

International Christian School

2022-2023

Annual Report





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LETTER FROM THE BOARD OF TRUSTEES CHAIR

With the easing of COVID restrictions at the end of the previous year, life within the ICS community swiftly returned to a sense of normalcy. In mid-February of this year, we celebrated our 30th Anniversary. Due to time constraints, the notice provided to the ICS community was relatively short, and the celebration was not as elaborate as it could have been. Nonetheless, we had a wonderful time during the festivities, which spanned a Friday evening and a Saturday filled with worship, a historical video on the journey of ICS, cake-cutting, games, and more.

Following the 30th Anniversary celebration, we resumed our Week Without Walls program. Activities included a three-day camping trip for Grade 5 students and a diverse range of five-day local experiences for middle school students, as well as overseas trips to Vietnam, Cambodia, and Indonesia for high school students. The graduation ceremony for our high school students stood in stark contrast to the subdued celebrations of the past three years when Hong Kong was heavily impacted by COVID-19. With masks no longer required, our celebration was no longer overshadowed by Covid restrictions, allowing us to sing and rejoice with great joy and gratitude. In addition to various speeches, we were delighted to have a band and choir perform, a sight we had not witnessed in quite some time.

We continue to witness our ICS students excel academically year after year. This is evident in their exceptional performance in public exams and enrollment into top-ranking universities worldwide. It brings to mind the “Parable of the Talents.” Undoubtedly, our graduates have utilized the talents bestowed upon them by God, and I wish them success and honor in their endeavors.

I am also reminded that there is a time for all activities under Heaven, and we should seek the kingdom of God first, trusting that all these things will be added unto us.

Our Head of School, Mr. Brian Modarelli, and our High School Principal, Mr. Emerson Keung, will be concluding their service at ICS at the end of this school year. I would like to take this opportunity to express my gratitude to both of them for their dedicated service to ICS, particularly during the challenging years that Covid has brought upon us. They have guided ICS through stormy times, and we are grateful for their leadership. Mr. Modarelli will be succeeded by Nick Seward, and Mr. Keung will be succeeded by Tom Penland. Let us pray for the continued success of ICS under the guidance of their successors as they embark on the path that God has prepared for us.

After serving on the Board for three years, Angela Tran has tendered her resignation as a trustee. I would also like to extend my appreciation to Angela for her service and contributions to the Board. This year, we welcome two new Trustees, Mr. Kenneth Leung and Mr. Matthew Pine. Let us pray that God instills in Kenneth and Matthew a deep passion as they embark on their stewardship journey at ICS. God’s abundant grace abounds in ICS. Let us find our trust in the divine providence of God as a source of our motivation to continue the journey God has set for ICS.

Mr. Anthony Lo
Board of Trustee Chair



LETTER FROM THE HEAD OF SCHOOLS

ICS is guided by two foundational principles: deep academic rigor and genuine spiritual discipleship. Since the school's inception, these principles have consistently driven our institutional vision and goals.

I have often been asked whether ICS is a "fine arts school." Additionally, people inquire about the role of athletics and community service within the broader context of an ICS education. While fine arts, athletics, and service are all crucial components of the comprehensive educational experience at ICS, they are offered in a manner that ultimately fosters academic and spiritual growth in our students.

The unwavering focus on academics and discipleship at ICS provides us with a clear sense of direction as we move forward together.

Grace and Peace,

Dr. Brian Modarelli
Head of Schools



LETTER FROM THE PARENTS ASSOCIATION CHAIR

The Parents Association (PA) serves parents by facilitating communication between parents and the school. This is achieved through regular meetings between the Executive Committee, Principals, and the school leadership team to discuss various issues.

During the 2022-2023 academic year, virtual principals and parent coffee chats were organized each semester to open up dialogues between parents and the school. The PA also played a role in bringing the community together by sharing resources and encouraging connection and learning. The PA buddy program was implemented to match new families with volunteer families in the community, helping them integrate into the ICS family. Additionally, two uniform swaps were organized to allow the community to share gently used uniforms.

The PA continued to monitor and improve overall transport service and traffic around the Shek Mun school campus. Social activities were organized to foster community connection, including the Parent Worship Night, Badminton Social Club, Fall Picnic, Spring Outing, and Central Lunch. These events aimed to reignite the community connection that had been interrupted by the COVID-19 pandemic.

An online parenting course on effective communication with preteens was held to support parent education. The PA also provided regular opportunities for the community to connect through online prayer meetings throughout the year.

As part of the PA's culture of thankfulness, parents were gathered to organize appreciation breakfasts, lunches, and gifts for the faculty and support staff, demonstrating love and appreciation for their dedication at ICS.

As a body of faith, the PA distributed Christmas gospel packs and gospel Lai See tracks before Chinese New Year to mobilize the community to spread the Good News.

Furthermore, the PA extended its care to students by sponsoring the annual Thanksgiving Apple Pie, providing refreshments for Jazz Café performances, offering high school graduation gifts, and setting up a graduation photo booth. These initiatives aimed to enhance the overall experience of the students at ICS.







No Climbing
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WARRIORS
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WARRIORS
ICS

WARRIORS
ICS

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- 8

OUR EMPLOYEES

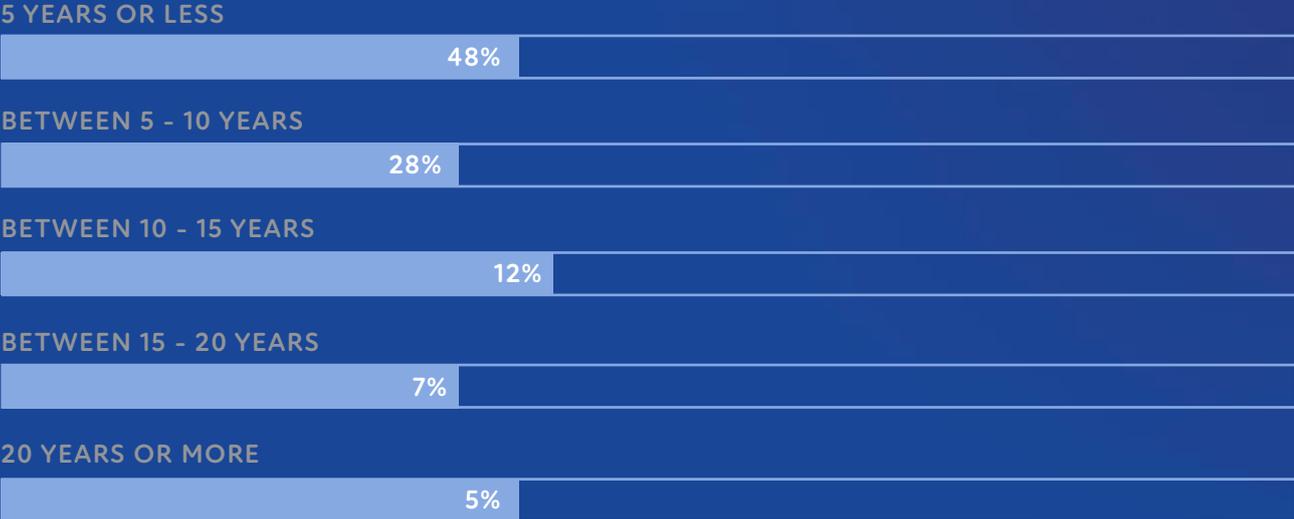
NUMBER OF EMPLOYEES

126 56

ADMINISTRATORS & FACULTY

STAFF MEMBERS

YEARS OF EXPERIENCE (FACULTY & ADMINISTRATORS)

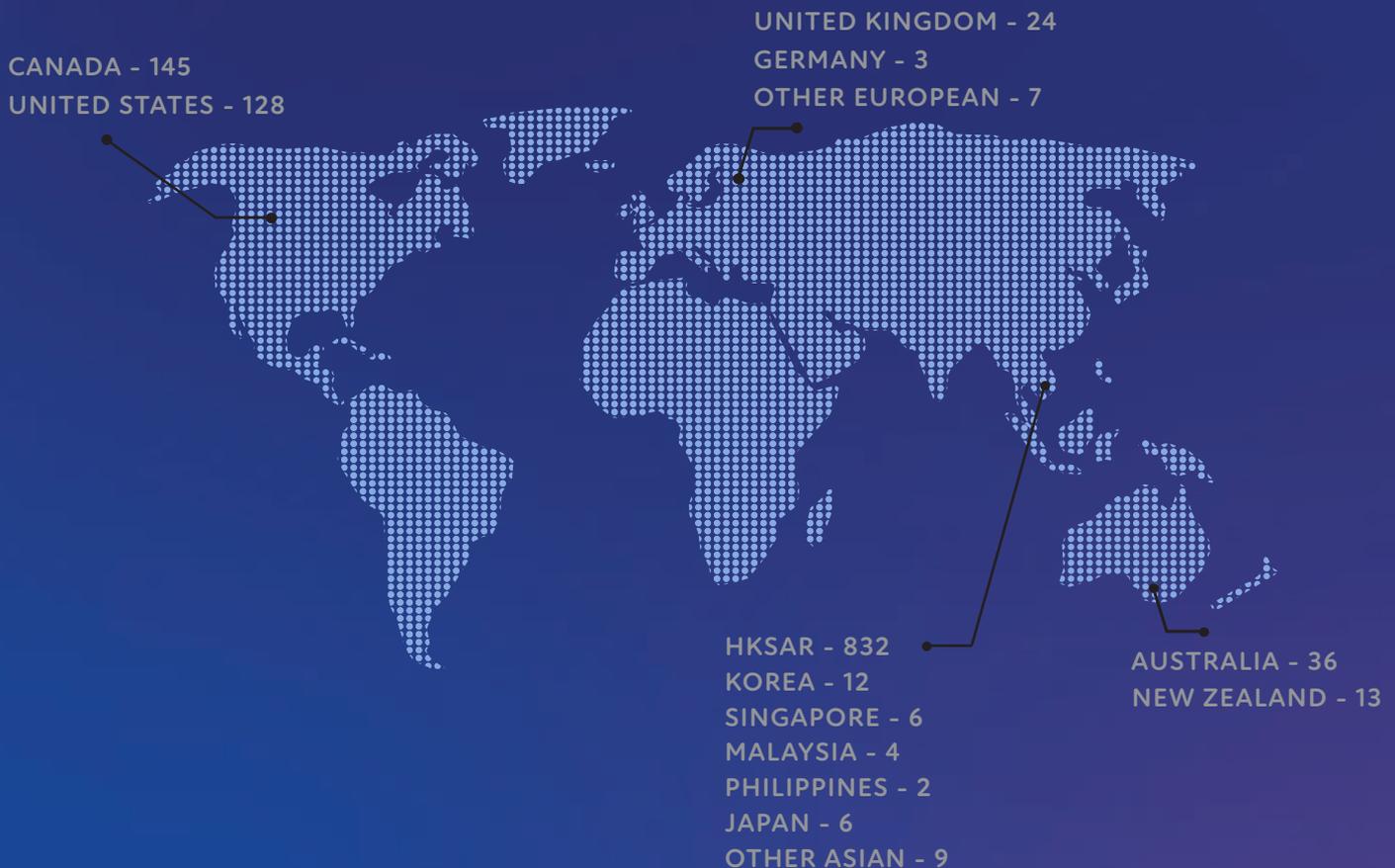


NATIONALITIES OF FACULTY MEMBERS



STUDENT ADMISSIONS

NATIONALITIES OF STUDENTS



ENROLLMENT BY CAMPUS (1205 STUDENTS)

144 502 268 314

KINDERGARTEN

ELEMENTARY

MIDDLE SCHOOL

HIGH SCHOOL

STANDARDIZED TESTING

SAT AVERAGE SCORES (101 EXAMS)

676

MATH

659

EVIDENCE BASED
READING & WRITING

1344

TOTAL

PSAT AVERAGE SCORES

	MATH	READING & WRITING	TOTAL
GRADE 9 (81 Students)	568	562	1130
GRADE 10 (72 Students)	524	573	1098
GRADE 11 (76 Students)	616	625	1241

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

	# OF EXAMS	TOTAL SCORES OF 4 & 5
ENGLISH LANGUAGE AND COMPOSITION	44	73
BIOLOGY	38	87
CHINESE LANGUAGE AND CULTURE	38	76
MICROECONOMICS	36	83
MACROECONOMICS	34	85
STATISTICS	32	78
PSYCHOLOGY	31	90
CHEMISTRY	27	85
CALCULUS BC	26	96
PHYSICS C: ELECTRICITY AND MAGNETISM	18	94
PHYSICS C: MECHANICS	17	94
WORLD HISTORY: MODERN	16	100
COMPUTER SCIENCE A	15	100
SEMINAR	13	23
CALCULUS AB	10	60

No ACT exams offered in 2022-2023

CLASS OF 2023: UNIVERSITY ACCEPTANCES

UNITED STATES OF AMERICA

American University
Arizona State University
Biola University
California College of the Arts
California Polytechnic State U- SLO
California State University, Fullerton
California State University, Northridge
Calvin University
Carnegie Mellon University
Carson-Newman University
Chapman University
Emerson College
Fordham University
Fresno Pacific University
George Mason University
Georgia Institute of Technology
Hawaii Pacific University
Huntington University
Indiana University Bloomington
Johns Hopkins University
Loyola Marymount University
Messiah University
Michigan State University
Minerva University
New York University
Northeastern University
Ohio State University, Columbus
Pepperdine University
Point Loma Nazarene University
Pratt Institute
Purdue University, West Lafayette
Rose-Hulman Institute of Technology
Santa Clara University
School of the Art Institute of Chicago
Seattle Pacific University
Stanford University
Stony Brook University
The New School
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of California, Merced
University of California, Riverside
University of California, San Diego
University of California, Santa Barbara
University of California, Santa Cruz
University of Colorado Boulder
University of Connecticut
University of Delaware
University of Hawai'i at Mānoa
University of Illinois Urbana-Champaign
University of Kansas
University of Massachusetts, Amherst
University of Michigan
University of Minnesota, Twin Cities
University of New Haven
University of Oregon
University of Pittsburgh
University of San Francisco
University of Southern California
University of Vermont
University of Washington
University of Wisconsin-Madison
Virginia Tech
Wheaton College (Illinois)
William Jessup University

HONG KONG

City University of Hong Kong
Hong Kong University of Science and Technology
The Chinese University of Hong Kong
University of Hong Kong

AUSTRALIA

University of Sydney

CANADA

Brock University
Capilano University
Carleton University
Dalhousie University
Langara College
McGill University
McMaster University
OCAD University
Sault College
Simon Fraser University
Toronto Metropolitan University
Trent University, Peterborough
University of British Columbia (Okanagan)
University of British Columbia (Vancouver)
University of Toronto
University of Waterloo
University of Windsor
Wilfrid Laurier University

UNITED KINGDOM

Aberystwyth University
Bangor University
Durham University
Imperial College London
King's College London
Kingston University
Lancaster University
London School of Economics
Queen's University Belfast
Royal Holloway, University of London
Royal Veterinary College
Swansea University
University Centre Myerscough
University College London
University of Aberdeen
University of Bath
University of Birmingham
University of Brighton
University of Bristol
University of Cambridge
University of Cumbria
University of East London
University of Edinburgh
University of Exeter
University of Glasgow
University of Leeds
University of Leicester
University of Liverpool
University of Manchester
University of Nottingham
University of Oxford
University of Reading
University of Sheffield
University of Southampton
University of Warwick
University of York





KINDERGARTEN

Kindergarten focuses on helping students develop skills, relate to the world around them, and learn about God's love.

Kindergarten uses different themes to help students develop language and cognitive skills, understand and relate to the world, and learn how to relate to others. These themes include Stores, Supermarkets, Restaurants, Construction Sites, Gardening for Reception 2 and All About Me, Basic Needs, Community Helpers, Farm Animals, and Ocean Animals for Reception 1. Hands-on experiences and role play are an essential part of learning through play.

Kindergarten Chapel

The focus for Chapel has been on learning about God through the characteristics of different animals. The school year started with separate Chapels for Reception 1 and Reception 2 students to allow for social distancing. However, the school year finished with combined Chapels, and the students were invited to the front to lead the worship songs.

Community Events

After several years of cancellations, Kindergarten was able to hold the Spring Concert at the Shek Mun campus as part of the ICS 30th Anniversary Birthday Bash. All Kindergarten students performed songs. The school year finished with the R2 Farewell Celebration to celebrate the students' time in Kindergarten; the Reception 2 children sang songs and celebrated with parents and family.

Communication with Parents

Parent Teacher Conferences were held online in November and March and were well attended. This allowed parents to discuss their child's progress and learning with teachers. Progress Reports are sent home at the end of each semester. Photographs and videos of learning were also shared by parents and with parents through Seesaw, an online portfolio that parents can easily access.

Professional Learning

During the year, teachers have participated in workshops with a play-based learning consultant and visited other schools. This enabled teachers to reflect on how play supports learning and how the classroom and campus environment influences learning. As COVID restrictions eased, teachers could adjust the classroom setup and have more sensory play with the sand and water tables coming back into use.

Teachers also completed a book study on Purposeful Play, which allowed teachers time to reflect on the different types of play and how these are used in Kindergarten.





ELEMENTARY SCHOOL

The Elementary was pleased to begin the year fully on-campus, welcoming 42 new students, including two P1 classes. 14 new faculty joined, including nine homeroom teachers, three Chinese teachers, two PE teachers, and a Math/Science Coordinator.

Chapel Theme and Offering

This year's chapel theme is "Act Justly, Love Mercy, Walk Humbly" based on Micah 6:8.

"He has shown you, O man, what is good. And what does the Lord require of you? To act justly and to love mercy and to walk humbly with your God."
Micah 6:8

The school continued to conduct two chapels for the Lower and Upper Elementary divisions, differentiating based on each group's developmental needs. As part of our chapel worship, the Elementary school also collects an offering for Agape International Missions in Cambodia. This service learning opportunity raises awareness of the needs of the vulnerable within our own region of the world. Agape International Missions targets those who, because of poverty, are vulnerable to trafficking and modern enslavement through prevention, rescue, and restoration. This year, the Elementary students and their families gave HK \$45,568.90 to this cause.

Professional Learning

Differentiation training reviewed effective methods. Literacy training with the Coordinator and consultants focused on assessment, small groups, and incorporating skills across the day.

Differentiation

Elementary Faculty worked with the curriculum coordinators and administrators on differentiation for several days of professional development. They reviewed methods of effective differentiation, celebrated the teachers who had implemented differentiation in the classroom after previous training, and explored classroom management, and tool-making to support differentiation.

ELA

Literacy continues to be at the center of professional learning. Teachers worked with the Literacy Coordinator and external consultants around

structured literacy focusing on assessment & feedback, small group instruction, and incorporating literacy skills across the day. P1 and G1 implemented Phonics Units of Study to monitor student progress.

STEM

The Math & Science Coordinator has supported all grade levels with differentiation in math. The focus has been on assessments and compacting the curriculum. Science units have been supported with further work on inquiry and science & engineering practices while aligning learning activities and assessments with standards. Field trips have been added to supplement student learning experiences in real-world settings.

Chinese Language

The program addressed pandemic impacts on speaking through differentiation as needed. Content, processes, and products emphasized reading and interpretive, interpersonal, and presentational language use aligned to standards. Three new teachers added skills while adapting to and adjusting the curriculum.

Special Events

This year, the Elementary School was able to be in person for face-to-face instruction the whole school year. Many activities and events that support instruction were also reintroduced. In November, the Elementary School hosted online author visits with Remy Lai (author of graphic novels including Pawcasso) in grades 3 to 5 and Charles Waters (author of the award-winning book, Can I Touch Your Hair?) in grades P1-2. G1 & G2 presented a music and dance performance celebrating musical learning and movement through dance. In March, the Spirit of the Games was held at the Ma On Shan Sports Field. Parent volunteers helped make the event successful. The ICS 30th Birthday Bash was well attended in February by families and replaced Family Fun Day. With the reduction and elimination of COVID restrictions, parents have been welcomed back on campus to volunteer and attend special events. Other highlights include the concerts and art shows in December and May, grade-level field trips, and the 3-day G5 Camp.

MIDDLE SCHOOL

Reflecting on the 2022-23 school year, Middle School is grateful for a full year of face-to-face learning and the final removal of COVID-19 restrictions. The flow of this school year has facilitated activities and opportunities that are more like the norm for ICS Middle School. The Biblical theme for 2022-23 was “Made To”, taken from Ephesians 2:10, “For we are God’s masterpiece. He has created us anew in Christ Jesus, so we can do the good things he planned for us long ago.” We are thankful for the opportunities students have had this year to help explore the fundamental truth that each was created in God’s image and made for a relationship with Him.

The Middle School focuses on delivering “Instruction for Life” to equip students to serve and transform their communities. All curriculum areas greatly appreciated a year without online learning. The broad spread of subjects continues to allow middle school students to develop and excel in their God-given abilities. Teachers have maintained their commitment to excellent instruction, student grades based on assessments, and Measure of Academic Performance (MAP, which has again demonstrated the positive learning that has occurred this school year. Faculty have also worked hard within subject teams, refining and improving new assessment tasks and the associated rubrics.

The physical development of students is well-catered for through P.E. classes. Middle School concerts, as well as out-of-school opportunities, facilitate music learning opportunities. The art program remains strong, with favorite artwork displayed during various points of the school year for the viewing pleasure of the school community. Chinese instruction has supported multiple levels of learning, and the Spanish program continues to grow. Humanities instruction continues to underpin core literacy skills and relevant historical learning. Theatre and Public Speaking classes (TAPS) have helped students develop important lifelong skill sets. Some of these were clearly on show during this year’s fantastic drama production of Annie.

Supporting students’ growth in a balanced view and use of technology remains an integral part of student learning. Middle School Science classes continue to support student learning in this area through a lab-based inquiry learning approach held together by the Next Generation Science Standards (NGSS). All three middle school grade levels will participate in STEM classes starting next school year. Learning in mathematics has been supported by online platforms.

Maintaining the “Commitment to Christ” in middle school is central to the school’s ethos. Regular Bible lessons challenge all students to encounter Christ and to know him better. Around 75% of middle school students again joined a ‘Roots Group’ to further support their spiritual growth in a small group setting. The 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, and several students took advantage of these opportunities.

Ironically, the school had chosen the nautical theme of “Chart Your Course.” The wet and windy weather affected plans for the Middle School Camp. But the storm did pass, with enough margin for students to enjoy two full days of camp. The worship and speaking sessions had students considering what it means to chart a life course regarding whether their dreams are founded on the truth of scripture or other voices that propose a different worldview. In the second session, students were challenged with the importance of having their endpoint destination as God himself. On Friday, students considered what might blow them off course and how to correct it to come back into alignment with God.

Throughout the year, middle school students have engaged in activities promoting “Service to Community.” The Middle School Sinfonia Band and MS Madrigals took their music into the community. In March, MS students again participated in different service, cultural, and adventure Week Without Walls trips in Hong Kong. Student reflections illustrate that these trips profoundly impact students as they are both challenged individually and to look beyond themselves to serve others. Week without Walls is also a reminder that the mission of ICS is for students to experience quality holistic Christian education. These experiences, alongside the quality daily instruction delivered by ICS faculty, demonstrate a practical outworking of the school’s mission.

“Life in the Middle” was full during 2022-23. The Middle School remains committed to Christian education that provides experiences for students to grow and develop in multiple ways, all supported by the knowledge that it is our creator God in whom we live, move, and have our being.





HIGH SCHOOL

As COVID-19 guidelines were relaxed, the 2022-2023 academic year was able to take place entirely on campus. In March 2023, the school schedule reverted to pre-COVID normalcy, reinstating various celebrations, co-curricular offerings, sports, music, drama, spirit days, house competitions, and performances. After enduring extended periods of online learning, students confronted and surmounted the unique challenges of returning to in-person classes, benefiting from the unwavering support of compassionate faculty and counselors. The Class of 2023 stands as the first cohort since 2019 to graduate without the need for masks, having commenced their high school journey under stringent restrictions and navigated numerous adaptations throughout their academic tenure.

During the past year, ICS successfully revived several programs that had been absent for three or four years, including the Jazz Cafe and the AP Art Show. The school hosted more shows than in previous years, encompassing multiple end-of-semester concerts, a combined Glee/High School drama production, the middle school's rendition of Annie, ten or more art exhibitions, and various recitals. Despite the challenges of years of online learning, student engagement and accomplishments in the fine and performing arts remained resolute. The COVID-19 era underscored the profound value of the arts as an essential facet of the human experience, offering a vital outlet for creativity amid escalating student stressors. ICS students continued to emphasize this significance through active involvement in the Fine and Performing Arts program.

In 2023, two senior students attained the highest score of 5 on their AP exams and secured perfect scores in their respective subjects. Matthew Si Zheng Li accomplished a flawless score in AP Macroeconomics, placing him among a select group of only 49

students worldwide to achieve this distinction. Joanna Xiao Qiao Wang likewise achieved a perfect score in AP Art - Drawing, joining the ranks of 342 other students globally. We congratulate these exceptional students for their unwavering effort and diligence and the teachers who diligently prepared them for these rigorous examinations.

In the realm of sports, ICS senior Izac Tehanakore Manu received the honor of representing Hong Kong on the Hong Kong Rugby Union U20 Travelling Squad. In July 2023, they will embark on a journey to Kenya, striving to secure victory in the World Rugby U20 Trophy, competing against three other countries representing Africa, Oceania, and Europe. Izac, who graduated in June 2023, has long been an influential figure within our athletic department, showcasing remarkable dedication and talent throughout their tenure.

As ICS students contemplate their futures beyond the confines of our institution, they have expressed an earnest desire to cultivate a robust faith and forge an authentic relationship with God that resonates with contemporary issues. Therefore, we have chosen "Authentic" as the chapel theme for the forthcoming academic year.

ICS emerges from the challenges imposed by the COVID-19 pandemic with enhanced resilience, innovation, and a well-positioned stance to confront future obstacles. Under the leadership of incoming High School Principal Tom Penland and new Head of School Nick Seward, the future appears exceedingly promising. Their extensive experience in international education equips ICS to "expect great things from God, and attempt great things for God," echoing the timeless words of the father of modern missions, William Carey.

BIBLE DEPARTMENT

This year, teachers in the Elementary School have continued to implement the Bible Curriculum with fidelity. They have collaborated as a team to co-plan and utilize their collaborative time for reflection and adjustments to ensure the curriculum is accessible and impactful for the children. The focus has been on biblical literacy and application, and improvements have been made by integrating reading workshop strategies with bible teaching methods. The curriculum has also been compacted to establish realistic timeframes for units, and resources have been adapted to be more age-appropriate. Students have been given more choices in presenting their understanding and applications of the scriptures and Bible lessons.

In the Middle School and High School, teachers have made progress in adopting the assessment framework, particularly in relation to rubrics and assessments. They have also demonstrated improvement in using benchmarks effectively.

Throughout ICS, Bible classes aim to provide instructional clarity to foster devotion to Christ and facilitate a healthy exploration of faith. In the elementary classes, the focus is on building basic

biblical literacy and developing moral character through life application. In the Middle School, students integrate their biblical knowledge with other subjects and have opportunities to shape their worldview biblically as they navigate the formative years of adolescence. High School Bible classes at ICS prepare students for a religiously diverse world by exposing them to a range of worldviews and promoting open-minded, collaborative learning centered around their core values. This approach is rooted in a Christian teaching perspective, where the biblical understanding of every human being created in the image of God provides a comprehensive framework for human rights, dignity, and equality. Moreover, the central Christian teaching on God's offer of salvation through Christ's cross permeates the Bible curriculum, offering a moral foundation for addressing issues of suffering and sin with personal convictions and eternal hope. Student feedback and reflection consistently acknowledge the positive outcomes achieved in most classes.

BRIDGES PROGRAM (SPECIAL EDUCATION NEEDS)

The Bridges Program serves students with special needs aged 11 to 18, requiring IEPs and a non-standard course of study. This year, the program saw three new enrollments for a total of six students and is expected to grow to seven students next year. New developments included adding weekly on-site speech and occupational therapies. Students participated in art therapy and specialized art/STEM classes organized by secondary teachers, the HS counselor, and a student volunteer. Being involved in the Bridges students' lives was a blessing to the school community. Another highlight was the resumption of Week Without Walls, with students participating in the Just Cook It! And Worldview/History Tour of Hong Kong. One Bridges student noted his favorite part of the trip was spending time with other non-Bridges students.

CO-CURRICULAR EDUCATION AND PASTORAL CARE

Service Learning

Service Learning remains an integral part of ICS, as the school prayerfully contributes to students' growth in awareness of the world they live in, empowerment to be able to make a difference, insight into what kinds of actions are ethical and helpful, as well as growth in their character and potentially their faith as a result of learning to serve.

Workshops on Service Learning Integration were provided to ES and MS teachers, weaving Service Learning themes into the curriculum. ES students enthusiastically participated in the annual Christmas Shoebox project - as always! The MS Global Issues Network (GIN) club collected and donated books.

At HS, "Make A Difference" projects revived more rigorous pre-COVID expectations. During semester two, the "Service Council" resumed. This is a monthly meeting of HS service club leaders focusing on leadership development and growth in effectiveness. HS service clubs have been increasingly active as off-campus service opportunities increase. For the first time in several years, ICS could participate again in the 24-Hour Race to raise funds to combat human trafficking. (The head of 24 Hour Race in Hong Kong is an ICS alumnus!). In response to the earthquake in Turkey and Syria, the Service Learning office coordinated with student leaders and teachers to collect and ship supplies through Crossroads.

ICS' partnership with the neighboring community in Shek Mun Estate continues to develop. In addition to tutoring some of our ethnically diverse neighbors who attend local schools but don't speak much Chinese (for the second year), we are also starting to build a relationship with a newly opened elderly center.

Sports

Almost all sports at ICS were able to resume more normal seasons this year! In Semester 2, ICS was also able to resume participation in ACSC tournaments overseas in Boys' and Girls' basketball and Girls' football. This year, ICS increased sports opportunities for ES and MS students by providing Football, Basketball, and Swimming classes on Saturdays in collaboration with external providers for Football and Basketball.

Spiritual Formation

Elementary was able to have their first overnight, off-campus Grade 5 camp since 2019, including a group of HS students as camp counselors!

For the first time since 2019, the Spring Vida retreat for HS included one night overnight, and the HS Oxygen retreat (run by Grade 10-12 students for Grade 9s) was off campus (though not yet overnight). Of particular note is that the Grade 12 leaders of Oxygen 2023 were the very students whose own Grade 9 Oxygen was canceled in 2020 by COVID-19. Since then, generations of student leaders have worked hard to keep Oxygen going, passing the baton yearly and running Oxygen on campus. It was exciting and gratifying to see Oxygen resume off-campus. With the resumption of the pre-COVID class schedule in Semester 2, MS and HS chapels could resume their longer formats, allowing for more extended times of worship and message. With the entire HS back in the theater simultaneously, it has allowed for a re-building of that sense of togetherness and community. Several graduating seniors spoke to their classmates in the final two HS chapels of the year. Voluntary discipleship groups ("Roots" groups) remain an important part of the school program, particularly at the MS level and in HS. The MS faculty sponsored special activities on campus in May for Roots group participants to build relationships and invest in their lives. Looking ahead to next year, we look forward to the resumption of overnight MS and HS camps and an overnight Oxygen retreat.

Week Without Walls

Due to relaxed restrictions, MS could resume a healthy selection of 5-day local WWW experiences. MS students cooked food with refugees, visited the elderly, visited subdivided homes in Sham Shui Po, interacted with cardboard collectors, explored Hong Kong's history and culture, went kayaking, hiking, or camping, or did woodworking. Next year, ICS looks forward to resuming overseas service trips as part of MS WWW.

When international school travel restrictions were relaxed in January, the HS WWW program could lean on partner organizations and quickly put together three international trips to Vietnam, Cambodia, and Indonesia, all with significant service learning components. Over 70 HS students in Grades 11 and 12 opted for these trips. Week Without Walls does not happen without a significant investment of time, effort, imagination, and supervision from HS teachers, particularly those who become WWW activity leaders. ICS ran nine local activities, ranging from outdoor adventure activities to cooking, serving as ES camp counselors and teacher assistants, experiencing Hong Kong history and culture, serving cardboard collectors and the elderly in Tuen Mun, and more!



CURRICULUM & INSTRUCTION

The ICS Curriculum and Instruction Department supported the ICS mission, vision, and continuous school improvement throughout the 2022-2023 academic year. We facilitated and maintained scheduling systems and led and facilitated professional learning and curriculum review processes.

Accreditation & Continuous School Improvement
The continuous school improvement plan originated from the 2018-2019 accreditation self-study, culminating in a visiting team review. ICS has made significant progress in the four major recommendations outlined in the 2020-2025 Continuous School Improvement Plan (CSIP).

During the mid-term accreditation visit in March 2022, the visiting team commended ICS for fully meeting recommendations #1 and #2 of the CSIP:

#1 Align Structures & Systems

Over the past three challenging years, ICS has successfully aligned its curricular processes, streamlined communications, and defined organizational flow. As a result, this recommendation has been fully met.

#2 Simplify Original CSIP

ICS has simplified the Continuous School Improvement Plan (CSIP) and established systematic plans for regular communication of developments.

Throughout the 2022-2023 academic year, ICS continued to make progress on recommendations #3 and #4, and our focus will remain on further improvement in these areas:

#3 Biblical Worldview Documentation

As Hong Kong's COVID-19 constraints gradually eased during 2022-2023, ICS shifted its teaching focus from survival to thriving. Since the second semester of 2019-2020, ICS has been unable to fully meet its articulated Christian Philosophy of Education (CPoE) plans. Recognizing the importance of refocusing on CPoE elements, particularly in light of faculty turnover in recent years, the ICS Curriculum & Instruction Leadership team led faculty in deepening their understanding of the biblical perspectives on the nature of the student, the learning process, and the nature and role of the teacher. This was done through pre-assessments in February, a school-wide focus day across divisions in March, and follow-up opportunities for faculty to articulate their CPoE in these three areas before the end of the academic year. Videos were created as future resources to support incoming ICS faculty in developing and deepening their CPoE, and links to these videos were included in the learning plan. Faculty responded positively to this CPoE approach.

#4 Data Analysis to Inform Learning

Administrators and Middle Leaders enhanced their data literacy skills and reviewed data systems to inform learning better. This involved developing improved methods for visualizing data to understand programs, further investigating how program changes may have impacted student learning, considering the implications of program changes, and enhancing communication. Collaboration among multiple individuals in collecting, visualizing, interpreting, and utilizing data is ongoing.

Curriculum Program Review

Using a noticing and wondering protocol, ICS leaders (senior and middle) conducted data walks with faculty and leadership teams, engaging in discussions based on visualized data. The findings were summarized in reports, and in some cases, immediate program adjustments were made (e.g., FPA in middle school - see preliminary FPA report). After conducting literature reviews and involving discipline-specific faculty departments, the Curriculum and Instruction Leadership team used a reflection protocol to assess the program's current state and explore potential implications for ICS.

Professional Learning Communities

The Elementary Coordinators used multiple data sources to drive instruction, including NWEA MAP data by student and standard, Fountas & Pinnell assessments, and Phonological Awareness Skills Screener data. They led PLCs examining student evidence to improve teaching practice and enhance student learning outcomes. This data-driven approach was recorded in units on Atlas, and formative assessments were employed during instruction. Enrichment opportunities were provided to personalize learning and meeting individual student needs. This data work complemented the professional learning and implementation focused on differentiation for learning across the elementary school.

Professional Learning and Curriculum Development
Throughout the year, the Curriculum and Instruction Leadership team and the Curriculum and Instruction Faculty and Department Chairs led and facilitated targeted job-embedded professional learning and curriculum development initiatives.

Christian Philosophy of Education

In March, faculty had the opportunity to deepen their understanding of a Christian philosophy of education and further develop their thinking and articulation of their Christian philosophy of education concerning the

natures and roles of the student, the learning process, and the teacher within their contexts. Cross-divisional discussions and community talks fostered learning from one another, followed by personal reflection. Teaching and serving the ICS community from a biblical perspective continues to be a significant aspect of the ICS community.

Elementary Professional Learning and Curriculum Development

In the area of elementary education, teachers at ICS focused on differentiation to address individual student learning needs. They deepened their understanding of how to meet students' readiness, interests, and learning preferences by differentiating the learning process, content, and products. Additionally, Erin Kent Consultants provided online learning opportunities and a follow-up weekend workshop, which was open to other schools in the region. These initiatives enhanced the capacity of ICS teachers and strengthened the elementary literacy program, resulting in increased student agency and improved reading and writing skills.

Elementary Academic Support

Throughout the academic year 2022-23, the three Curriculum and Instruction Faculty stationed in the elementary school supported high levels of teacher and student learning. They collaborated with teaching teams to launch units, focusing on priority standards that were crucial for student learning. Data analysis following each unit of study helped capture key learnings and contributed to continuous program improvement. Additionally, they designed and facilitated professional learning sessions to deepen teachers' understanding and application of differentiation strategies by content, process, and product. This enabled teachers to better cater to students' learning readiness, interests, and profiles. The presence of a dedicated Elementary Literacy Coordinator over the past four years has been instrumental in supporting elementary teachers' professional growth and understanding of quality pedagogy related to reading and writing. In the 2022-23 academic year, teachers in Grades 1 and P1 received support in teaching phonics, phonemic awareness, high-frequency words, and handwriting through the implementation of TC Phonics units and Handwriting Without Tears. Additionally, Grades 3-5 were supported in implementing Patterns of Power, which focused on grammar and conventions. These efforts, along with a workshop-style approach to reading and writing, have contributed to the growth of elementary literacy at ICS, despite the challenges posed by the pandemic.

The Mathematics and Science Coordinator focused on providing math support by analyzing standards, creating practical standards-aligned assessments, compacting the curriculum to cover a broader range of topics, and differentiating instruction to meet diverse

student learning needs. They also introduced coding into the mathematics curriculum for Grades 4 and 5, utilizing Scratch programming to teach geometry. Moreover, they further developed the Science program, particularly emphasizing STEM education and science and engineering practices. Hands-on experiences were introduced, promoting inquiry-based, hands-on learning to develop critical thinking and problem-solving skills among students.

The elementary Teacher-Librarian continued to foster a love for reading among students. They worked with Battle of the Books teams and organized literacy week activities, including author visits. The Teacher-Librarian also collaborated with teachers to integrate research skills into Social Science units of study.

The presence of these key personnel supporting teacher learning, curriculum development, and program improvement has greatly contributed to continuously improving and relevant learning opportunities for students at ICS.

Secondary Professional Learning and Curriculum Development

Secondary teachers at ICS focused on assessment for learning, deepening their understanding of formative assessment and feedback to enhance student knowledge, skill, and agency. They improved their assessment practices, including rubric design and alignment with learning standards.

External Professional Learning

ICS teachers actively participated in external professional learning opportunities to enhance their understanding and delivery of the curriculum. They attended regional conferences, such as the EARCOS Leadership Conference, EARCOS Teachers Conference, Asia-Pacific International Schools Conference, and the 21 Century Learning PHASE Conference, where they presented and collaborated with other educators. These engagements have helped build capacity among ICS faculty and fostered connections with educators from other institutions.

Secondary Academic Support

The academic year has significantly shifted towards standards-based learning and assessment in the ICS Secondary School. With a strong focus on refining ICS' assessment processes to articulate the required knowledge, understanding, and skills for mastery and success, considerable time and effort have been dedicated to providing one-on-one, departmental, divisional, and whole-school support for this transition. Coaching and explicit instruction were provided to ensure that staff receive the necessary professional development to navigate these changes, which have been substantial for many. While change is challenging, the progress made in 2022-23 has moved most staff in the right direction. The role of the Curriculum Coordinator remains essential in facilitating excellent teaching and learning, curriculum development, and instruction. With expertise in delivering the most recent and best practices in these areas, the Coordinators' roles have never been more critical, especially as ICS navigates the extensive and significant changes implied by the ICS secondary assessment framework. Their contributions manifest daily in improving teaching and learning, from design and planning to classroom implementation. This year, the Secondary Curriculum Coordinator has played a pivotal and vital role in propelling the school into the next curriculum growth and development phase.

Secondary Library Support

The Secondary library personnel had a productive school year, focusing on supporting the curriculum with research needs through classroom lessons and individual research assistance for students and teachers, enhancing teaching and learning. They implemented various initiatives to promote reading within the school community, including "what your teacher is reading," "book tasting" for middle school, "blind date with a book" for high school, a book

recommendation box, new book alert messages, and an audiobook platform. They facilitated the MS Battle of the Books and the HS book club. The library personnel initiated a rethinking of the library space, implementing minor changes with further plans for more changes in the coming years. The Secondary Teacher Librarian updated the scope and sequence for academic integrity, the APA citation guide, and the ICS plagiarism policies. The ICS library personnel plan to continue making reading enjoyable for all by providing resources and platforms that foster a love for reading. Additionally, the library will continue supporting teaching and learning in research and collection development areas.

World Languages Academic Support

The Chinese Program Coordinator led and supported the Chinese teachers from kindergarten to grade 12 and the secondary Spanish program. They reintroduced cultural activities at all school levels, fostering a deeper appreciation for cultural understanding. The reading program was strengthened through shared reading strategies and motivational incentives. The department implemented Writer's Workshop pedagogy, building upon the work done in elementary English Language Arts homerooms. Contemporary texts were increasingly sourced and utilized, emphasizing student language usage in real-world contexts. Furthermore, the department further developed its standards-based approach, aligning assessments with clear learning goals and focusing on what students need to be able to do and know. Rubrics were redesigned to provide student feedback, fostering continuous improvement toward learning goals while enhancing student motivation and ownership of their learning. This focus on standards-based learning and assessment will continue in the upcoming academic year of 2023-24.

Portrait of a Learner

ICS conducted focus groups with students, alumni, and parents to review and gather feedback on the draft Portrait of a Learner. The feedback received was used to revise the Portrait of a Learner, which expresses the qualities that ICS desires for its students to exhibit individually, with others, and in their relationship with their Creator-God. The next steps for the ICS Portrait of a Learner include developing success criteria for each category at various divisional endpoints, including Reception 2, and Grades 2, 5, 8, and 12.



Whole and Flourishing
PERSON



Purposeful & Grounded
TRUTH-SEEKER



Empathetic & Principled
GLOBAL CITIZEN



Creative and Resilient
LEARNER



Responsive & Effective
COMMUNICATOR



Curious and Discerning
THINKER

ENGLISH LANGUAGE ARTS

In the 2022-2023 school year, teachers from P1 to Grade 5 have been busy developing and refining their curricula and instructional practices to best support student learning and growth. Throughout the year, teachers worked collaboratively to preview and reflect on units to ensure standards and students' learning needs and preferences were at the forefront of instruction. Teachers also focused heavily on data collection, analysis, and usage. They worked together as grade-level teams to analyze data to help identify the strengths and next steps for students in writing, reading, and phonics. This data was then used to guide instructional decisions. To support and develop teachers' skills, teachers participated in regular professional development provided by the literacy coordinator, as well as received onsite professional development training through Erin Kent Consulting. Their professional development focused on differentiation, shared reading, understanding shifts in literacy, and planning intentional and impactful small-group instruction. During this school year, G1 and P1 teachers implemented the Teacher College Phonics Units of Study and Handwriting Without Tears to support teaching phonological awareness, phonics, high-frequency words, and handwriting. Meanwhile, G3

to G5 implemented Patterns of Power to support the teaching of grammar and conventions. Most grades also implemented new units to support reading or writing, such as Memoir Writing and Fantasy Book Clubs. These efforts have allowed the school to streamline its curriculum and better equip students with the skills needed to succeed.

After a much-awaited return to full-time school, both faculty and students had to make several adjustments. As the year progressed, it became evident that there were knowledge and social skill gaps among our students, requiring the faculty to adapt their teaching approaches. Additionally, the faculty had to navigate a packed calendar of events, making it challenging to establish a consistent rhythm. In the English Language Arts department, two new teachers joined the high school division, bringing fresh perspectives and expertise. However, at the end of the 2023-24 academic year, the department will bid farewell to two long-term teachers—one from the Middle School and another from the High School. This transition will require adjustments and a period of change within the department.

FACILITIES MANAGEMENT

During the last fiscal year, the Facilities Management Office (FMO) successfully completed several major projects critical to enhancing the learning environment.

Renovation of Elementary School 6th Floor

The 6/F Elementary School underwent a comprehensive renovation, transforming both the aesthetic appeal and functionality of the spaces. This upgrade aimed to suit modern classroom needs better and optimize usage. Changes were made to support the overall learning experience for students. Renovations concluded over the 2022 summer break, marking the first step in a series of important campus renewal initiatives planned for the coming years.

7th Floor Apartment Renovation

Each summer, the 7/F apartments undergo necessary renovations to ensure their readiness for incoming new teachers at the start of each academic year.

Ground Floor Music Room Refurbishment

The music band room on the ground floor (G04) received a complete refurbishment, replacing the flooring to provide a refreshed and comfortable environment conducive to learning for our students.

Return to Pre-Pandemic Cafeteria Layout

Following lifted COVID-19 prevention measures by the Hong Kong government, the cafeteria layout resumed its pre-pandemic setting during the 2022-2023 school year.



FINE & PERFORMING ARTS DEPARTMENT



The school year of 2022 marked a significant return to normalcy. The removal of physical barriers allowed events to take place with audiences, and masks were no longer required. Programs that had been absent for three or four years, such as the Jazz Cafe, made a much-anticipated comeback. Multiple semester-end concerts, a combined Glee/HS drama production, the MS production of Annie, ten or more art shows, and various recitals showcased the school's commitment to a vibrant arts program.

In the Visual Arts department, the AP art show returned to the 6th floor galleries, providing a meaningful experience for the students. Joanna Wang, a Grade 12 student, achieved a perfect score on her AP Studio Art portfolio - an extremely rare achievement, while senior Sophie Hutchison secured 2nd place for photography in the Hong Kong Art Symposium citywide competition.

The success stories extended to other artistic disciplines. Three students declared their intentions to pursue film school, with two of them being accepted into top-ranked programs among the seven best film schools in the United States and globally. In the Music Department, AP Music Theory students showcased

their Quarter 3 Composition Projects at concerts. Notably, the HS Jazz Band had a memorable debut performance at HK Disneyland. Additionally, 19 MS students actively participated in the Hong Kong International Schools Music Fest.

The MS Drama students' passion for the show translated into other areas of their lives, fostering empathy and inspiring them to explore orphan care solutions in their humanities projects. Finally, a previous graduate from the Class of 2019 pursued Filmmaking at Biola University and was accepted into the Disney College Program, connecting with industry professionals and showcasing their talent.

Surprisingly, despite the challenges posed by years of online learning, student participation and success in the fine and performing arts did not decline. The difficulties brought about by COVID-19 highlighted the significant role of the arts as a creative outlet and form of expression for students facing increased stress. Throughout the year, ICS students continued to demonstrate their support for the arts through active involvement.



INFORMATION TECHNOLOGY

With pandemic restrictions gradually lifting, the IT/AV team was able to commit significant resources toward strategic initiatives this academic year. Projects included rolling out the new ERP system, developing an online Financial Aid application platform, and planning a major Wi-Fi infrastructure upgrade over summer break.

Software Development

The team worked closely with the Finance Office on a gradual rollout of the new ERP system throughout the year. The new budgeting platform was launched successfully at the end of the first semester, followed by a soft launch of the paperless purchase and payment module by the end of the school year.

A new online Financial Aid Application platform was also developed. This streamlined the application process by allowing applicants to complete it entirely digitally. Estimated financial aid results are now shared with applicants online.

MATH DEPARTMENT

In the 2022-23 school year, the ICS Elementary Math program made positive strides despite the pandemic challenges. New initiatives, including the adoption of IXL, enhanced students' mathematical experience. Plans are in place to fully utilize IXL across the School in the upcoming academic year, allowing teachers to gain valuable insights into each student's proficiency level and enable personalized teaching methods. The School also emphasized developing skills and dispositions that support a growth mindset, with teachers receiving training on facilitating a number of talks and showing inspirational videos. Open-ended projects focused on visual mathematics and real-life applications were implemented to build essential skills. Another notable accomplishment was the incorporation of coding, particularly in teaching geometry using Scratch programming. This resulted in impressive results, with students surpassing expectations and developing logical reasoning skills. Looking ahead, the focus remains on promoting a growth mindset, encouraging experimentation, and embracing failure as part of the learning process, with the aim of fostering engaged, motivated, and resilient learners who have a deeper understanding of mathematics and its real-world applications.

IT Infrastructure Improvements

The existing Wi-Fi network infrastructure, deployed eight years ago, had grown insufficient to handle steadily increasing traffic from widespread multimedia technologies across classes. A complete system replacement was planned for the summer break to ensure improved stability in the coming years.

AV Production Support

Professional AV support was provided for numerous events throughout the year. The team deployed the newest systems and technologies to facilitate the best AV experiences for the school community.

In the secondary Math Department, standards-based grading involves creating rubrics to assess mastery of the standards taught and assessed in each unit. Students can use these rubrics to determine their growth and mastery of the required skills, shifting the focus from numerical percentages. The rest of the department is following suit by creating rubrics for their respective courses. Although the process has been slow and challenging, notable progress has been made. The transition to standards-based grading is expected to help students shift their focus from earning a grade to understanding the underlying concepts. The goal is to implement rubrics for learning and assessment in most foundational math courses from the 2023-2024 academic year.

Additionally, the Math Department has recently updated the placement testing tools for new students and those wishing to test out of a course. These new exams align with the expectations that lead to success at various math levels. Teachers have carefully evaluated each test to assess the necessary skills appropriately. The results obtained from these new exams will help determine skill mastery and readiness for the next level. The implementation of these new exams will commence this spring.

HEALTH & PHYSICAL EDUCATION DEPARTMENT

ICS's Health and Physical Education department has experienced a year of joy and excitement during the 2022-23 school year. We are delighted to have returned to full-day, in-person classes for the entire year, which allowed us to reinstate beloved events such as Elementary Spirit Games and Middle School Sports Day. These celebrations promote movement and foster friendly competition. Additionally, this year brought about significant changes as we welcomed three new PE teachers to our team, bringing fresh knowledge and skills.

Our main focus this year has been on improving our assessments to ensure their accuracy and validity. The ICS PE team has diligently revised these assessments to align with new school policies, aiming for fair and equitable assessment and grading practices. Although it has been challenging, we are beginning to see the fruits of our labor as we implement these new assessments.

Overall, this year has been exceptional for the PE department, with the return of significant events. The elementary program successfully organized the "Spirit of the Games" day, which was met with great enthusiasm. In the Middle School, we were thrilled to revive our annual Sports Day, allowing our community to engage in active competition. As a department, we are grateful for the many blessings and support we have received throughout this year, and we eagerly anticipate further growth and improvement in the upcoming school year.



SCIENCE & TECHNOLOGY DEPARTMENT

P1-G5

One of the highlights of this year for me was collaborating with P1 teachers to develop a high-quality assessment. This collaborative process involved input from multiple teachers and facilitated meaningful conversations about our students' learning goals. We worked together to create a comprehensive and fair assessment, which deepened our understanding of the standards. Such collaboration is vital for building a robust science program that meets our students' needs, and I am excited to continue working with my colleagues in the future.

These authentic assessments allow students to apply their knowledge practically, connecting their learning to real-life situations. This approach increases their engagement and motivation in the science program, supporting their growth and development.

The Elementary School has increasingly emphasized STEM education, particularly science and engineering practices. Although the pandemic posed challenges in providing hands-on experiences, this year saw the introduction of new practical activities that were well-received by students. The science program shifted to inquiry-based, hands-on learning, recognizing its significance in fostering critical thinking and problem-solving skills.

A new initiative focused on the engineering process was implemented, tailored to the specific needs of lower and upper elementary levels. This initiative was integrated into the curriculum in various ways, allowing students to gain hands-on experience and develop essential skills. The early results of this initiative are promising, and it has the potential to benefit students in the coming years.

The faculty at ICS has demonstrated a remarkable enthusiasm for professional development in science. This was evident in a STEM workshop where teachers engaged in various makerspace activities. Their eagerness to explore and experiment showcased their passion for the subject. This enthusiasm translated into the classroom, with teachers bringing new ideas

and innovative approaches to their lessons. As a result, the ICS elementary teacher community has become a strong and professional group in science education, paving the way for long-term student success.

The school's focus on STEM education, particularly science and engineering practices, reflects its commitment to preparing students for future academic and career endeavors. With the introduction of the engineering initiative at ICS, the school is moving in the right direction.

G6-12

In the high school science department, we have made significant adjustments to align with the secondary assessment framework, and it has been gratifying to witness these changes. We dedicated considerable time to discussing standards-based assessment and reviewing each other's rubrics. As a department, we have grown and welcomed Todd Gordon into our team. This year also marked the first time we offered AP computer science courses in a face-to-face format.

Similarly, the middle school science department has progressed in adapting and aligning its rubrics to the NGSS standards and the secondary assessment framework. Collaboration and discussions primarily focused on assessment strategies.

Both departments are committed to enhancing their assessment practices and alignment with the established frameworks. These efforts will contribute to a more consistent and effective science program across the middle and high school levels.

SOCIAL SCIENCES DEPARTMENT

The Social Science Department has made significant strides in terms of its assessment practices and curriculum development over the past year. One of the key changes they implemented is the adoption of standards-based rubrics that align with the assessment framework. These rubrics provide clear guidance to students on how to meet the standards and succeed in their classes, while also offering specific and actionable feedback.

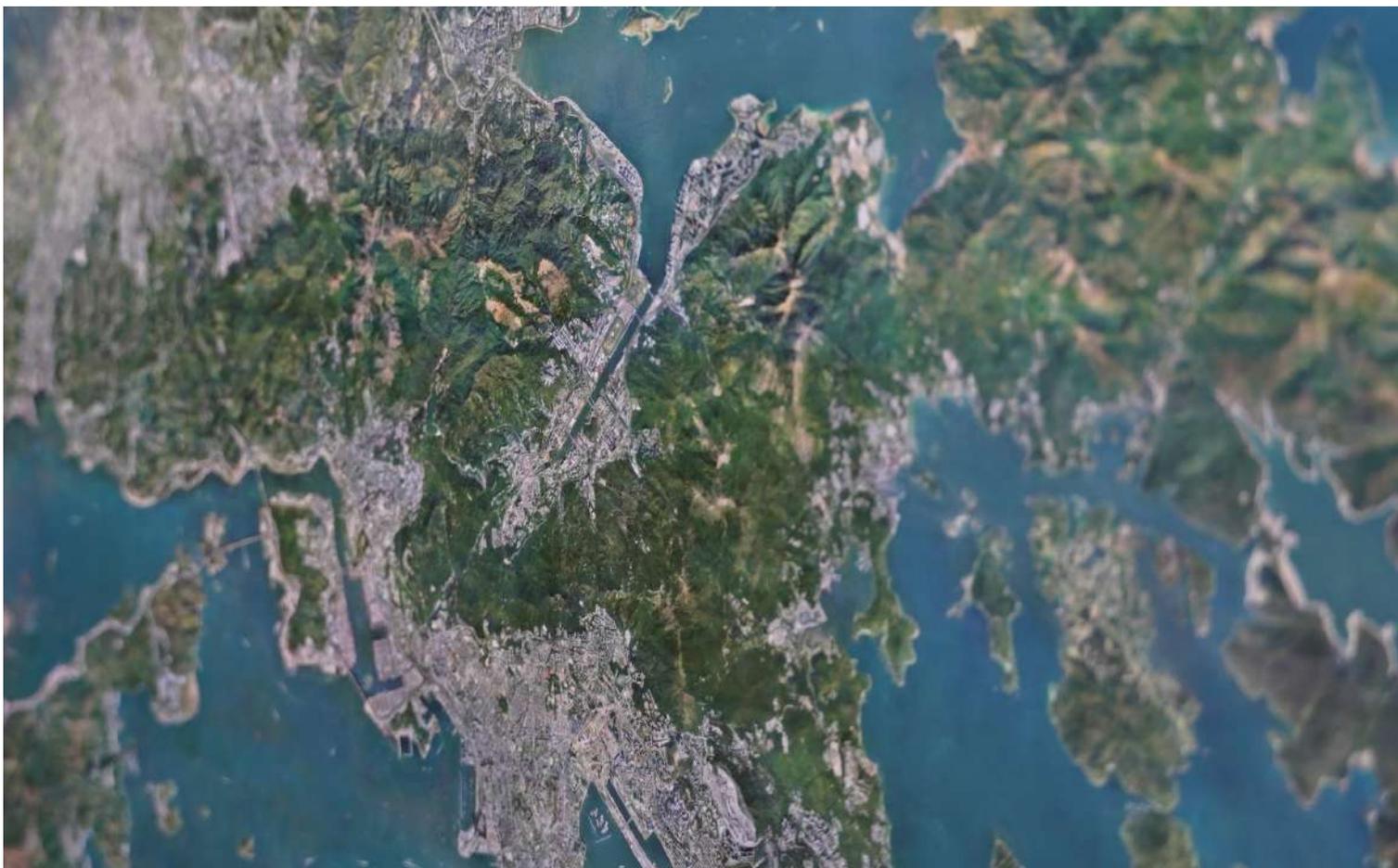
Furthermore, the Department has worked diligently to integrate standards-based grading into its curriculum. This required creative thinking in terms of assessing and instructing skills, concepts, and principles within their existing lessons.

A crucial aspect of their assessment practices was the identification of core standards to be assessed multiple times throughout the academic year, with a focus on prioritization. This approach allowed them to concentrate their efforts on providing the necessary instruction and support for students to achieve these

standards. They also ensured that formative assessment seamlessly connected with and supported summative assessment, enhancing students' understanding of the material and improving their performance.

Lastly, the Department placed great importance on providing students with clear standards for every assessment. This practice enabled students to comprehend the goals of each assessment and understand how their work would be evaluated. It also helped teachers maintain a sharp focus on the most essential concepts and skills they aimed to foster in their students.

Overall, the Department takes great pride in the progress achieved over the past year. By implementing rubrics aligned with the assessment framework, integrating standards-based grading, identifying core standards, ensuring formative assessment, and providing standards for every assessment, they have created a more effective and efficient learning environment for their students.



STUDENT SERVICES

The Learning Support program ensures success for all students by providing targeted services and plans for those facing academic or behavioral challenges, as identified through data and referrals. The support provided is based on the upper tiers of the Response to Intervention (RTI) model.

Elementary Learning Support

Elementary Learning Support ran with one full-time teacher and an Educational Assistant this year. This team served 25 students with diverse learning needs ranging from medical, behavioral, academic, and social/emotional. Two students received the highest level of support at Tier 3 through Individual Education Plans (IEPs). At the same time, fifteen had Tier 2 to 3 support via Personalized Intervention Plans (PIPs), and eight received short-term Tier 2 support. Over the school year, one student was dismissed from the program.

Secondary Learning Support

In Secondary school, the Learning Support team provided direct academic support for students and consulted with teachers, counselors, and parents on accommodations. Direct support usually involves subject-specific assistance and executive skills training in place of an elective class. For students who do not require direct support, consultation is provided on classroom and exam accommodations. This year, direct support was provided to 26 students, and consultation was provided to 14 students. With appropriate accommodations, eight students with differing learning needs could take ten challenging Advanced Placement classes.

Counseling Program

During the 2022-2023 school year, the counseling program at ICS faced the ongoing challenges of the pandemic and its impact on students' emotional and social well-being. Efforts were made to support students through SEL and counseling sessions, providing a space for them to process their emotions. Families were offered additional consultations and referrals, recognizing that their challenges often extend beyond the individual student.

Returning to in-person learning for the full year was a highlight, as the healing power of community became evident through students' laughter and social interactions. In Elementary School, Lego was implemented as a medium of instruction and

therapeutic support.

The counseling caseload was monitored and supported preventively and proactively based on referrals. SEL classes were held in every elementary school classroom, and counselors collaborated with grade-level teams and external services to provide interventions and support as needed. Each ICS school had a dedicated counselor who focused on meeting the needs of students, families, and staff. The counselors adapted to the evolving needs and increased cases referred to the department, offering counseling services, prevention initiatives, SEL lessons, academic advising, consultation support, crisis intervention, and child safety measures. A focus group was formed to enhance child safety practices, and a parent resource webpage was created to support the ICS community.

EAL Program Students & Classes

During the 22/23 Academic Year, the EAL Program at ICS served Grade 8 and Grade 9 students. They showed progress in language development, particularly in speaking and writing skills. Collaboration with mainstream teachers and exposure to English in different contexts contributed to their improvement. The EAL Program consisted of a Middle School and High School class, but due to similar proficiency levels, they had similar objectives and assessments. A field trip provided students with opportunities to use English in real-life situations and write extensive essays.

EAL-related Professional Development

Teachers received professional development sessions, collaborative planning, and funding for EAL training. The EAL Coordinator also sought additional professional development opportunities to facilitate teacher training and integration of content and language learning at ICS.

Preparation for Next Year

Efforts were made to establish EAL admissions and exit criteria, as well as policies influenced by the increase in English Language Learners (ELLs) at ICS. These decisions, made in collaboration with relevant stakeholders, will guide the implementation of the EAL Program in the 23/24 Academic Year. Restructuring of EAL classes and curriculum improvement are anticipated, including the addition of a higher-proficiency course and the integration of the Pearson Global Scale of English Language Objectives.

Health Office

The Health Office received and treated more than 2,640 faculty, staff, and student cases in 2023-2024, which included ICS's Elementary, Middle, and High schools. The team of two full-time Health Officers and one part-time Health Officer Tech oversaw the physical well-being of the ICS Community. It includes communicating medical alerts with faculty and parents, working with the CHP to prevent infectious and notifiable diseases, and acting as first responders to on-campus injuries and emergencies.

Emergency responses

The Health Office responds to all emergencies and provides first aid and CPR. Students who sustained severe injuries and serious incidents were taken over by the Health Office, which communicates with relevant parties and administers appropriate management. This school year, seven incidents resulted in the Health office calling an ambulance with the parents' acknowledgment. A health officer or ICS staff member would accompany the patient onto the ambulance to Prince of Wales Hospital if possible.

Vaccinations

The Health Office coordinated regular vaccinations for students, such as HPV, influenza, DTap-IPV, MMRV, HBV, and HPV vaccines; students who received the immunizations ranged from Grade 1 to Grade 12. An additional seasonal influenza session was also arranged for ICS employees to facilitate boosted immunity and a smoother transition following the elimination of the mask-on mandate.

Dental and Health

The Health Office coordinated Student Health and Dental schedules, payments, and services. The Student Health Services were available to all Grades 1-9 students, while the Dental Service was available to Grades 1-6 students.

COVID infection control

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. By God's grace, we could provide RAT kits that supported daily testing for all ICS employees when supplies in Hong Kong were low.

The Health Office communicated and gave consultation on COVID-19 infection/ close contact. We also worked with CHP on isolation/quarantine orders, outbreak control, and infectious disease tracing. Daily information exchange, real-time reporting, and infection risk analysis were performed in joint force with the CHP COVID-19 school infection control team. Moreover, the Health Office implemented COVID-19 school preventive measures, governmental policies, and daily responses to COVID-19 cases within the ICS community.

Faculty and Staff Training

The Health Office educated and trained all staff and faculty on First Aid and CPR knowledge - videos and questionnaires were made to train ICS employees annually. Puja and Aaron underwent further training and are in the process of obtaining a CPR Trainer's license; they are planning to start their certification course for ICS employees in the coming fall.

OHI

The Health Office enrolls and follows up students with health impairments and needs adjustments for being in class and school activities learning into an Other Health Impairment (OHI) plan. The OHI plans are tailored to each student's physical needs, which involves parent notification systems and action plans, which are reviewed annually and as necessary.

The Health Office provided on-site first-aid and emergency support for out-of-school events: Grade 5 camp, MS camp, HS camp, and sports days for all schools. The standard student cases were vomits, wounds, injuries, stomach aches, and allergic reactions - appropriate treatments and management were given to them. The week without walls involving off-campus trips (local and overseas) were supplied with first-aid kits to facilitate the response to incidents and accidents.

The Health Officer also provides on-site first-aid and emergency support for the athletic team and sportsmanships hosted in the ICS campus after school hours until 18:30pm. Review athletic programs made by the athletic director to prevent and mitigate the risk of injuries.

First Aid Kits and Boxes

Most of ICS's classrooms are provided with either first aid kits or boxes (for labs, art rooms, and workshops). The Health Office is tasked with adequately stocking the supplies in the kits and boxes.

WORLD LANGUAGES DEPARTMENT

With the easing of COVID restrictions this year, the World Languages department is thrilled to reintroduce a wide range of cultural activities in their classrooms and after-school clubs. Building cultural knowledge is a vital aspect of language learning, and students have enthusiastically participated in these activities.

The school-wide reading program has been running smoothly, featuring engaging initiatives such as Drop Everything And Read time and shared reading strategies. On the writing front, we have been implementing Writer's Workshop pedagogies in our World Languages classrooms.

The World Languages curriculum is constantly evolving, incorporating an increasing number of contemporary texts and placing a strong emphasis on students' ability to use language in real-world contexts.

Aligned with other departments, the World Languages department is embracing a standards-based approach. This involves a clear focus on the practical skills students need to master, in addition to their knowledge base. We are modifying rubrics to provide precise feedback on how students can improve and progress toward these learning goals. The aim is to foster student motivation and ownership of their learning, and we will continue to refine these practices in the upcoming year. Secondary parents can expect ongoing revisions to grading practices in the World Languages department and other departments, reflecting our commitment to a standards-based mindset.



FINANCIAL SUMMARY

2020-2021 AUDITED FIGURES

INCOME (IN HK\$ MILLION)

Net Tuition Fee Income	151.1
Donations	0.5
Other Revenue	8.9

SUBTOTAL	160.5
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EXPENDITURE (IN HK\$ MILLION)

Employee Salary and Benefit Expenses	118.4
Facilities Operation Expenses	16.1
Instructional & Curriculum Expenses	4.5
Administration Expenses	6.0
Depreciation & Finance costs	16.6

SUBTOTAL	161.6
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SURPLUS (IN HK\$ MILLION)

Surplus before Transferable Debenture	-1.1
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Transferable Debenture	18.8
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Surplus after Transferable Debenture	17.7 *
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Remarks:

*\$4 million will be transferred to sinking reserve fund for major building improvements and renovation capital expenditures.

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