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INTERNATIONAL CHRISTIAN SCHOOL

# 2021-2022

## ANNUAL REPORT





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# LETTER FROM THE BOARD OF TRUSTEES

In 2022, COVID-19 struck us with its Omicron variant after the Chinese New Year. Academic activities had to be moved from the physical world to the digital platform for a while. Against all odds, our teachers and students navigated the stormy times with much perseverance. On May 28, the graduating Class of 2022 was able to come together to celebrate their graduation and bear testimony to the fact that they had overcome the adversity brought about by Omicron.

Despite the current challenging situation, we were still able to enroll more than 1,200 students. We thank God for entrusting us with the task of caring for so many students. We have been able to recruit faithful teachers who have chosen to come and stay in ICS to teach our students, despite their predicament.

We also give thanks to God for this gracious financial position. With our 2020-2021 surplus, we can transfer part to our sinking fund in anticipation of building repair and maintenance needs. We have also maintained our Covid Contingency Fund for 2021-2022. To keep up with inflation, we have implemented a moderate increase in tuition fees and staff salary scale.

The Board proposed a new Core Values statement to the Annual General Meeting held on March 12, 2022, and the same was approved in accordance with article 63 of our Articles of Association. The new Core Values are based on the old Core Values. Still, they are rewritten to bring out more precisely and explicitly the essence and nature of what ICS treasures most as its uncompromised values. We

would like to thank Dr. Modarelli and his team for the effort and contribution they have made in the drafting of the new Core Values.

We have rolled out the “English as an Additional Language” (EAL) program. The EAL program assists in enrolling intelligent students whose English needs improvement. It is exciting and desirable for ICS to admit and nurture students with remarkable talents, and we are confident our EAL program can help them catch up on their English within a relatively short period.

We are delighted to see the Bible curriculum shifting its direction to a more heart-based approach. We would like to thank the Bible Faculty for instituting the changes in methodology to match the new direction. May the Lord guide us so that we may shepherd our students according to His will.

After serving the Board as Board Chair for ten years, Mrs. Edith Chan tendered her resignation as Board Chair in March this year, which the Board has reluctantly accepted. Mrs. Edith Chan has been kind enough to agree to stay on the Board to chair the Finance Committee. We take this opportunity to thank Edith for serving the Board selflessly and remarkably, without her service we would not be where we are today.

ICS has encountered unprecedented uncertainties in recent years. With God’s abundant providence, we can overcome problems that look insurmountable. Praise the Lord, as nothing is too difficult for Him. May we continue to serve our Lord as faithful stewards and put our trust in Him in all we do.



Mr. Anthony Lo  
Board of Trustee Chair

# LETTER FROM THE HEAD OF SCHOOLS

International Christian School is a truly remarkable place of perpetual inquiry, altruistic service, robust academics, brotherly kindness, biblical thinking, and genuine love. The School continues pressing forward on a journey of organizational growth, championing an intellectual, spiritual, and social development mission for ICS students. This Annual Report offers a snapshot or a milestone in the life of the School and is not to be taken as a final grade for the organization. The School will continue, with God's blessings, to evolve into a stronger and stronger place for children to explore, learn, and thrive – all leading to them becoming the adults God has created them to be.

Throughout the 2021-2022 academic year, a stream of pandemic-suppressing measures continually challenged the regular learning process. Service projects were reimagined, athletic events were delayed, instruction was digitized, and travel was restricted. However, faculty and staff redoubled their efforts to provide stellar lessons and ensure the continuation of robust learning. Students reacclimated to screen-based instruction, and the year concluded with the student body's undeniably strong academic and spiritual development.

Approximately half the 2022 graduates will enroll at universities across the globe that rank among the Top 50 in the world. This cohort of graduates also earned the equivalent of approximately 100 semesters of university credits through ICS's Advanced Placement courses in High School.

The entire school community anticipates continually diminishing social restrictions in the 2022-2023 School year and the consequential resumption of overseas service projects, athletic travel, and reconnections with our sister schools throughout Southeast Asia.

Grace and Peace,

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 the School leadership team to discuss various issues. The PA was invited to join and lead the School Bus Tendering Committee to select a new vendor and to improve overall school bus service. In preparation for the 2022-2023 school year, PA continued to help transition the service to Chun Wo and help set policies and resolve sign-up issues. PA worked closely with the School during the fifth COVID wave to provide parent feedback regarding online learning and campus re-opening protocols. Virtual Principals and Parent Coffee Chats were organized to open dialogues between parents and the School. PA was invited to participate in the midterm School accreditation process.

PA also helps bring the community together to share resources, connect and learn. PA's buddy program for new families matched up with over 170 new families in the past year to help them integrate into the community.

Parent Worship Night, Badminton Social Club, and Fall Hike were arranged to give families a chance to connect. During the fifth wave, an online positive discipline parenting course was also held to support parent education and community building. PA also gathered the community to connect through prayers online throughout the year. Two uniform swaps were organized to share resources.

PA also helped build a culture of appreciation, and we gathered parents to organize appreciation breakfasts, lunches, and gifts for the faculty and support staff to cheer them on during this challenging year.

We also gather our community to know and share the gospel. We hosted the Alpha course in January, and distributed gospel track in Lai see packets before Chinese New Year to mobilize the community to spread the gospel. Funding was also used to sponsor high school graduation gifts, a graduation photo booth, and annual Thanksgiving snacks for students.





# OUR EMPLOYEES

NUMBER OF EMPLOYEES

8

117

53

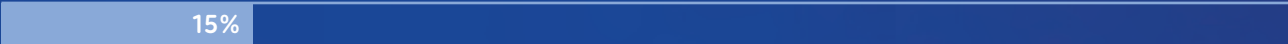
ADMINISTRATORS

FACULTY MEMBERS

SUPPORT STAFF

## YEARS OF EXPERIENCE (FACULTY & ADMINISTRATORS)

5 YEARS OR LESS



BETWEEN 5 - 10 YEARS



BETWEEN 10 - 15 YEARS



BETWEEN 15 - 20 YEARS

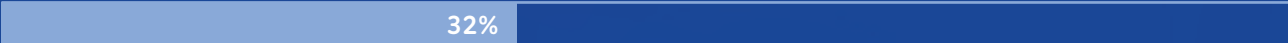


20 YEARS OR MORE



## NATIONALITIES OF FACULTY MEMBERS

HONG KONG



UNITED STATES



CANADA



OTHER COUNTRIES



UNITED KINGDOM



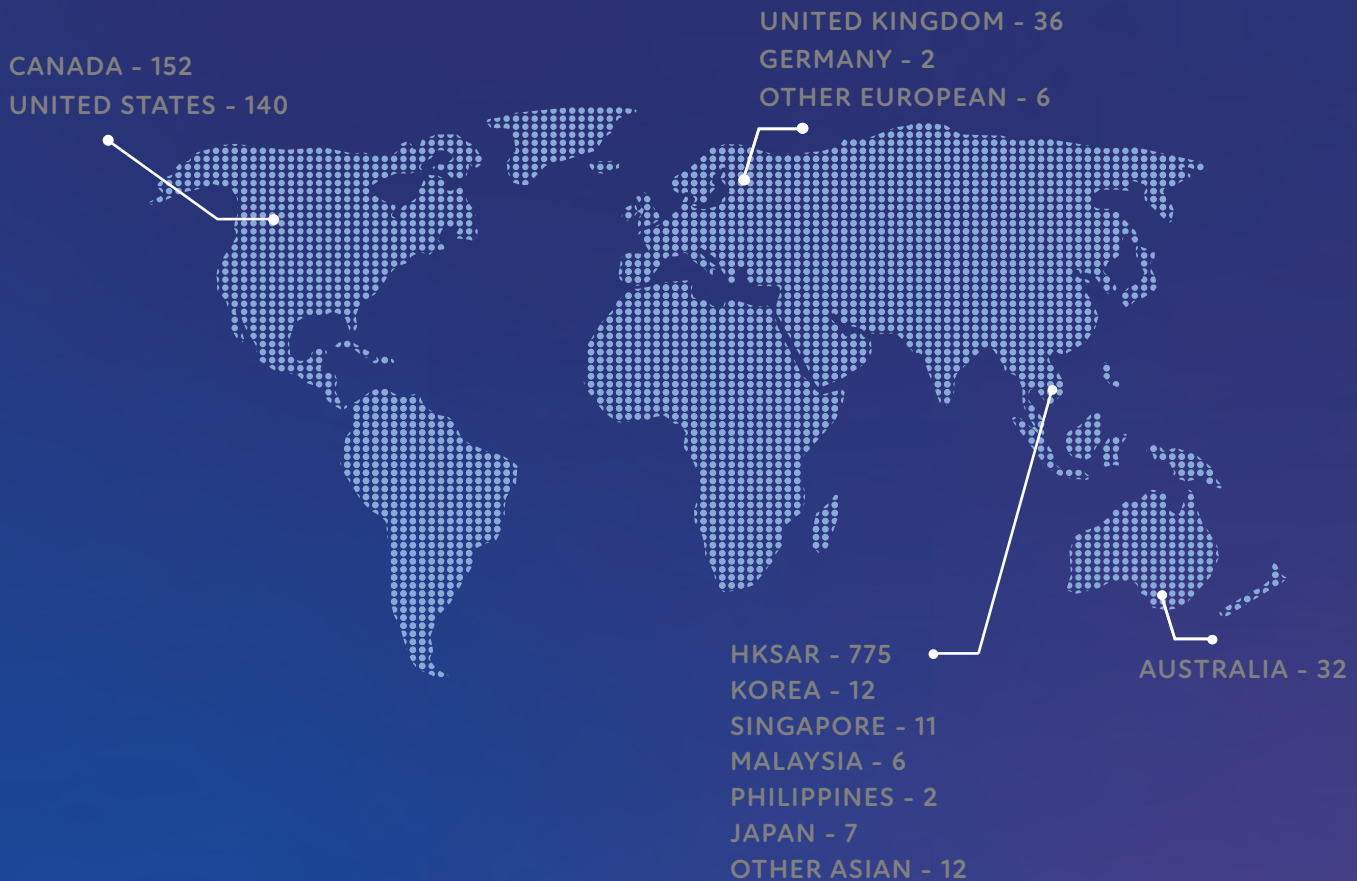
AUSTRALIA/NEW ZEALAND





# STUDENT ADMISSIONS

## NATIONALITIES OF STUDENTS



## ENROLLMENT BY CAMPUS (1205 STUDENTS)

144      499      264      297

KINDERGARTEN

ELEMENTARY

MIDDLE SCHOOL

HIGH SCHOOL

# STANDARDIZED TESTING

## SAT AVERAGE SCORES OF THE CLASS OF 2022

703

MATH

686

EVIDENCE BASED  
READING & WRITING

1388

TOTAL

## PSAT AVERAGE SCORES

	MATH	READING & WRITING	TOTAL
GRADE 9 (75 Students)	522	548	1070
GRADE 10 (77 Students)	568	581	1149
GRADE 11 (72 Students)	601	630	1231

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

	# OF EXAMS	TOTAL SCORES OF 4 & 5
2-D Art and Design	4	75%
BIOLOGY	28	82%
Calculus AB	8	88%
Calculus BC	16	100%
Chemistry	25	80%
Computer Science A	16	63%
English Language and Composition	25	72%
English Literature and Composition	10	100%
Environmental Science	11	73%
Macroeconomics	41	85%
Microeconomics	40	83%
Physics 1	19	100%
Psychology	45	93%
Seminar	10	80%
Statistics	36	92%
World History: Modern	14	100%

# CLASS OF 2022: UNIVERSITY ACCEPTANCES

## UNITED STATES OF AMERICA

Arizona State University  
Baylor University  
Biola University  
Case Western Reserve University  
Chapman University (2)  
Cornell University (2)  
Drexel University  
Fordham University  
Georgia Institute of Technology  
Hofstra University  
Loyola Marymount University (2)  
New York University  
Northeastern University (2)  
Occidental College  
Ohio State University, Columbus (2)  
Pennsylvania State University, University Park (3)  
Purdue University, West Lafayette (5)  
Rensselaer Polytechnic Institute  
Rochester Institute of Technology  
Santa Clara University (2)  
Sarah Lawrence College  
School of the Art Institute of Chicago  
Temple College  
Texas Christian University  
Trinity University (Texas)  
University of California, Berkeley  
University of California, Davis (6)  
University of California, Irvine (6)  
University of California, Los Angeles (2)  
University of California, Riverside  
University of California, San Diego (8)  
University of California, Santa Barbara (5)  
University of Colorado Boulder  
University of Massachusetts, Amherst  
University of Minnesota, Rochester  
University of San Diego  
University of San Francisco (2)  
University of Southern California (2)  
University of Virginia  
University of Washington (3)  
Virginia Tech (2)

## HONG KONG

City University of Hong Kong (2)  
Education University of Hong Kong  
Hong Kong Academy for Performing Arts  
The Chinese University of Hong Kong (5)  
The Hong Kong Polytechnic University  
The Hong Kong University of Science  
and Technology (10)  
The University of Hong Kong (9)

## AUSTRALIA

Monash University  
University of Queensland (2)  
University of Tasmania

## ITALY

Bocconi University

## CANADA

Capilano University  
McGill University (6)  
McMaster University  
Queen's University (4)  
Rotman School of Management  
(University of Toronto - St George Campus)  
Simon Fraser University (4)  
University of Alberta (2)  
University of British Columbia (9)  
University of Guelph  
University of the Fraser Valley  
University of Toronto (14)  
University of Victoria (2)  
University of Waterloo (7)  
University of Western Ontario (10)  
Vancouver Community College  
Vancouver Island University  
York University

## UNITED KINGDOM

Arts University Bournemouth, UK  
Brunel University London  
Cardiff University (3)  
Durham University (9)  
Glasgow School of Art  
Hult International Business School, London  
Imperial College London (6)  
King's College London (12)  
Kingston University  
Lancaster University (3)  
London School of Economics (2)  
Middlesex University  
Norwich University of the Arts  
Oxford Brookes University  
Queen Mary University of London (4)  
Royal Holloway, University of London (3)  
St George's, University of London (2)  
Staffordshire University  
University College London (9)  
University of Birmingham (3)  
University of Brighton  
University of Bristol (4)  
University of Dundee (2)  
University of Edinburgh (4)  
University of Exeter (2)  
University of Leeds (3)  
University of Liverpool (2)  
University of Manchester (9)  
University of Nottingham  
University of Oxford (3)  
University of Salford  
University of South Wales  
University of Southampton (2)  
University of Sussex (2)  
University of the Arts London  
University of the West of England (UWE), Bristol  
University of Warwick (5)  
University of Westminster  
University of York (4)



WELCOME  
WARRIORS

ME BACK  
RIORS



10



# KINDERGARTEN

The 2021-2022 school year started with in-person classes with classrooms and schedules adapted to increase social distancing and adjusted classroom layout while giving time and space to learn through play. Teachers were creative in designing learning activities that encouraged skill development, social interactions, and play. The curriculum is based on themes related to daily life so that students can understand the world around them. Reception 1 learned about Creation, Animals, Insects, Community Helpers, and Transportation. Reception 2 learned about their Community, Restaurants and Stores, the Solar System, Airports, and Construction Sites.

In January, schools were closed, and online learning resumed with Kindergarten students participating in online classes and learning at home with weekly learning materials packs being sent home. The school year ended with face-to-face classes being able to resume, and teachers focused on students' Social and Emotional well-being and enhancing language skills. Various dress-up days were held, and Reception 2 was able to have a Farewell Celebration to round off their time in Kindergarten.

## **Kindergarten Chapel**

Kindergarten Chapel focused on "Questions about God." Questions such as "How big is God's love?" and "Is God Invisible?" were explored each week with an emphasis on helping the children learn about God's love. Chapel continued with a short video message and worship songs when classes were online.

## **Curriculum**

Kindergarten introduced a reading and writing readiness program from Learning Without Tears. This program appeals to children's different learning styles using a multi-sensory approach and hands-on manipulatives to

develop emergent writing. In Reception 1, the children are taught pencil grip and coloring skills; this is further developed with letter formation and further development of fine motor skills in Reception 2. The Kindergarten teachers also received training in emergent writing and phonological awareness to further develop the curriculum in these areas.

The Kindergarten Progress Reports were revised to include more progress evaluation criteria and standards details. The revision gave parents more detailed information on their child's progress and was supplemented with online Parent Teacher conferences.

## **Playground Redevelopment**

The Kindergarten playground was replaced before the start of the school year. The new playground was designed to promote better physical development by boosting muscle strength and encouraging positive risk-taking with a new climber with a ladder and a fireman's pole. A horizontal climbing wall, where children climb along rather than up, was designed to develop strength, coordination, and balance. The new colorful safety matting and playhouse in the climber have encouraged role play and imagination throughout the year.

## **Parent Volunteers**

A reduced parent volunteer program was restarted. Fully vaccinated parent volunteers assisted in checking in and out of the library book packs to ensure children received books weekly.







# ELEMENTARY SCHOOL

The Elementary School (ES) was pleased to begin the school year on campus this year. In addition to the new P1 classes, the school welcomed 43 new students to ICS this year. In mid-January, we were forced to return to online instruction as the number of COVID infections rose in Hong Kong. During online learning, we continued to emphasize three critical areas: Presence, Pacing, and Predictability. Students participated in whole-group and small-group instruction through Google Meet. By prioritizing standards, teachers could keep pace and quality of instruction. Smooth transitions were made when returning to campus for learning in April.

## Personnel

This year we welcomed four new faculty members: three new homeroom teachers and one Mandarin teacher. We also welcomed five new support staff: four new teacher assistants and an educational assistant in our Learning Support program. We are grateful they have joined the team.

## Chapel

This year's chapel theme is "Make Me a Servant," based on Galatians 5:13. "You, my brothers and sisters, were called to be free. But do not use your freedom to indulge the sinful nature]; rather, serve one another humbly in love."

Due to social distancing requirements, the ES held two chapels each cycle, one for Lower Elementary (LE) and another for Upper Elementary (UE). This also allowed for chapel messages and worship to be experienced at a developmentally appropriate level.

As part of our chapel worship, the ES also collected an offering for Agape International Missions in Cambodia. This service learning opportunity raised awareness of the needs of the vulnerable within our own region of the world. Agape International Missions assists those who, because of poverty, are susceptible to trafficking and modern enslavement. Their focus is on prevention, rescue, and restoration. This year the Elementary students and their families gave over HK \$30,000 to this cause.

## Curriculum

We continue to improve and develop a balanced literacy approach to reading and writing. Reader's & Writer's Workshop, designed by Columbia Teachers College, is used as an instructional approach. Under the leadership of our Literacy Coordinator, units have been developed, and instruction has been honed. A review of the phonics programs was conducted, and a decision was made to adopt TC Phonics Units of Study. This aligns well with Reader's & Writer's Workshop and will be implemented in both P1 & G1 beginning next school year.

This year all grade levels fully implemented the Engage NY or Bridges in Mathematics programs. Focus has been placed on developing the conceptual understandings found in math. This has been supported by our Math & Science Coordinator.

## Chinese Language

Teachers have begun to put the "TCI" (Teaching with Comprehensive Input) pedagogy into practice, and students' significant improvement with open-ended writing and engagement is evident. This year, there was also renewed emphasis on reading. Teachers begin each lesson with 10 minutes of reading aloud to students and individual reading of teacher-curated and student-selected texts. Reading introduces students to themes and vocabulary that may or may not be targeted in the curriculum giving students access to a broader range of cultural and language experiences.

## Special Events

Although a portion of the school year was conducted online, the ES was able to experience many events that built our school culture. Students participated in a virtual author visit with Debbie Ridpath Ohi, where she taught about the process of both writing and illustrating books. The Spirit of the Games was also held for both LE and UE, allowing students to take part in fun, team-building activities. Other highlights include the ES Art shows, grade-level field trips, and the G5 Camp, Concert, and Step-Up ceremony.

# MIDDLE SCHOOL

Reflecting on the 2021-2022 school year, the sports quote “it was a game of two halves!” is brought to mind. At the start of the year, students were readjusting to being back in school full-time. All teachers felt the effects of a lack of socialization and participation in a whole class setting. Once students were back in the swing of school, faculty enjoyed engaging in consistent face-to-face learning for the rest of the semester. The second semester was punctuated with a more extensive period of online learning. Through everything, our talented Middle School (MS) faculty worked tirelessly to deliver “Instruction for Life” that was indeed equipping students to serve and transform their communities.

The theme verse for the year, Romans 15:13, reminds us that hope in God allows us to be filled with all joy and peace as we trust in Him so that we may overflow with hope by the power of the Holy Spirit. MS was indeed encouraged and strengthened by this hope during the year.

The MS English Language Arts team worked hard this year to produce quality rubrics for each quarter’s writing assessments. They demonstrated growth in pedagogy and a robust collaborative approach to the task. They built a powerful form of assessment, tested it with team-wide calibration of grading, and even began to revise the rubrics once used. This represented a significant change in how the evaluation was conducted and created a common approach across Grades 6-8.

The MS Math team completed an in-depth analysis of the Math program to break out a separate track for students who need more assistance. New curriculum and resources were allocated. Additionally, the team worked on a Christian Philosophy of Education emphasizing Biblical Worldview. We will welcome a new Grade 6 Math teacher next school year who previously taught Grade 5 at ICS. This will provide excellent continuity as this teacher is familiar with many Grade 5 students and the ICS context.

This school year, the MS Science department focused on delivering learning experiences that were centered around practical delivery. As a department, they also looked at intentionally integrating many essential skills associated with Science, such as designing

investigations, developing models, and constructing explanations. It’s been pleasing to see students completing quality research papers on Science-based topics that have been linked with global world problems such as food sustainability and infection spread.

The MS teachers have been developing inquiry units in a variety of ways. They have continued to design and redesign teaching units to provide greater levels of clarity for the students. In MS, Social studies is taught as “Humanities” with a close alignment to English Language Arts. Themes and units have been reworked to provide greater levels of alignment through assessments and the sequencing of topics.

Our Fine & Performing Arts department again had 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 or face-to-face setting. Music ensembles learned and implemented new digital music creation tools and software, specifically Soundtrap and Easy Virtual Choir. Successful Christmas and Spring Concerts were hosted with live audiences! They were very well received by parents and by the general school community. The Art shows in both winter and spring showcased the work of most MS art students. It was a highlight that the MS drama production of “Alice in Wonderland” was performed live to an audience in the Theater.

Adding a very experienced PE teacher to the MS team has been an enormous blessing. Despite the continued pandemic challenges in regards to engaging the students in meaningful, consistent activities, the MS PE program provided robust and influential PE experiences. This can be accredited to our collaborative mindset as a department. The PE teachers pulled together and shared ideas to make this time as beneficial as possible for our students. The PE curriculum continues to be developed, particularly exploring what authentic Biblical Worldview Integration looks like in this area.

The MS World Languages Department has progressed in collaboratively developing a biblical perspective statement to anchor Biblical Worldview Integration for

students' language proficiency. The reading practice has been embedded into each lesson throughout all secondary levels, particularly during the first semester, to improve writing skills and language sense. Cultural elements, including comparisons between biblical values and values from the target culture, have been embedded in some of the units.

Maintaining the "Commitment to Christ" is integral to MS life at ICS. Despite being unable to gather as the entire MSI, faculty members could share their stories through chapel video presentations. Many of the video chapel messages were based on student questions around the theme of "Hope."

The MS Bible teachers highlighted their Biblical Worldview Integration for the mid-term curriculum review and continued their practice of strong alignment even while doing a mild review of their standards and benchmarks. Alongside the High School Bible team, MS Bible teachers are working towards sharpening their standards, nuancing their benchmarks, and utilizing brain-friendly assignments in their pedagogy for instructional clarity and encouraging personal devotion to Christ.

We partnered again with the Hong Kong branch of "Young Life" to offer Grade 6 students a chance to attend after-school spiritual enrichment sessions. Several students took advantage of these virtual and in-person opportunities. Many Grade 7 and 8 MS students continue to be part of a 'Roots Group' to further support their spiritual growth in a small group setting. We also had the opportunity for spiritual input during the shortened two-day camp in the first semester.

Covid restrictions again curtailed the full range of opportunities for MS students. We could plan and deliver an altered version of in-school Week Without Walls activities in April. Students also collected items for Christmas boxes that were distributed in the community and articles for the food drive. The MS Global Issues Network (GIN) club made videos and face group activities encouraging students to consider how we make choices that can positively affect the environment.

For all of us, "Life in the Middle" this school year was again unpredictable. Despite this, we thank 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

High School is proud to announce that ten ICS graduates from the Class of 2022 gained entry into Top 10 universities worldwide, and 35 of our graduates were accepted into Top 50 universities worldwide.

At ICS, we believe in nurturing the whole student. Decades of research have affirmed what ICS has always believed. Students are not one-dimensional. Therefore, a well-rounded education includes body, soul, mind, and spiritual fitness.

“Beginning with the body,” our new Personalized Fitness course has seen a 50% increase in enrollment in the last two years. Exercise improves creative thinking and mental health. Students appreciate designing a tailor-made fitness plan that suits their interests, abilities, and schedule. We are also offering a new Sports and Exercise Science course in 2022-23, the first interdisciplinary course for students interested in kinesiology and health sciences.

ICS has a long history of excellence in nurturing the soul in our Fine and Performing Arts department, which continues to attract talent and provide meaningful outlets for creative artistic expression. The December Drama, “Where There’s a Will, There’s a Way,” was written by the drama class. May was filled with musical concerts showcasing the self-discipline and passion of FPA students who had spent 12 weeks practicing at home during online learning. The students had a brief window to practice together after resuming on-campus instruction before delivering their stellar performances to physical audiences.

Art students also had to exercise greater creativity during the online period due to a lack of access to tools and media commonly utilized in ICS’s art studios. The finished portfolios were perhaps one of the most unique displays of creativity ever seen at ICS.

ICS continues to strive for academic excellence with top-notch, cutting-edge faculty and new multidisciplinary course offerings such as these:

- **Independent Writer** allows students who see themselves as writers to work on their original, long-term projects to publish under the supervision of an ELA teacher.
- **Literature and Culture** explore literature’s connection to culture and vice versa.
- **Journalism 2** allows students an opportunity to improve their writing, editorial, and leadership skills in the production of the ICS school newspaper and take a role in coaching those new to Journalism.

Salome Eason (class of 2021) exemplifies our advances in interdisciplinary studies. Salome’s performance on the AP Research Exam in May 2021 was so superior that it fell into an elite category. Salome not only received the top score of 5 on her AP Research Exam but was also one of only 375 students in the world to earn every point possible on that exam.

Salome used plant tissue culture (PTC) and blended research into plant propagation and food sustainability issues across developing countries. We anticipate seeing more of this kind of innovation across academic disciplines.

Spiritual formation or nurturing the spirit is interwoven across the curriculum at ICS. An overarching chapel theme of “Refining Moments - Opportunity or Obstacle” will guide our spiritual emphasis in 2022-23. When we view challenging or unexpected experiences as opportunities for God to refine our character, our hope increases. Because of God’s deep love for us, we can trust Him to use every circumstance we encounter for His good purpose.



# BIBLE DEPARTMENT

ICS' bible curriculum continues to set the School apart from other international schools with its Christian education. The Bible Program at ICS has received the highest rating for the ACSI midterm accreditation review. Bible classes across ICS are focused on instructional clarity to encourage devotion to Christ and a healthy exploration of faith. Our elementary classes are building basic biblical literacy alongside life application that develops moral character. In Middle School, students integrate their biblical knowledge with other subjects and have opportunities to cultivate their worldview biblically as their unique identity is formed in adolescence.

In High School, students are given the freedom to explore and debate the big ideas of life in a safe and carefully guided classroom experience designed to encourage consideration of Christ's life and work and the implications without imposing or forcing faith on anyone. Student feedback and reflection have

consistently acknowledged this outcome in most classes. The current curriculum will be continuously refined to follow best practices and provide the best possible student experience. By the end of next school year, the Bible department intends to have a simplified list of three standards that will sharpen the Bible instructional focus across the School. This will allow each division to tailor-make benchmarks most relevant and needed for their age groups.

By the end of next school year, we intend to have a simplified list of three standards that will sharpen our Bible instructional focus across the School and allow each division to tailor-make benchmarks that are most relevant and needed for their age groups. The goal is always to teach from and encourage the development of a holistic biblical worldview in a safe and relaxed environment that gives students a spiritual oasis in their academic days.

# CO-CURRICULAR EDUCATION AND PASTORAL CARE

## Service Learning

Service Learning acts as the outreach department of ICS, prayerfully contributing to our students' growth in awareness of the world they live in, empowering them to make a difference and grow in their character and faith. In-person service activities such as 30-Hour Famine, Inner City ministries, beach clean-up, and developing a new partnership with an English church ministry in City One were able to resume as COVID lessened in the Fall.

The annual Christmas Shoebox project was enthusiastically participated in by ES students. At the High School, "Make A Difference" projects resumed. Online service continued, such as providing zoom-based activities to children in collaboration with a community center in Ma On Shan.

One promising development is the School has deepened its partnership with our neighbors in Shek Mun Estate. In April, students were able to provide Chinese tutoring to some of our ethnically diverse neighbors who attend local schools but don't speak Chinese. The School's partnership with the Global Issues Network has also strengthened this year. An ongoing area of growth for the future is to intentionally develop student leaders of the many service clubs at ICS and increase their strategic thinking.

## Sports

Sports activities at ICS were significantly impacted again due to COVID restrictions. Competitive volleyball, swimming, and football took place in the Fall, followed by a shortened season for basketball and cross-country. Badminton, football, and track & field were resumed as quickly as possible in April and May when conditions were favorable. The ICS Sports Hall of Fame launched this year, and the first class of inductees was selected. The School has been developing new frameworks to allow external sports partners to provide additional sporting opportunities for ES students outside of the existing teams. The plan is to launch these in the Fall. A framework for student athletes' character development is also being developed.

## Spiritual Formation

The visiting accreditation team commended ICS for its "commitment to the spiritual growth and formation of its students." Working within COVID restrictions has been

challenging, limiting opportunities to worship together and sometimes requiring adaptations such as video chapel messages. Gratefully, MS and HS camps were able to take place, while the ES Grade 5 camp once more had to happen on campus, with the support of many willing HS students. Many students attended the Fall "Vida Nueva" retreat, but unfortunately, the Spring retreat had to be canceled. The "Oxygen" retreat for Grade 9 students was shifted on campus with heroic effort just before the 5th wave restrictions came into effect.

Voluntary discipleship groups ("Roots" groups) remain an essential part of the school program, particularly at the MS level and in HS. In May, the MS faculty sponsored special activities for Roots group participants to build relationships and invest in their lives. The School received valuable professional learning input from the author of "Spiritual Conversations With Children" to help teachers think in fresh ways about supporting children's spiritual growth. A group of ES teachers studied this book together and will continue to explore its implications next year. Looking ahead to next year, the School will continue to explore fresh ways to invite students and teachers to respond to and experience God. We will continue to gather information on how the school environment and culture can best support spiritual growth.

## Week Without Walls

Despite planning for local activities for MS and HS Week Without Walls, the 5th wave resulted in plans needing to be canceled or significantly adjusted. MS students were able to have a day of team-building activities on campus. HS canceled Week Without Walls and instead had some community-building activities in May.

## Theatre

ICS was able to have its first in-person concerts during the Christmas holidays in over a year. Even though online learning brought some significant challenges to performing art classes in Semester 2, the students did an excellent job working together to prepare for the concerts in May. Due to social distancing requirements for music classes, students used the theater stage instead of music rooms for lessons. Looking forward, the focus of 2022-2023 is upgrading the video recording system in the theater for better compatibility with current and emerging video standards.



# CURRICULUM & INSTRUCTION

The ICS Curriculum and Instruction Department supported the ICS mission, vision, and strategic plan in 2021-2022 by leading the mid-term accreditation process, professional learning, and curriculum alignment processes and improvements.

## Accreditation & Continuous School Improvement

The continuous school improvement plan resulted from the 2018-19 accreditation self-study culminating in a visiting team review. ICS made progress in four major recommendations outlined in the 2020-2025 Continuous School Improvement Plan (CSIP). In March 2022, a mid-term (virtual) visiting accreditation team acknowledged ICS' progress.

ICS fully met #1 and #2 of the major recommendations:

#1 Align Structures & Systems. ICS aligned the curricular processes, streamlined communications, and defined organizational flow over the last three challenging years, so this recommendation is fully met.

#2 Simplify Original CSIP. ICS simplified the Continuous School Improvement Plan (CSIP), and systematic plans were put in place for communicating developments regularly.

ICS made progress on #3 and #4 of the major recommendations. However, ICS will continue to improve these two areas:

#3 Biblical Worldview Documentation. ICS was recognized for its commitment to the "spiritual growth and formation of its students, its work toward documenting biblical worldview integration, and its commitment to the social and emotional learning and well-being of the school" (Visiting Team Report, March 2022, p.12). ICS will continue the momentum started on biblical worldview documentation, focusing on documentation that aligns with the curriculum alignment plans while deepening its understanding of teaching in a Christian way.

#4 Data analysis to Inform learning. ICS collects and uses a lot of data across the school. In the future, ICS will focus on data analysis and utilization efforts to inform learning. Specifically, ICS will develop a framework to discuss assessments and use the available data effectively. Immediate goals include a focus on data utilization that informs instruction and school programs. This will have a focus on differentiation and formative assessment.

## Professional Learning

The Curriculum and Instruction Team and the Curricular

Department Chairs led and facilitated targeted job-embedded professional learning during the year. Teachers engaged in several external professional learning opportunities to enhance their understanding and delivery of curriculum and to grow as learners and researchers. In addition, teachers and administrators participated in virtual workshops throughout the year with access to quality online learning inclusive of 21st Century Learning and Association for Supervision and Curriculum Development (ASCD) resources. Erin Kent Consultants provided online learning to deepen the elementary homeroom teachers' understanding and implementation of workshop methodology, and Dr. Marie Alcock provided differentiated consultancy to teaching teams.

## Curriculum Development

ICS made gains across the full scope and sequence of curricular areas despite another challenging year. ICS is grateful to the team of committed professionals who served the ICS students and community towards continuous school improvement in a spirit of unity. Department chairs and curriculum coordinators led their curricular areas throughout the year, facilitating curricular alignment nuanced to the needs of their disciplines (see the specific department reports for key developments in specific areas). ICS focused on discipline-specific improvements, being mindful of best practices, and keeping abreast of developments. ICS faculty and administrators are developing and documenting a Christ-centered program by updating course and program offerings, curriculum maps, and pedagogical practices. ICS' systematic approach fosters a coherent, viable, and sustainable learning journey for current and future ICS students.

## Elementary Academic Support

The Literacy Coordinator worked one-on-one and with teaching teams to hone teaching practices for literacy in delivering a robust standards-based curriculum and to ensure students' literacy instruction was developmentally appropriate, met the needs of learners present in the classroom, and aligned across grade levels. Fostering a love for reading and writing and understanding how reading and writing allows students to understand themselves, others, God, and the world around them better are goals for the program. Professional development provided by Erin Kent Consulting guided teachers in collecting, analyzing, and using data gathered during reading to help better plan and implement student-centered instruction.

The Mathematics and Science Coordinator focused on learning math for conceptual understanding and procedural fluency. Teaching and learning math for conceptual understanding

often includes using a variety of models to demonstrate understanding, engaging in mathematical discourse, and reasoning through real-world application problems. The Mathematics and Science Coordinator had robust Science conversations with teachers about best practices, and student engagement continues to be high. ICS uses the Next Generation Science Standards (NGSS) to help students access Science content and skills. Science units typically begin with an anchoring phenomenon, followed by a storyline that guides students in the discovery process. Students experience and learn science by being scientists and engineers through practices that include developing and using models, analyzing and interpreting data, and planning and conducting investigations.

In addition to supporting the reading program, the Elementary Teacher-Librarian continued working with teaching teams on developing and implementing the Social Science inquiry-based units of study. The library team provided books and other exciting learning opportunities, even while online. Highlights included a record number of participants in the Grades 4 and 5 Battle of the Books (BOB) teams and the engaging virtual visit of author and illustrator Debbie Ridpath Ohi.

### Secondary Academic Support

Despite going back online at a critical point in the year, guided by the Academic Coordinator, a team successfully provided student placements, academic advisory, and scheduling. The Curriculum Coordinator guided the secondary school successfully to Schoology as a Learning Management system. In addition, they provided professional learning on

assessments and unit design, audited the status of curriculum alignment implementation, and provided technical support essential for student learning success, especially vital while online.

Two library assistants faithfully and capably managed the Secondary Library until February, when our new Teacher-Librarian arrived. The Teacher-Librarian created an e-resources site, which provided greater accessibility to the Library's print and electronic resources. They supported research skill development, including database usage, source evaluation, ethics, and citation skills.

### Chinese Academic Support

The Chinese Program Coordinator led and supported the Chinese teachers from kindergarten to Grade 12, fostering collaboration with the conscientious Chinese team. In addition, they added more contemporary topics, texts, and materials and improved curriculum alignment. Despite COVID, they launched a reading program to increase student reading and fluency, starting with individual class reading time. This has been promising. In 2022-2023, teachers will deepen their understanding of the World Languages' reading and writing standards and how to assess student reading and writing accurately when they undergo AAPPL training. The Chinese Librarian added more fiction books with pinyin for different grade levels to the Chinese collection. Chinese library borrowing increased as teachers focused on reading in class and encouraged more borrowing.

Despite a challenging year, ICS continued improving the teaching and learning program.

### 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



# ENGLISH LANGUAGE ARTS

During the 2021-2022 school year, Elementary 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 the disruption of COVID-19, teachers continued to deliver a robust and standards-based curriculum. They worked alongside their grade level members, the instructional coach, and the administration to help ensure students' literacy instruction was developmentally appropriate. Other considerations included meeting the needs of learners present in the classroom and aligning across grade levels, both online and on campus. Teachers used the units of study to deliver reading and writing lessons as they looked for various ways to engage students, from implementing non-genre-specific units in writing to encouraging collaboration in book clubs. One grade even became detectives in a mystery reading unit. The variety of learning presented in the units helped students foster a love for reading and writing, and an understanding of how reading and writing allow us to understand ourselves, others, God, and the world around us better.

Teachers participated in learning communities within and across grade levels throughout the year. The various groups reviewed units before teaching to ensure all teachers had a shared understanding of standards and assessments. Multiple upper elementary grades studied how to meet students' word study needs. Several lower elementary grades reviewed a new curriculum for teaching phonics. They chose a curriculum that they will adopt starting the next school year. Alongside working in learning communities, 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, all teachers participated in professional

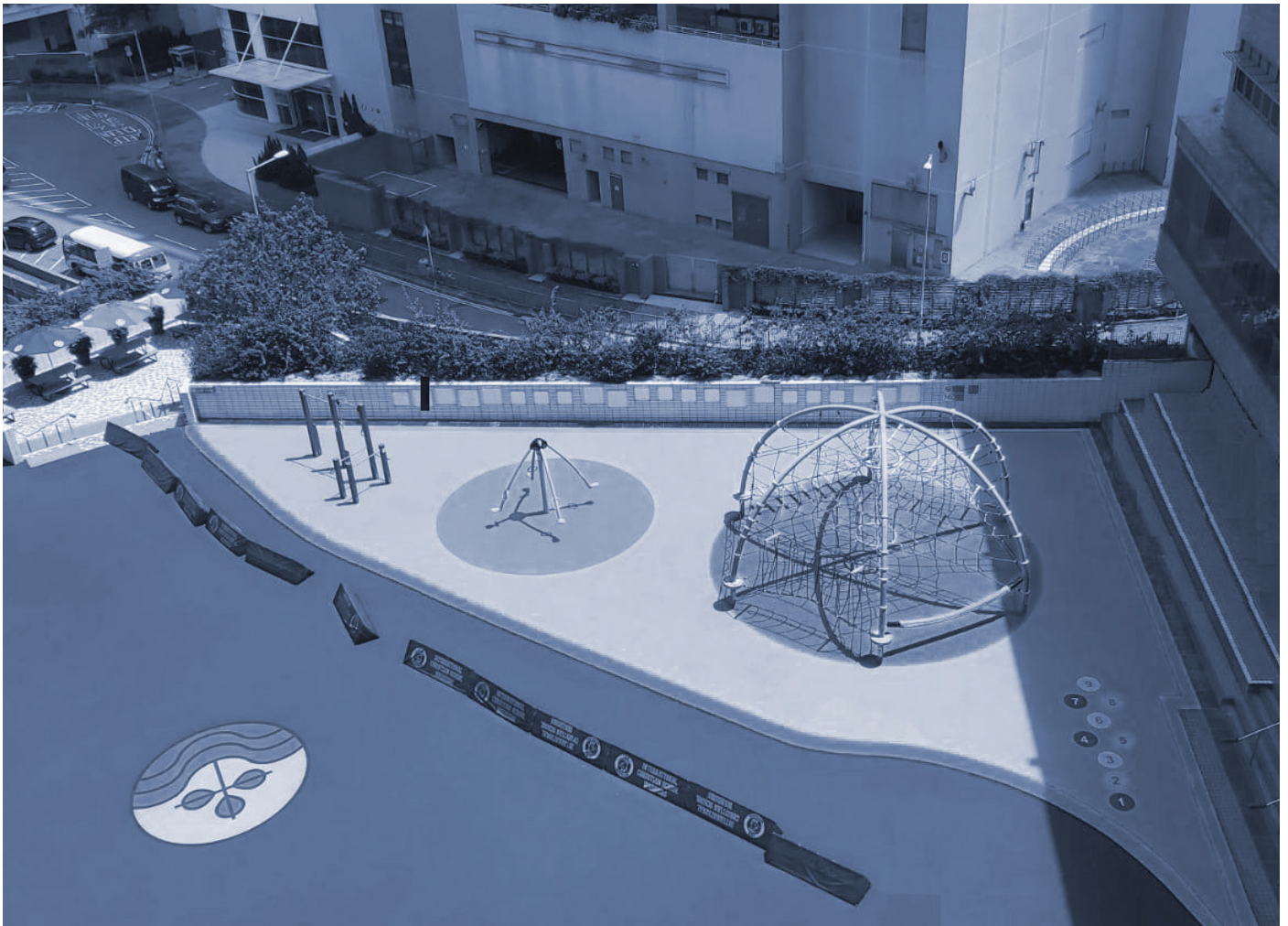
development provided by Erin Kent Consulting (EKC). This professional development focused on supporting teachers in understanding how to implement assessment-based reading workshops. During the online meetings with the EKC consultants, teachers practiced collecting, analyzing, and using data gathered during reading to help better plan and implement student-centered instruction. Teachers will continue this work next year as they look into using data to guide instruction and differentiation to meet students' needs best.

The Middle School team worked hard this year to produce quality rubrics for each quarter's writing assessments. They demonstrated growth in pedagogy and a strong collaborative approach to the task. They created a robust form of assessment, tested with team-wide calibration of grading, and even began to revise the rubrics once used. This represented a significant change in how the assessment was conducted and created a common approach across Grades 6-8.

In High School, the Grade 10 course was overhauled to reflect the learning needed to prepare students for the Grade 11 and Grade 12 courses. It was also designed to introduce students to the core elements of each of the English AP courses we offer. In addition, three new electives were created for next year. Independent Writer allows students who see themselves as writers to work on their long-term projects under the supervision of a high school teacher. Literature and Culture replaced American and British Literature electives. They explored literature's connection to culture (and vice versa) by focusing on four critical cultural movements. Journalism 2 allows students to return to Journalism and take a role in coaching those new to Journalism.

# FACILITIES MANAGEMENT

Last year, Facilities Management Department (FM) has successfully completed renovations and construction works. New facilities include the Kindergarten indoor playground at the Ma On Shan campus, replacement of the rubber floors on the second floor playground, as well as many others. The first floor was given a facelift with the lighting and carpeting replaced throughout. Wooden risers were tailor-made to replace the metals steps for the area outside the music rooms. The stage floor in the Lu Kao Hwa Theater have been replaced with new wooden flooring. Together with the Athletics Department, the wall opposite to the Lu Kao Hwa Theater has been given new life as the Athletic Hall of Fame, showcasing our top student athletes in different sports.



# FINE & PERFORMING ARTS DEPARTMENT



2021-2022 has been another year of COVID and online learning. School was scheduled to resume as usual, unfortunately classes were moved online again as another wave of COVID hit. Nevertheless, we managed to have several first-semester events with live audiences and multiple attendees, with art shows, dramas, and concerts happening live and in person. Classes and activities have yet to reach pre-COVID standards fully but are certainly much closer to normality.

The second semester took a positive turn in Mid-March when in-person school was reinstated. This pleasant surprise meant that our Fine and Performing Arts classes went into full performance mode. In-person learning returned for approximately five weeks, and during that time, multiple concerts, Middle School and High School drama, and art shows were held. Music concerts recommenced on the first weekend during in-person school, with guests allowed. The High School

Art Show was set up on the first day back to school, and the AP Art Show was approved the following week. Guest attendance at the Art Show was only granted a few days before its opening.

Since the prospect of a return to in person learning was unexpected, scheduling was tight, and days were packed when school did resume. Despite the obstacles and disappointment earlier in the semester, the department finished the year with a bang - literally, with the High School production of "Romeo and Juliet" happening after exams concluded.

# INFORMATION TECHNOLOGY

2021-2022 was a challenging year for the ITAV team to ensure a seamless transition between face-to-face and online teaching. The IT team is grateful that they continued to provide excellent technical support to the faculty and students. This ensures the delivery of quality instruction even during the lockdown period.

In addition to general technical support, the team managed to accomplish several projects as follows:

## **User Devices**

Upgraded Laptops - Laptops were upgraded for Middle School faculty and other employees.

## **Software Development**

Attendance automation - the IT team developed a new Automated Attendance Monitor system to reduce the burden on administrative staff and enhance teachers' workflow on student attendance and follow-up.

School website - the team has been working closely with the C&P team to develop the new school website, which is expected to launch in 2022-2023.

ITAV FAQ website redesign - the ITAV FAQ website has been completely redesigned and updated with the latest information to help teachers to utilize different teaching technologies.

## **AV Production**

The team has played a vital role in audiovisual production for events such as New Teacher Orientation, Weekly Chapel and Principal videos, Parent Forum, and Mrs. Meena Stephen's Farewell.

## **IT Infrastructure Improvements**

Improved system security - the team enabled Google two-factor authentication for all ICS staff to enhance the system security of the school.

Photocopiers upgrade - the IT office renewed the printing service contract. All ICS photocopiers have been upgraded to the new models, bringing improved printing quality to the school.

## **IT Office Renovation**

IT office was renovated during the summer of 2021 as part of the first-floor renovation.

## **MAD Project**

Throughout the years, the school has amassed some old IT devices which are no longer being used. Six students enrolled in the IT MAD project to repurpose obsolete hardware to donate to two organizations.

# MATH DEPARTMENT

In the Elementary Math Department, we have continued to focus on learning math for conceptual understanding and procedural fluency. Teaching and learning math for conceptual understanding often includes using a variety of models to demonstrate understanding, engaging in mathematical discourse, and reasoning through real-world application problems. We've seen growth, and students can reason and articulate their thinking more. Faculty continues to have robust conversations regarding best practices and assessments to deepen student engagement and understanding. The department has also prioritized standards in response to COVID and remained flexible in meeting curriculum needs.

This year, the Secondary School Math Department looked at vertical alignment and how many students advance through the Calculus track. According to our statistics, approximately 50% of students take AP Calc before graduating. Students currently take Grade 6 and Grade 7 math. Then they are placed in either Algebra 1 or Algebra Foundations, which is split over Grade 8 and Grade 9. This does not account for the struggling students in Grades 6 and 7. Accelerated students have the option of testing out and being placed in the higher grades starting in Grade 5 (except for a few genuinely gifted students who can accelerate faster). In light of this, the Middle School Math Department examined the new curriculum. It recommended switching to McGraw Hill Reveal math for Grade 6, Grade 7 (Accelerated edition), and Grade 8 slower students. Next year, students will be split into Grade 7 and Grade 8 depending on their math abilities and foundational skills.

During our Professional Development training, we looked at God in Math, presented by Mr. Brian Van Tassel. The Middle School Math team also developed Biblical Perspective Statements according to Common Core Standards. There were many changes in faculty as teachers were on leave for personal reasons, as well as a replacement of a part-time teacher.

Lastly, we realized the incoming placement tests were compromised due to COVID and forwarded to students without supervision. Additionally, the multiple-choice component allowed students to "Google" the answer. We looked at different math placement tests and have adapted "Problem-Attic" software, which allows for open-ended questions and consistent formatting throughout the various test levels.

Moving forward: Problem-Attic software will be an opportunity for further use and growth within the Math Department next year. The Math Department will also switch to summative-only grading in concert with the entire ICS Secondary Department.

# PHYSICAL EDUCATION & HEALTH DEPARTMENT

COVID-19 has presented many challenges for the Physical Education (PE) Department at ICS over the past three years. PE is innately a communal subject, so being online creates various challenges. Despite these challenges, it also provides us with new opportunities to help students to take ownership of their bodies and to put into practice the things they have learned over the years.

The students focused on health, well-being, fitness, and individualized learning tasks throughout the online learning period. It also created a desire in students for communal expressions of physical activity. Returning to in-person classes in April was a joyous moment for our teachers and students.

The 2021-2022 school year was one filled with challenges and rewards. It is also a year that brings sadness with three of our PE teachers leaving Hong Kong and returning to their home countries. Our Department will miss Mrs. Yip, Mr. Mauer, and Mr. Marr. They have been an incredible asset to ICS in their time here, and we thank them for all they have done to invest in the lives of our students. The PE department is very excited about the new teachers coming in 2022-2023, and we look forward to having fresh voices and perspectives in the Department. As we move into the 2022-2023 school year, we are excited to welcome new teachers and to continue to create a Health & Physical Education program that meets the needs of our students in a way that is engaging, educative, Christ-centered, and meaningful.





# SCIENCE & TECHNOLOGY DEPARTMENT

Science at the Elementary level continues to use the Next Generation Science Standards (NGSS) as standards to help students access content and skills. A science unit typically begins with an anchoring phenomenon, followed by a storyline that guides students in the discovery process. Students experience and learn science by being scientists and engineers through practices that include developing and using models, analyzing and interpreting data, and planning and conducting investigations. Faculty have robust conversations about best practices, and student engagement continues to be high, even during online learning.

At the beginning of the year, the Science Department focused on creating learning experiences centered

around practical delivery. As a Department, we have also looked at intentionally integrating many essential skills associated with Science, such as designing investigations, developing models, and constructing explanations. We have had several students complete research papers on Science-based topics, such as global world problems of food sustainability and infection spread. By providing students with expert teachers and allowing them to access high-quality probes, the students have a favorable environment for writing individualized research papers. Collaboration with the English Language Arts Department has also been a crucial move toward promoting interdisciplinary instruction.

# SOCIAL SCIENCES DEPARTMENT

This year was all about inquiry in the Social Science department. In Elementary School (ES), teachers spent significant professional development days learning about inquiry and planning new units in their respective grades. Five broad themes were developed for ES, and teachers spent time designing units and attaching standards to these themes. During this collaborative work time, teachers also had a chance to experience inquiry, so they could better understand how they might have a classroom that utilizes more of an inquiry approach to Social Studies. Also, each ES classroom attempted to teach at least 1 unit in Social Science using an inquiry approach.

Similarly, the inquiry method was also a hallmark of the Secondary Social Science classes this year. The Grade 6 to Grade 10 Secondary School teachers attempted

at least one unit from an inquiry approach, with some teachers implementing more than one. The Grade 9 and Grade 10 courses used inquiry several times throughout the year while also redesigning their classes using a new textbook. The Grade 9 course made significant shifts as the focus of the course changed to European Studies and now focuses more on current events rather than history. This aligns more closely with the recently adopted College, Career, and Civic Life (C3) standards.

All ES and Secondary teachers also continued to redesign their units utilizing the C3 standards for Social Science, which focus on Geography, Economics, Civics, and History. This year marked the first year where teachers only assessed the C3 standards, and great progress was made in designing units and lessons that focus on these skills.

# STUDENT SERVICES

Everyone needs a little help sometimes. After all, no one is meant to go through life alone. For Christians, that is where God comes in first and foremost - He is always by our side. God also grants us opportunities to care for one another.

Galatians 6:2 says, "Carry each other's burdens, and so you will fulfill the law of Christ." At ICS, we desire to lift and support those within our community. We have a comprehensive Student Services department that cares for over 1,200 students. We recognize that God has created us with diverse gifts and abilities and has placed us in a community to support one another. We demonstrate that we value diversity by providing various degrees of support based on the needs of our students.

## **Learning Support Program**

A firm foundation for the entire ICS community begins in the classroom. A few years back, Instructional Coaches were brought onto the ICS staff to work alongside classroom teachers as these educators continue to implement the most relevant and appropriate practices in the regular instructional environment. The coaches and teachers monitor student performance and make adjustments to scaffold and differentiate. Suppose a student continues to face challenges, and the data collected from the classroom shows a greater need than what can be met by the teacher or within the general education environment. In that case, this student is referred to Learning Support for further evaluation and services. The Learning Support program strives to ensure success for all students by providing services and support for students who face challenges. This support follows the upper tiers of the Response to Intervention (RTI) model.

The Learning Support team spent time in professional development this year, learning and solidifying approaches and strategies that would best meet the needs of our students as well as support teachers in the classrooms. Some themes explored in our training sessions were: school change initiatives, differentiation, brain research related to literacy instruction, executive functioning, and NCTM math interventions.

## **Elementary School - Learning Support**

This year, Elementary Learning Support shifted from a

two-teacher program to one with one full-time teacher, one part-time teacher, and an Educational Assistant. This team of dedicated individuals served 28 students with learning needs ranging from medical, behavioral, social-emotional, reading, writing, and math. Four students on Individual Education Plans (IEPs) received the highest level of support at Tier 3. Most students received services on a Personalized Intervention Plan (PIPs) at Tier 2 or 3, with a few receiving assistance on a short-term intervention plan at Tier 2. Over the school year, two students have been dismissed from the Learning Support program, and three other students had services reduced due to consistent success seen on monthly progress monitoring reports.

## **Secondary School - Learning Support**

In Secondary, the Learning Support team provides direct support for students and consults with teachers and counselors on how best to meet the diverse learning needs of students. Direct support usually takes the form of subject-specific assistance, additional time to complete assignments and tests, and executive skills training. It is mainly provided instead of an elective class. The learning support team provides indirect support to students who do not require direct support but require specific accommodations in class and on exams. This year 24 students received direct support, and we provided consultation for 15 students. With the proper support, many students can take more challenging courses, such as AP classes. This year, 12 students with differing learning needs took 13 AP classes.

## **Bridges Program (Special Education Needs)**

The Bridges Program caters to students with special needs aged 11-18 who need an Individualized Education Plan (IEP) and require a non-standard course of study. Bridges students demonstrated resilience and continued to grow in their computer skills despite the challenges of online learning.

Our Bridges students demonstrate that all things can be done through Christ. They have accomplished much over the past year. Along with working on their individualized education goals, they also have gained knowledge and life skills from the Bible and ASDAN curriculum, and participation in elective classes, Facegroup, Tribe, and after-school activities.

One of the highlights of this school year was the graduation of Alan Hung. He is the third student to complete the Bridges Program. Alan joined the Bridges Program in 2015 when he was 11 years old. He spent most of April completing various assessments at the Shine Skills Centre, a local organization equipping youth with disabilities with vocational skills. Alan completed the assessments and was accepted into the program. It has been encouraging for us to see him grow during his time at ICS and to have been able to play a role in his next steps in life.

### **Counseling Program**

At ICS, there is one counselor per school that works hard to serve the needs of students, families, and staff. Over the past few years, Hong Kong has seen political unrest, followed by the pandemic and the increasing mental health issues facing our children and society. As a result, our counselors have been working tirelessly to meet the evolving demands of the community. In addition to counseling services, the team provides crisis intervention and plays a crucial role in ensuring child safety at the school. This year, one of the initiatives has been shooting a video training program for all ICS personnel to be trained on the alignment and enhancement of child safety practices across the board. Throughout the COVID waves in Hong Kong, counseling services, prevention initiatives, guidance lessons, and academic advising have continued on Zoom and Google Meet. The team also developed various wellness resources shared on multiple platforms for stakeholders to use.

The 2021-2022 school year is full of changes due to the pandemic and its effects on students' emotional and social well-being. Two words to describe this year would be change and grief. As mentioned previously, our community has undergone many changes due to what is happening in the world. There will often be a sense of despair when there is change, as most of these transitions are beyond our control. One thing that students have learned to take away from either their Social Emotional Lessons (SEL) or from 1:1 counseling sessions is that it is okay to feel what they are feeling, no matter whether it is positive or negative. Through the SEL or sessions, students have been given opportunities to explore and process strong emotions and events in their lives. Students learned that emotions need time to process and that they are

not alone when going through these waves.

One highlight of the year has been returning to in-person learning before the end of the school year. Experiencing community beyond virtual connection is healing beyond words. Students' vitality is evident, and their laughter and energy are substantial proof.

It is hard to quantify the total number of students on the counseling caseload. Counselors monitor and support all students preventively without referrals and proactively according to referrals. All elementary classrooms have SEL class every other cycle for 45 mins. Other cases go on and off, so for the counseling department, for this reason, it is hard to give a concrete number on how many students are released from our caseload as students are still monitored as if they were given interventions. Not only do the Counselors meet with students, but they also meet with parents, individual teachers, and grade level teams, and collaborate with different staff members as well as external services to provide support and interventions when needed.

The Counselors support and are involved in the following: Admissions, Grade-level transitioning support, School transitioning support, Individual counseling, Academic advising, Parent meetings, Group counseling, Crisis intervention, Suicide prevention, Child Safety staff training, Staff training, and wellness, Professional and social services referrals, ROOTS / Tribe / Peer mentorship, REST Club (stress management club), MAD - Make a Difference (service learning), Friendship groups, Mighty Minds (anxiety group), Social Thinking Groups, SOAR, Art Therapy Group, Psychology Club, and Drug and Alcohol prevention.

### **Heath Office**

The Health Office received and treated more than 1,800 faculty, staff, and student cases in 2021-2022, which included ICS's Elementary, Middle, and High Schools. The team of two nurses oversaw the distribution of government health forms for students and organized regular vaccinations. The Health Office was tasked with ensuring students' physical safety and well-being – their role included communicating medical alerts with faculty and parents, working with the CHP to prevent infectious notifiable diseases, and acting as first respondents to on-campus injuries and

emergencies. With the COVID pandemic's influence in Hong Kong, the Health Office also supported staff processing government health information and assisted the school with compliance with CHP guidelines. During this year, the Health Office also procured and provided the supplies of Rapid Antigen Kits to all staff and families of students who made a request.

## **WORLD LANGUAGES DEPARTMENT**

The World Languages program continues to strengthen each year. The Department is blessed with conscientious teachers who collaborate well and are committed to ongoing professional learning and improving pedagogy. Teachers adjust units and lessons in response to identified student learning needs. This year has focused on increasing students' opportunities to generate spoken language. Year by year, the curriculum adds contemporary topics, texts, and materials and improves its alignment.

One particular initiative this year was launching a reading program to increase student reading and fluency. In particular, Kindergarten to Grade 12 classes start with 8 minutes of individual reading, proving to be promising.

As always, a highlight of the year was the Cultural Celebration Week. The Department worked hard to successfully arrange this week at the end of January, just before the class suspensions took place.

Next year, we will continue to develop the reading program. Teachers will attend AAPPL training, which will deepen teachers' understanding of the World Languages' reading and writing standards and how to assess student reading and to write accurately.



# FINANCIAL SUMMARY

## 2020 - 2021 AUDITED FIGURES

### INCOME (IN HK\$ MILLION)

Net Tuition Fee Income	153.4
Donations	0.4
Other Revenue	14.6

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<b>SUBTOTAL</b>	<b>168.4</b>
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### EXPENDITURE (IN HK\$ MILLION)

Employee Salary and Benefit Expenses	119.3
Facilities Operation Expenses	14.3
Instructional & Curriculum Expenses	4.3
Administration Expenses	5.9
Depreciation & Finance costs	15.5

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<b>SUBTOTAL</b>	<b>159.3</b>
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### SURPLUS (IN HK\$ MILLION)

Surplus before Transferable Debenture	9.1
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Transferable Debenture	11.8
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Surplus after Transferable Debenture	<b>20.9 *</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!

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