



# 2020-2021

## ANNUAL REPORT





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# LETTER FROM THE BOARD OF TRUSTEES

The 2020-2021 school year marked the first year of Dr. Modarelli's headship at ICS and a full year of COVID disruptions. Praise God for the seamless transition between the two Brians and the faithful collaboration of the senior leadership team and everyone involved. We were able to review the early practices of online learning, adapt to the evolving EdB requirements for public health considerations, and strengthen our delivery of hybrid learning experiences to the students.

We also give thanks to the Lord for His gracious provisions financially. We were able to take advantage of the government subsidy to keep all faculty and staff, freeze tuition for SY21/22 (in response to the COVID effect on the economy), provide more financial assistance to families in need, and still provide for our sinking fund to upkeep the premises.

As with the rest of the world, we mourn the loss of loved ones to COVID and regret the passing of Jonathan Griggs, institutional member representative of the International Mission Board of the Southern Baptist ("IMB") to ICS. Both his children attended ICS, and his wife Sheri also served on ICS's membership with Jonathan. We wish them God's unfathomable grace as they re-settled in their new lives in the US. Meanwhile,

we welcome Mrs. Geriann Wyrick as the new appointee from IMB in place of the Griggs and Pastor Prolo Ho for Wycliffe Bible Translators. We continue to be grateful for the faithful oversight of our other institutions of the Free Methodists, the Evangelical Free Church of China, the Culture Regeneration Research Society, and the Conservative Baptist.

This year, we also usher in new leadership at the Parents Association ("PA"). Congratulations to Mrs. Vicki Maronilla as the new PA Chair supported by Mr. Kenneth Leung as the Vice-Chair, and Ms. Sylvia Wong as the Treasurer. We also welcome Mr. Keith Poon, Mr. Kenneth Leung, and Ms. Vivian Lee as new parent appointees to the Standing Committees of the Board ("SC"). We would like to thank Kenneth for his faithful services as PA Chair for the past four years and the contributions of retiring SC members Mr. Peter Tsih and Mr. Lawrence Lau.

In closing, despite the uncertainties and rapidly changing environment we operate in, we truly witness and give thanks to the Lord, for His grace is always more than sufficient for us and His path far higher than ours. May we continue to follow and serve Him in obedience and humility, love and joy, amen.

Mrs. Edith Chan  
Board of Trustees Chair



# LETTER FROM THE HEAD OF SCHOOLS

***The important things in our lives must never be at the mercy of the unimportant things in our lives.***

Most schools endeavor to teach a wide range of topics within a broad academic framework. Of course, we as adults can look back on our particular schooling experience and retrospectively evaluate which things we consider important or unimportant, depending on our current perspective. Students learn that the product of five and thirteen is sixty-five. They learn the causes and results of the Boxer Uprising of 1900 and the rate of decay of a uranium-235 isotope. I can still quote Robert Frost poems I memorized in English classes as a teenager. The importance or unimportance of the countless facts, concepts, procedures, and learning objectives of K-12 education is certainly debatable.

Hopefully, it is comforting for you to know that at ICS, we begin our curriculum planning with this idea that the important things in our lives must never be at the mercy of the unimportant things in our lives. We believe that an excellent education prepares students for university, for life, and eternity – and this belief points our school’s institutional compass to “due north” as we relentlessly pursue our mission.

We ask ourselves, “What is important?” and several responses immediately shout back at us. ICS feels it is important always to hold genuinely high learning expectations for our students but do so in an environment with as little stress as possible. We believe it is important that students understand their unique giftedness from God and commit to the strongest development of those distinctive talents – for God’s glory rather than for the glory of the learner. We feel it is important that students show genuine gratitude and appreciation for all God has given them and consequently use their gifts to serve others. We feel it is important that this service to others is motivated by a growing love for God and a deep love for others – particularly those who are different or are in need.

ICS exists because of the important things in our lives. Children are important. Learning is important. God is important.

Grace and Peace to you,

Dr. Brian Modarelli  
Head of Schools



# LETTER FROM THE PARENTS ASSOCIATION CHAIR

The Parents Association (PA) dedicates itself to serving parents by facilitating communication between parents and the School through regular meetings between the Executive Committee, Principals, and leadership team to discuss various issues. While the COVID-19 pandemic was rampant from the start of the school year, the PA worked closely with the School to provide parent feedback regarding online learning and campus reopening protocols. At the beginning of school and throughout the year, the PA organized a buddy program for new families, matching each with an existing ICS family to help them integrate into the community. The PA also organized various virtual principals and parent coffee chats to open dialogues between parents and the school. Three uniform swaps were collected at the garage during the change of seasons to recycle uniforms. The PA was tasked to form a parent-led school bus

committee to expand bus routes, monitor school bus inquiries, and provide active ongoing feedback and suggestions to the Jackson school bus company for the first time. To thank our faculty and staff for their extra effort during this unprecedented time, the PA arranged appreciation fruit bags and sponsored socially distanced meals to cheer them on behalf of all parents. The PA also organized a series of three positive parenting talks on zoom to support parent education. The PA also gathered the community to connect through prayers online throughout the year and extended meetings during summer. Funding was also used to sponsor the Junior-Senior Banquet, graduation gifts for all high school graduates, a photo booth for the virtual filming of graduation video, and annual thanksgiving snacks for students.



## LETTER FROM THE ALUMNI ASSOCIATION PRESIDENT

Even with the restrictions due to COVID-19, the ICS Alumni Association (ICSAA) continued to stay involved with the ICS community whenever possible and continued to build the network of fellow alumni. While it was unfortunate that there was not a face to face meeting with the Class of 2021, the Alumni Association were still able to welcome the graduating class virtually into the Alumni family. The ICASS is available to support these students in the next chapter of their lives. The Alumni Association expanded its network by increasing its online presence, with plenty of exciting news to share, such as pregnancies, new job opportunities, music releases, and much more. The ICSAA will continue to connect and support our Alumni members.







## **COVID UPDATE**

COVID-19 necessitated suspension of face-to-face learning for 7.5 months of the last academic year during which students continued to learn through synchronous and asynchronous online learning.

# OUR EMPLOYEES

## NUMBER OF EMPLOYEES

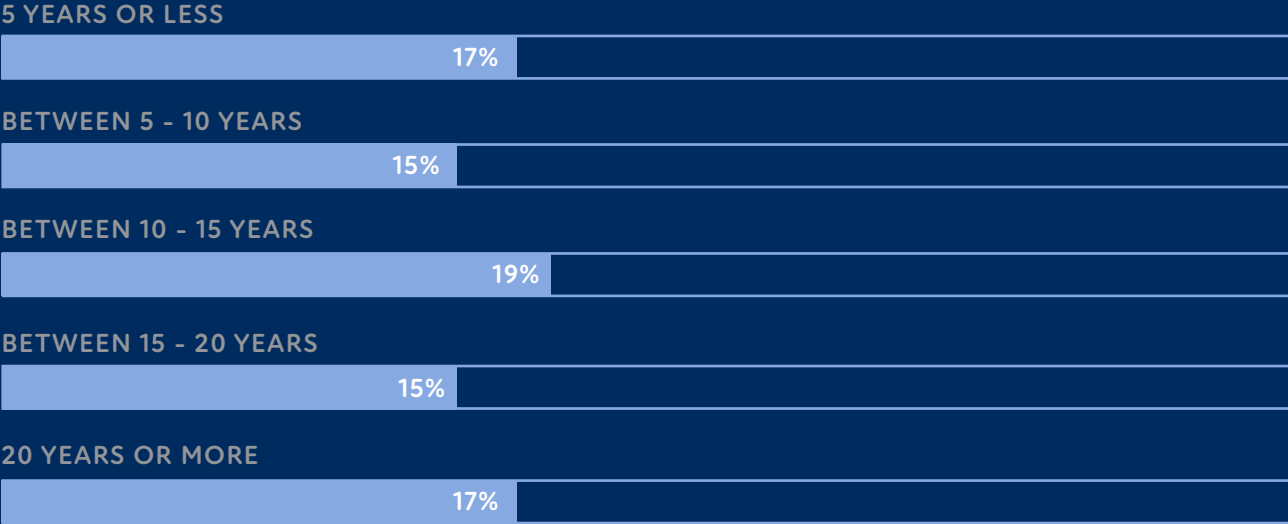
8                      117                      65

ADMINISTRATORS

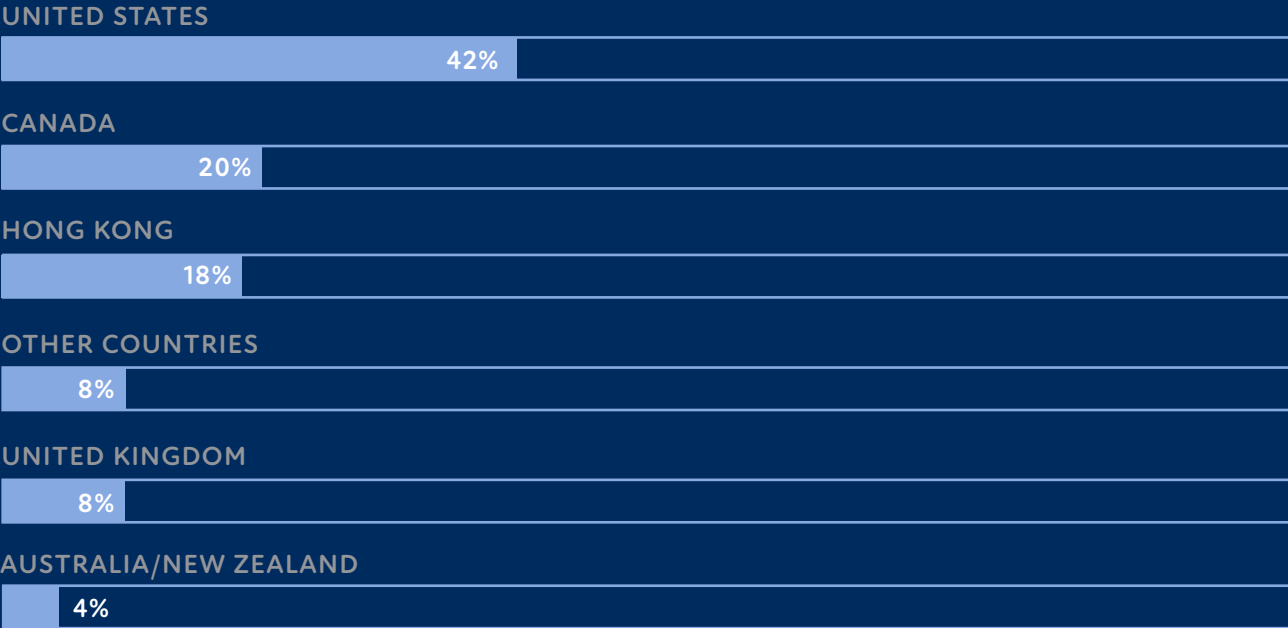
FACULTY MEMBERS

STAFF MEMBERS

## YEARS OF EXPERIENCE (FACULTY & ADMINISTRATORS)



## NATIONALITIES OF FACULTY MEMBERS



# STUDENT ADMISSIONS

## NATIONALITIES OF STUDENTS



## ENROLLMENT BY CAMPUS (1205 STUDENTS)

136      487      264      318

KINDERGARTEN

ELEMENTARY

MIDDLE SCHOOL

HIGH SCHOOL

# STANDARDIZED TESTING

## SAT AVERAGE SCORES (117 EXAMS)

673

MATH

699

EVIDENCE BASED  
READING & WRITING

1372

TOTAL

## ACT COMPOSITE SCORE (20 EXAMS)

29

COMPOSITE  
SCORE

## PSAT AVERAGE SCORES

	MATH	READING & WRITING	TOTAL
GRADE 9 (84 Students)	553	557	1109
GRADE 10 (77 Students)	555	582	1136
GRADE 11 (69 Students)	624	634	1259

## AP TEST SCORES (% OF SCORES WITH 3 AND ABOVE)

	# OF EXAMS	TOTAL SCORES OF 4 & 5
BIOLOGY	22	91%
CALCULUS AB	24	83%
CALCULUS BC	21	100%
CHEMISTRY	36	78%
CHINESE LANGUAGE & CULTURE	54	98%
COMPARATIVE GOVERNMENT & POLITICS	10	90%
ENGLISH LANGUAGE & COMPOSITION	42	71%
ENGLISH LITERATURE & COMPOSITION	7	100%
ENVIRONMENTAL SCIENCE	10	80%
MACROECONOMICS	36	97%
MICROECONOMICS	37	92%
PHYSICS 1	14	86%
PSYCHOLOGY	44	98%
STATISTICS	27	89%

# CLASS OF 2021: UNIVERSITY ACCEPTANCES

## UNITED STATES OF AMERICA

Abilene Christian University  
Alfred University  
American University  
Amherst College  
Azusa Pacific University (2)  
Baylor University  
Biola University (5)  
Boston University (3)  
California Baptist University  
California Poly San Luis Obispo  
Calvin University (deferred)  
College of the Ozarks  
Cornell University  
George Fox University  
Grand Canyon University  
Houghton College  
Indiana University Bloomington  
John Brown University  
Johnson County Community College  
New York University  
New York University Abu Dhabi  
Northwestern University  
Oberlin College  
Ohio State University (2)  
Olivet Nazarene University  
Pratt Institute  
Rice University  
Santa Fe College  
Santa Monica College  
Savannah College of Arts & Design  
Seattle Pacific University  
Stanford University  
Syracuse University  
The New School, Parsons (4)  
University of California, Davis (4)  
University of California, Irvine (4)  
University of California, San Diego (2)  
University of California, Los Angeles (2)  
University of Chicago  
University of Delaware  
University of Illinois at Urbana Champaign  
University of Michigan (4)  
University of Southern California  
University of Texas, Austin  
University of Washington (6)  
Wheaton College (IL)  
Worcester Polytechnic Institute

## HONG KONG

Chinese University of Hong Kong (10)  
University of Hong Kong (9)  
Hong Kong University of Science & Technology (14)  
Hong Kong Baptist (2)  
Hong Kong Polytechnic University (2)  
Lingnan University  
Yew Chung College of Early Childhood Education

## CANADA

Capilano University  
Carleton University  
Emily Carr University of Art and Design  
Queen's University (2)  
Simon Fraser University (3)  
University of British Columbia (8)  
University of Toronto (7)  
University of Waterloo (2)  
Western University

## EUROPE

Ecole Hôtelière de Lausanne  
Glion Institute of Higher Education  
Les Roches  
Trinity College Dublin

## UNITED KINGDOM

Aston University  
City and Guilds of London Art School  
Durham University (6)  
Imperial College London  
King College London  
London School of Economics (3)  
Manchester School of Architecture (2)  
Newcastle University  
Oxford University (3)  
Queen Mary University (Barts and London School of Medicine)  
Royal Holloway University SOAS  
University of London, St George's  
The Royal Veterinary College UAL  
Camberwell College of the Arts  
University College London (8)  
University of Bath (2)  
University of Birmingham (2)  
University of Cambridge  
University of Edinburgh (3)  
University of Exeter (4)  
University of Manchester  
University of Nottingham  
University of Roehampton  
University of Southampton  
University of the Arts London (3)

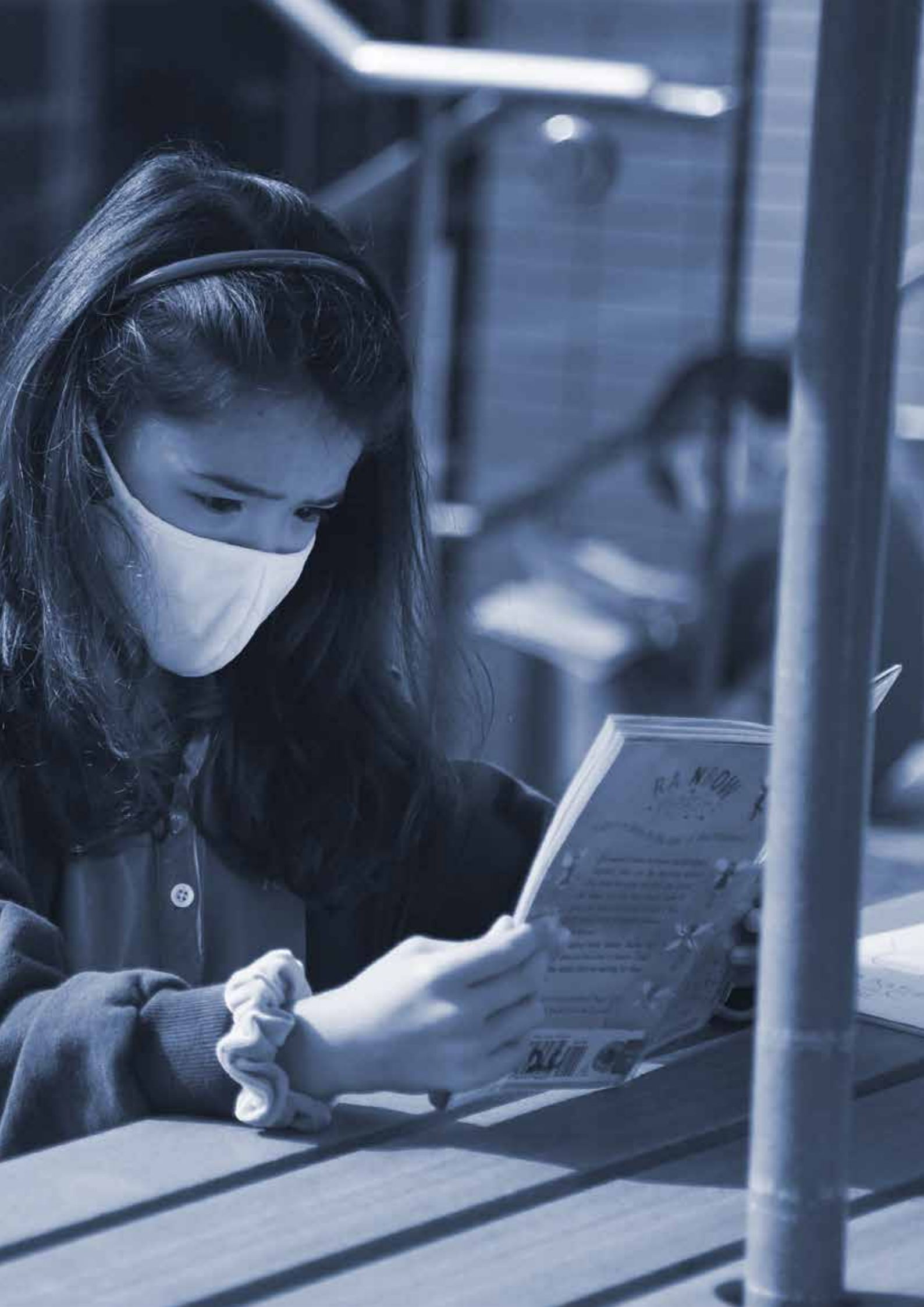
## AUSTRALIA

Monash University  
University of New South Wales  
University of Queensland (4)  
University of Sydney (4)  
University of Technology Sydney  
Insearch

## SINGAPORE

Yale-NUS





# KINDERGARTEN

## **Learning - COVID-19 Campus Closure and Online Learning**

The 2020-2021 academic year started with a campus closure due to the COVID-19 pandemic. Kindergarten teachers reviewed learning standards, developmental expectations, and previous online learning practices to establish daily learning routines and balance online and at-home learning activities for our young learners. Best practices for online learning during early childhood from around the world were studied, and teachers adapted their online learning strategies. Parents were able to collect learning resources from our campus, and teachers utilized technology to create daily routines, including daily circle time and teacher-led small group activities online. ICS Kindergarten uses different themes to help students understand and relate to the world around them. These included: stores, supermarkets, restaurants, construction sites, and gardening for Reception 2; and all about me, basic needs, community helpers, farm animals, and ocean animals for Reception 1. Learning through play was promoted, and parents were encouraged to participate in roleplays to develop language skills.

ICS Kindergarten was able to resume on-campus learning briefly in October and November, and from March 2021 until the end of the academic year. Teachers reviewed the learning standards during the year to identify areas best suited to online learning and areas that needed a more significant focus once on-campus learning resumed.

Emphasis was placed on the well-being of the students and transitioning back to on-campus learning. Activities to promote social and emotional, and physical development took greater emphasis once face-to-face learning could resume.

## **Kindergarten Chapel**

The focus for Chapel has been on learning about God through the characteristics of different animals. During the extended school closures, worship songs were shared with parents, and families were encouraged to worship together and watch a short video message. Once on-campus learning resumed, socially distanced Chapels were held separately for Reception 1 and Reception 2 students.

## **Communication with Parents**

Parent-Teacher Conferences were held online in November and April and many parents attended. The conference provided an opportunity for parents to discuss their child's progress and learning with teachers. Photographs and videos of learning were also shared by and with parents through Seesaw, an online portfolio that parents can easily access.

## **Professional Learning**

At the start of the year, teachers received additional training in the use of Seesaw. The training enabled teachers to use Seesaw better to share learning activities during online learning and share learning progress with parents.







# ELEMENTARY SCHOOL

Due to the pandemic, ICS Elementary needed to begin the 2020-2021 school year online. The School reviewed its delivery of online and hybrid learning from the previous year and created a system continuing to emphasize three critical areas: Presence, Pacing, and Predictability. We increased the amount of face-to-face learning utilizing GoogleMeet, to better approximate classroom learning. The faculty worked with curriculum coordinators to prioritize standards to maximize learning. With each iteration between half-day and online learning, we created schedules that would better facilitate transitions back and forth between these modes.

## **New Faces in 2020-2021**

In 2019-2020, ICS Elementary welcomed five Elementary faculty. These included three homeroom teachers, one learning support teacher, and one math/science coordinator. Each faculty member was assigned a content navigator and buddy to help them transition to the ICS culture and learning system.

## **Elementary School Chapel**

The Elementary School chapel theme for the year was “Jesus.” Students heard from staff and faculty and each other, enjoying various perspectives about and ways to follow Jesus’ attitudes, commands, and example. Chapel was discontinued for part of the school closure but resumed online in April.

## **Curriculum**

The Reading/Writing Workshop developed by the Columbia Teachers College continues to be implemented across the Elementary School. This year, with our Literacy Specialist’s leadership, teachers at each grade were able to develop and add complexity to existing reading and writing units.

The Elementary began work with Math Curricula that emphasizes the building of conceptual framework and mathematical thinking skills and procedural elements common to most programs. The Engage NY program, based on Eureka Math and Bridges are being implemented in Mathematics.

The Chinese Language department aligns the program to the World Language Standards, developing appropriate learning targets and meaningful project-based assignments and assessments. Chinese Language Teachers also engaged in Teaching with Comprehensible Input (TCI) training to improve pedagogy.

## **Restore the Joy**

As the year closed and students were allowed back to school for half days, the Elementary School looked for ways to create meaningful memories and connections to “Restore the Joy”. We were able to recreate some of our more enjoyable events, such as “Spirit of the Game Day” and Grade 5 Camp. Both events were conducted during Camp in a half-day format. The theme of Camp was “Into the Unknown,” looking at characters from the Bible that needed to trust in God in difficult situations. Students were encouraged to trust in God through their challenges and difficulties.

# MIDDLE SCHOOL

Halfway through this school year, Middle School (MS) joined a webinar with other school leaders entitled “The Art of the Continuous Pivot” to consider how schools might respond to the changing educational landscape brought about by a global pandemic. School in 2020-2021 was a school year like none other; MS has negotiated several “pivot moments,” ranging from the challenges of online and in-person instruction to multiple different school schedules and varying government mandates.

Despite these challenges, ICS has maintained a commitment to promote instruction for life, develop the skills for service to the community and maintain a solid commitment to Christ. The theme verse for this year, Isaiah 40:28, assures us that “the Lord is the everlasting God, the creator of the ends of the earth.” During this school year, Middle School is thankful again to have experienced the faithfulness and care of the one whose reign and reach stretch from everlasting to everlasting.

Middle School teachers have again worked hard to rise to the challenge of delivering “Instruction for Life,” which aims to equip students to serve and transform their communities during online and various iterations of in-person instruction.

English Language Arts has made significant strides towards a Standards-Based Grading model through clear, common rubrics for our different writing standards. This year, authentic learning experiences outside the classroom included the popular Simulation Days in Humanities. Moving school online encouraged teachers to provide direct instruction videos for key lessons, which may be carried forward even when back in school.

Middle School Math welcomed a new faculty member this year. The year’s portions involving online learning have facilitated teachers using different tools for formative assessment and instruction delivery. With consistent routines and the implementation of research-based practices, teachers could facilitate effective learning; overall results have remained high, and students have progressed well.

This year MS has reviewed the importance of how and why technology is relevant and highly valued in the Sciences. As a department, MS Science is committed to

offering “state of the art” courses designed around only the latest technology for science-based classes. The Department desires that MS courses allow students to use a wide variety of equipment. To facilitate this, much of the glassware, precision balances, and instructional resources were upgraded. MS students will also have the opportunity to use Vernier probes next year during practical work. Middle School STEM (Science Technology Engineering Math) gives further opportunities for students to develop 21st-century learning skills.

In Social Studies, teachers remained nimble in their approach and committed to teaching their benchmarks creatively. Throughout the year, great strides have been made in adopting and implementing the C3 standards for Social Studies. Additional elements of inquiry have been instituted into the teaching units this year.

This year the Fine & Performing Arts courses learned to be resilient in their teaching styles, innovative in their approaches, and open to learning the new skills required to be a teacher in an online/face-to-face setting. The Department produced Zoom drama productions, conducted recorded concerts with social distancing guidelines, set up gallery shows for school audiences, and upheld high standards for visual arts achievement. As always, the true goal of any ICS course is to teach skills that can be used lifelong; and the Department believes that they have been able to do this, despite the challenges.

This year, a new Health and Physical Education curriculum was adopted. The Department believes this curriculum will help prepare students to be physically active, learn critical inquiry skills to research and analyze knowledge, and understand the influences on their own and others’ health, safety, well-being, and physical activity participation. Students were challenged to bring PE outside the gym and into their homes throughout this school year. The students were forced to think about how to view their bodies without sport being a part of their lives.

After one year of training and tireless studying, most Chinese teachers have completed their certification as OPI (Oral Proficiency Interview) testers. This improves our ability to assess student proficiency accurately and supports student learning.

To move in sync with the school's emphasis on aligning standards, the Spanish program is developing greater specificity of performance indicators for students and moving towards greater vertical alignment of courses to remove gaps or unnecessary duplication. The program continues to update its content towards more contemporary sources rather than focusing on antiquated sources. The Spanish program is growing steadily. The pathway in Spanish now allows for students who begin Spanish in middle school to reach AP-level Spanish in High School.

Maintaining "Commitment to Christ" in Middle School life is an integral part of ICS. Despite Middle School being unable to gather, faculty members have shared Chapel video presentations. Many of the video Chapel messages were based on student questions around the theme of "Who is God?"

All the Bible teachers have been working hard this year enhancing their lessons so they relate even more to their students' lives. ICS Bible teacher's greatest desire is for their students to know Christ and know Him well. Students are open and honest with their struggles, and the Bible department has been privileged to help find Biblical and Godly answers to all who are willing to seek for them.

Middle School partnered again with the Hong Kong branch of "Young Life" to offer grade six students a chance to attend after-school spiritual enrichment sessions. Several students took advantage of these virtual and in-person opportunities. Many grade seven and eight Middle School students continue to be part

of a "Roots Group" to further support their spiritual growth in a small group setting. During one of the in-school periods, Middle School also had the opportunity for spiritual input during a shortened two-day camp.

COVID restrictions vastly curtailed our typical opportunities for "Service to Community". In April, MS was able to plan and deliver an altered version of in-school Week Without Walls activities. Part of this was an entire half-day dedicated to service learning that engaged the students around the themes of human trafficking, refugees, and discrimination. A number of student reflections illustrated that the presentation and discussions positively impacted the students. Students also collected items for Christmas boxes and for the Food Drive that were distributed in the community. The Middle School Global Issues Network (GIN) club made videos and face group activities that gave students the opportunities to consider the environmental effects of using too much plastic.

"Life in the Middle" was again unpredictable this school year. Despite this, Middle School thanks our Heavenly Father for His continued grace, wisdom, and guidance in enabling the ICS Middle School community to continue learning. To God be the glory!





# HIGH SCHOOL

Adversity can foster strength. ICS has emerged stronger from the challenges of this academic year in pedagogy, community, and collaboration. If there was a silver lining to the cloud of 2020-21, it was that teachers learned to be resilient in their teaching styles, innovative in their approaches, and open to learning the new skills required to be a teacher in an online setting.

Six graduates of the Class of 2021 have gained entry into the top ten universities in the world, and 24 graduates into the top 50 worldwide. Graduates accumulated 1500 university credits through the Advanced Placement courses taught at ICS, despite COVID-related challenges and restrictions.

AP Seminar and AP Research continue to be offered at ICS as important university credits, consolidating the crucial skills of a 21st-century: information literacy, creativity, critical thinking, collaboration, problem-solving, and inquiry. One of our students researched using plant tissue culture to grow genetic clones of corn plants from extracted embryos. She discovered that plant tissue culture is useful for genetic modification, rapid plant production, and conservation. She gained valuable skills in defending her research by presenting it before the ICS faculty. High School is proud to launch this caliber of students into the world.

The Science department has begun to invest in the latest Vernier Bluetooth technology. Students recently completed an assessment on ocean acidification and why global warming is a problem. Students were able to propose solutions to these real-world problems using equipment found in the lab.

This past year, two new elective courses were offered in the English Language Arts department: Science Fiction and Language and Power. Science Fiction explores some of the most probing life questions such as, who we are and why we are here. Language and Power give students an opportunity to study how language is acquired, how it has shaped history and created identity, and how it might develop in the future with AI.

The Fine and Performing Arts programs continued their long tradition of high-quality performances. High School is proud of our student's ability to create wonderful orchestral pieces without ever practicing together, thanks to technology and the high standards of our music faculty and students.

AP Studio Art portfolios from ICS were awarded higher marks than the global average. Globally, the average of all students receiving a mark of 4 or 5 is about 35%. At ICS alone, 15 out of 16 2020 AP Studio Art portfolios received a 4 or 5 (equal to 94%).

ICS hosted its first-ever TEDxYouth event, an independently organized TED event with TEDx Talks. ICS student speakers honed their leadership skills as they discussed adapting to the Covid world.

The HS chapel theme of the 2021-2022 school year will be "Regenerate." The idea of loss as part of the process of regeneration is intended to be linked to what we have experienced in the last two years. We look forward to exploring this life-giving and inspiring topic as a school community in the days to come as we emerge from a global trauma as stronger and better people.

# BIBLE & ENGLISH DEPARTMENT

2020-2021 has been a challenging year, as last year was, due to COVID-19. All Bible teachers have been working hard this year enhancing their lessons so that the classes relate even more to their students' lives. The greatest desire of Bible teachers at ICS is for their students to know Christ and know Him well. Even though it was an unusual year, students have been challenged at all grade levels to grow deeper in their faith through understanding the Bible, applying the Bible directly to their lives, and intentionally seeking to know God more.

In Elementary School, students learned everything from vocabulary to doctrine. Many discovered that the Bible stories they talk about in school have meaning that the students can apply, even at their young ages. In Middle School, students began to investigate more deeply what it means to be a Christian and how the Old and New Testaments are a valuable source for modern-day living. In High School, the students have been digging deeper into understanding why they believe what they believe. Our students are open and honest with their struggles, and the Bible department has been privileged to help them find Biblical and Godly answers to all who are willing to seek for them. Most of all, the Bible teachers have seen God work in students' lives. Even though the year has been unique, it has been good to see students who have sought God in their lives and have experienced Him anew because ICS places such an importance on God's word being central in all we do.

Throughout the year, teachers continued to develop and strengthen their teaching of literacy using the workshop instructional model and by implementing the units of study developed by the Columbia Teachers College Reading and Writing Project. Despite alternating between online learning and face-to-face instruction, teachers took on the challenge of implementing new reading and writing units throughout the year. The implementation of these new units allowed students to explore a plethora of genres, learn new strategies as readers and writers,

and use their interests to guide their learning. Teachers continued to work tirelessly to ensure students' reading and writing instruction was authentic, student-focused and progressing online and on campus. Teachers used the units of study to deliver reading and writing lessons. They also met with students in whole groups, small groups, and one-on-one instruction to best meet their learning needs. Teachers also provided authentic learning opportunities for students to develop their reading and writing skills and to share their ideas with others. Examples include holding TED talks to share debatable issues, poetry jams to celebrate the beauty of words, and creating posters to inform others about endangered animals. These authentic experiences allowed students to understand the importance of sharing their ideas and listening to others. Students continued to grow as more independent and self-directed readers and writers through our teachers' devoted instruction. Also, through the year, teachers participated in learning communities both within and across grade levels. The various groups focused on preparing and planning for new units, meeting students' word study needs, evaluating a new curriculum for teaching letter formation, becoming better aligned with reading assessments, and much more. Some teachers also worked one-on-one or in small groups with the literacy coach to help better develop their teaching practices for literacy. Throughout the year, the ELA teachers met together to develop a more focused curriculum plan. At the beginning of the year, the ELA team prioritized standards to ensure our instruction and curriculum were aligned across grades from P1-G5. After prioritizing standards, teachers focused on evaluating assessments by ensuring standards were being addressed. They also assessed reading and writing units using the reviews and standards where students' needs were at the forefront of all decisions.



Despite the frustrations and uncertainties of this year, we have experienced a lot of growth as a department. We have been compelled to be flexible in curriculum delivery to adjust to rapid changes to schedules. Yet, we have chosen to take a hard look at our curriculum and how we meet the Standards and benchmarks for ELA. In Middle School, we have made significant strides towards a Standards-Based Grading model through clear, common rubrics for our different writing Standards. We will continue to work towards common grading expectations and a curriculum built around these. In High School, we introduced two new elective courses for G11 and 12: Science-Fiction, and Language

and Power. Students received these well and widened the range of courses available to upper-level students. As a department, we could still provide some authentic learning experiences outside of the classroom, including the popular Simulation Days in Humanities and a virtual Author Visit for Grades 9 and 10. Being online encouraged teachers to provide videos of direct instruction for key lessons, which will probably be carried over even when back in school. Online teaching and reduced class times did impact our AP classes, but teachers showed creativity in planning and using time for the greatest effect. We believe our students will be able to achieve the high standards of previous years.



# CO-CURRICULAR EDUCATION AND PASTORAL CARE

## **Discipleship**

Student voluntary participation in discipleship (“Roots”) groups remains strong in MS and HS. Despite the limitations, uncertainties, and changing policies and circumstances this year, the school remained committed and flexible to redesign programs and take advantage of opportunities. Grade 5, MS, and HS camps were able to take place in adjusted formats. Oxygen camp for grade 9’s and a special Oxygen event for grade 10’s (to replace last year’s canceled event) took place on campus. Vida Nueva retreats happened in socially distanced and blended (partially online) formats. The efforts to make these events happen in different conditions were extensive. Student leadership development remains a priority, and many HS students volunteered to help out with the Grade 5 camp in Spring.

This year the school went through a collaborative process of identifying spiritual formation goals, including the kind of environment we desire to create for our students, for LE, UE, MS, and HS. This year, a series of spiritual formation devotionals was provided for ES and MS teachers. The school continues to provide books annually to teachers and staff who wish to order one to support their own spiritual vitality.

## **Service Learning**

The Service Learning team found creative ways to replace the traditional on-campus Domestic Workers Open Day with ways to bless domestic workers online and collected and distributed clothing to NGOs that work with domestic workers. The Christmas shoeboxes campaign went ahead much as usual, and the canned food drive was expanded and garnered high participation from students across the school. With more limited opportunities this year for direct, face-to-face service, the Service Learning team focused on preparing a video (featuring teachers and alumni) and a portal of resources as a platform to support the school’s Service Learning endeavors for years to come.

## **Week Without Walls**

For MS, WWW was re-conceptualized as a series of teacher-led workshops that allowed our students to have non-traditional learning experiences. The school also partnered with Crossroads to examine human trafficking, discrimination, and poverty issues.

For HS, the week of WWW likewise included teacher-led workshops and was also re-purposed to provide opportunities for events that would otherwise have been canceled, including Grade 10 Oxygen and Junior-Senior Banquet (without food!) and HS Camp. Time spent together building relationships, and a sense of community is critical for students’ well-being.

## **Sports**

After-school sports opportunities were limited this year due to the partial-day schedule, but the Co-curricular department seized the opportunity to offer some after-school sports in MS and HS when this became possible in the Spring. In Elementary School, the community sports program model has supported parent-coached teams to use ICS facilities to provide opportunities for ES students on weekends, when safe to do so. During the summer of 2021, the School offered two weeks of sports activities for ES students. Meanwhile, the School has developed a Hall of Fame concept to allow sportsmen and sportswomen of high caliber and character to be recognized. The Hall of Fame will be launched in 2021-2022.



# CURRICULUM & INSTRUCTION

The ICS Curriculum and Instruction Department support curriculum, instruction, assessment, and resource alignment to the ICS mission, vision, strategic plan, and school improvement plans, impacting learning and well-being for students and teachers. The faculty provides an umbrella of curriculum and instruction coordination across school divisions. Despite the constant pivoting during 2020-2021, ICS made gains across the full scope and sequence of curricular areas. This was primarily due to faculty commitment to continuous improvement and their responsiveness to the job-embedded professional learning facilitated by curriculum and instruction faculty, school principals, and secondary department chairs. It is a joy to report that ICS delivered its mission during this unprecedented time in history and improved curriculum articulation and understanding. The ripple effect of this work should be visible in student learning improvements in the coming years.

## **Elementary Academic Support**

The Literacy Coordinator worked with teachers to develop and strengthen their teaching of literacy using the workshop instructional model and by implementing the units of study developed by the Columbia Teachers College Reading and Writing Project. Despite alternating between online learning and face-to-face instruction, grades took on the challenge of implementing new reading to explore a plethora of genres, learn new strategies as readers and writers, and use their interests to guide their learning. Led and supported by the Literacy Coordinator, teachers ensured that students' reading and writing instruction was authentic, student-focused, and progressing, both online and on campus.

The Mathematics and Science Coordinator supported teachers in realigning Mathematics standards (Common Core State Standards) to ensure clearer learning pathways and provide deeper conceptual understandings and procedural fluency essential for students' development as mathematicians. Teaching and Learning Mathematics for conceptual understanding often includes using various models to demonstrate knowledge, engaging in mathematical discourse, and reasoning through real-world application problems. In addition, the Mathematics and Science Coordinator worked with teachers to find authentic ways to engage students as scientists and engineers through investigations and demonstrations that utilize

the Science and Engineering Practices.

In addition to supporting the reading program, the Elementary Teacher-Librarian worked with teaching teams on implementing the Social Science inquiry-based units of study. This work helped our students develop their questioning skills and plan inquiries; apply disciplinary tools and concepts related to civics, economics, geography, and history in developmentally-appropriate ways; evaluate sources; communicate conclusions, and take informed action. A new database subscription was added to the elementary library resources to better support upper elementary students better in their research. Reading promotion increased borrowing in 2020-2021 by 26%, getting more books into students' hands. Although scaled-back, students enjoyed and celebrated book week with a socially-distanced book character parade and digital author visits by Craig Smith and Grace Lin.

## **Secondary Academic Support**

The Academic Coordinator facilitated processes that guided students in meeting their graduation requirements while developing their God-given strengths as students considered future possibilities and callings. In 2020-2021, the Academic Coordinator transitioned course advising from a once-off presentation to videos that could be replayed, enabling students to recount key elements presented. At the end of 2020-2021, the Academic Coordinator morphed to become more strategically focused on scheduling and course advising.

The Curriculum Coordinator assessed curricular alignment needs and supported consistent understanding, documentation, communication, and delivery of curriculum in the secondary school. Of particular note was the rigorous process of evaluating and adopting Schoology as the secondary school's learning management system being implemented in August 2021.

The Secondary Teacher-Librarian continued to support research skills in secondary, including finding and citing quality resources. They further upgraded the library space for functionality and appeal. In collaboration with the secondary principals and department chairs, they created a Research Guide for secondary teachers to improve consistency and practice for students.

Two virtual author visits from Kelly Yang and Conor McCreery – comic book author - engaged students in learning about character and plot development and the business side of writing and creation.

### Chinese Academic Support

The Chinese Program Coordinator worked with the Chinese teachers from Kindergarten to Grade 12 in aligning the curriculum to engage students in their second language learning better. They focused on oral proficiency skills as well as using contemporary sources and enhancing language acquisition.

The Chinese Teacher-Librarian created a leveled-reading labeling system to allow students to choose their level of Chinese library books more efficiently throughout the Elementary and Secondary School divisions. They also developed and facilitated an in-class reading program to improve the students' Chinese reading skills.

### Professional Learning

As well as in-house professional learning provided throughout the year, teachers engaged in several external professional learning opportunities to enhance their understanding and delivery of curriculum and grow as learners and researchers. Many teachers participated in an ICS-hosted EARCOS weekend workshop, presented by Wendy Smith, to better understand the Next Generation Science Standards (NGSS) 3-Dimensional approach to engage students in Science. Several teachers and administrators participated in virtual workshops throughout the year, targeting such topics as inquiry, assessment, and 21 Century Learning.

### Portrait of a Learner

The Dean of Curriculum and Instruction led a representative group of faculty and administrators in a think tank to develop an ICS portrait of a learner. Portrait of a Learner describes the ICS student. It is a portrait of who each student might aspire to be as an individual, in community, and in relationship with their Creator. These categories are all interrelated and should be understood holistically.

RESPONSIVE & EFFECTIVE  
COMMUNICATOR



PURPOSEFUL & GROUNDED  
TRUTH-SEEKER



BALANCING & FLOURISHING  
PERSON



RESOURCEFUL & RESILIENT  
LEARNER



EMPATHETIC & PRINCIPLED  
GLOBAL CITIZEN



INNOVATIVE & DISCERNING  
THINKER



# FACILITIES MANAGEMENT

Due to COVID-19, The Facilities Management Department (FM) has carried out preventive measures such as contactless sanitizers, disinfecting mats, a temperature screening camera, and temperature sensors at key locations throughout the campus. Desktop dividers have been installed in classrooms and venues, and furniture has been rearranged for the required social distancing; cleanings, disinfecting, and deep cleanings have also frequently taken place.

In 2019-2020, FM had also carried out both epidemic-related and regular improvement works. The epidemic-related works were the provision of air purifiers in classrooms and offices for both Shek Mun and Kindergarten campuses and installing handwash stations at the 2F covered playground. The regular improvement works were the reflooring of Upper and Lower Gyms and the renovations of the faculty lounge, Admissions Office, Service Learning Office, and various venues at the Kindergarten campus.

FM facilitated the tendering of the FM management contract (2021-2024) and initiated the process in December 2020. After lengthy discussions and several meetings over five months, the tendering committee has awarded the contract to Jones Lang LaSalle (JLL). Hence JLL will continue to provide services at ICS for the next three years.

During the summer of 2021, several major works will take place; these works are the 2/F playground floor protection replacement (at the blue turf area), the installation of the redesigned Kindergarten playground, the replacement of the Theater stage floor, and waterproofing and resurfacing works at 5/F Chapel Patio; other minor works such as 1F PE hall of fame wall, replacement of Lower Gyms paddings, renovations at Bridge Classroom, IT Office, 7F apartments, various offices, and classrooms will also take place.

## Engineering

### 2/F playground floor replacement

There are three play structures located on the 2/F outdoor playground. The existing safety mat is there mainly to protect children in the event of unexpected falls and to prevent injury. It is our recommendation that the damaged and deteriorated safety mat be replaced, in order to reduce possible safety risks to students.

### KG playground equipment replacement:

The two current play structures on the Kindergarten campus are more than 12 years old having come from the old Fo Tan Campus. They have poorly deteriorated after years of use; the old equipment has become a safety concern.

Furthermore, the outdated design does not provide enough activities for the Kindergarten students. Hence a request has been made to install a redesigned playground with enhanced features such as a climbing wall, play tower, and safety mat with hopscotch that would provide a broader range of activities for students aiding in their physical development. Along with the new design and equipment, a new smooth-surface safety mat will also be installed to provide a safer environment.

### Theater wood floor replacement:

The existing theater stage flooring has been in use for over 12 years. Its condition has deteriorated, and there are badly damaged areas at the rear; the condition has become a safety concern.

Therefore, the entire stage floor will be replaced. In addition, four new IT/AV floor boxes will be installed along with the connecting cables that run under the stage flooring; hence trunking will be created.

### 5/F chapel balcony waterproofing work:

A few years after the school started at Shek Mun, the 5/F Chapel Patio leaked water to the Upper Gym. Although injections were applied to the roof of the Upper Gym a few years ago, the water leak has never completely ceased; injections were only a temporary solution. Furthermore, the tiles on the Chapel Patio floor are debonding badly and have become a major safety concern which has seriously limited the usage of the area. Therefore, a committee has been formed, and after in-depth discussions, it has been recommended that we install a new waterproofing layer and floor surface on the Chapel Patio.

## Operation (Cleaning & Security)

### Cleaning (COVID19)

Additional hand wash stations on 2F (photos)

### Minor Works (Addition & Alteration Works)

Lower Gym and Upper Gym Resurfacing



# FINE & PERFORMING ARTS DEPARTMENT



Any hopes about the 2020-2021 school year being a return to normal were dashed immediately, with school starting fully online. Because we had already learned to make adjustments during the second semester of 2019-2020, we were more prepared to face the challenges of arts courses over zoom. This year, unfortunately, the restrictions brought about by the pandemic lasted throughout the entire school year, giving us a year without a single performance or art show that could be run as usual, with full attendance and participation. If nothing else, this school year proved that the FPA could be successful in adverse situations through producing filmed drama productions, conducting recorded concerts with social distancing guidelines, setting up gallery shows for school audiences, and upholding high standards for achievement in the visual arts. As always, the true goal of any of our courses is to teach skills that can be used lifelong; and we believe that we have been able to do this, despite the challenges.

As a division, we improved in working virtually; we managed new technologies and taught hands-on, group-oriented classes through the internet. Experiences were not the norm, and circumstances demanded the need for compromise. Yet, we feel that we ran our programs remarkably near to the standards we usually strive for. If there was a silver lining to the cloud of 2020-21, it was that we learned to be resilient in our teaching styles, innovative in our approaches, and open to learning the new skills required to be a teacher in an online/face-to-face setting.



# INFORMATION TECHNOLOGY

In the 2020-2021 academic year, the world is learning to adapt to the new norm with ongoing pandemics. The new environment provided opportunities for the ITAV team to transform from our tradition of delivering classroom AV support to offer professional AV production service for various departments and events. The AV production work is critical during the pandemic as it ensures the School continues to deliver professional updates to the parents.

The team worked closely with the Curriculum and Instruction (C&I) team to evaluate its current learning management system (PowerSchool Learning) and alternative platforms. The Senior Leadership Team reviewed the findings and supported the plan to migrate Secondary School to use Schoology in the coming school year. The Team continues to work closely with the C&I team throughout the year to ensure Secondary School will have a smooth transition to the new platform.

The ITAV Department received messages from multiple sources that children from the local underprivileged families struggled with online learning as their families could not afford to buy a computer and needed to rely on their tiny mobile phone screen for online lessons. After receiving approval from the School Management, the Department donated old laptops and iPads that were no longer in use at ICS so that charity organizations could make good use of them.

The majority of the teachers in Elementary School and High School received upgraded MacBook Pro during the summer of 2020. The new laptops came at a perfect time to help ensure the teachers have improved computing power to fulfill the need for conducting distance learning classes. Middle school faculty will receive the upgraded MacBook Air M1 during summer break.



# MATH DEPARTMENT

In the Elementary division, we have continued to build on last year's use of the Common Core standards. This decision allowed us to help students pursue a deeper understanding of math by focusing on conceptual understanding, in addition to procedural fluency. Teaching and learning math for conceptual understanding often includes using various models to demonstrate understanding, engaging in mathematical discourse, and reasoning through real-world application problems. The department has developed clearer math curriculum pathways on Atlas, prioritized standards in response to Covid-19, and remained flexible in meeting curriculum standards.

## **G6-12**

At the end of last year, the secondary mathematics department lost two very experienced teachers, and they welcomed two very new teachers in 2020. This transition was smooth and an overall positive experience. The strong collegial nature of our teams and the intentional, but informal, mentoring we put in place helped bring about a seamless transition.

With many changes in schedules this year, and a great portion of the year involving online learning, the

secondary mathematics teachers had great success with different online tools for formative assessment and delivery of instruction. With consistent routines and the implementation of research-based practices, teachers were able to facilitate effective learning; overall results have remained high and students have progressed well.

Another great benefit this year was developing the elementary science and mathematics specialist role that Fabian Tan fulfilled. As well as all the benefits it brought to the elementary school, it has also helped with the transition to middle school and will hopefully begin to encourage consistency of expectations that will benefit the school as a whole in the long term.

The most significant area of concern is the assessment policy. All teachers need a consistent understanding of what standards-based grading means, and we need clear grade descriptors and rubrics that conform to these. This will be a focus in training and PLCs in the coming year.

# PHYSICAL EDUCATION & HEALTH DEPARTMENT

The 2020-2021 school year brought many challenges for the ICS PE department. These challenges also brought opportunities to rethink what is important and how can the PE program meet the needs of the students. This year we also adopted a new Health and Physical Education curriculum. We believe that a quality Physical Education program should prepare students not only to be physically active but also to learn critical inquiry skills to research and analyse knowledge and to understand the influences on their own and others' health, safety, wellbeing and physical activity participation. They also need to be resilient, to develop empathy and to be actively engaged in their own and others' wellbeing, using health, safety, and physical activity resources for the benefit of themselves and their communities.

Throughout this school year students were challenged to bring PE outside the gym and into their homes. We were forced to think about the way we view our bodies without sport being a part of our lives. Students were

asked to learn new skills, be autonomous learners, research and apply health information, create fitness plans and take ownership of their physical activity journey. We saw students hiking, running, walking, cycling, working out, and doing a myriad of other activities that were personally relevant. Families were asked to take part in this journey and we were encouraged by the number of ways that physical activity became a family endeavor and priority.

As we look towards next school year, the ICS Health and Physical Education Department is excited to continue to support the health and physical literacy journeys of our students. We hope to offer two "Health Weeks" as well as both secondary "Sports Day" and Elementary "Spirit Games". Overall we are excited for the direction of Health and Physical Education at ICS.



# SCIENCE & TECHNOLOGY DEPARTMENT

Elementary continues to use the NGSS curriculum. A goal with the NGSS is for students to access content and concepts by being scientists and engineers through science and engineering practices. Teachers use several digital resources (TCi, Mystery Science, GenerationGenius) to support the NGSS, and investigations and demonstrations continue to be part of the learning, even during online learning. Several teachers attended an NGSS weekend conference hosted at ICS, where they learned the 3-Dimensional approach to engage students in science.

## **G6-12**

This current academic year which has been significantly impacted by reduced face-to-face instruction has demonstrated the importance of how and why technology is relevant and highly valued in the Sciences. It has also given us time to collaborate and reflect on our assessment protocols and how we deliver our curriculum.

As a department, we are committed to continual self-reflection in order to discover what is relevant and current in our subject areas to ensure we have the continued advantage of offering “state of the art”

courses designed around only the latest technology for science-based courses. Our AP students are fortunate to experience practicals that are on par with college-level laboratory courses. We supplemented all of our High School courses during online learning with a new online laboratory program (pivot interactives) so that our students could take part in manipulative work while at home. We have now started to upgrade our Vernier digital equipment so that all of our scientific probes will be wireless and connect with the latest scientific software.

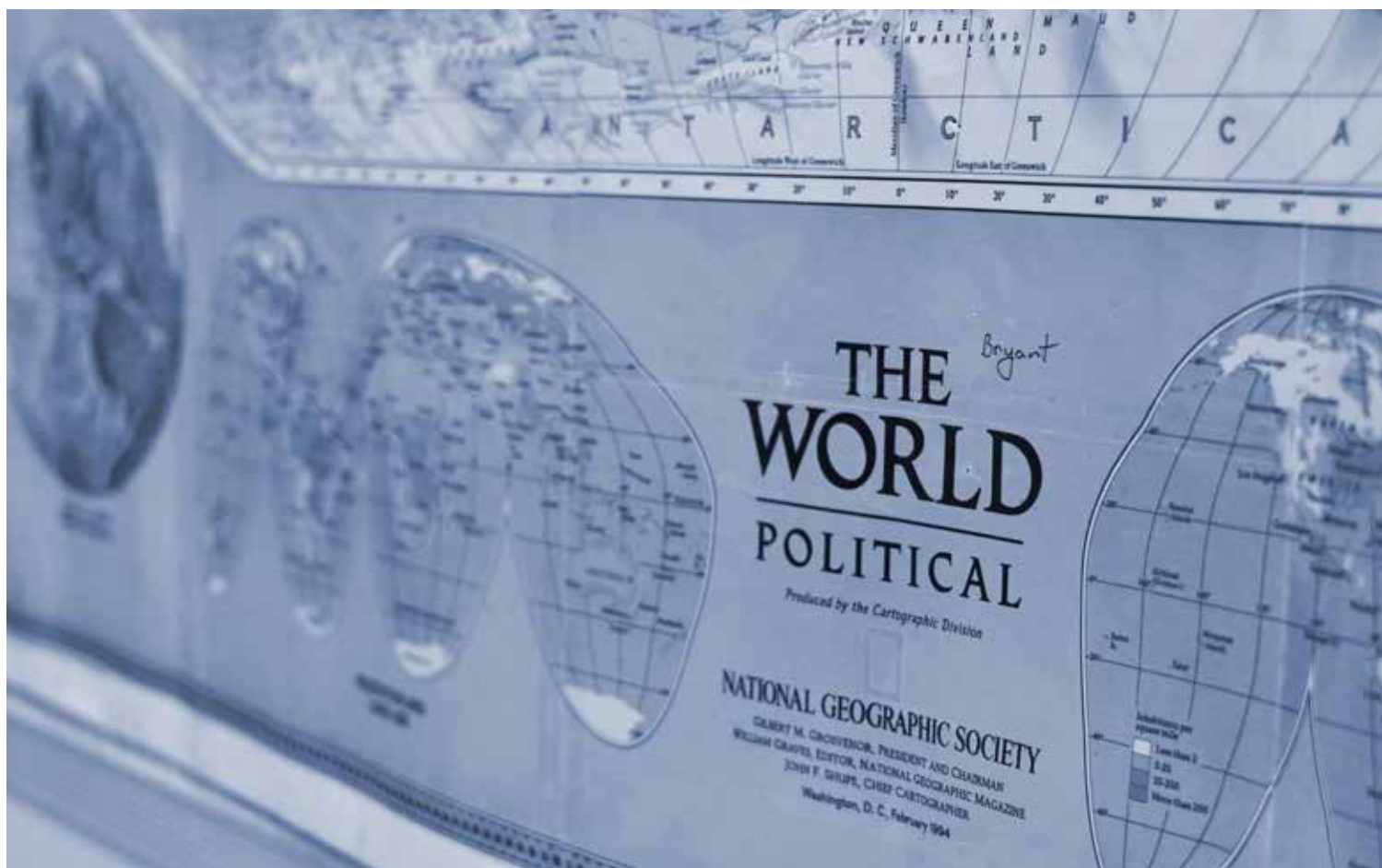
As our Science department grows, we have seen the need for expansion in our Middle School area. We are committed to providing an MS course that allows students to use a wide variety of equipment, and this has been reflected in our decision to upgrade much of our glassware, precision balances, and instructional resources in this particular area. MS students will also have the opportunity to use Vernier probes next year during practical work.

# SOCIAL SCIENCES DEPARTMENT

Despite the challenges of the pandemic, the Social Science department had a successful year in 2020-2021. Like all departments, the Social Science department has had to navigate between online and face-to-face learning several times throughout the year. This meant rethinking how discussions worked, how students did research, and how and when their learning was presented. Yet, teachers remained nimble in their approach and committed to teaching their benchmarks creatively. One highlight from this year was when the G10 Asian Studies course prioritized a Silk road simulation and presentation and had all the G10 students in a class for one day to participate in both of these activities, which were not possible in an online context.

The Social Science department made great strides this year in adopting and implementing the C3 standards for Social Studies. All grade levels participated in reading, sorting, and unpacking their standards to make wise decisions on teaching and assessing them.

Moreover, many teachers attempted some form of inquiry in their Social Science classes this year. Elementary classes participated in a Professional Learning Cycle focused on a C3 Unit. At the same time, secondary teachers attended a workshop led by Michael Vander Kooi, the Social Sciences department chair. They implemented some form of inquiry in response to this learning. For instance, the G7 teachers implemented an inquiry approach to their Social Justice unit by allowing student groups to choose their research questions, conduct their research, and present to their classmates. Implementing an inquiry approach to Social Sciences, and adopting the C3 standards in a fuller way, will continue in 2021-2022. Teachers will continue to redesign their courses next year as they seek to accomplish this goal.



# STUDENT SERVICES

The Student Services Department believes that each student is created uniquely by God with different abilities and skills. The Department's goal is to come alongside those students who need additional support to achieve their fullest potential. The Student Services Department is comprised of School Health Officers, Counselors, Literacy Specialist, Learning Support Teachers, Teaching Assistants, and the Bridges (Special Needs) program. The team works collaboratively with teachers to support services for ICS.

This year, the Health Office has played a vital role during COVID. The School Health Officers have spent hours communicating with various government agencies to ensure the safety of our students, faculty, and staff. Their efficiency in organizing on-site bi-weekly COVID testing for faculty and staff allowed students to resume face-to-face classes while other schools remained online. Upon returning to school, they continued to monitor student health and wellness and communicate with parents to maintain a safe school environment. They liaised with the Centre for Health Protection to organize routine student vaccinations. Both School Health Officers have received First Aid certification with the American Red Cross, which allows them to train faculty in First Aid/CPR and use AED devices located on campus.

The Bridges Special Needs Program provides an alternative curriculum for students ages 11-18 with opportunities for socialization with their mainstream peers. This year, the teachers received specialized training in Social Thinking concepts to help students better engage with one another and during times of inclusion. The educational needs of Bridges students are met through Individualized Education Plans (IEPs) and ASDAN. This specialized curriculum provides opportunities for students to learn about relevant topics and various life skill activities. Students participated in an adaptive PE course, music therapy, and plant therapy. The Bridges program supports students as they transition to a work environment upon completing their schooling at ICS.

ICS counselors serve students from Pre-Grade 1 to Grade 12. With the various challenges the pandemic presented, counselors have offered support to students in multiple ways. Our Elementary Counselors conducted Social-emotional Learning (SEL) lessons during online learning. One-to-one counseling and small group opportunities were also available for students who demonstrated the need for support. Secondary School Counselors worked collaboratively to present relevant topics during Chapel and Tribe, and provided individual counseling.

A vital part of the counseling program is collaboration between teachers and parents. Several workshop sessions were held with faculty to develop additional strategies to support students returning to campus. Frequent communication with parents and referrals for additional community resources were provided as needed to help students during these difficult times.

The Learning Support (LS) Teams at the ES and SS levels have worked to streamline the referral process and provide various levels of support to students. Personalized Intervention Plans (PIPs) and Individualized Education Plans (IEPs) were developed with parents for students with diverse learning needs. There are opportunities for LS teachers to push into the classroom and pull students out for individual or small group interventions. LS teachers review plans annually with parents to ensure that services are relevant to the students' needs.

The Student Services Department strives to serve, support, and encourage the ICS community. The comprehensive services of the department address the academic, social, emotional, and physical needs of students through the lens of scripture.

# WORLD LANGUAGES DEPARTMENT

After one year of training and tireless studying, most Chinese teachers have completed their certification as OPI (Oral Proficiency Interview) testers. This improves our ability to assess student proficiency accurately and supports student learning. The program is developing greater specificity of performance indicators for students and moving towards greater vertical alignment of courses to remove gaps or unnecessary duplication to move in sync with the School's emphasis on aligning standards. This attention to standards has also been promising in helping to focus teacher collaboration so that it is more effective. The Department sees some promising signs of practical and significant outcomes for students: greater clarity about how students are expected to use language (rather than simply "know" language) correlates with increased performance levels on open-ended language tasks.

The program continues to update its content towards more contemporary sources rather than focusing on antiquated sources.

During this year of significant online learning, teachers have expanded their capacity with various digital teaching and learning tools. This supports our overall progress toward more contemporary teaching and learning approaches (even in face-to-face contexts).

With the Chinese teacher librarian's support, the Department has started gathering book lists to create K-12 class sets of readers to support the reading program. This will be launched next year. The Department has also expanded students' access to leveled readers that support the academic reading for each unit. The Spanish program is thriving, and the Department looks forward to offering AP Spanish next year. Students continue to learn the language in fun and authentic ways.



# FINANCIAL SUMMARY

## 2019-2020 AUDITED FIGURES

### INCOME (IN HK\$ MILLION)

Net Tuition Fee Income	158.47
Donations	1.83
Other Revenue	9.96

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<b>SUBTOTAL</b>	<b>170.26</b>
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### EXPENDITURE (IN HK\$ MILLION)

Employee Salary and Benefit Expenses	118.85
Facilities Operation Expenses	13.97
Instructional & Curriculum Expenses	4.80
Administration Expenses	6.34
Depreciation & Finance costs	13.07

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<b>SUBTOTAL</b>	<b>157.03</b>
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### SURPLUS (IN HK\$ MILLION)

Surplus before Transferable Debenture	13.23
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Transferable Debenture	9.06
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Surplus after Transferable Debenture	<b>22.29 *</b>
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Remarks:

\*\$8 million will be transferred to sinking reserve fund for major building improvements and renovation capital expenditures.



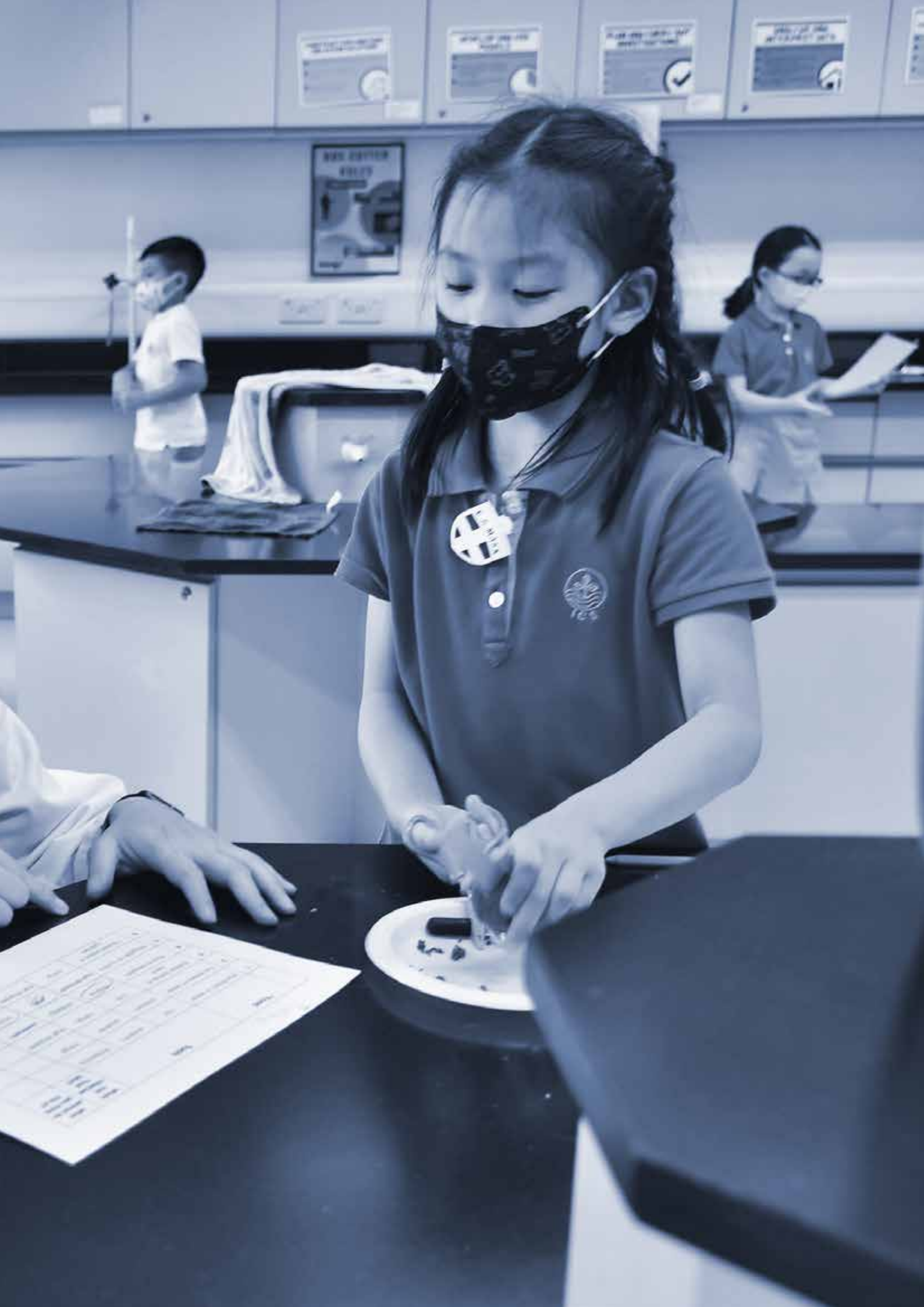
## **SPECIAL THANKS**

We would like to express our gratitude to all the faculty and staff who have contributed to the preparation of this publication - we could not have done it without you!

This report is designed, edited, and published by the  
Communication & Publication Office  
International Christian School  
1 On Muk Lane, Shatin, Hong Kong

[www.ics.edu.hk](http://www.ics.edu.hk)







**Shek Mun Campus**

1 On Muk Lane, Shatin  
Hong Kong

**Ma On Shan Campus**

G/F Kam Ho House (Block H),  
Kam Fung Court  
Ma On Shan, Shatin  
Hong Kong

**[www.ics.edu.hk](http://www.ics.edu.hk)**

**+852 3920 0000**

**[ics@ics.edu.hk](mailto:ics@ics.edu.hk)**