students in the MYP. Congratulations to the MYP cohort of 2020!

Curriculum Updates in Years 12 and 13

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

The fifth cohort of Career-related Programme (CP) students graduated in May 2020 and achieved excellent results from both the IB and Savannah College of Art and Design (SCAD).

The expansion of our CP offering continues to extend beyond art and design and performing arts to also include hospitality at the Hong Kong Hospitality and Tourism Institute (HTI) as well as International Culinary Institute (ICI). We are pleased to be able to continue expanding our connections with institutes related to career education as the CP continues to expand globally.

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

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

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

The success of our May 2020 students was reflected at the ESF Chairman's Awards with a high number of students awarded for achieving 40 or more points for the bilingual IB Diploma and 42 or more points for the regular IB Diploma. This year also saw two 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 at Renaissance College.





Primary Subjects

Primary EOTC

Year 4

This year group broke with tradition for the 2019-20 academic year and moved the camp from the pirate caves of Cheng Chau to the nearby forested hills above Sha Tin. We also changed the camp providers from Dragonfly to Oceanic. We would like to thank Dragonfly for all the great Year 4 camps over the years and we are now looking forward to working closely with the experiential education experts at Oceanic.

We spent the first action-packed day completing many different fun team activities around Penfolds Park. We then hiked up to the campsite to settle into our dormitories and continue the excitement. We had a large dinner together and squeezed even more activities into our night programme. For most of our young learners, Year 4 camp is the first time that they are sleeping away from home. Being accommodated in rooms with friends and classmates adds to this experience and calls on the students' character: strengths of bravery and empathy.

We all enjoyed the views over the water to Tai Po in the morning and we continued with plenty of team games around the facilities of the campsite. One of the many positives about the change of the camp location was the shortened travel time to get back to school - a 10-minute bus ride back to campus versus a ferry ride followed by a bus. This gave us much more time for our camp activities.

Year 5 at Mui Wo

This year, we had all Year 5 classes at one location in Hong Kong for our camp experience. We stayed in Mui Wo at YWCA Sydney Leong Holiday Lodge for two nights and three days, with a total of 168 students attending with 12 adults. We were all in for a pleasant surprise being surrounded by very supportive team leaders, instructors from Oceanic and having all our essentials available at the campsite.

We enjoyed being outdoors and canoeing was our favourite. We all learned new and challenging skills by taking risks in a safe environment. We had many opportunities for problem-solving with various other challenging activities around the campsite, especially when we focused on survival skills; like tying knots and making an A-frame.

The camp was structured to develop students' outdoor skills and encouraged exploring the natural world. This camp experience was closely linked to our "Who We Are" Unit of Inquiry, which focuses on developing a deeper understanding of the self - and, in turn, helps humans flourish throughout life. We focused on resilience and using positive self-talk while developing students' communication and thinking skills while being risk-takers.

Year 6 - Laos

"Laos was a fun, exciting and challenging experience. Overall, an experience of a lifetime. It is hard to believe that a place can be so different when it's only a two- hour flight away. We met great people and got to do AMAZING things." - Suzanne Hureau, Year 6

These are just some of the impressions of the participants from this incredible EOTC experience. From RCHK, ten Year 6 students - risk-takers at heart - seized the opportunity to visit Laos and be part of an experience of a lifetime, accompanied by one of their parents. In the seventh year since its inception, the Laos camp continues to evolve, grow and adapt, which in some ways reflects the Lao way of life.

The Laos experience was developed to have students form a greater understanding of the Laotian culture and an awareness of non-governmental organisations (NGOs) operating in this developing country. The hope is that the students themselves will take further action in the future to support these groups and their worthy projects.

Renaissance College has been working in partnership with Community Learning International (CLI) and supporting its goal to provide educational opportunities for children living in rural areas. As a result of the Year 6 students' fundraising efforts, coupled with a donation from the Service Projects and Renaissance College fund, a total of HK\$35,000 was donated to CLI. The ten families attending the camp also made their own donations to this worthy cause.

Immersed in the heart of Luang Prabang and amidst the hustle and bustle, the Year 6 group immediately embraced the vibrancy of Laos. During their six days with the support of CLI, the Year 6 group visited two rural learning centres. Travelling down the Mekong River with the soft overtures of the lapping water they were greeted like rockstars by the cheers of enthusiastic local children. The students energetically threw themselves into games, music performances and art activities with Laos children.

There were also opportunities to engage with other NGOs operating in the area. It was sobering to visit the 'Laos Unexploded Ordinance Centre' (UXO) with the impact of World War II still causing calamity, heartache and sorrow in Laos today. We were happy to leave a donation and support this cause to clean up this beautiful country.

Also enlightening for the Laos team was visiting the 'Free the Bears' rehabilitation centre and the 'Living Land Organic Farm'. Visits were made to local artisans where students created Saa paper and paper lanterns, we were greeted enthusiastically.

Heart, bravery and courage were shown throughout the week as students were stretched to their physical limit. In the early hours of Wednesday morning, the Chomsi Challenge awoke only the hardiest of souls. As the participants managed to clamber up the stairs to the top before they collapsed, tired and happy, they were equally rewarded by one of the most amazing views in Luang Prabang. The opportunity and the day was successfully seized - carpe diem! The second part of the physical challenge was exploring the Kuang Si Waterfalls, where students and the team navigated a fast-flowing river and tested their open water swimming prowess. Determination and bravery was demonstrated by all!

Having returned to Hong Kong, enlightened and eager to share their experiences, the Year 6 students are motivated to continue to take action. They will be presenting at a school assembly and creating display boards to raise awareness of the NGOs which are trying to make a positive difference in Laos, as well as finding opportunities in which to sell Lao handicraft items to raise further funds for the NGOs they have pledged to continue supporting. These parting words by Mr. Lee sum it up beautifully:

“And in this home, a place beyond words, where the Tuk Tuks rumble along the street, the birds natter gently, it'll always be there, this peace, this serenity, this feeling. Sabaidee Laos. Until we meet again.”



Year 6 at Sai Kung

Excitement was in the air on the morning of Tuesday 29 October 2019 as our Year 6 students arrived at RCHK. It was not a regular school day as this was the first day of the Sai Kung camp - a three-night, four-day experiential learning and outdoor experience run by Oceanic Sports. Taking place at the Sai Kung Outdoor Training Camp, the programme allows participants the opportunity to experience a wide range of activities that challenge them to move beyond their 'comfort zone' and help support their transition from the PYP to MYP. It also allows our students the chance to 'live' the IBO Learner Profile in an unfamiliar environment.

Until Friday 1 November 2019, a group of 153 students, seven teachers and four EAs set off to Sai Kung in what can only be described as nearly perfect weather! Before leaving school students made their own lunches to take on the big hike. At Pak Tam Chung BBQ site in the Sai Kung Country Park, the challenging hike began. There was undoubtedly great team spirit amongst the groups and a sense of camaraderie as students encouraged one another to persevere through some challenging terrain. Arriving back at the campsite, they were tired but happy, especially when given the option to buy an ice cream! There was a definite sense of accomplishment and this set the tone for the rest of the camp.

With the focus on adventure, team building, and problem solving skills, participants developed both their personal and interpersonal skills; including problem solving, sharing ideas, dealing with challenges, listening to others, using perseverance and having a positive mindset. Divided into 12 groups, students worked cooperatively and collaboratively to complete the many activities assigned to them. Students were given the opportunity to build a Roman Cannon with bamboo and rope and thoroughly enjoyed throwing water balloons at each other.

Another big highlight was the water sport activities at Sha Ha Beach in Sai Kung. The weather was absolutely perfect for being out on the water and all the groups were able to participate in the challenge of raft building. The 'Titanic' was an apt name for some of the creations! They were also able to choose between stand up paddle boarding and kayaking. Having lots of hot chocolate afterwards certainly brought a smile to everyone's faces.

Throughout the camp experience, students were encouraged to develop their 'thinking skills' to problem solve and use a variety of strategies during the team building games such as the 'Marble Transfer', 'Speed' number game and 'Octopus Galaxy'. Team spirit and collaboration also came through as the students took an active role in the competitive games such as 'Bubble Soccer', 'Easy Hockey' and 'Floor Curling'.

There was great food during the camp (e.g. spaghetti, fried rice, noodles, chicken wings, fish and chips, etc), but the BBQ on the first night was a great success and the biggest hit - hot dogs and delicious smores for everyone! During the camp, students were encouraged to reflect on the new experiences they had been involved in and a real sense of belonging developed among the students, camp leaders, the teachers and EAs.

To sum up, our EOTC experience in Sai Kung proved to be a rewarding experience for all - a challenging hike, great water sports, delicious BBQ, a talent show and lots of exciting and challenging activities. How did we end our amazing camp? Well, with another challenge of course!

This time it was a competitive game of 'Dragons' Tails' in the gym, in which all the students, teachers, EAs and camp leaders had to participate. There was an abundance of enthusiasm and energy as well as high spirits, not to mention some cheating (definitely not by the teachers) and it was certainly a great way to end our adventure.



Primary Visual Arts

Whilst it has been challenging, the school year of 2019-20 has seen students engaging in a wide variety of art making experiences to activate the imagination and to delve into the creative process for understanding and conceptual experience both in person at school and digitally over Zoom.

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

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

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



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

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

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

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



Primary Music

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

Our Primary students are engaged in activities that allow them to create and respond to music through movement, singing, composition, playing instruments, listening, research, music reading and improvisation. They also develop music vocabulary, critical listening skills and their ability to analyse what they hear. They are given the opportunity in class to sing, play a variety of tuned and untuned percussion, ukulele and learn about instruments. During the distance learning period in 2020 students had the opportunity to learn music through the recorder, online xylophone and other music applications and websites.

This academic year 2020-21, we would like to continue the Year 6 band programme and introduce the RCHK Primary Jazz Band, when the ease of restrictions would allow us to do so. The Primary Jazz band will be an outside of class experience where students will learn to improvise on xylophones and other Orff instruments and gain a deeper understanding about this particular music genre. In years past, all students in Year 6 learned an instrument, with some having the chance to join an elite group called the “Band of 40”, where they had special performances, including at Disneyland. Through these opportunities students learn teamwork and develop professional skills whilst creating music together.

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

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

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



Primary Sports

This year has certainly been challenging in many ways for all of us. Though our Sports Programme at RCHK was disrupted several times, it didn't stop us from making the most of it when we had the opportunity.

Season 1 - Season 1 started off with Netball and Football. We had a huge number of students try out, especially for the Boys football team. To give more students a chance to get involved, we added a new team to our program this year and called it the 'Development squad'. The selected 14 boys were given the opportunity to develop skills and play matches. Thank you to Mr. Jamie Lamarche for supporting this new initiative.

Our Girls Netball team saw a few games cancelled this year, however, this did not dampen their spirits. They worked hard to improve their skills and a few students had the opportunity to show off their skills at the Netball Championships hosted at Harrow International School.

The Girls Football team had a great time this year with many opportunities for the girls to be involved in competitive games. Not only did the team go to International College Hong Kong (ICHK) for some friendly games but they also competed in the Kowloon Football tournament and the Football Championships hosted by Shatin Junior School at the Kowloon Cricket Club. These valuable experiences helped the girls to grow and develop as young athletes.

Out of 70 keen football players, 21 were selected to be part of the Primary Black Kites Boys football team. The boys had the opportunity to play friendly games against Beacon Hill and a selected group of students competed in the Kowloon Football tournament at Kings Park and the Football Championships hosted by Quarry Bay school in Tseung Kwan O.

All our Season 1 teams were a force to be reckoned with.

Season 2 - Season 2 started just before the winter break with many mini trials being held over a number of weeks to give close to 150 students a chance to try out for Cross-Country, Basketball and Tag rugby.

Our Cross-Country team had some intense training sessions along the promenade to increase their stamina and speed. These sessions were meant to get our students ready for some upcoming meets but were unfortunately cancelled due to the school closure.

The Tag rugby team had a lot of fun learning the rules of the game as many students have never played before. Some students were familiar with contact rugby or Touch rugby however Tag rugby was new to many. Our students picked the game up really quickly. Unfortunately, they did not have the opportunity to compete in a tournament.

The Basketball team was fortunate as ICHK joined us for some friendly games before the Chinese New Year break. Our boys and girls showed some incredible skills and I am sure we would have been a strong contender again if the tournament scheduled for February 28 would have gone ahead.

Season 3 - Season 3 did not go ahead due to distance learning and social distancing measures upon our return to school. Thank you to all the coaches and students for putting in so much effort to make our Primary Sports programme the best it can be.

Primary Physical Education

Despite a challenging year, our students and teachers never lost heart and found ways to stay fit and healthy during this difficult time.

Year 1 - In Primary Physical Education (PHE), Year 1 students were lucky enough to be taught by the dynamic duo of Mr Gregor McNeish and Mr Mike DeVries. The Year 1 pupils jumped headfirst into a gymnastics unit! Star jumps, forward rolls, front balances and tuck jumps were just some of the skills that the impressive Year 1s mastered. Gymnastics was followed by an adventure challenge unit, and we worked on the students' ability to work with others and overcome challenges. Next up was health-related fitness - we learned all about what it meant to live a healthy lifestyle; asking questions like 'Why does our body sweat?'. Yoga, Aerobics, Zumba and circuit training were just some of the ways we exercised in this unit. One thing is for sure, the Year 1 children are going to have a lot of fun over the next six years at RCHK.

Year 2 - Gymnastics seems to be one of the units our Year 2 students really enjoy. We looked at various balances and weight transfer and even had a go at cartwheels. Some of our students showed us how to do one-handed cartwheels, which caused a lot of excitement. In our games unit, students focused on manipulating various equipment, such as scarves, beanbags and balls to further develop hand-eye coordination. We learned to play a variety of different games and explored concepts, such as spatial awareness and positional play. Our adventure challenge unit focused on solving problems in small and large groups. We discussed the importance of good cooperation skills in order to be successful when working in teams.

Year 3 - The students in Year 3 made a fast-paced and exciting start to the year. We started off with an adventure challenge unit where we addressed how to overcome a range of challenges on our own as well as part of a team. We learned that there is more than one way to achieve a goal and the importance of communication and listening skills in PHE. Year 3's favourite was the games KickBall unit. Each class was split into teams with each team member choosing a role ranging from scorekeeper, coach, captain, referee and equipment manager. After deciding on a team name, each team practised and played together for the whole unit which led up to a culminating competition in a world cup-style. Points were allocated for fair refereeing, sportsmanship, cooperation, as well as team success. Great fun was had by all!

Year 4 - Students started the year with a swimming unit. It was great to see how much they enjoyed being in the water and how much their skills have improved over the course of five weeks. To get us ready for the Terry Fox Run activities in October, we worked on our stamina in our health-related fitness unit, which included going for some practice runs along the promenade. In our games unit, we introduced a game called Endball, which helped us improve a variety of skills, such as hand-eye coordination, spatial awareness, an understanding of defending and attacking and good communication within the team. These skills will be helpful next year when students have the opportunity to try out for various Black Kites Sports teams.

Year 5 & 6 - These year groups have had an excellent year in PHE. It was impressive to see the swimming confidence pool-side to start the year off. Athletics and health-related fitness components also helped students to prepare for the yearly Terry Fox Run. Students are demonstrating a greater awareness of 'pacing' when running, in order to run longer distances. Consistent training runs along the Ma On Shan waterfront clearly increased overall levels of fitness and stamina for the majority of the students. During the adventure challenge unit, students were challenged to use strategies that would allow their team to be more successful in completing any given task. It was pleasing to see active listening, communication and a willingness to accept alternative ideas. During distance learning, we adjusted the way we teach to continue with our Programme of Enquiry (POI) to the best of our ability. Once back in school with social distancing measures in place, we once again adjusted the way we teach to make it fun and engaging for our students. We have certainly learned a lot of new skills during this time.



MYP/DP

Secondary Performing Arts

Despite the historic challenges this of 2019-20 academic year, the Drama Department has continued to thrive and flourish.

Early in the year, it was our pleasure to host the Post 16 ESF Drama Conference at RCHK. We welcomed senior students from all ESF schools to participate in practical workshops about set, dance and mask delivered by local practitioners, as well as the rare opportunity to work with a world-renowned theatre company, “*Gecko*”. The day provided students from across the foundation with an immeasurable experience and a wealth of ideas to employ in their DP Theatre Arts experience.



The Performing Arts Department’s production of “*Chicago*” in November of 2019 was a resounding success with over 100 students involved in both the cast and crew. The show, met with rave reviews, was a spectacle of drama, music and dance and demanded an impressive commitment from the students. With the added challenge of the November school closures disrupting rehearsal, to have persevered to put on such a huge show was no mean feat.

Our Drama Club for Year 5 and Year 6 students, “*Dramarama*” which we launched last year, gained popularity with an impressive signup of over 50 Primary students. Led by the Drama Scholars and volunteers, the students were collaboratively looking at the difference between hallucination and imagination and exploring this theme with the intention of putting on a performance of “Ernie’s Incredible Illucinations” for parents and friends of the cast. Drama Club, our after-school activity for Year 7 to 9 students, began looking at devising techniques with the intention of putting on a performance for younger students in the school. We continued our relationship with the Down Syndrome Association in Hong Kong, but we were not able to put on our annual pantomime with the students in collaboration with the Hong Kong Players. However, during our dialogue with the companies an agreement has been made to ensure that if restrictions continue in 2021, an online production will take place instead. We are looking forward to developing this project as it has proved to be an incredibly rewarding experience for all students involved and a wonderful way of engaging with our community.

The RCHK Theatre Company were regrettably unable to begin their work together as a production team. They were looking forward to putting on a production of an original script, written by one of our Year 13 scholars. Once restrictions on after-school activities are lifted, the RCHK Theatre Company is looking forward to resuming their work together and showcasing their skills and ideas.

Early in the year, we were able to offer some public curriculum-based performances from our Diploma Programme. It is important that the students, particularly at Diploma level, have the opportunity to showcase their talents to the wider community and receive feedback as this is an imperative component of the course. The Year 10s were given a script excerpt to work on in pairs and they performed their duologues to the school community. As part of our Creative Arts Day, they also collaborated with Year 10 Music students to create an Interdisciplinary unit on “Devising”. The Drama students created a performance piece based on a stimulus using the methodologies of a specific theatre company while the Music students studied film scores. They then collaborated to develop original music scores for the devised performances which were shared in the school community. Our Year 11 students produced and performed two plays: Bertolt Brecht’s “*The Irresistible Rise of Arturo Ui*” and Reginald Rose’s “*Twelve Angry Men*”. They were responsible for all aspects of the productions, including directing, sound, set, costumes, lighting and props. The plays showcased the students’ five years of MYP learning and provided an enriching experience for all.

As always, none of these learning opportunities could happen without the fantastic support of our Performing Arts technicians Scott Lee and Nancy Wong and help from our administrative assistant, Sandy Wong. Our heartfelt thanks must go to them for the assistance they gave to staff and students alike.

Secondary Music

The 2019-20 academic year has again showcased the perseverance and growth of the RCHK community. The school welcomed Mr. Mark Luckee Ranes into the department. He joined the Primary Music team and his insight and musical expertise has been a big support to our students and staff both in the classroom and in ensembles and bands.

Term 1 in the Secondary school featured a massive musical production of Chicago as well as a number of fantastic student-led ensembles. This included Junior Strings, Secondary Strings, and the Clarinet Ensemble. These groups, along with many others, displayed their musicianship to the RCHK community during the Primary and Secondary Christmas and Chinese New Year assemblies. Whether classical, brass band, funk or rock, our students continue to display a high degree of musicianship across numerous genres and styles.

The Diploma Programme (DP) Music classes at RCHK continued to have the highest number of students across the ESF Secondary schools with eight in Year 13 and eleven in Year 12. The DP as well as Year 4 and Year 5 of the Middle-Years Programme (MYP) programme featured wonderful learning opportunities from DJ/producer/composer Janette Slack and composer/arranger Micah Sandt. We send our Year 13 students much luck and many thanks as they prepare for their next adventures, musically and academically, after Renaissance College.

Term 2 and 3 saw the development of the Secondary School Jazz Band and Orchestra. These groups feature new promising interests and abilities from the next generation of musical leaders at RCHK. Not only are these musicians taking on new challenges but are collaboratively applying their previous learning from our PYP and MYP programmes.

As mentioned, music is a collaborative journey shared amongst supporters, performers and listeners alike. The MYP/DP teaching team of Mr. Cameron Otto and Mr. Daniel Tsang could not have hit the high notes without the support of our amazing technicians, Scott Lee, Nancy Wong and Sandy Wong, as well as our past Head of Performing Arts Ms. Kathy La Brooy, Scholarship Manager Ms. Wilma Shen, Mr. David Niermeier, Mr. Adrian Garcia and Mr. Mark Luckee Ranes in Primary, the music scholars, the financial support of RAPT, Business Manager Mr. Samuel Hureau and most of all the students who make an effort to play, practice and perform music at Renaissance College.



Red Door

In 2019-20 Red Door Centre continued with many successful programmes such film making, robotics and maker education. Like much of the rest of RCHK, many of the hands-on experiences were severely affected by campus closures.

We were particularly pleased with the growth of student programmes such as Primary Film Club, Primary Bauhinia Programme and Digital Leaders in Secondary.

Whilst we were not able to have many robotics classes on site, Red Door Centre worked collaboratively with the Design Department to develop Year 7 robotics unit for 2020-21 academic year rollout. This included purchase and organization of MakeBlock robotics kits that would support a high ratio of 2 students to 1 robot programme.

During the online learning, our faculty and students used a great variety of tools for synchronous and asynchronous learning such as Google Meet, Zoom, Flipgrid, Padlet, Quizlet, Nearpod and Screencastify, extending our digital repertoire even further. We know that many of these will stay in use during campus-based learning as we saw exponential growth both in terms of variety and depth of use by our faculty.

In addition to learning, we extensively supported online events such as parent/guardian consultations or student conferences such as Model United Nations. Live Streaming of significant events like the Year 6 end-of -year celebration and Year 11 and 13 graduations was even more important with gathering restrictions still in place.

We have expanded our provision of fabrication tools with one laser cutter in the Red Door Centre and one extra laser cutter in Design. This will greatly increase access to this technology for the PYP and MYP students. We were also able to purchase a wide format printer for the use by Arts and Design students.

In Primary we have started our replacement programme of laptops, starting with Year 5 Macbook Air laptop. We are pleased that for environmental reasons our laptops are now in use for at least seven years, greatly reducing the environmental impact of e-waste and saving on expenditure.

Finally, in collaboration with the Facilities department, we were able to replace the Public Announcement (PA) System to provide full campus coverage. The system is mainly used for the school bell, weather (rain) alert and during lockdown.

The 2019-20 academic year was significant in terms of our data project and our Red Door team supported the transition of reporting from Gateway to Phi (LSP) platform as well as set up of markbooks and data tracking systems in Secondary school.



Sports

From a sporting perspective, the 2019-20 school year was a particularly difficult one. Disruption from school closures and travel restrictions due to the political situation and the pandemic have had a substantial impact on the Black Kites sports programme and House events. On the positive side, many students have turned to sport for a sense of normality in these difficult and unsettling times and the RCHK Sports coaches and administration team have worked hard to be able to deliver as routine a programme as possible. Cancellations and rearranged games have created hurdles that our teams have negotiated with flexibility and perseverance. The success of our Black Kites athletes amongst an atmosphere of uncertainty is a testament to their resilience.

In Season 1 we fielded an extra two teams in volleyball, making a total of eight from U14 to U20. The healthy numbers of students that train and try out, give us further opportunity to represent the school. With some strong performances throughout the season, our U14 and U20 boys fared best; both finishing in third place in their respective leagues.

It was also RCHK's turn to host ACAMIS Volleyball at the end of October. With a number of teams from China pulling out and Chinese International School of Hong Kong kindly stepping in to fill the void, this year's competition had a slightly different makeup than expected. The standard of play certainly did not suffer, with some very strong teams from all three visiting schools. The Athletics Council and the PHE department, with help from RCHK team members, hosted a fantastic tournament. In the end, the RCHK boys' team took a respectable third place and the girls took the gold with a fantastic series of underdog victories on the final day.

Swimming continues to be a popular sport with over 60 students representing at meets this year. There were impressive performances from many of our veterans and some promising young talent coming up through the ranks as well. No less than 22 members of the team travelled to Bangkok in December 2019 to compete once again in the "Feeding Frenzy" - an exciting trip and excellent opportunity to compete against some of the best swimmers in Southeast Asia. Despite the challenge, the Black Kites came away with an impressive set of individual medals.

The House Swim Gala took place in September 2019 with fantastic weather once again. It was a wonderful day at the Ma On Shan Swimming Pool for Year 7 through Year 11 students. The usual mix of competitive 50m races along with some more relaxed novelty events kept everyone excited and involved.

The senior netball team also had their first official season as part of the International School Sports Federation of Hong Kong (ISSFHK) with Ms. Shirley Yuen taking over as head coach.

After their success in 2018-19 Season 4, the Black Kites entered a team in the ACAMIS touch rugby competition held locally at Kings Park. A gruelling schedule and mixed-gender teams brought new challenges. The atmosphere was fantastic and we will certainly look to return.

In Season 2, there was a continued expansion in basketball with the addition of new outside coaches to the team to support our school's largest sport and enable us to put out a U12 girls team for the first time. With the season cutting short, no playoffs occurred but our U20 boys finished strong, achieving third in the league and still to play the final in the ESF competition.

This season there were a number of teams placed into newly created divisions, with a girls team entering the ball hockey and a new U16 football age group in which boys managed to win their division. Two other sports returned from a hiatus of a few years with cross country and tennis teams forming and competing at a high level.

With no return to sports after January 2020, the cancellation of seasons 3 and 4 and continued distancing measures in place, the athletics council felt there was increased importance in presenting a Sports Awards Ceremony in June 2020 to recognise the athletes and teams from seasons 1 and 2. The show must go on, after all! This included the council pre-recording their segments, messages of support from celebrity guests and alumni and awardees receiving medals and trophies in a controlled socially distant setting. All photos and footage were collated and streamed at the originally scheduled time.

A huge thank you to all of the Black Kites Athletic Council for their support. Particular recognition goes to students Rachel Vong and Mia Rice, along with Mr. Jørgen Mortensen, for their extensive work and organisation.



Creativity, Action, Service (CAS)

As a core component of the IB Diploma, Creativity, Activity, Service (CAS) offers students an opportunity to discover new passions, take on new challenges and serve others at RCHK and the wider community. Having come through PYP and MYP, our students are experienced in service-learning and taking action for change, and through CAS they take this to the next level with more independence than ever before. Students design their CAS programme choosing a variety of activities within these three components to suit their own interests and curiosity. Through their reflections, students have the opportunity to show that they are growing into caring, well-rounded young adults, engaging with issues of global importance such as equality, education for all, the wealth-gap and sustainability.

CAS Week hosted in November 2019 gave many of our Year 12 students a chance to be off-timetable and get exposure to new experiences. Some travelled internationally to take part in reef cleaning and learning to surf in Bali, a school building project and homestay in Laos or summiting Mount Kinabalu in Sabah. For the first time, a group travelled to Kruger National Park in South Africa where they learned about efforts to prevent poaching, assisted a building project in a local school and appreciated the wonders of nature on safari. Other students visited some of our SP@RC-supported projects at Deeya Shree School in Kathmandu or assisted with house building through the Husk Foundation in Siem Reap. Students volunteered their time as novice teachers, builders, farmers - supporting the needs of the communities they were welcomed into and coming away with a better understanding of the particular issues faced by the people they came to know.

For students who stayed in Hong Kong, the protests of fall 2019 meant disruption to their week and many were unable to participate in their planned activities - but RCHK was able to offer the chance to participate at a future date. Two groups did manage to continue as planned - the Film & Media group through OWN Academy worked together online to create a youth empowerment and information media campaign for NPO Kely Support Group, under the guidance of an industry professional. Some students spent a week in Lantau at Ark Eden and enjoyed learning about the environment, wellbeing strategies, and training to become Eco-camp leaders.

Our students continue to plan and host a large number of events that call upon their collaboration skills, critical thinking and commitment. Their creativity and resilience were very much put to the test to work around various restrictions and school closures. Legacy projects such as Jie Jie Day, International Evening, Hands-On HK Community Sports, the RCHK and Inter-ESF Math Races and the RCHK STEM Competition were all able to go ahead as planned and were a great success. The annual Trashion Fashion Show and Dance without Borders innovatively took their platforms online to continue to showcase and celebrate student creativity.

Students got creative writing for school magazines "ARC" and "The RCHK Truth" and running clubs for other students in cooking, arts, dance, journalism and academic mentoring to name but a few. Ambassador groups continued to advocate for Sai Kung Stray Friends and HK Shark Foundation, and groups like Seeds For Change continued to encourage wellbeing throughout the college community.

At the end of the two-year Diploma Programme, RCHK students are able to demonstrate their self-awareness, growth and accomplishments in a final interview, where experiences are celebrated and reflected upon. At the Year 13 graduation in May 2020, we celebrated Justin Sin as the recipient of the CAS award for his outstanding commitment to Service and Dominique Tse received the ESF Chairman's Award for her commitment to Service.



At RCHK, much of the success of CAS is built on the partnership between students, staff and community organisations. Students are supported and encouraged to develop the confidence to meet great challenges head-on and they gain a wonderful sense of personal achievement from their endeavours - all this from educational experiences that develop the whole person through creative, active and empathic engagement with the world around us.

Service and Action

Service learning is a complex part of the IB mission and at Renaissance College we embody service through action. Our MYP Service and Action programme is used as a powerful platform for authentic learning in all subject areas. We aim to make service meaningful for the individual student and the collective practice to bring a school together in a mission that strives to build a sustainable future for all.

Our students in the lower MYP (Years 7-9) demonstrated their actions with a focus on working collaboratively with others to increase awareness of their own strengths and areas for growth. The Year 9 students took part in the The Hong Kong Award for Young People (AYP) which challenged them through leisure activities and voluntary service.

The older students in Years 10 and 11 similarly challenged themselves in organising online service activities in these challenging times. The students assisted in organising the logistics for taking the Model United Nations (MUN) online successfully. Similarly as a part of service the Math mentoring club went online along with numerous others. This has allowed the students to develop various skills outside their comfort zones and be resourceful in this time of COVID-19. In the community the students have been signing up to offer solace to the elderly with virtual chats.



Secondary EOTC

It has not been an easy year for Education Outside of The Classroom (EOTC) with the pandemic. The school had to make a decision to cancel the trips to Taiwan, The Balkans and Fiji. There was much excitement about the adventures and experiences that everyone would have, but the circumstances meant that we could not safely travel. While this was very disappointing to all involved as students had signed up, attended information evenings and everything was set to go, this was the right decision.

Student and staff safety is the most important factor and sometimes in life even the most well-planned events cannot proceed. These are difficult times but also times in which we can choose how to react and respond. The resilience that we have all gained from these experiences will hold us in good stead for later in life. We wish to thank students and parents for their patience and understanding during this period as the office staff had to process all the refunds and negotiate with vendors to tidy up all the cancellations. This was a huge effort and I would like to thank the office staff, and especially External Activities Administrator Beatrice So and Business Manager Samuel Hureau, for their efforts.

As the school year moved to online learning, the EOTC team continued to plan for the future and released some suggested videos for activities that students could undertake around Hong Kong in a safe manner and also encouraged the students with some cultural activity suggestions for the summer. Reports suggested that some students had ventured to new locations and activities in Hong Kong after being inspired by the videos so that was pleasing to hear. Some of the screenshots from these videos are featured along with this report below.





Academic Achievement

PYP Standardized Assessment

Three major external assessments are used to help measure student attainment. These are the International Schools' Assessment (ISA), the Interactive Computerised Assessment System (InCAS), and the Performance Indicators in Primary Schools (PIPs) assessments.

In September 2019, Year 1 and Year 2 students undertook the Performance Indicators in Primary School (PIPS) adaptive assessment. This assessment provided class teachers with information in various academic areas, including reading (inclusive of phonics), writing, mathematics and short-term memory.

Year 3 students completed the Interactive Computerised Assessment System (InCAS) in Term 1. This adaptive assessment tests children in various areas, including reading, mathematics, mental arithmetic, developed ability and attitudes to maths, reading and school. It looks to support teachers in evaluating learner needs within these areas.

During the same timeframe, learners in Years 4 and 6 completed the full suite of the International Schools' Assessment (ISA). This is an externally marked assessment that provides data for writing (narrative and expository), reading, and mathematics. The statistics obtained from ISA allows RCHK to track individual students' progress as well as examine class and year-level trends.

Participating in these assessments affords teachers the ability to consolidate their ongoing diagnostic and formative assessment findings. The results of these assessments are also used to spark dialogue between educators around student attainment over time as well as to corroborate in-class evaluation of student growth and achievement.

Our learners in Year 6 made history in June 2020 by hosting the first-ever virtual PYP Exhibition. As a celebratory culmination of learning begun in Year 1, the PYP Exhibition once again showcased the capabilities of our students in their final year of Primary not only to the Renaissance, ESF and Hong Kong community, but also to a global audience by being shared by the International Baccalaureate via Twitter.

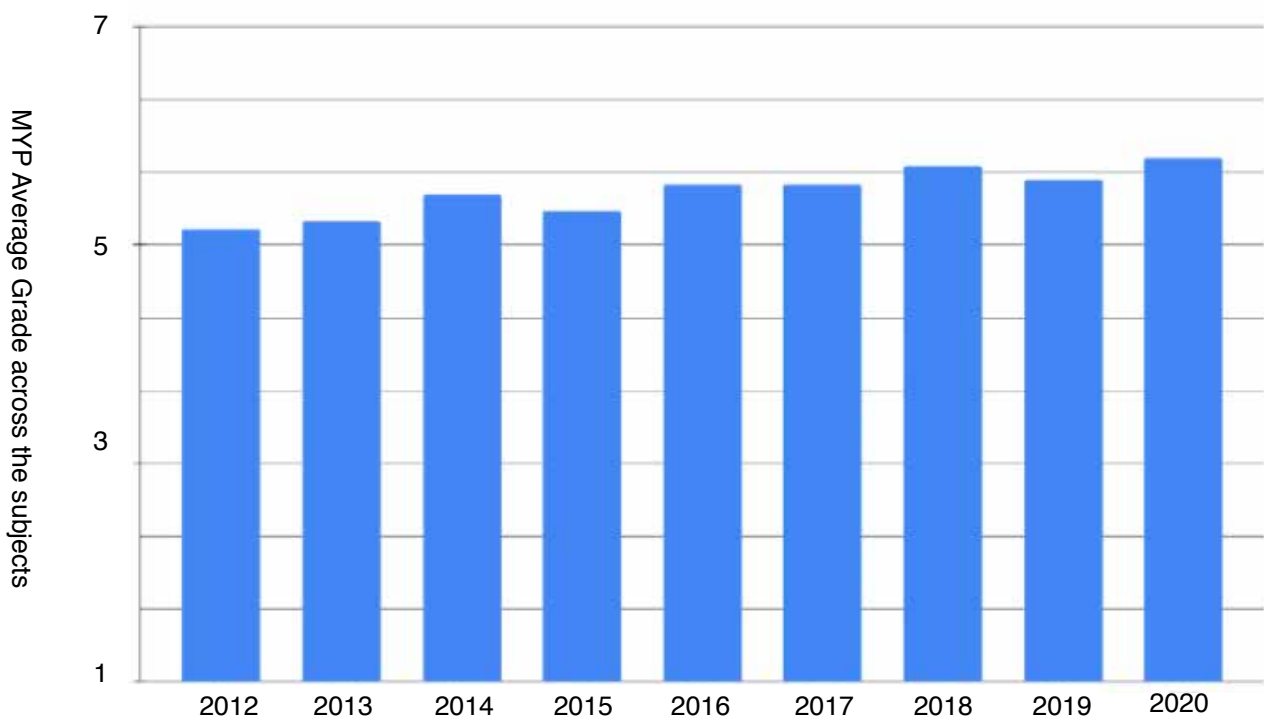
MYP Results

For the 2019-20 academic year, there were 156 Year 11 students and 150 of these students completed the eight Middle Year Programme (MYP) courses, the Personal Project (PP) and met all of the school's MYP Service and Action outcomes. Mean total points, out of a possible 63 for the eight subjects and the Personal Project for RCHK students in this cohort, was 52.4. The MYP global average score, with a highest being 7, was 4.5 and RCHK students achieved an average of 5.8 - our highest average score yet. 2019-20 marked our fourth full cohort of Year 11 students at RCHK.

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

The Personal Project is the culminating product of the MYP and as part of global standardisation of the MYP schools are required to submit the Personal Project to the IB for external standardisation. Feedback from the IB demonstrated that once again our students are achieving above world averages with an RCHK average of 5.46 points on the Personal Project, compared with a world average of 3.87. 20 of our students completing the Personal Project received an overall result of 7 on their Personal Project and 43% of the cohort had 6 and above, indicating strong development of the research skills, knowledge skills, communication skill, and self-management skills required for the completion of the MYP.

School-based data is collected for all Year 11 students. Based on this, our students continue to perform at a high level. With an average grade of 5.8 across the subjects (shown below), we continue to see strong MYP results at RCHK with this cohort and all MYP subjects at RCHK had averages above world averages for the subject. A huge congratulations to the Year 11 MYP cohort of 2020, class of 2022!



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

Despite the considerably trying time, the RCHK Class of 2020 produced a set of remarkable and highly impressive IB results. We are proud to announce that the majority of students have been able to secure their first choice of university and are embarking on bright, promising futures.

With a 100% pass rate for the full diploma and an average total point score of 36.6 points, the college continues yet again to surpass global averages despite a rise in the total number of students in the cohort. 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, nearly 37% of the students were eligible to receive the bilingual diploma, and 100% of them qualified for it.

An additional level of success can be seen by the fact that 36% (an increase of 19% from previous years) of our students were able to achieve 40 or more total points - a figure that would place them as competitive Ivy League or Oxbridge applicants. Further to this, two of our students achieved a total of 45 points, the maximum point score that can be achieved in the IB Diploma.

A further breakdown of the results for the May 2020 IB DP cohort is as follows:

| | RCHK May 2020 |
|--|--------------------------|
| Number of students entered for the full IB Diploma | 128 |
| Number of students achieving the IB Diploma | 128 |
| Pass rate (%) | 100% |
| Bilingual pass rate (%) | 100% |
| Mean points score for all IB Diploma students | 36.6 |
| % of students achieving 30+ IB Diploma points | 91.4% |
| % of students achieving 35+ IB Diploma points | 65.6% |
| % of students achieving 40+ IB Diploma points | 35.9% |
| Mean grade for all subjects | 5.7 |
| ESF Chairman's Awards | 43 Students |

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

| | |
|--|------------------|
| Passing rate (%) | 100 |
| Total Entries | 3 |
| Highest reflective project mark (out of 30) | 30 |
| Average reflective project mark (out of 30) | 29 |
| SCAD GPA average | 3.6/ Distinction |
| Average DP subject grade achieved by CP candidates | 6 |

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. This year students all achieved an A in this component. 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, 43 RCHK students - a record number - have been awarded the ESF Chairman's Awards and RCHK is ranked second on ESF schools with the highest number of awards.

Student Destinations

Class of 2020

* () indicates the number of 2019 & 2020 graduates attending

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

Australia & Oceania Countries

- Griffith College (1)
- Taylors College (1)
- University of Adelaide (1)
- University of Auckland (1)
- University of Melbourne (1)
- University of Papua New Guinea (1)
- University of Sydney (1)
- University of Queensland (1)

Canada

- Concordia University (1)
- Fraser International College (1)
- Ontario College of Art and Design University (1)
- McGill University (1)
- Simon Fraser University (2)
- University of British Columbia (13)
- University of Calgary (1)
- University of Toronto (9)
- University of Waterloo (2)
- Western University (2)
- York University (1)

China

- Beijing Film Academy (1)

France

- ESRA International Film School (1)
- Sciences Po (1)

Hong Kong

- City University of Hong Kong (1)
- Hong Kong Adventist College (1)
- HKU SPACE (1)
- Hong Kong Baptist University (2)
- Hong Kong Institute of Vocational Education (1)
- Hong Kong Youth Ballet Academy (1)
- Savannah College of Art and Design Hong Kong (5)
- The Chinese University of Hong Kong (13)
- The Education University of Hong Kong (1)
- The Hong Kong Polytechnic University (4)
- The Hong Kong University of Science and Technology (14)
- The Open University of Hong Kong (1)
- The University of Hong Kong (27)

Japan

- Osaka University (1)

Netherlands

- Erasmus University Rotterdam (1)
- University of Amsterdam (4)
- Leiden University (1)

South Korea

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

Taiwan

- National Taiwan University of Arts (1)

Germany

- Carl Benz School of Engineering, Karlsruhe Institute of Technology (1)

United Kingdom

- Brunel University (3)
- Cardiff University (1)
- City, University of London (1)
- Coventry University (1)
- Durham University (4)
- Goldsmiths, University of London (2)
- Heriot-Watt University (2)
- Hull York Medical School (1)
- Hult International Business School (1)
- Imperial College London (3)
- Keele University (1)
- King's College London (4)
- Lancaster University (1)
- Leeds Arts University (2)
- Loughborough University (2)
- Manchester Metropolitan University (1)
- Northumbria University (1)
- Nottingham Trent University (2)
- Royal Holloway, University of London (2)
- Sheffield Hallam University (1)
- SOAS University of London (1)
- Royal Veterinary College (1)
- University College London (8)
- University of Bath (4)
- University of Birmingham (2)
- University of Bristol (2)
- University of Central Lancashire (1)
- University of East Anglia (3)
- University of Edinburgh (2)
- University of Exeter (6)
- University of Glasgow (1)
- University of Huddersfield (1)
- University of Kent (3)
- University of Leeds (2)
- University of Leicester (1)
- University of Liverpool (1)
- University of Manchester (3)
- University of Nottingham (2)
- University of Portsmouth (1)
- University of Reading (1)
- University of St. Andrews (2)
- University of Sheffield (1)
- University of Surrey (1)
- University of Sussex (2)
- University of Warwick (4)
- University of West of England, Bristol (1)
- University of York (1)

USA

- Boston University (2)
- Columbia University (1)
- Mount San Antonio College (1)
- New York University (2)
- Parsons School of Design (1)
- School of the Art Institute of Chicago (1)
- Smith College (1)
- Stanford University (1)
- Stevens Institute of Technology (1)
- University of California at Davis (1)
- University of California at Los Angeles (1)
- University of California at San Diego (3)
- University of Chicago (2)
- University of Massachusetts Amherst (1)
- University of Massachusetts Lowell (1)
- University of New Hampshire (1)
- Wellesley College (1)
- Wesleyan University (1)

Alumni Relations and Development

A lot has happened in 2020 and our alumni community was no exception. Just before the strike of COVID-19 and the suspension of global travel, we luckily had the opportunity to continue our tradition of the annual London Alumni Reunion in January. Our principal Dr. Brown made a point to drop in during his London recruitment trip to catch up with six of our alumni residing in the city. In the intimate settings, the group spent hours reminiscing with laughter, stories and dreams for the future.

Subsequently, our Further Education Counsellor Martha DeVries had a very Scottish reunion at the University of St. Andrews with three of our 2018 graduates.

The pandemic did not dwindle our community spirit however! On the contrary - it made us bond together even tighter and stronger than before. In April, Jamie Chan, an alumna from 2018 and her sister Casey from the class of 2016 helped spearhead efforts with the help of our RCHK Communications Team to successfully raise funds and secured 60 boxes of masks to be sent to Yale New Haven Hospital in Connecticut – one of the areas in the United States hardest hit by COVID-19. This was a highly successful global fundraising effort.

Then in May when the news broke about the cancellation of the IB final exams, our alumni again from across the world reached out to us and offered webinar sessions to our current DP and CP students. They shared their university experiences in the UK, US, Canada and Hong Kong, as well as their internship experiences and the current safety protocols in their universities and countries. Some of them stayed up till 2am due to time differences and offered valuable advice on how to enhance personal experiences and create opportunities during this difficult time.

We couldn't be more proud of our alumni and we know that in their hearts, RCHK was and will always be their second home.



RAPT

During this academic year, we faced various challenges resulting from class suspension and school closure due to social issues and influence from the epidemic. Several planned activities and events were either postponed or called off. We continued to strive for the best, to keep up our support to the school in terms of holding activities for parents and making significant donations and sponsorship to the school and student-initiated projects.

With the great efforts of parent volunteers and support from school staff, RAPT has undertaken a series of activities that provided helpful and interesting information to parents in forms of Parent Workshops and Coffee Meetings, like University Application; IBDP Subject Choice; Inclusion in RCHK and Scouting in RCHK. All of these were warmly welcomed by parents and guardians. Other parent volunteers did contribute much of their time and endeavour in a wide range of RAPT affairs, particularly the long-awaited Annual College Fair. We were disappointed that the Fair had to be postponed; however we were thrilled to be able to spin it around as a Bouncy Castle Day for Primary students where they enjoyed all inflatable games which they had longed for.

RAPT also successfully organized some community events. A few examples were the annual Welcome BBQ Night at the beginning of the academic year in August 2019, Christmas Bazaar and a parent-initiated event named “Sew for Australia” for the purpose of sewing and crocheting temporary habitats for Australia wildlife suffering from the long-term wildfires. We also took part in sponsored school events, such as arranging volunteers to help at the School Photo Days, Back to School Parent Information Evenings and the annual Jie Jie Day.

RAPT made considerable donations and sponsorship to the school and students to fund diverse college projects and pursuits. As an illustration, a total amount of HK\$201,000 raised by raffle ticket selling was presented to the school for an entire replacement of a group of drinking water fountains around the College.

Other funding requests approved by RAPT Committee included but were not limited to the following projects:

- 10 new tents facilities enhancement
- New Black Kite shirts purchase
- Gardening Supplies for Primary Urban Farming Club
- Graduations of Year 6, Year 11 and Year 13
- Meducate One-day Course
- Transportation Fee for Sai Kung Stray Friends

Moreover, RAPT raised a total amount of over \$30,000 in periodic second-hand uniform sales, which will be fully delivered to LIRC to enrich the learning facilities for all students. We also supported other institutions for a meaningful cause. In 2019 we donated \$3,000 to the Terry Fox Run. RAPT is always passionate in upkeeping its role as a bridge among parents, students and the school for the benefit of our students. As we migrate to a new chapter, we would like to express our sincere gratitude to all volunteers, parents, teachers, staff and students for their successive support throughout the year 2019-2020.



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 Ma On Shan Line. The college facilities are used extensively during and after school hours, as well as on weekends by other ESF affiliates and the local community. Our facilities include:

- Performing Arts Centre / Black Box Theatre
- Library and Information Resource Centre (LIRC)
- Seminar Rooms
- Cafeteria / Café / Salad Bar
- Refurbished Rooftop Astroturf Sports Pitch (2)
- Outdoor Basketball Court (2)
- Outdoor Multi-purpose Astro-turf Field
- College Gymnasiums (Primary and Secondary) and Climbing Wall
- 25-metre Heated Swimming Pool
- Science Laboratories
- Art Studios
- Music rooms
- ICT Center (Red Door Centre)
- Specialist Centre
- Solar Panels

In May 2020, all facilities have been adapted to meet the safety guidelines recommended by the Education Bureau and ESF Centre, including temperature screening stations at every entrance, partitions in the classrooms and indoor common areas (i.e. library) and replacing the drinking fountain stations with foot-powered water bottle refill stations.



Staff

Renaissance College has a team of experienced international educators. Members of our faculty come from around the world, including Australia, Austria, Canada, China, Colombia, Denmark, France, Germany, Spain, United Kingdom, Hong Kong, India, Indonesia, Malaysia, Netherlands, New Zealand, Norway, Philippines, Poland, Portugal, Pakistan, Taiwan, United States and South Africa. Our dedicated teachers provide much more than academic guidance - they embrace the philosophy of the International Baccalaureate and believe that the way we approach learning makes a difference. The school year opened with 160 teachers and 20 left to pursue opportunities elsewhere when their contract was completed in August 2020.



School Statistics

Enrolment Numbers

| | Total no. of students Sept 2019 | Total no. of students Sept 2020 | Total no. of withdrawals June 2020 |
|--------------|------------------------------------|------------------------------------|---------------------------------------|
| Year 1 | 168 | 167 | 12 |
| Year 2 | 162 | 163 | 4 |
| Year 3 | 168 | 163 | 14 |
| Year 4 | 164 | 161 | 10 |
| Year 5 | 168 | 169 | 9 |
| Year 6 | 169 | 168 | 17 |
| Year 7 | 164 | 168 | 14 |
| Year 8 | 162 | 165 | 21 |
| Year 9 | 155 | 164 | 18 |
| Year 10 | 155 | 147 | 21 |
| Year 11 | 160 | 153 | 17 |
| Year 12 | 154 | 147 | 9 |
| Year 13 | 139 | 142 | 1 |
| TOTAL | 2088 | 2077 | 167 |

Nationality

| | Total no. of students | Chinese | British | Canadian | American | Australian | All Others |
|------|--------------------------|-------------|------------|------------|------------|------------|------------|
| 2019 | 2088 | 1201 | 204 | 158 | 107 | 78 | 340 |
| 2020 | 2077 | 1275 | 186 | 146 | 111 | 69 | 290 |

First Language

| | Total no. of students | Cantonese | English | Mandarin | Korean | Japanese | All Others |
|------|--------------------------|------------|-------------|-----------|-----------|----------|------------|
| 2019 | 2088 | 630 | 1329 | 75 | 19 | 6 | 29 |
| 2020 | 2077 | 589 | 1360 | 77 | 18 | 5 | 28 |



Budget

| | *Actual 2019/2020 | Budget 2019/2020 |
|---|------------------------------|-----------------------------|
| | HK\$'000 | HK\$'000 |
| Income | | |
| Tuition fees | 291,441 | 302,780 |
| Donation | 1,112 | 1,233 |
| Rental | 3,777 | 8,490 |
| Others | 18,716 | 16,070 |
| TOTAL INCOME | 315,046 | 328,573 |
| | | |
| Expenditure | | |
| Staff expenses | 218,602 | 226,019 |
| Other expenses - Operational | 33,414 | 38,493 |
| Management and Admin to ESF | 4,751 | 4,751 |
| Development and Operating Agreement (DOA) | 11,388 | 10,250 |
| Scholarship | 30,265 | 30,278 |
| Depreciations | 14,543 | 14,671 |
| TOTAL EXPENDITURE | 312,963 | 324,462 |
| SURPLUS/ (DEFICIT) | 2,083 | 4,111 |

*Note 1: Draft results (unaudited).

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

Renaissance College Hong Kong

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

Tel: (852) 3556 3556

Fax: (852) 3556 3446

www.rchk.edu.hk