



**INTERNATIONAL  
CHRISTIAN  
SCHOOL**

# **2023-2024 ANNUAL REPORT**







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# LETTER FROM THE HEAD OF SCHOOLS

“We take captive every thought to make it obedient to Christ.” 2 Corinthians 10:5

What a joy it has been to take the helm in my first year at ICS, where that Scripture is true of all we seek to do. The classical Christian vision of education is a holistic one, recognizing that we are made in God's image. A Christ-centred school will nurture heart, body and mind, teaching students that they are not the centre of the universe and to look to Jesus, the author and perfecter of our faith.

This academic year we have emerged from the travails of the pandemic and enjoyed face-to-face relationships again in classrooms and in co-curricular pursuits. If COVID taught us anything it is that education is a fundamentally human endeavour. God became incarnate in the Word, and that teaches us the importance of physical reality in our learning and our relationships. The first verse of John's Gospel is literally translated from the Greek that the Word was “face to face” with God, as well as God.

ICS has once again excelled in academic excellence, with a plethora of top university offers and stellar SAT scores. Truly discerned, however, those achievements are servants of a greater purpose, not simply worldly baubles to burnish a resume. As my predecessor Dr. Modarelli impressed on me, we are guided by two foundational principles: deep academic rigour and genuine spiritual discipleship. It is a reminder of why those classical principles are so important; we do not want our girls and boys to be simply “clever devils”, but to use their gifts in the service of God and neighbour, and to grow in maturity and wisdom.

That is why subjects like Athletics and Music were regarded as so vital in the Elementary curriculum in the medieval period. Fostering physical and moral virtues through exercise and appreciation of beauty trained the heart in goodness, which then led on to the intellectual virtues as a scholar. I look forward to developing our students' love and enjoyment of the good, the true and the beautiful in all facets of their education.

I am excited by what God is doing in this school and in Hong Kong; I invite your prayers and thank you for your partnership in the Gospel as we wait on Him expectantly, and labour for the Kingdom of God where He has placed us.



**REVD NICK SEWARD**  
HEAD OF SCHOOLS



# LETTER FROM THE BOARD OF TRUSTEES CHAIR

For those who had thought the ending of Covid-19 would bring about a period of prosperity might be disillusioned. But our faith in God ushered in a period of divine providence for the past one year despite the challenges that had confronted us. Life within the ICS community returned to normality. Turnover rate of our staff went down. Our financial position remained healthy. A new HoS, Mr. Nick Seward was appointed shortly after his predecessor indicated his wish to leave ICS.

Together with his family members, Mr. Nick Seward came to Hong Kong and took the helm at the end of July 2023. With his vast experience in education and steadfastness in his faith, Mr. Seward has, with the endorsement and support of the Board, implemented his objectives relating to strategic formulation, organizational effectiveness, talent management, academic standards and spiritual formation.

The Board has recognized the need to strengthen our ties with our Sponsoring Institutions. Some 30 years ago, most of our students came from Christian Ministries. In the early years, children of founding Institutional Members were in the school but as the school grew and evolved, that is not the case anymore. It is important for us to utilize our Sponsoring Institutions to help add value to the school. The Board therefore considers it high time to start strengthening our connection with them as they are guardians of Christian ethos. The Board also considers it desirable to make sure our school would be more accessible and affordable to families of both the missionaries and pastors of our Sponsoring Institutions.

The Board is also mindful of our alumni and their spiritual welfare as they start their career pathway in their working places. As the number of our alumni grows, it is of utmost importance to start connecting with them more closely and encourage them to come back to share their experience with our current students. I was delighted to see the President of The International Christian School Alumni Association attend our HS graduation ceremony and share words of encouragement with our graduates in June this year. Life is always full of challenges and the world we live in is far from perfect. Our world promotes culture and enacts rules that contradict the teachings of the Bible and I hope our care and concern for our students can go beyond their graduation. Fellowship with our alumni is therefore our next goal.

I am reminded of Romans 8:28 "And we know that in all things God works for the good of those who love him, who have been called according to His purpose." With God, nothing is impossible. Let us carry out the purpose of God in ICS.



**ANTHONY LO**

BOARD OF TRUSTEES CHAIR

# 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. In the 2023-24 academic year, principals and parent coffee chats were organized each semester to open up dialogues between parents and the school.

PA also helped bring the community together to share resources, connect and learn together. The PA buddy program matched up new families, with volunteer families to help them integrate into the ICS community. Two uniform swaps and a book swap were organized to share gently used uniforms amongst the community. Other community connecting activities included Principal Coffee Chats, the annual Fall Picnic at Inspiration Lake, Central and Shatin lunches, Middle School Drama and High School band concert socials on campus. These all took place to bring back community connection post-COVID.

As a body of faith, PA also helped connect parents to Alpha classes in churches around Hong Kong, host parents who would like to join a church, created and distributed gospel Lai see tracks before Chinese New Year to mobilize the community to spread the Good News.

In terms of student support, PA was invited to be part of the Sports Working Group to dialogue with the school and identify ways to strengthen ICS's afterschool sports program. PA continued to monitor and help improve overall school bus service and traffic around the Shek Mun school campus. A part of PA's funding also went to sponsor the annual Thanksgiving event for students, refreshments for the school's sporting events, high school and middle school camps, creating high school graduation gifts, designing and setting up graduation photo booths, as well as sponsoring and assisting in organizing the Elementary School Family Fun Day.

In terms of parenting support, two parenting talks on the topics of "parent-child effective communication" and "sex and relationship" were held to support parent education. PA also provided regular opportunities for the community to connect through regular in-person Thursday and online Monday prayer meetings throughout the year. PA also partnered with Bible Study Fellowship to run a women's bible study group for ICS moms to build their faith together.

A part of the custom of PA is to help build a culture of thankfulness. We gathered parents to organize appreciation breakfasts, lunches and gifts for ICS faculty and staff, to show our love and appreciation for their dedication at ICS.





# OUR EMPLOYEES

## NUMBER OF EMPLOYEES

8

ADMINISTRATORS

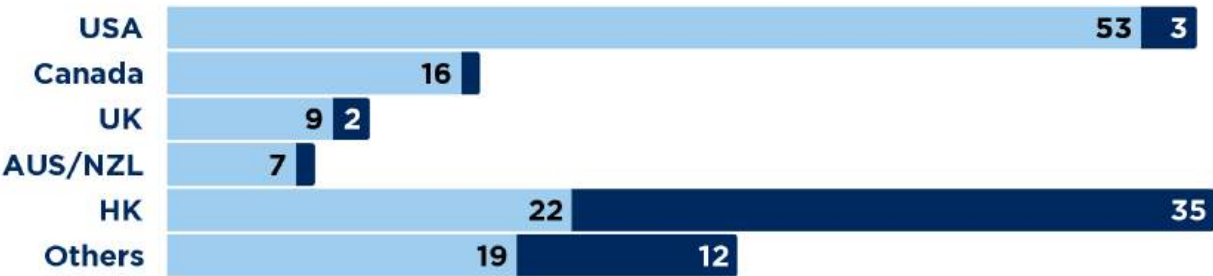
126

FACULTY MEMBERS

58

SUPPORT STAFF

● Faculty ● Support Staff



## YEARS OF SERVICE

87

5 years  
or less

52

Between  
5 - 10 Years

17

Between  
10 - 15 Years

15

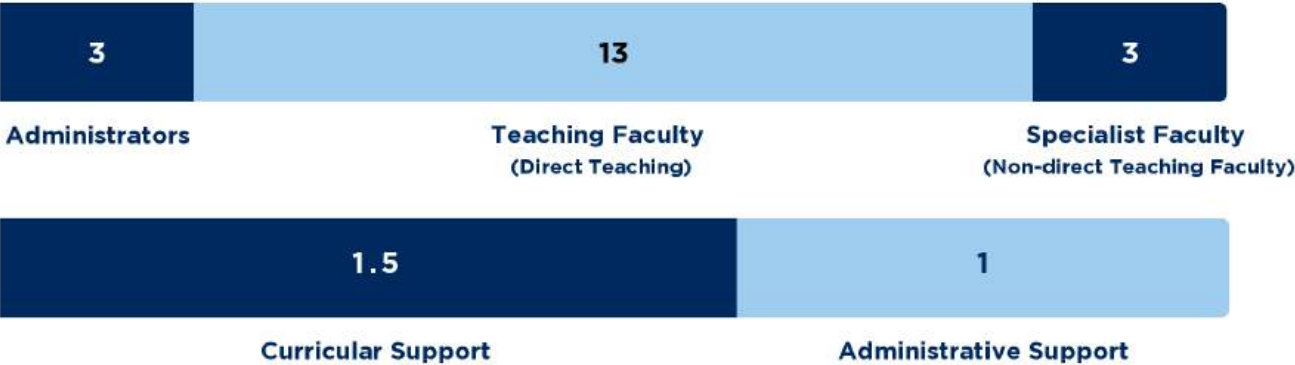
Between  
15 - 20 Years

9

20 Year  
or More

## FACULTY / STAFF TURNOVER RATE

TOTAL NO. OF LEAVER IN FTE: 21.5





# STUDENT ADMISSIONS

## ENROLLEMENT BY CAMPUS

1240 STUDENTS

144 503 272 321

KINDERGARTEN

ELEMENTARY

MIDDLE SCHOOL

HIGH SCHOOL

## NATIONALITIES OF STUDENTS

CANADA - 129  
UNITED STATES - 120

UNITED KINGDOM - 21  
GERMANY - 3  
OTHER EUROPE - 6

HKSAR- 874  
KOREA - 13  
SINGAPORE - 6  
MALAYSIA - 3  
PHILIPPINES - 2  
JAPAN - 6  
OTHER ASIAN - 12

AUSTRALIA - 34  
NEW ZEALAND - 11

# STANDARDIZED TESTING

## SAT AVERAGE SCORES OF THE CLASS OF 2024

**690**

MATH

**674**

EVIDENCED BASED  
READING & WRITING

**1363**

TOTAL

## PSAT AVERAGE SCORES

	MATHS	READING & WRITING	TOTAL
Grade 9 (90 Students)	540	544	1084
Grade 10 (82 Students)	575	569	1144
Grade 11 (68 Students)	589	597	1186

## AP TEST SCORES

	# OF EXAMS	TOTAL SCORES OF 3 & 5
2-D Art and Design	10	100%
Biology	34	100%
Calculus AB	10	100%
Calculus BC	23	100%
Calculus BC: AB Subscore	23	100%
Chemistry	32	97%
Chinese Language and Culture	63	100%
Computer Science A	18	100%
Computer Science Principles	2	100%
Drawing	8	100%
English Language and Composition	35	74%
English Literature and Composition	5	100%
Environmental Science	8	75%
European History	9	100%
Human Geography	1	100%
Macroeconomics	44	91%
Microeconomics	37	92%
Music Aural Subscore	12	100%
Music Non-Aural Subscore	12	100%
Music Theory	12	100%
Physics 1	8	100%
Physics 2	12	100%
Psychology	49	98%
Research	6	100%
Seminar	14	100%
Spanish Language and Culture	4	75%
Statistics	58	97%
World History: Modern	13	100%



# CLASS OF 2024: UNIVERSITY ACCEPTANCES

## UNITED STATES OF AMERICA

Biola University  
Boston University  
California Polytechnic State U- SLO  
California State Polytechnic University, Pomona  
Carnegie Mellon University  
Chapman University  
Cornell University  
Drexel University  
Fordham University  
Hofstra University  
Hope College  
Indiana University Bloomington  
Liberty University  
Loyola Marymount University  
Michigan State University  
New York University  
Ohio State University, Columbus  
Pennsylvania State University, University Park  
Pratt Institute  
Purdue University, West Lafayette  
Rhode Island School of Design  
San Diego State University  
Santa Clara University  
Southern California Institute of Architecture  
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 Delaware  
University of Illinois Urbana-Champaign  
University of Maryland, College Park  
University of Massachusetts, Amherst  
University of Rochester  
University of San Diego  
University of San Francisco  
University of Southern California  
University of Washington  
University of Washington Bothell  
Virginia Tech  
Wheaton College (Illinois)

## HONG KONG

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

## AUSTRALIA

University of Queensland  
University of Sydney

## CANADA

Carleton University  
Concordia University  
Emily Carr University of Art and Design  
Lakehead University  
McGill University  
McMaster University  
OCAD University  
Queen's University  
Simon Fraser University  
Simon Fraser University (Vancouver)  
Toronto Metropolitan University  
University of Alberta  
University of British Columbia (Vancouver)  
University of Calgary  
University of Guelph  
University of Toronto  
University of Waterloo  
Western University, Ontario  
York University

## UNITED KINGDOM

Aberystwyth University  
Arts University Bournemouth  
Brunel University London  
City, University of London  
Durham University  
Imperial College London  
King's College London  
Kingston University  
Lancaster University  
London School of Economics  
Loughborough University  
Newcastle University  
Queen Mary University of London  
Royal Veterinary College  
St George's, University of London  
Swansea University  
University College London  
University of Bath  
University of Birmingham  
University of Cambridge  
University of East Anglia  
University of Edinburgh  
University of Essex  
University of Exeter  
University of Leeds  
University of Lincoln  
University of Liverpool  
University of Manchester  
University of Nottingham  
University of Plymouth  
University of Reading  
University of Surrey  
University of Warwick

# KINDERGARTEN

The Kindergarten began the school year with newly renovated classrooms, designed to enhance play-based learning and teaching. The updated spaces included loft areas and movable furniture, allowing teachers to create dynamic role-play centers where children could engage in imaginative play and recreate their experiences.

Through theme-based learning, classrooms were transformed into restaurants, supermarkets, doctor's clinics, or even underwater and space adventures. These activities helped children develop important language and cognitive skills by connecting the learning to their personal experiences and everyday lives.

This year, the Kindergarten welcomed Mr. Keith Welch as the Kindergarten and Elementary Principal, ensuring closer alignment between the Kindergarten and Elementary School curriculums. Two new teacher assistants joined the team, and a third teacher assistant transitioned into a full-time role, further supporting classroom learning.

This year's Chapel sessions focused on helping children learn about God through engaging questions like:

- "Is God invisible?"
- "How does God listen (to our prayers) when it is noisy?"
- "How big is God's love?"

These questions highlighted the overarching theme that God's love is limitless and unconditional. Starting in January, the Kindergarten was thrilled to welcome parents back to Chapel, creating opportunities for families to participate in this meaningful time of worship and reflection.





The Kindergarten community enjoyed a variety of events this year, fostering connections and celebrating milestones:

- Spring Concert: Held at the Shek Mun campus, the concert showcased the musical talents of all Kindergarten students.
- Family Fun Day: Following the concert, families came together for a day of fun and fellowship.
- R2 Farewell Celebration: Reception 2 students marked the end of their Kindergarten journey with songs and celebrations alongside their parents and families.

Field trips also enriched the students' learning experiences:

- R1 students visited a local farm with their parents.
- R2 students explored the Hong Kong Wetland Park.

In addition, parents were invited to participate in a variety of celebrations, including birthday parties, Christmas, Mother's Day, and end-of-year events. These moments strengthened the bond between families and the school.

Kindergarten resumed Parent-Teacher Conferences in person during October and March, providing valuable opportunities for parents to discuss their child's progress and learning with teachers. These conferences were well attended, reflecting strong engagement from the school community.

At the end of each semester, Progress Reports were sent home to provide families with a clear overview of their child's development. Additionally, learning moments were shared through Seesaw, an online portfolio that allowed parents to access photographs and videos of their child's activities.

Throughout the year, teachers worked to consolidate their understanding of play-based learning, leveraging the newly renovated classrooms to maximize student engagement and development. Additionally, the team reviewed the updated Early Childhood Standards, which will be implemented in the upcoming academic year.





# ELEMENTARY

The Elementary School (ES) was delighted to begin the 2023-24 school year on campus. In addition to welcoming the rising Reception 2 students from ICS Kindergarten, the school admitted 44 new students to ICS this year, creating a vibrant and dynamic learning community.

This year, we welcomed six new faculty members to the Elementary School: two homeroom teachers, one Art teacher, one Teacher/Librarian, and two Learning Support teachers. Additionally, three teachers celebrated the birth of their babies during the school year. Their maternity leaves were seamlessly covered by three outstanding long-term substitutes: Abigail Camizzi (Grade 4), Jenny Cresswell (Grade 3), and June Li (Prep 1). We are thrilled to announce that June Li will be joining ICS as a full-time Grade 1 teacher in Fall 2024.

The Elementary School underwent significant renovations this year. The fourth and fifth floors were transformed over the summer, featuring improved lighting and calming, homey classroom interiors that provide an inspiring environment for learning.

Looking ahead, the school plans to renovate the third floor during the upcoming summer. This project will include updates to the Grade 5 classrooms, the Library, and the Music Room. Additionally, the sinks and storage in the fifth-floor Art Room will be upgraded to better meet the needs of our students and teachers. The Elementary School continues to celebrate and worship God together during each schedule cycle. Separate chapels are conducted for Upper and Lower Elementary divisions, designed to meet the developmental needs of each group.

This year's chapel theme, "Shine the Light of Jesus", encouraged students to live out and share their faith in Christ.

As Matthew 5:16 reminds us:

"In the same way, let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven."

Students learned to be respectful and attentive audiences, actively participated in worship and giving, and listened to presentations from adults and peers on biblical themes.

As part of chapel worship, the students and families of the Elementary School raised HK \$39,134.20 for Agape International Missions in Cambodia. This offering supports the organization's efforts to prevent, rescue, and restore individuals vulnerable to trafficking and exploitation due to poverty. This service-learning opportunity also raises awareness of critical regional needs.

At the start of the school year, students rotated through common areas to discuss how these principles apply to daily life. Teachers also worked with their students to define classroom culture based on these biblical values. Misbehavior is addressed firmly yet redemptively, maintaining the dignity of both students and adults, while encouraging the development of self-control and executive functioning.

The school's counselors offered regular, tailored SEL lessons to address socio-emotional challenges faced by elementary-aged students. Building upon the Second Step Curriculum and integrating biblical principles, these lessons focused on emotional regulation, conflict resolution, personal space, and safety. This spiral curriculum revisits key concepts each year, ensuring students have a strong foundation in navigating emotions and relationships.



Kindness Week encouraged compassion, empathy, and respect through a variety of meaningful activities. Guided by school counselors, students participated in discussions and activities to understand the positive impact of kindness and cultivate a culture of empathy within the school community.

## **Curriculum & Professional Learning**

### **Prioritizing Standards**

This year, the Elementary School reviewed its curriculum across grade levels to identify and prioritize essential learning standards. Unit rubrics were developed to break down these standards into "I Can" statements, which will be used to guide, assess, and communicate student learning.

### **English Language Arts (ELA)**

Despite the absence of a Literacy Coordinator this year, the Elementary School relied on the expertise of its teachers to maintain and improve the program, resulting in strong MAP scores.

In September, teachers focused on reading and writing pedagogy, examining elements of the Science of Reading. Lower Elementary emphasized foundational literacy skills, while Upper Elementary explored grammar instruction within the writing program. Classroom libraries were refreshed with new titles, including an expanded selection of informational texts.

### **Mathematics**

The Elementary Math program focused on ensuring sufficient challenge for all students. Data analysis from IXL and MAP assessments revealed strong competency across demographics. To support advanced learners, pull-out sessions were introduced for Prep 1, Grade 1, and Grade 2 students. Older students, particularly in Grade 4, explored independent math pathways through platforms like Khan Academy and Zearn, complemented by small-group instruction.

Based on research, the Math Department recommended incorporating Singapore Math theory and pedagogy into the existing curriculum. Math MAP scores reflected positive growth, a testament to the department's targeted initiatives.

### **STEM & Science**

Progress was made in integrating STEM into the curriculum, with teachers incorporating the engineering design cycle and coding into math lessons. Hands-on engineering projects, such as marble runs, earthquake-resistant structures, and bridge-building, were highlights of the year.

The school transitioned to the Mystery Science curriculum, aligned with the Next Generation Science Standards (NGSS), to enhance science instruction. Reporting practices were updated to separately assess students' content knowledge and science/engineering skills, providing clearer feedback.





## Chinese Language

The Chinese curriculum utilized a spiraling scope and sequence, revisiting and building upon vocabulary across 10 topics per grade level. Reading was integrated into homework, class activities, and special events like "Book Tasting," fostering a love of literature.

A standout event this year was Cultural Week, where students explored cultural traditions through crafts, interactive sessions, and celebrations, deepening their appreciation for diversity.

## After-School Activities

The Elementary School offered 26 programs over three terms, with a total of 1,058 student participants. Programs included academics, arts, athletics, and other special interests, providing a wide range of engaging opportunities for students.

The unique K-12 structure of ICS fosters meaningful collaboration between divisions. Highlights this year included:

- Middle School and High School students assisting in Elementary events like Spirit of the Games Day and Grade 4 & 5 Camp.
- High School students serving as mentors during Stamp the Camp.
- Middle School students reading aloud to Grade 1 classes and performing a puppet show for younger students.

## Literacy Week & Book Character Day (November 13-17)

Literacy Week featured engaging activities such as:

- Mystery Reader sessions with ICS community members.
- Visits from local authors Alex Steers and Theadora Whittington.
- A book swap and a literary scavenger hunt.
- A costume parade celebrating students' favorite book characters.

The week inspired a love of reading and storytelling across the school.

## Spirit of the Game Day (March 18, 2024)

This event encouraged teamwork, humility, and Christ-like behavior in competitive settings. Students applied skills learned in PE to demonstrate the "Spirit of the Game", treating others with respect and dignity.

## Grade 4 & 5 Camp - "Wisdom University" (May 22-24, 2024)

Camp provided an opportunity for students to connect with God, nature, and each other. Pastor AJ Ornias from Union Church encouraged students to trust God and cultivate humility. High School camp counselors served as role models, while students participated in outdoor activities and Bible study sessions using the SOAP method.





# MIDDLE SCHOOL

The 2023-24 school year marked a return to pre-COVID normalcy for Middle School programs and student opportunities. The biblical theme for this year was "Who is God?", drawn from Matthew 16:15-16:

"But what about you?" he asked. "Who do you say I am?" Simon Peter answered, "You are Christ, the Son of the living God."

Through Chapel talks and follow-up Facegroup sessions, students explored the nature and character of God, deepening their understanding of who God is and how they can personally respond to Him.

Middle School remains committed to delivering "Instruction for Life", equipping students to serve and transform their communities. Our goal is to provide students with a broad range of subjects, enabling them to develop their God-given abilities while also discovering new areas of interest and skill. Internal assessments and external standardized assessments, such as the MAP, continue to affirm the positive learning and growth achieved by our students this year.

Faculty worked diligently in subject teams to refine assessment tasks and develop rubrics in preparation for the new standards-based assessment and reporting procedures set to launch next school year.

## **Academics**

### **Core Subjects**

The Math, Humanities, and Science departments continued to enhance student learning by identifying and focusing on key priority standards. These standards have provided greater clarity in the scope and sequence of units, ensuring that teaching is purposeful and aligned with expected learning outcomes.

This year, we achieved a long-standing goal of providing a semester-long STEM class for Grade 7 students, ensuring all Middle School grade levels benefit from this important subject. Additionally, supporting students' growth through a balanced use of technology remains a priority. Faculty and administrators are engaging in ongoing discussions about technology, artificial intelligence, and device use, exploring how to respond to these rapidly evolving topics as a Christian school.

### **Physical Education (PE)**

The PE curriculum continues to prepare students to be physically active while understanding the impact of physical activity on their own and others' health and well-being. This year, we enjoyed our annual Sports Day, and Middle School sports teams excelled, reaching the finals in many ISSFHK competitions.

### **World Languages**

World Languages classes were enriched through APPL training, which enhanced reading and writing instruction. Students also celebrated Chinese New Year with cultural activities and, for the first time, an ICS team participated in the inter-school Chinese Literature "Battle of the Books" competition.

### **Theatre and Public Speaking (TAPS)**

The Theatre and Public Speaking (TAPS) program continues to develop students' lifelong skills in public speaking and performance. These skills were showcased during the Cinderella drama production, which was a highlight of the year.

### **Music**

The Middle School music program thrived this year, with students participating in the Christmas and Spring choral and instrumental concerts. ICS also hosted the Middle School International Schools Music Festival, welcoming students from three other Hong Kong schools. Additionally, one of our students received the prestigious honor of being invited to the Association of Music for International Schools Festival, which brings together talented students from across Southeast Asia.



## Spiritual Life

### Commitment to Christ

Christ-centered education remains at the heart of the Middle School experience. This year, the Bible Department enhanced its curriculum by developing a more robust framework of age-appropriate topics and themes. This has enabled more focused and relevant texts and readings to be integrated into next year's program. The department continues to guide students in finding biblical and Godly answers to life's questions.

### Wyldlife and Roots Groups

The Middle School continued its partnership with Young Life Hong Kong, offering students monthly after-school Wyldlife spiritual enrichment sessions. These events are designed with Grade 6 students in mind, but all Middle School students are welcome to attend. Additionally, many Grade 7 and Grade 8 students participated in Roots Groups, which provide small group settings for deeper spiritual growth.

### Middle School Camp

This year's Middle School Camp featured a secret agent theme and was blessed with sunny, cool weather. Students enjoyed a range of activities, fostering fellowship and spiritual reflection. Worship and speaking sessions focused on lessons from the life of the apostle Peter:

- **Session 1:** The call of Peter and God's invitation to a personal relationship.
- **Session 2:** The highs and lows of Peter's journey, highlighting the importance of spiritual growth and training.
- **Session 3:** Our mission as believers and how our lives align with biblical teachings.

In March, Middle School students were delighted to return to Week Without Walls, participating in service, cultural, and adventure trips both internationally and within Hong Kong. These experiences challenged students to grow individually while encouraging them to look beyond themselves and serve others. Student reflections illustrated the deep impact of these trips, highlighting the personal and spiritual growth they achieved.

"Life in the Middle" was vibrant and full in 2023-24. Our Middle School community remains committed to providing Christ-centered education and experiences that support students' growth in multiple areas — academically, socially, physically, and spiritually. We are reminded that it is in our Creator God that we live, move, and have our being (Acts 17:28).





# HIGH SCHOOL

In the High School at ICS, we remain steadfast in our commitment to providing a high-quality education that equips students for success in an ever-changing world. This year, we have made significant progress in implementing standards-based learning approaches. Teachers have diligently aligned their curriculums with established standards, ensuring students receive a consistent and challenging education across all subjects. This approach has allowed for multiple forms of feedback, enriching the learning experience and fostering academic growth.

The safety and well-being of our students continue to be a top priority at ICS. This year, we implemented significant measures to strengthen child safeguarding practices. Faculty and staff participated in rigorous training programs to deepen their understanding of child protection protocols. These efforts ensure a secure and supportive environment for all students. As we move forward, we remain committed to maintaining the highest standards in student welfare and safeguarding practices.

This school year marked the successful return of a full slate of extracurricular activities and international travel opportunities.

- **Clubs and Sports:** Students participated in a wide variety of clubs and sports teams, allowing them to explore their interests and develop new skills. Our high school athletes excelled in international sports competitions, representing ICS with excellence and sportsmanship.
- **Service Trips:** Students engaged in impactful service trips through Week Without Walls and even as part of their overseas sports competitions, fostering personal growth, empathy, and a sense of global citizenship. These experiences broadened their horizons and enriched their educational journey, reinforcing the importance of serving others.

These opportunities have cultivated well-rounded individuals prepared to make a positive impact in their communities and beyond.





ICS continues to navigate the use of technology in the classroom with intentional and purposeful decision-making. This year, teachers integrated innovative tools and digital resources to enhance teaching and learning. By leveraging technology thoughtfully, students developed essential skills in:

- **Digital Literacy**
- **Collaboration**
- **Creativity**
- **Digital Citizenship**

These efforts ensure that technology is used as a tool to improve learning outcomes while also preparing students for a digital world.

High school students achieved exceptional results in Advanced Placement (AP) exams and university matriculation this year. Our students have demonstrated outstanding academic prowess, excelling in rigorous AP courses and achieving remarkable success in university admissions. Our graduating class of 2024 students garnered a total of 303 university offers, many of which are the World Top 100. These achievements are a testament to the dedication of our students and the commitment of our educators to nurturing academic excellence.

As we conclude this academic year, we extend our heartfelt gratitude to Mr. Brian Schroder, who will step into the role of Interim High School Principal for the 2024-2025 academic year. Mr. Schroder has been an invaluable member of our faculty, and we are confident that his leadership will build on the momentum and progress achieved this year. We look forward to the continued growth and success of our high school community under his guidance.

The 2023-24 academic year has been one of growth, achievement, and renewed opportunities. We are proud of the accomplishments of our students and grateful for the unwavering support of parents and the wider ICS community. Together, we will continue to nurture and empower our students, equipping them with the knowledge, skills, and values they need to make a meaningful impact in the world.

Thank you for your continued trust and partnership in the education of our students.









# BIBLE DEPARTMENT

The Bible Department is pleased to share the achievements and progress made during the 2023-24 academic year. This year has been marked by significant growth and alignment as we strive to provide rigorous, meaningful, and faith-centered instruction to our students.

With the arrival of the new Head of School (HOS) and strengthened collaboration between the HOS, the Board, the Senior Leadership Team (SLT), and Heads of Department (HOD), the Bible Department adopted new domains and standards better suited to the implementation of Standards-Based Grading and Reporting (SBG/SBR). These standards have been refined throughout the year to ensure they meet the needs of our students and align with the school's mission.

## New Courses and Curriculum Enhancements

Significant updates were made to the curriculum this year to provide age-appropriate, rigorous, and content-centered courses:

- **Middle School Bible Classes:** Introduced with a focus on theological literacy tailored to younger learners.
- **Grade 9 (S2) : World Religions Course:** A new course designed to deepen students' understanding of global faith systems and their historical and cultural contexts.
- **Grade 10:** Church History Course: A redesigned course exploring the history of the Christian Church and its impact on the world.
- **Grades 11 and 12:** Courses were restructured to better align scope and sequence, ensuring a logical progression and deepening of theological understanding.

These changes reflect the department's commitment to providing high-quality, thoughtful, and age-appropriate instruction to our students.

Feedback from students, alumni, department members, and SLT has been overwhelmingly positive. Insights from alumni and those with long-term commitments to ICS have highlighted the importance of equipping students with the tools to navigate an increasingly secular culture, particularly in university settings.

The Bible Department recognizes the critical role Bible classes play in addressing these worldview challenges. In a thoughtful and constructive environment, students are encouraged to critically examine culture—deconstructing it when necessary—while carefully analyzing and building faith using biblical and historical tools. This approach helps students develop a strong foundation to engage meaningfully with the world around them.

This year, the Bible Department introduced the ICS SS Bible Standards, which focus on three key domains:

1. **Biblical Literacy:** Equipping students with the ability to read, understand, and apply biblical texts in a meaningful way.
2. **Theological Literacy:** Encouraging students to explore and engage with theological concepts, fostering a deeper understanding of faith.
3. **Ethical Literacy:** Providing students with the tools to analyze and apply biblical principles to ethical decision-making in a modern context.

These standards reflect the demands of the times, align with the philosophy of Standards-Based Grading, and provide the intellectual rigor and care necessary for student growth.

The Bible Department remains committed to supporting students as they develop a strong, faith-centered worldview. By continuing to refine our curriculum and implement SBG/SBR practices, we aim to meet the challenges of an ever-changing world while equipping students with the knowledge, skills, and faith needed to thrive.



# CO-CURRICULAR EDUCATION & PASTORAL CARE

## Service Learning

Service Learning remains a cornerstone of the ICS experience, fostering students' growth in awareness of the world, empowerment to make a difference, and insight into ethical and helpful actions. These opportunities also nurture students' character and, in some cases, their faith, as they learn to serve others.

### Elementary School (ES) and Middle School (MS)

Service Learning themes were meaningfully integrated into the curriculum across ES and MS:

- Grade 1, 4, and 5 students wrote letters of encouragement and prayed for children with cancer and their caregivers.
- Annual Christmas Shoebox Project: ES students enthusiastically participated in this cherished tradition.
- Food Drives: P1B partnered with 3B to organize a food drive, now an annual Service Learning project, while the MS Global Issues Network (GIN) contributed to YWAM's food distribution program.

### High School (HS)

High School students embraced a wide range of impactful service opportunities:

- 30-Hour Famine: Resumed on-campus in September.
- Domestic Workers Open Day: ICS hosted hundreds of domestic workers in January, resuming this beloved event for the first time since COVID.
- Blood Drive: In collaboration with Roots & Shoots and Aspiring Medics, ICS partnered with the Red Cross to host the annual Blood Drive.
- 24-Hour Race: ICS participated in this overnight event at the Peak to combat human trafficking, led by an ICS alumnus who now heads the 24-Hour Race in Hong Kong.
- Ethnic Diversity Club: Served the Nepalese community in collaboration with Inner City Ministries, tutoring ethnically diverse neighbors in Shek Mun Estate who attend local schools but have limited Chinese language proficiency.
- Service Warriors: Continued to serve children at the Christian Alliance Community Center near City One, while also supporting caregivers for the elderly in Ma On Shan in collaboration with the Social Welfare Department. Students also distributed care packs to cardboard collectors in collaboration with YWAM.

### MAD Projects

All HS students participated in Make A Difference (MAD) service projects, with notable highlights including:

- Elderly Outreach: Two HS Chinese classes made lanterns with the elderly during the Mid-Autumn Festival, while an MS Chinese class visited weekly to build relationships with elderly residents.
- Music Outreach: The Women's Ensemble shared joy through music with active elderly groups.
- Shek Mun Estate Collaboration: Service Warriors partnered with HKEC Zion Church Community Center to care for cleaning staff in the neighborhood.

The Service Council continued to meet monthly to provide leadership and service training to HS service club leaders. ICS collaborated with 37 community partner organizations this year, deepening our impact.



## Athletes

ICS saw a full resumption of sports programs, achieving success across local and regional competitions:

### ACSC Participation:

ICS fully participated in Volleyball, Basketball, and Football tournaments as part of the Asia Christian Schools Conference (ACSC), hosting the ACSC Girls' Basketball Tournament in February, with participants from seven nations. For the first time, ICS also sent Track & Field and Swimming teams abroad to ACSC events, with plans to make these trips annual.

### ISSFHK Achievements:

Within the Hong Kong International School Sports Federation (ISSFHK), ICS teams excelled, with championships in:

- Track & Field
- U16 Girls' Basketball
- U12 Girls' Basketball
- U12 Badminton

### Youth Development:

ICS expanded sports opportunities for ES and MS students by partnering with external providers to offer Football, Volleyball, Basketball, and Swimming classes. The newly created ES Activities and Athletics Coordinator position, filled by Ms. Sanet Lombard, will further develop co-curricular activities in the coming year.

• Additionally, ICS partnered with Mission Athletes International to provide professional development for coaches, focusing on mentorship and spiritual growth through sports.





## Spiritual Formation

This year saw significant developments in Spiritual Formation, led by Shannon White, the new Spiritual Formation Coordinator.

- **Elementary School:** Grade 5 students participated in camp alongside HS students during Week Without Walls, with HS students serving as camp counselors.
- **MS and HS Camps:** Overnight camps at Wu Kai Sha resumed in the Fall, providing opportunities for spiritual growth and bonding.
- **Oxygen Retreat:** HS students resumed the overnight Oxygen Retreat, led by Grades 10–12 students for Grade 9 students.
- **Vida Retreats:** Well-attended retreats in November and March provided impactful spiritual experiences.

Voluntary discipleship groups (Roots Groups) remained a key element, particularly in MS. Faculty-sponsored special activities in May to invest in students' lives.

At the secondary level, grade-level cohorts of spiritual leaders were formed to pray and explore how to shape the school's culture through peer ministry.

## Week Without Walls

Both MS (March) and HS (May) fully resumed Week Without Walls, offering service trip options both inside and outside Hong Kong. Highlights included:

- **International Service Trips:** Students engaged in community development in Vietnam, Cambodia, China, the Philippines, and Malaysia, as well as environmental science projects in Fuzhou.
- **Local Service:** Students served poor communities in Hong Kong, learned about the experiences of the blind, and worked with ethnically diverse groups.
- **Internal Service:** Programs like Nerve to Serve and Stamp the Camp allowed students to serve within the ICS community.

Student feedback highlighted personal, spiritual, and social growth, as well as improved understanding of other cultures and attitudes toward service.

## Summer Program

This year's Summer Program resumed PM sessions in addition to AM sessions and welcomed both ICS and non-ICS students. The program partnered with external providers to offer a wide range of learning opportunities.

## Theatre and Performing Arts

The ICS Theatre was vibrant this year, hosting:

- MS and HS Drama Performances
- Christmas and Spring Choral and Instrumental Concerts
- Weekly Chapels for LE, UE, MS, and HS students

The Drama Program, led by Mrs. Bennett, continues to grow, with increasing participation. As MS students move to HS, the department anticipates further growth in the coming years.

The Band Program remains strong, showcasing excellent performances, while the MS and HS Tech Teams continue to thrive. With the increasing demands on the Theatre calendar, additional adult support may be needed for set design and production assistance in the future.

ICS welcomes Christina Daniel, the new Dean of Co-Curricular Education and Pastoral Care, and Sanet Lombard, the new ES Activities and Athletics Coordinator, who will further develop our co-curricular programs and student opportunities.

We look forward to continuing to glorify God through the growth and development of our students and programs in the coming year.

# CURRICULUM AND INSTRUCTION

This academic year has been one of significant change and a steadfast focus on teaching and learning excellence across K-12 at ICS. The Curriculum and Instruction (C&I) department conducted a comprehensive audit of instructional practices, focusing on the application of the explain-model-practice-feedback approach, effective use of technology, and overall pedagogical efficacy. This audit aimed to better understand how our teachers demonstrate pedagogical skills to serve the individual and collective needs of our students.

A key focus for the Director of Curriculum and Instruction (DCI) has been fostering collaboration across school leadership, ensuring alignment in areas such as unit design, documentation, grading, reporting, examinations, and professional development. This effort has been pivotal in creating a student-centric learning environment that balances academic rigor with holistic growth.

A major initiative this year has been the school-wide transition to Standards-Based Learning (SBL), Standards-Based Grading (SBG), and Standards-Based Reporting (SBR). This transformative shift required aligning curriculum, instruction, and assessment practices with clearly prioritized standards of knowledge, understanding, and skills. While this represents a significant accomplishment, it marks the beginning of an ongoing process of embedding and improving teaching and learning practices.

Key achievements include:

- Establishing a foundation for consistent, valid, authentic, and reliable grading practices that reflect standards.
- Cultivating a culture of feedback, with formative assessment placed at the heart of unit design and delivery.
- Developing a conversion matrix to align standards-based ratings on priority standards and domains with letter grades, ensuring high school students meet GPA and university entrance requirements.

The C&I Department is committed to training teachers to effectively use SBG systems and synchronous assessment methods, and to a smooth transition, particularly in high school. The integration of these practices into PowerSchool has been instrumental in managing this process effectively.

The ACSI accreditation process has been a key focus this year. The following steps have been taken to prepare for the accreditation site visit scheduled for March 2025:

- Establishing sub-committees to focus on accreditation-related tasks.
- Presenting the INSPIRE accreditation protocol to staff.
- Collecting data from key stakeholders, including parents, students, staff, faculty, and alumni, in collaboration with ACSI consultants and chairpersons.

These efforts are building a strong foundation for a successful accreditation outcome.

This year saw significant changes within the Curriculum and Instruction (C&I) department due to the departure of the Academic Coordinator and Dean of Student Services. This prompted a restructuring of roles and responsibilities, including:

- Expanding Student Support Services, Learning Support, Bridges, Spanish, Online Learning, Supervised Study, and EAL.
- Appointing the first Department Chair for Music and Student Support Services.



As we look ahead to the 2024-25 academic year, seven key focus areas have been identified to build on our progress and address ongoing challenges:

**A. Embedding Standards-Based Learning (SBL):**

Continuing to refine and solidify SBL practices, ensuring consistent and meaningful implementation across all grade levels.

**B. Alignment, Systems, and Processes:**

Strengthening the alignment between curriculum, instruction, and assessment while optimizing administrative systems and processes to better support teaching and learning.

**C. Professional Development and Strategic Resource Allocation:**

Providing targeted, high-quality professional development opportunities for faculty and strategically allocating resources to support their growth and effectiveness.

**D. Assessment Policy and Frameworks, Grading Authenticity:**

Reviewing and refining assessment policies to maintain academic rigor and ensure authentic grading practices that reflect student understanding.

**E. Communication with Parents and Students:**

Enhancing communication to foster a shared understanding of teaching and learning approaches, ensuring parents and students are fully informed and engaged.

**F. Culture of Feedback:**

Continuing to cultivate a school-wide culture of feedback, empowering students and teachers to engage in meaningful, constructive dialogue. This includes defining what effective feedback looks like and determining when and how it should be delivered.

**G. Technology Use, Scope, and Sequence:**

Ensuring technology use is limited, focused, and targeted, while preparing high school students for success in online AP exams and future digital environments.

By focusing on these key areas, ICS will continue to provide an exceptional educational experience for our students. Grounded in academic excellence, a commitment to our core values, and an unshakable foundation in Christ, ICS remains steadfast in its mission to equip students for success in a rapidly evolving world.





# ENGLISH LANGUAGE ARTS DEPARTMENT

The English Language Arts (ELA) Department is pleased to share the progress and developments made during the 2023-24 academic year. This year, the department focused on refining assessments, enhancing course offerings, and building a cohesive team culture across Middle School (MS) and High School (HS).

## Standardized Reading Assessments

A significant focus this year was the development of a standardized approach to reading assessments across MS and HS. The introduction of the 'Reading Response' format has been effective and well-received. While its implementation has been successful, the department recognizes the need to ensure its consistent use throughout the academic year.

## Middle School Curriculum Review

The MS ELA team worked collaboratively in grade-level teams to:

- **Evaluate the Scope and Sequence:** Conducted a comprehensive audit of the ELA curriculum.
- **Reduce Content:** Streamlined course content to ensure a focused and balanced approach to student learning.

This effort has helped refine the curriculum and better align it with the department's goals.

## High School Course Updates

In HS, new and revised course offerings have enhanced the curriculum:

- **Legal and Business English:** This new course has been highly popular with students, providing them with relevant, practical skills for future academic and professional pursuits.
- **New Grade 10 Literary Course:** Recognizing the need to strengthen literary instruction, a new Grade 10 course will be introduced in the 2024-25 school year to address this need.
- **Course Adjustments:** A few under-enrolled courses were removed to consolidate class sizes and improve the overall student experience.

The department is excited to welcome new team members to both MS and HS next year. This addition will allow us to further build team culture and bring fresh perspectives to our collaborative efforts.

This year, the department adopted a new rubric and task sheet to provide clearer and more consistent grading criteria. The team is also in the process of revising current documentation to align with these updates.

Looking ahead, the department will:

- **Focus on Robust Reading Assessments:** Continue improving the assessment of reading skills to ensure rigor and consistency.
- **Introduce Speaking and Listening Assessments:** Develop and implement intentional assessments for Speaking and Listening: Preparation and Participation, providing students with opportunities to strengthen these critical skills.

As the department reflects on this year's successes, we remain committed to improving curriculum, refining assessments, and fostering a collaborative and supportive team culture. These efforts are designed to equip students with the skills and knowledge they need to succeed academically and beyond.

We look forward to building on this progress in the 2024-25 school year and thank the ICS community for their continued support.



# FACILITIES MANAGEMENT

The Facilities Management Office (FMO) is pleased to share the successful completion of several projects during the past year, aimed at enhancing the functionality, safety, and aesthetics of our school campuses. These improvements reflect our ongoing commitment to providing a high-quality learning environment for our students.

## **Renovation of the Elementary School Library and Classrooms (3/F)**

Building on the successful renovation work completed on the 4/F, 5/F, and 6/F in previous years, the Elementary School's 3/F underwent a significant transformation during the summer. The newly renovated space now mirrors the theme of the upper floors, incorporating modern furniture designs that maximize functionality while offering additional storage solutions. This project, completed as part of the third phase of the elementary wing renewal initiative, not only enhances the learning environment but also creates a welcoming and aesthetically pleasing space for students and staff.

## **Kindergarten Campus Renovation**

In line with the upgrades at the Shek Mun campus, the Kindergarten campus also underwent extensive renovations during the summer. These enhancements focused on improving space utilization and functionality while introducing exciting new features, such as the wooden lofts installed in the four classrooms. This loft was specifically designed to encourage interactive and experiential learning, offering young learners the opportunity to explore and engage in diverse activities that stimulate creativity and curiosity.

## **New Tap-In/Tap-Out System for Enhanced Security**

To further strengthen the school's security measures and streamline administrative processes, a modern "tap-in, tap-out" system was installed over the summer in preparation for the 2024-25 academic year. This system, modeled after the efficiency of the MTR, is a critical addition to our child safeguarding initiatives. It enhances attendance tracking while ensuring the safety of our students as they move through the campus.

FMO remains dedicated to creating a safe, innovative, and inspiring environment that supports the holistic development of all students. These projects reflect our commitment to excellence and continuous improvement in line with the school's mission.





# FINE AND PERFORMING ARTS DEPARTMENT

The Fine and Performing Arts (FPA) Department is proud to share the accomplishments of the 2023-24 academic year. Despite challenges such as limited space and competing demands for resources, the department continued to excel, producing high-quality work across all disciplines and providing students with enriching opportunities to grow creatively and artistically.

## Performances and Events

This year, the FPA Department hosted a variety of successful and well-attended performances:

- Choral Concerts, Strings Performances, and Band Recitals: These events showcased the dedication and talent of our music students.
- Glee Performances: Engaging and dynamic musical showcases that captivated audiences.
- Drama Productions:
  - "Cinderella" (Middle School): A delightful production that highlighted the creativity and teamwork of our younger students.
  - "A Christmas Carol" (High School): A stunning adaptation of the classic tale that demonstrated the skills and passion of our high school performers.

## Visual Arts

The visual arts program continued to thrive, with the art gallery remaining active throughout the year:

- A series of exhibitions showcased student creativity and skill, including a packed AP Art Show in the 6th-floor art suites, which attracted significant attention and praise.

## International Opportunities

Students had the opportunity to expand their horizons through international experiences:

- The Tokyo Art Trip resumed for the first time since before COVID-19, providing a rich cultural and educational experience for participating students.
- Music students participated in international events such as AMIS (Association for Music in International Schools) and ACSC (Asia Christian Schools Conference), further developing their skills and gaining valuable exposure to global artistic communities.

The FPA Department remains committed to fostering artistic excellence, creativity, and collaboration. As we look to the future, we will:

- Continue to provide students with opportunities to showcase their talents through performances, exhibitions, and international experiences.
- Invest in the development of our programs to ensure that students receive a well-rounded and inspiring education in the arts.
- Advocate for resources and spaces that enable us to further enhance the quality of our offerings.





# INFORMATION TECHNOLOGY

The team has operated in high gear throughout the year, driving various strategic initiatives to completion while laying the groundwork for projects that will continue into the next school year. These efforts reflect our commitment to innovation, efficiency, and enhancing the overall user experience for all stakeholders.

## Software Development

### **Standards-Based Grading Implementation:**

- In collaboration with the Curriculum and Instruction Office, the Secondary School Standards-Based Grading system was successfully integrated into PowerSchool. The system was fine-tuned to ensure a seamless implementation, supporting the school's academic goals.

### **New PowerSchool Leave Request Form:**

- A PowerSchool-based student leave request form was introduced to streamline attendance reporting. Scheduled for use at the start of the new school year, this feature simplifies the workflow for parents and staff. Additional PowerSchool-based forms are planned for rollout in the coming year.

### **ERP System Enhancements:**

- Following the successful launch of the new ERP system for the Finance Department, further refinements were made to optimize workflows. The year also saw the implementation of the ePayment module, enabling electronic payment settlement and eliminating the need for check issuance.

### **PowerSchool Updates:**

- Major PowerSchool updates are planned for the summer, bringing exciting new features such as an updated user interface for administrators and notification capabilities to ensure timely communication with stakeholders.

### **ICS Portal and Web Presence:**

- Ongoing development work focused on modernizing and streamlining the ICS Portal and web presence to provide a user-friendly and efficient experience for all users.

### **IT Infrastructure Improvements**

- Network Switch Replacement:
- The backbone network switches, which were deployed nine years ago and have reached their end-of-life schedule, will be fully replaced during the summer break. This upgrade is critical to maintaining the reliability and robustness of the school's network infrastructure for the future.

### **Audio-Visual (AV) Enhancements**

- Theater Projector Upgrades:
- All mercury lamp projectors in the theater were replaced with brighter, longer-lasting laser projectors, significantly improving visual quality and reducing maintenance needs.
- Classroom Sound System Upgrades:
- Nearly all classrooms were upgraded from traditional passive speakers to active soundbar speaker systems, enhancing audio quality and ensuring a more engaging learning environment.

### **Filming and Production**

- Promotional Materials:
- Collaborated with the Admissions and Communications teams to update and launch a 3D Scan of the School and refresh the School Promotional Video featured on the website.
- Podcast Series:
- Partnered with the Curriculum and Instruction Office to develop a 5-part podcast series exploring Standards-Based Grading, providing valuable insights for the school community.



# MATH DEPARTMENT

The Secondary Math Department is proud to share the highlights and progress made during the 2023-24 academic year. This year, our efforts were focused on refining our transition to Standards-Based Learning (SBL), ensuring curriculum alignment, and establishing robust placement processes to support students in their academic journey.

## **Advancing Standards-Based Learning (SBL)**

The department has made significant strides in implementing Standards-Based Learning across Grades 6–12. Key developments include:

- **Middle School Leadership:** Middle School teachers have taken the lead in developing rubrics for each unit, providing a clear model for how SBL can be integrated effectively into the curriculum.
- **High School Adaptation:** High School teachers are learning from the Middle School's progress as they explore how to tailor SBL practices to best meet the needs of advanced courses.

Through collaboration, the department has worked to align standards, refine rubrics, and improve assessment and feedback practices. These efforts ensure a consistent and unified sequence of learning from Grade 6 through the Advanced Placement (AP) level.

## **Standards Alignment**

A major achievement this year was the alignment and prioritization of standards across Grades 6–12. By defining and prioritizing learning objectives for each course, the department has created a cohesive math curriculum that equips students with the skills and knowledge they need for success—whether in their next class, university studies, or future professions.

This year, significant attention was given to improving placement and acceleration procedures to ensure students are appropriately challenged and supported.

## **Clear Criteria for Doubling Up:**

The department established clear requirements for students wishing to double up with Geometry and Algebra 2 or to test out of a course.

## **Testing-Out Process:**

Students seeking to skip a course were required to:

- a. Notify the Curriculum and Instruction Office of their intentions.
- b. Provide evidence of prior study for the course they intended to skip.
- c. Complete placement testing in May—well before the summer break.

This structured process allowed the department to:

- Follow up with students to ensure they acquired the necessary skills and knowledge.
- Confirm readiness for the next course in the sequence.
- Finalize schedules early, avoiding last-minute changes in August.

This approach has streamlined placement decisions and ensured that students are well-prepared for their next steps in mathematics.

As we reflect on this year's progress, the Secondary Math Department is confident that our students are benefiting from a cohesive and rigorous curriculum that prepares them for success at every level. We remain committed to refining Standards-Based Learning practices, enhancing our assessment processes, and continuing to provide clear pathways for student advancement.



# PHYSICAL EDUCATION & HEALTH DEPARTMENT

The 2023-24 school year has been one of focused effort and significant progress for the Physical Education (PE) Department. Our primary goal this year has been the preparation for the implementation of Standards-Based Grading (SBG) and Standards-Based Reporting (SBR) in the 2024-25 school year.

The PE team has worked diligently to revise and align our standards and assessments with the school's new policies on assessment and grading. This process included:

- **Prioritizing Standards:** Identifying key learning outcomes to better focus on student development.
- **Developing Unit Rubrics:** Creating standards-based rubrics to provide clear, fair, and equitable assessment criteria.
- **Vision Alignment:** Ensuring that the department's vision for SBG aligns with broader school goals and initiatives.

While this has been a significant undertaking, we are excited about the impact these changes will have on student learning and assessment fairness. We eagerly anticipate the full implementation of SBG/SBR in the 2024-25 academic year.

This year, the PE Department provided a range of engaging activities and events that promoted physical health, teamwork, and community spirit:

## **Elementary Program – Spirit of the Games:**

- The elementary program hosted the “Spirit of the Games” day, which was a resounding success. Students participated in activities that emphasized sportsmanship, teamwork, and the joy of being active together.

## **Middle School Sports Day:**

- Middle School students enjoyed their annual Sports Day, where they competed in a variety of events. The day fostered a sense of community, camaraderie, and active participation, leaving students with wonderful memories.

As we reflect on this year, we are deeply grateful for the many blessings and opportunities that have enabled our growth as a department. We remain committed to improving our programs, refining our practices, and ensuring that physical education continues to play a vital role in the holistic development of our students.

We look forward to building on the hard work and progress of this year as we move into the upcoming school year, fully prepared to implement Standards-Based Grading and Reporting.



# SCIENCE & TECHNOLOGY DEPARTMENT

The Science & Technology Department is proud to share the highlights and achievements of the 2023-24 academic year. This year has been marked by significant growth in key areas, including robotics, environmental science, and advanced practical experiences, all of which reflect our ongoing commitment to providing high-quality science education.

## **Expansion of the Robotics Program**

This year, the department made significant investments in the Robotics Program, with a team participating in a locally-run VEX robotics competition. This initiative has provided students with valuable hands-on experience in coding and problem-solving. The robotics program has become a cornerstone of our efforts to prepare students for the future by equipping them with essential 21st-century skills.

## **Growth in AP Science Courses**

Our Advanced Placement (AP) science courses continue to flourish, with increasing enrollment and outstanding academic outcomes. It is particularly gratifying to note that ICS students consistently achieve some of the highest AP science grades in Hong Kong, a testament to the rigor and quality of our program.

## **Focus on Sustainability and Global Issues**

In response to global trends emphasizing sustainability and solutions to pressing global challenges, the department has integrated these concepts into science education. This shift is evident in the rapid growth of our environmental science program, where enrollment has nearly doubled this year. Students are increasingly engaging with real-world issues and exploring innovative solutions to environmental challenges.

## **Enhanced Laboratory Experiences**

Our laboratory courses continue to provide students with high-level practical experiences. With the addition of new Vernier probes and state-of-the-art facilities, our labs now rival those found in college-level programs. These resources allow students to conduct advanced experiments and develop critical scientific skills in a hands-on, inquiry-based learning environment.

As we reflect on this year's successes, the Science Department remains committed to fostering innovation, sustainability, and academic excellence. We are grateful for the resources and support that enable us to provide such rich learning opportunities for our students.

We look forward to another year of growth and discovery as we continue to equip our students with the skills and knowledge they need to thrive in a rapidly changing world.



# SOCIAL SCIENCE DEPARTMENT

In the 2023-24 academic year, the Social Science Department made significant achievements and progress on two key goals:

1. Fully embracing Standards-Based Grading (SBG) and aligning assessments with the Standards-Based Reporting (SBR) framework.
2. Enhancing accessibility and support for English as an Additional Language (EAL) students.

The department takes pride in the following achievements:

## **Development of Comprehensive Assessment Tools:**

The team successfully created detailed rubrics and a universal grading template, fostering greater uniformity across all courses. These tools have helped ensure consistency in assessment and reporting practices.

## **Support for EAL Students:**

To better meet the needs of EAL students, the department provided targeted modifications and additional resources. These efforts have enabled EAL students to engage more effectively in their learning and achieve academic success.

## **Formative and Summative Alignment:**

This year, the department emphasized the connection between formative assessments and summative assessments. Students were guided to critically analyze documents, including real-life examples from social media, applying their learning to authentic scenarios.

The Social Science Department is committed to continuous improvement and has identified the following priorities for the upcoming year:

## **Vertical Alignment:**

Further developing vertical alignment across grades and creating a universal rubric for Grades 6-10 to ensure progression and clarity in learning expectations.

## **Curriculum Overhaul:**

A complete curriculum redesign, focusing on prioritized standards and emphasizing practical applications of knowledge. This shift will help students connect learning to real-world contexts and better prepare them for future success.

## **Mission and Vision Alignment:**

Continuing to refine the implementation of SBG and SBR practices to align with the school's mission and vision, ensuring clarity and consistency across all assessments.

A standout moment of the year was seeing students grow in their ability to apply critical thinking skills to real-life situations. Through activities like analyzing historical and modern documents—including those found on social media platforms—students demonstrated their ability to engage with the world around them in meaningful ways.

The Social Science Department extends its heartfelt gratitude to parents for their trust and support throughout the year. The team remains dedicated to providing the highest quality social science education and looks forward to the exciting changes ahead in the 2024-25 school year.

Together, we aim to guide students toward success by equipping them with the skills, knowledge, and values needed to thrive in an ever-changing world.



# STUDENT SERVICES

The Learning Support Team, consisting of 2 teachers and 2 educational assistants, plays a vital role in ensuring that all students receive the support they need to thrive academically, socially, and behaviorally.

## Elementary Learning Support

The Elementary Learning Support Team provides personalized support to address students' learning, social, and behavioral needs. Using a combination of push-in and pull-out strategies, the team collaborates closely with classroom teachers to deliver tailored instruction through individual and small-group sessions. This approach fosters an inclusive and supportive environment, maximizing each student's potential.

- This year, the team supported 27 students with diverse needs, including:
  - 1 student on an Individual Education Plan (IEP).
  - 12 students on Personalized Intervention Plans (PIPs).
- Notably, 5 students were exited from the program after making significant progress.

## Secondary Learning Support

The Secondary Learning Support Team provides subject-specific assistance, executive skills training, and accommodations for tests and assignments. The team also collaborates with teachers, counselors, and parents to meet the diverse needs of students.

- This year, the team directly supported 32 students and provided consultations for 22 additional students.

### Key achievements:

- 3 students were released from learning support.
- 1 student departed ICS.
- 5 students graduated.
- 9 students with varying learning needs successfully completed 8 AP classes, demonstrating the effectiveness of the support provided.

A highlight of the year was the Parent U workshop, where the secondary learning support teacher presented executive skills and strategies for parents to support their child's academic success. Additionally, an 8-week executive skills course for high school students was piloted and will be refined for the next academic year.

## Bridges Program

The Bridges Program serves students aged 11–18 with special needs who require an IEP and a non-standard course of study.

The most notable achievement this year was the graduation of Darsh Hartono. Darsh joined ICS in 2011 as a Pre-Grade 1 student, back when the Bridges Program extended to elementary grades. He is the first and only student in the program's history to complete his journey from P1 to G12 at ICS. Darsh plans to attend a special program at West London College after graduation.

To celebrate Darsh's milestone, a surprise photo album was compiled, featuring messages from over 90 current and former faculty and students, reflecting the deep impact he has had on the ICS community. While Darsh benefited greatly from the Bridges Program, it is clear that the ICS community has also been blessed by his kindness, care, and remarkable ability to remember the names and family details of those around him.

The program remains committed to faithfully serving and graduating the remaining students in the Bridges Program.



## **English as an Additional Language (EAL)**

This year marked the second year of ICS's EAL Program, which introduced exciting opportunities for student growth and school-wide initiatives.

### **Students and Classes**

During the 2023-24 academic year, the EAL Program served the following students:

Grade 8: 1 Student

Grade 9: 4 Student

Grade 10: 6 Student

- 5 students were new this year, while 6 students returned.
- 10 students were HKSAR nationals, and 1 student was from the Republic of Korea.
- Due to the students' high to advanced language proficiencies at the start of the year, all EAL Program students were eligible for exit by the end of the academic year

### **Field Trip**

The EAL Program included a Semester 2 field trip where students researched refugee groups. High school students visited Christian Action to tour relevant sites, e.g., immigration offices, churches, and mosques, and hear stories from asylum seekers in Hong Kong. This experience helped students gain a deeper understanding of refugee experiences and prepared them to write research-based essays on how the Church has responded to the needs of refugees. Students found the field trip meaningful and eye-opening.

### **Counseling Team**

The Counseling Team played a key role in supporting the social-emotional well-being of students through individual and group counseling sessions.

### **Key Efforts**

- Proactive and Preventative Approach: Counselors monitor and support students based on referrals and observed needs, collaborating with grade-level teams, faculty, and external service providers to ensure comprehensive support.
- Safeguarding Education: Students and teachers were trained to recognize and report signs of child abuse. Counselors also serve as Deputy Designated Safeguarding Leads, ensuring the community remains vigilant in protecting students.

The department remains instrumental in fostering a nurturing and supportive environment, addressing the diverse needs of our students, and prioritizing their holistic development.



## Health Office

The Health Office provided essential medical care and health services to the ICS community, addressing 1,682 cases involving students, faculty, and staff this year.

### Key Responsibilities and Achievements

- **Emergency Response:** The team responded to 7 incidents requiring ambulance services and ensured appropriate care and communication with families.
- **Vaccination Programs:** Coordinated vaccinations for students (HPV, influenza, DTap-IPV, MMRV, HBV) and facilitated flu vaccinations for ICS employees.
- **Outbreak Management:** Managed 5 outbreaks on campus, including Scarlet Fever, Hand, Foot and Mouth Disease, and Upper Respiratory Tract Infections.
- **Staff Training:** Trained faculty and staff in First Aid and CPR, with plans to enhance this training further as team members obtain CPR trainer certifications.
- **Other Health Impairments (OHI):** Created and implemented OHI plans tailored to students' physical needs, ensuring their participation in school activities.

The Health Office remains dedicated to ensuring the physical well-being of the ICS community through responsive care, preventative measures, and health education.

This year, the Learning Support, EAL, Counseling, and Health Office teams have worked collaboratively to support the diverse needs of our students. From personalized learning plans to safeguarding initiatives, and from social-emotional support to health services, these departments have been integral in fostering a nurturing and inclusive environment.

As we look ahead, ICS remains committed to empowering each student to reach their full potential, ensuring they are equipped with the skills, values, and care needed to thrive both inside and outside the classroom.





# WORLD LANGUAGES DEPARTMENT

The World Languages (WL) Department is pleased to share the achievements and initiatives of the 2023-24 academic year. This year, the department focused on enhancing assessment clarity, fostering a love for reading, and creating meaningful opportunities for cultural engagement. These efforts have supported students' academic growth, creativity, and appreciation of Chinese language and culture.

## Enhanced Assessment Practices

The department worked diligently to create clear and detailed overviews of assessments for each unit of study, using language that is accessible to students. By providing clarity on how learning will be assessed, students have been empowered to take greater ownership of their learning, fostering a positive and proactive learning mindset.

This year, the department introduced several engaging initiatives to inspire enthusiasm for reading Chinese literature:

- **Book Tasting (Elementary School):** Fun and interactive events that allowed students to explore and "sample" a variety of Chinese books.
- **Chinese Battle of the Books (Middle School):** A friendly competition that encouraged students to read and discuss Chinese books in a collaborative and exciting format.
- **Chinese Book Illustration Competition (Middle School & High School):** An opportunity for students to creatively express their interpretations of Chinese literature through art.

These initiatives have successfully increased students' engagement with Chinese books and fostered creativity, critical thinking, and literacy skills.

## Elementary School

In the elementary school, the curriculum for Grades 1–5 follows a spiraling scope and sequence, with vocabulary being revisited and built upon over time. This approach reinforces learning across 10 themes per grade level while integrating reading into various components of students' academic experiences.

Key highlights include:

- **Reading Integration:** Reading assignments were incorporated into homework, dedicated class reading sessions, and engaging activities like "Book Tasting" to cultivate a love for literature.
- **Cultural Week:** Held in the spring, this event immersed students in vibrant cultural experiences through engaging activities, handcrafts, and interactive sessions. Students had the opportunity to learn about and celebrate the beauty of Chinese traditions and festivals.



## **Middle School and High School**

Aligned with the school-wide Standards-Based (SB) Teaching Initiative, the WL Department:

- Dedicated time to thoroughly understand the SS Assessment Framework.
- Reviewed and adjusted assessment practices and beliefs to align with SB principles.
- Designed and refined rubrics for learning, with teachers sharing and collaboratively improving rubric samples to ensure consistency and effectiveness.

### **Cultural and academic highlights include:**

- Chinese Battle of the Books: A fun, competitive event aimed at fostering a love for reading and collaboration among students.
- Chinese Book Illustration Competition: A platform for students to creatively express their engagement with Chinese literature.
- Chinese Ancient Clothing Festival: A new event introduced this year, celebrating Chinese culture and heritage. Students experienced traditional clothing styles firsthand, gaining a deeper appreciation for the history and traditions of China.

The WL Department remains committed to providing students with rich, meaningful opportunities to grow in their language skills and cultural understanding. By enhancing assessment clarity, fostering a love for reading, and celebrating cultural heritage, we aim to continue equipping students with the tools they need for success in an increasingly interconnected world.



# FINANCIAL SUMMARY

## 2022 - 2023 AUDITED FIGURES

INCOME (in HK\$ million)	
Net Tuition Fee Income	159.6
Donations	0.2
Other Revenue	12.4
Subtotal	172.2
EXPENDITURE (in HK\$ million)	
Employee Salary and Benefit Expenses	121.5
Facilities Operation Expenses	17.9
Instructional & Curriculum Expenses	6.3
Administration Expenses	8.4
Depreciation & Finance costs	17.3
Subtotal	171.4
SURPLUS (in HK\$ million)	
Operating Surplus before Transferable Debenture	0.8
Transferable Debenture	9.7
Surplus after Transferable Debenture	10.5

# SPECIAL THANKS

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