



INTERNATIONAL
CHRISTIAN
SCHOOL

ANNUAL REPORT



2024-2025

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INSPIRE. CONNECT. SERVE.

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LETTER FROM BOARD OF TRUSTEES CHAIR

“Do not conform to the patterns of the world but be transformed by the renewing of your mind.” Romans 12:2

In preparing our students for the studies in universities, the Board’s view echoes the emphasis on educating children with God’s Words to fight against worldly values. ICS shall uphold Biblical truths on children to shape their identity in Jesus Christ and nurture their heart, body and mind holistically. ICS plays an important role in advancing the Kingdom of God.

The 2024/25 academic year is a year for resuming projects and works which had been halted during the 3 years’ period of Covid time. On the academic side, the Standard Base Grading, which had been discussed by the Faculty prior to Covid, was implemented. It was met with some skepticism at the beginning. However, with the useful interaction and communication between parents/students and the Faculty, the new grading system has been proved to be a good system for assessing the performance of our students. Our students’ applications to universities are also enhanced. On the spiritual development of our students, we have continued to implement Biblical integration into our courses.

On our hardware, the renovation and improvement works carried out in the year 2024/25 on our campus include, among others, KG campus renovation, cafeteria and art gallery refurbishment, scoreboard and chiller replacement. Our Shek Mun campus was built almost 20 years ago. With the support and understanding of our parents, we shall continue with the upcoming phases of the renovation and improvement works.

Our faculty and non-faculty staff constitute a valuable asset to our school. They are also indispensable to the well-being of our students.

“ICS shall uphold Biblical truths on children to shape their identity in Jesus Christ and nurture their heart, body and mind holistically.”

We commenced a benchmarking survey in March 2024 with necessary actions taken to reflect their contribution to ICS.

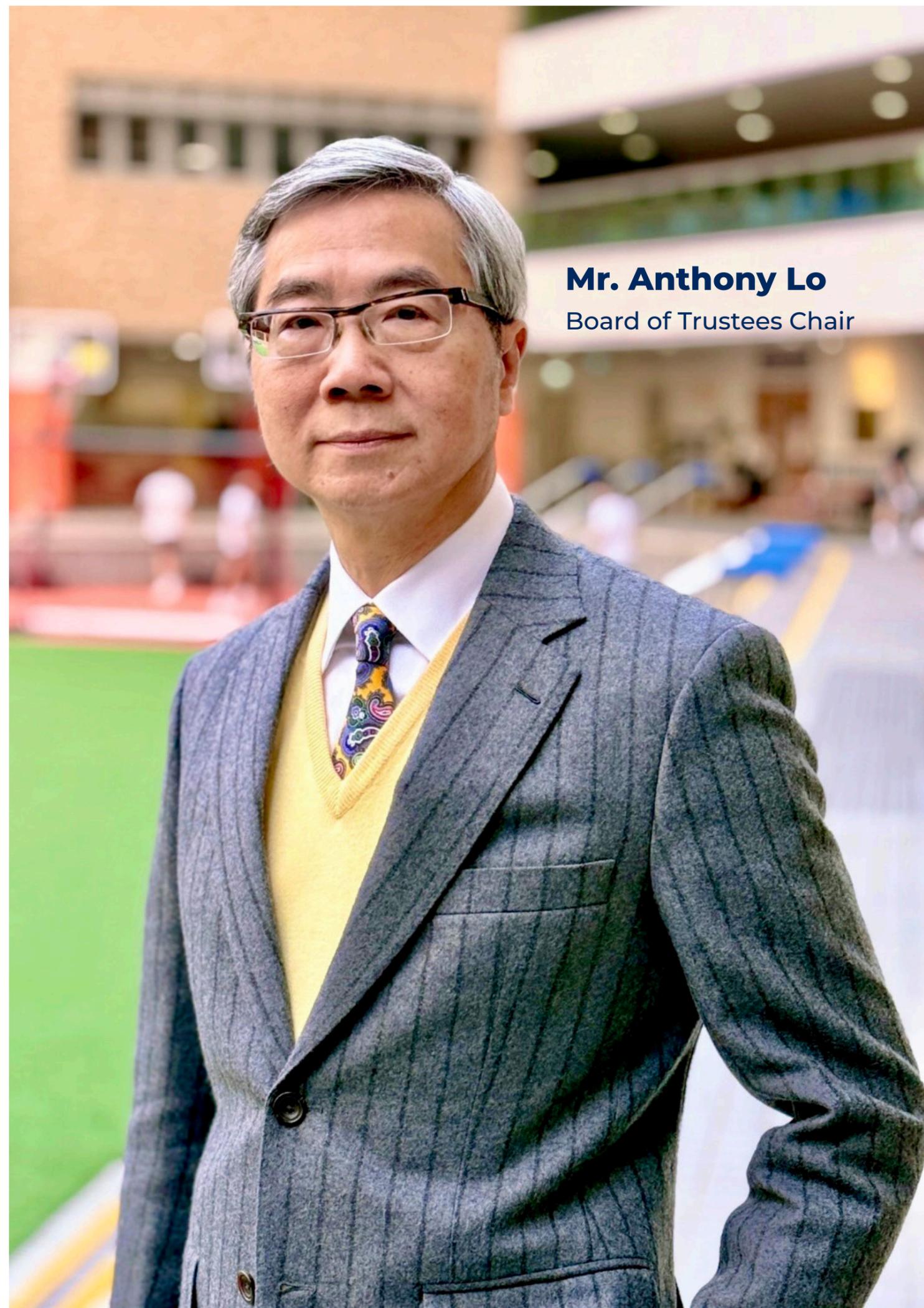
Much work lies ahead of us. Providence from God is of utmost importance to us. We look forward to providing a sound environment with modern technological facilities for our students. May God help ICS.

Mr. Anthony Lo

Board of Trustees Chair

Mr. Anthony Lo

Board of Trustees Chair





Revd. Nick Seward
Head of Schools

MESSAGE FROM HEAD OF SCHOOLS

“For we are God’s handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do.” Ephesians 2:10

To our beloved ICS community - students, parents, faculty and staff, trustees, and alumni across the globe - grace and peace in the LORD Jesus Christ.

This past academic year has proved a continuing testimony to our shared mission: to provide a biblically-based, academically excellent education that nurtures disciples of Jesus Christ to serve the world for Him. I am humbled and grateful to be leading this unique school.

Our commitment to Christ-centred academic rigor remains strong, with an AP average score of 4.5, SAT average of 1366, and a significant jump in the number of our Seniors gaining offers from Global Top 50 universities. As we look to the tried and trusted in education, as well as the future, we have placed curricular emphasis both on great learning, and even more on character; we want our students to be people of wisdom and virtue.

The heartbeat of ICS is our shared faith in Christ. This year, we deepened our discipleship pathways through Roots groups, Vida Nueva, Oxygen, and the annual evangelism and discipleship camps. Our emphasis on classical Christian learning reminds of the centrality of the Bible, and that spiritual formation relies on godly teachers (in all subjects) who are models, both morally and intellectually, pointing their students with authority to Jesus Christ as the source of all goodness, truth and beauty.

Week Without Walls remains an important centerpiece to our service education, and alongside existing international trips, we have looked to add a heart for opportunities closer to

“We have placed curricular emphasis both on great learning, and even more on character; we want our students to be people of wisdom and virtue.”

home, in the Greater Bay Area and Hong Kong itself. It has been a joy to begin a partnership with an NGO seeking to provide opportunities in music to underprivileged children in the city, as our students seek to live out their faith; their student-run Domestic Workers Open Day is a highlight of the ICS calendar for me.

I am privileged to work under a wise and far-sighted Board of Trustees, and as we move forward it is exciting to see a vision for the next generation of ICS taking shape. We want to invest in our campus, our programs, and most importantly in our faculty, whose dedication and care of our boys and girls inspires me in my role to lead as well as God gives me grace.

I know that is our shared hope; our confidence is not in our strength, but in the promise of the One who calls us. My greatest encouragement is to know that we are a praying community; let us go on trusting the goodness of God, and his sovereign provision for ICS.

Revd. Nick Seward
Head of Schools

PARENTS ASSOCIATION REVIEW

The Parents Association (PA) is dedicated to fostering a strong partnership between parents and the school. We facilitate open communication through regular meetings with the Executive Committee, principals, and the school leadership team to ensure a collaborative approach to campus life. In the 2024-25 academic year, we organized semesterly “Coffee Chats” with school leadership, creating valuable spaces for transparent dialogue and shared vision.

Building a Connected Community

The Parent Association plays a vital role in bringing our community together to share resources and learn collectively. Our Buddy Program remains a cornerstone of this effort, matching new families with buddy family to help them integrate smoothly into the ICS family. This year also saw the success of our uniform and book swaps, which encouraged both sustainability and community spirit. For those looking to stay active, the popular Badminton Social Club resumed its weekly sessions, providing a fun and informal environment for families to connect.

To further strengthen community ties, we organized several targeted events including Central Lunches for parents working on Hong Kong Island; socials prior to Middle School Drama and High School Band Concerts, as well as Family Board Game Saturday for Elementary school families to build lasting connections in a relaxed weekend setting.

Spiritual Life and Student Support

In alignment with our core values, the PA created gospel Lai See tracts for the Lunar New Year, encouraging our community to share the Good News. We also partnered with Bible Study Fellowship (BSF) to host a women’s Bible study group, providing a space for ICS moms to grow together in faith.

“The Parent Association plays a vital role in bringing our community together to share resources and learn collectively”

Our commitment to student support involved active participation in the Sports Working Group, where we collaborate with the school to enhance after-school athletic programs. The PA also played a key role in the selection of the school lunch caterer, conducting comprehensive surveys to ensure high-quality nutrition for our students. Our funding continued to support cherished traditions, including the annual Thanksgiving celebration, refreshments for sporting events, Middle and High School camps, graduation gifts, and the Elementary School Family Fun Day.

Empowering Parents and Faculty

To support parents in their journey, the PA worked with the school to offer the Alpha Teenage Parenting Series and facilitated a “Discipline with Love” seminar for Kindergarten and Lower Elementary families. Spiritual support remained a priority through our in-person Thursday prayer meetings and online Monday morning gatherings.

Finally, a valued tradition of the PA is promoting a culture of gratitude. We were honored to organize appreciation breakfasts, lunches, and gifts for ICS faculty and staff, to show our deep appreciation for their tireless dedication to our children.

Together, we continue to enhance the strong bonds within our ICS community, and we look forward to another successful year of partnership ahead!

Mrs. Vicki Maronilla
Parents Association Chair



ALUMNI ASSOCIATION REVIEW

The ICS Alumni Association (ICSAA) remains committed to bridging the gap between our graduates and the current student body, fostering a lifelong network of mentorship and community. Throughout the 2024-25 academic year, the Association focused on creating high-impact touchpoints that provide tangible value to both alumni and the next generation of ICS leaders.

Professional Mentorship and Career Guidance

A hallmark of this year’s programming was the Medical Career Sharing Session, which drew over 100 participants. This initiative leveraged the expertise of alumni currently practicing in the medical field or pursuing advanced medical degrees to provide an invaluable roadmap for aspiring healthcare professionals. By sharing their academic journeys and clinical experiences with current students and parents, our alumni demonstrated the strength of the ICS professional network. Given the overwhelmingly positive feedback, the ICSAA is strategically planning to expand this “Industry Insights” series to include fields such as law, engineering, and the creative arts in the coming years.

Community Building and Athletics

In an effort to foster fellowship through sport, the ICSAA launched a fundraising campaign to support an Alumni Basketball Team within a local competitive league. While the team’s formal league participation has been deferred to a future season, the initiative served as a vital catalyst for reconnection. The collaborative groundwork laid between the ICSAA Executive Committee and our alumni athletes has established a strong framework for future athletic partnerships and community-wide engagement, proving that the spirit of teamwork extends far beyond graduation.

“Our goal remains simple: to nurture a vibrant and supportive network of alumni who continue to represent the values of ICS and support one another in their professional and spiritual journeys”

Sustaining the ICS Legacy

The Association continued to prioritize social connectivity through our signature mixers and professional networking meet-ups, ensuring that the ICS bond remains strong across diverse industries and geographies. This year we welcomed the Class of 2025 into the alumni community during their graduation festivities, marking the beginning of their journey as lifelong ambassadors of the school.

Looking Ahead

As we move into the 2025-26 academic year, the ICSAA aims to build on these successes by formalizing the professional networks established during our career sessions. We are working to enhance our digital resources to help graduates stay connected easily, regardless of where they are in the world. Our goal remains simple: to nurture a vibrant and supportive network of alumni who continue to represent the values of ICS and support one another in their professional and spiritual journeys.

Mr. Rickie Hung
ICS Alumni Association (ICSAA) Chair





OUR EMPLOYEES



NUMBER OF EMPLOYEES

127

FACULTY & ADMINISTRATORS

53

SUPPORT STAFF



GENDER

60

MALE



120

FEMALE



YEARS OF SERVICE

5 YEARS OR LESS

90

6 - 10 YEARS

44

11 - 15 YEARS

22

16 - 20 YEARS

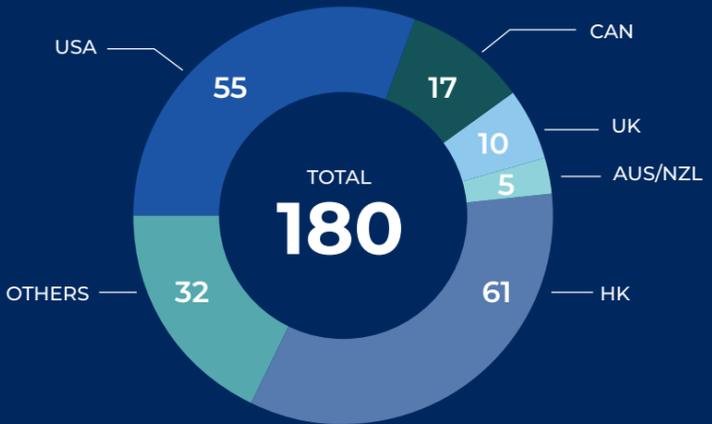
16

20 YEARS OR MORE

8



NATIONALITIES OF FACULTY MEMBERS



STUDENT ADMISSIONS

DIVISIONAL ENROLLMENT

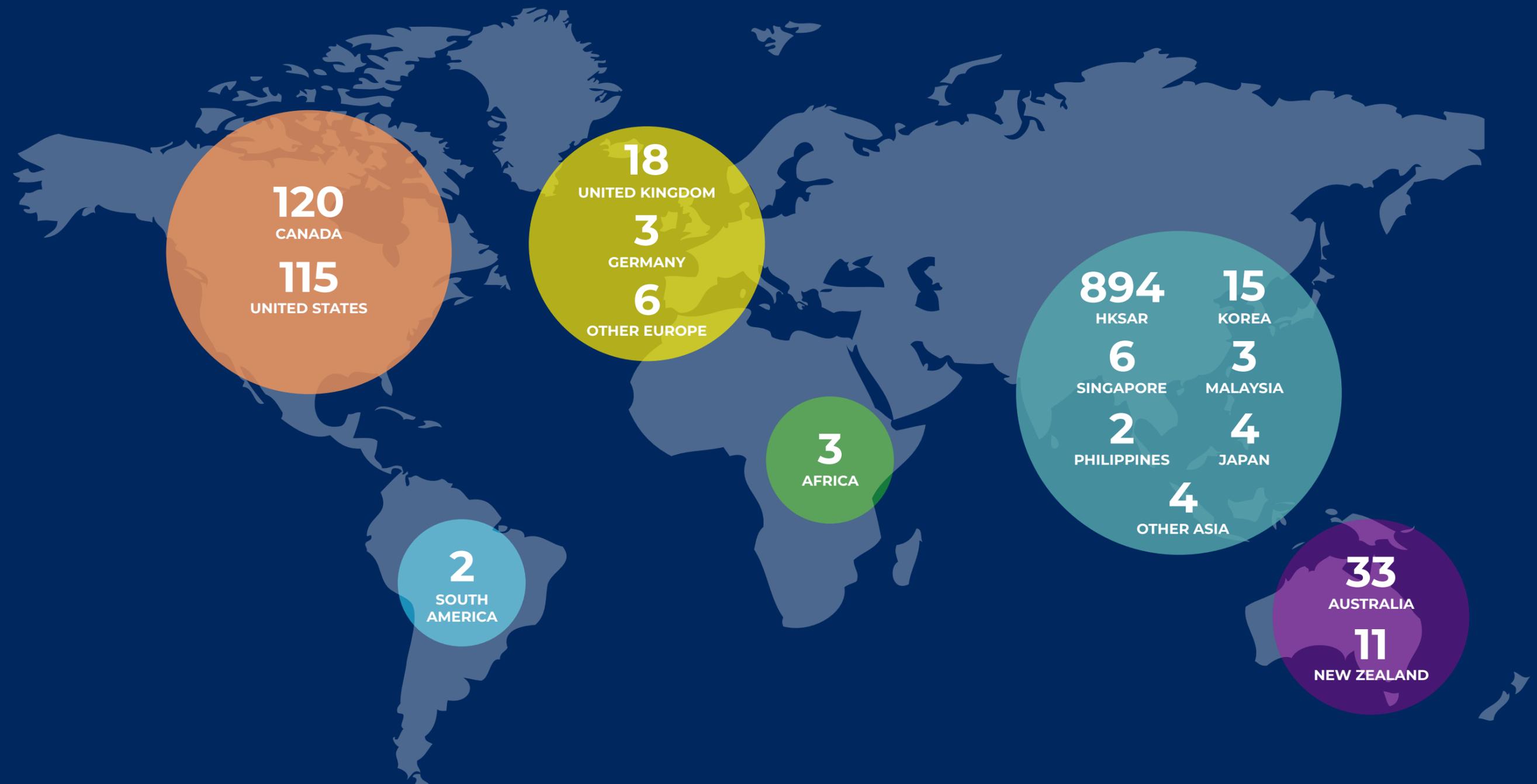
144
KINDERGARTEN

500
ELEMENTARY

269
MIDDLE SCHOOL

326
HIGH SCHOOL

NATIONALITIES OF STUDENTS



STANDARDIZED TESTING

CLASS OF 2025 SAT AVERAGE SCORES



688

MATH



676

EVIDENCE BASED READING & WRITING



1364

TOTAL

2024-2025 PSAT AVERAGE SCORES

	MATH	READING & WRITING	TOTAL
GRADE 9 (84 STUDENTS)	536	556	1092
GRADE 10 (87 STUDENTS)	580	590	1170
GRADE 11 (77 STUDENTS)	636	619	1255

EXAM RESULTS 2024-25 ADVANCED PLACEMENT

SUBJECT	5	4	3	2	1	TOTAL EXAM
2-D Art and Design	3	3	-	-	-	6
3-D Art and Design	1	1	1	-	-	3
Biology	29	6	3	-	-	38
Calculus AB	9	8	-	-	-	17
Calculus BC	22	3	2	1	-	28
Chemistry	27	8	1	-	-	36
Chinese Language and Culture (ICS)	5	4	-	-	-	9
Comparative Government	11	5	5	2	-	23
Drawing	-	2	-	-	-	2
English Language and Composition	18	17	5	-	-	40
English Literature and Composition	4	2	-	-	-	6
Environmental Science	5	3	2	1	-	11
Macroeconomics	23	8	1	-	-	32
Microeconomics	23	9	3	1	-	36
Music Aural Subscore	8	-	-	1	-	9
Music Non-Aural Subscore	6	1	1	1	-	9
Music Theory	7	1	-	1	-	9
Physics 1	10	4	-	-	-	14
Physics C: Electricity and Magnetism	2	6	1	1	-	10
Physics C: Mechanics	7	2	1	-	1	11
Precalculus	32	2	-	-	-	34
Psychology	23	6	2	-	-	31
Research	2	4	1	-	-	7
Seminar	3	1	2	-	-	6
Spanish Language and Culture	2	-	-	-	-	2
Statistics	22	7	7	2	1	39
AP US History	7	2	-	-	-	9
AP World History: Modern	17	8	1	-	-	26
TOTAL (% of exams):	328 (65%)	123 (24%)	39 (8%)			503

CLASS OF 2025: UNIVERSITY ACCEPTANCES

UNITED STATES OF AMERICA

Arizona State University
Biola University
Boise State University
Boston University
California State University, Fullerton
Calvin University
Carnegie Mellon University
Carson Newman University
Chapman University
Cornell University
Drexel University
Georgia Institute of Technology
Grand Canyon University
Huntington University
Indiana University
Loyola Marymount University
Minerva University
New York University
Northeastern University
Ohio State University
Pennsylvania State University
Purdue University
Rhode Island School of Design
Santa Clara University
Savannah College of Arts & Design
School of the Art Institute of Chicago
Seattle Pacific University
Stanford University
The New School, Parsons
Trinity University
University of California, Berkeley
University of California, Davis
University of California, Irvine
University of California, Los Angeles
University of Delaware
University of Maryland
University of Southern California
University of Texas, Austin
University of Washington
Wheaton College

University of Oxford
University of Reading
University of Southampton
University of the Arts London
University of Warwick

HONG KONG

Chinese University of Hong Kong
City University of Hong Kong
Hong Kong Academy of Performing Arts
Hong Kong Baptist University
Hong Kong Metropolitan University
Hong Kong Polytechnic University
Hong Kong University of Science & Technology
University of Hong Kong

CANADA

Capilano University
Carleton University
McGill University
McMaster University
OCAD University
Sault University
Simon Fraser University
Trent University
University of Alberta
University of British Columbia
University of Guelph
University of Toronto
University of Waterloo
University of Windsor
Western University

AUSTRALIA

University of New South Wales
University of Newcastle
University of Queensland
University of Sydney
University of Western Australia

UNITED KINGDOM

Arts University Bournemouth
Bath Spa University
Brunel University London
Cardiff University
Durham University
Durham University International Study Centre
Imperial College London
King's College London
Kingston University
London School of Economics
Loughborough University
Manchester School of Architecture
Newcastle University
Norwich University of the Arts
Royal Veterinary College
St George's University of London
University College London
University of Bath
University of Brighton
University of Bristol
University of Cambridge
University of Edinburgh
University of Essex
University of Leeds
University of Manchester

EUROPE

Hotelschool The Hague
Maastricht University
University of Amsterdam
University of Bremen

SOUTH KOREA

Sungkyunkwan University



KINDERGARTEN

The 2024-2025 academic year in the Kindergarten was defined by a commitment to play-based excellence and the completion of vital facility enhancements. By focusing on the holistic development of our youngest learners, the division has created a vibrant environment where academic foundations and spiritual curiosity flourish side-by-side.

Learning and Teaching: A Foundation for Growth

A primary focus this year was the continued alignment of our curriculum, assessment, and reporting with the Connecticut Early Learning and Development Standards (CTELDS) and the Elementary School P1 Admissions requirements. This strategic alignment ensures a seamless transition for our students as they move toward the Elementary campus.

To support learning, the Kindergarten finalized its second phase of facility renovations, including a new Art & Cooking Room. This modernized space features optimized storage for creative materials and a mobile cooking station, providing teachers with greater flexibility and allowing students to be more directly involved in hands-on culinary activities.

Key Achievements in the Classroom:

- **Immersive Learning Environments:** Teachers transformed classroom spaces into immersive role-play centers, including supermarkets, construction sites, airports, medical clinics, and “outer space” environments.
- **Cognitive & Language Development:** Theme-based learning activities were strategically designed to foster language acquisition and cognitive growth by linking learning to each child’s real-world experiences.
- **Standards-Aligned Reporting:** Updated student progress reports based on CTEDLS outcomes were successfully implemented, providing parents with a data-informed view of their child’s development.
- **Faculty Continuity:** We welcomed a substitute Chinese Teacher and Teacher Assistant to provide maternity cover, ensuring seamless instruction during staff transitions.

Discipleship & Kindergarten Chapel

Spiritual formation in the Kindergarten is designed to be developmentally appropriate and deeply engaging. This year, the Chapel program focused on the character of God as revealed through His creation. By exploring the characteristics of various animals, such as the unwavering protection provided by a father penguin, students learned that Father God cares for and protects us with even greater devotion. In October, we were pleased to welcome parents to join these worship sessions, strengthening the spiritual bond between school and home.

Community & Parental Engagement

The Kindergarten thrives on a strong sense of community, and this year was marked by several landmark events that brought families together:

- **Family Fun Day & Spring Concert:** highlight of the year where all students performed songs for the school community, followed by a day of celebration at the Shek Mun campus.
- **R2 Farewell Celebration:** A special ceremony honoring our Reception 2 students as they celebrated their time in Kindergarten with songs and family gatherings.
- **Experiential Field Trips:** R1 and R2 students engaged in farm visits with their parents, focusing on animal care and the fundamentals of planting and farming.
- **Digital Portfolios:** Through Seesaw, teachers shared real-time photographs and videos of learning, maintaining a transparent and active window into the classroom.

Professional Learning & Vertical Alignment

The Kindergarten faculty remains dedicated to pedagogical innovation. During the year, teachers attended an Early Childhood conference focusing on language development and play-based learning strategies.

To ensure vertical alignment across the school, Kindergarten teachers visited the Elementary campus to observe classrooms and reflect on the instructional transition. This collaboration focused on the implementation of the new Early Childhood standards, ensuring that our reporting and expectations are synchronized with the Elementary division.



ELEMENTARY

The 2024-2025 academic year in the Elementary School was a season of intentional growth and spiritual renewal. Under the chapel theme “God is my Strength” (Philippians 4:13), students and faculty alike were challenged to recognize that all achievements – academic, social, and spiritual – are empowered by the grace of Christ. This year, our community was enriched by the arrival of 44 new students, each bringing unique gifts to our diverse student body.

A Community of Educators

The strength of the ES lies in its dedicated faculty. This year, we were blessed to welcome six new faculty members: Mrs. Abigail Camizzi (G4), Mrs. Julie Tang (G1), and new specialists in Music, Physical Education, and Learning Support. We also introduced a dedicated Literacy Coordinator to provide strategic oversight and alignment for our reading and writing programs.

We would like to especially acknowledge the service of our long-term substitute teachers, Mrs. Abigail Camizzi and Mrs. Julie Tang, who provided seamless continuity and care for our students. We are delighted that Mrs. Camizzi will transition into a full-time role as a Grade P1 teacher in the Fall of 2025.

Faithful Stewardship of Learning Spaces

Following our commitment to providing “warm and welcoming” learning environments, the school successfully completed significant facility upgrades. The third-floor renovation was a highlight of the summer, featuring a complete modernization of the Elementary Library, turning it into a vibrant hub for literacy and discovery. On the fifth floor, the Art Room was upgraded with specialized sinks and optimized storage to better facilitate creative expression.

Beyond aesthetics, these upgrades included new energy-efficient lighting and interior refreshments across multiple classrooms. As we conclude these major internal renovations, the Facilities Management Office has transitioned to vital infrastructure resilience, beginning the phased replacement of the air conditioning units on the 5th and 6th floors to ensure long-term operational sustainability.

Discipleship

Elementary Chapel

The Elementary School celebrates and worships God together as a Lower Elementary and Upper Elementary section each week. This year our chapel theme was “God is my Strength”.



I can do all things through Christ who strengthens me.

- Philippians 4:13

We combined this with our Expected Schoolwide Learning Results (ESLRs) to emphasize how through the grace of God we can achieve the broader goals of our education and holistic development (Body, Mind & Spirit). Chapel is an important part of our school's culture and one way we keep honoring Jesus at the center. Students learn to be a respectful and attentive audience, participate/lead in worship and giving, and listen to presentations from adults and peers around biblical themes.

Chapel Offering

As part of our chapel worship, the Elementary school also collects an offering for Agape International Missions in Cambodia. This is a service learning opportunity that 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 \$39,611.18.



BEE Training

ICS Elementary has a vision for the kind of people that we want to help our students become and 4 behaviors that they can exemplify in that process. The school calls these four behaviors our “BEEs”: BE SAFE, BE RESPONSIBLE, BE RESPECTFUL, BE HELPFUL.



Holistic Learning (Health/SEL)

In addition to academics and spiritual discipleship, the school also addresses the socio-emotional and physical health of students. The school offers regularly scheduled health lessons taught by our PE teachers, and SEL lessons taught by our school counselors to address Character development, relationships and other socio-emotional issues and concerns that our elementary students face. The school integrates biblical principles along the way to help our students navigate emotions, social situations, their emotions and their relationships.

Curriculum & Learning

Curriculum

This year, the Elementary School faculty completed and shared with parents the unit rubrics created to inform, and communicate the expected learning. Our curriculum coordinators worked with grade level teams to align, pace and reflect on our units of study to create better alignment as well as scope and sequencing for next year.

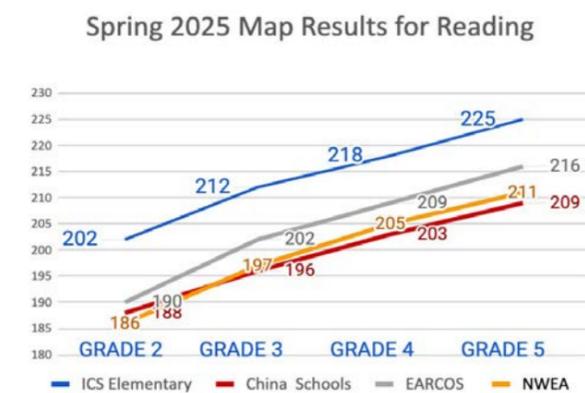
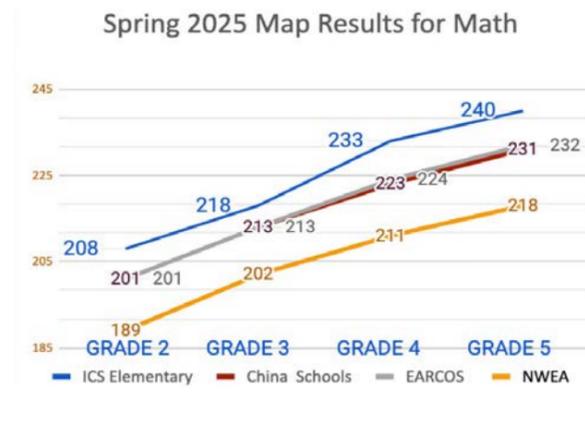
Biblical Integration

This year the Elementary Faculty engaged in professional learning around Biblical Integration. The faculty identified biblical big ideas that create a more unified approach for biblical integration. They identified for every unit taught, biblically informed enduring understandings and essential questions, ways to introduce these ideas within a unit, as well as ways that students can demonstrate these understandings.

Academic Learning / Measures of Academic Progress

ICS Elementary employed a new Literacy Coordinator, Kristin Barber, this year. She is helping our faculty develop approaches consistent with cognitive science, otherwise called the science of reading.

The line charts below indicate student achievement based on the ICS average RIT scores per grade. As you can see from the Math and Reading Line charts below, ICS student achievement (Grades 2-4) is moving in a satisfying upward slope each year. In addition, they are achieving quite well compared to their peers regionally.



Special Activities & Events

After-School Activities

This year the school hired an Elementary Athletics and Activities Coordinator to manage after-school activities and broaden the kinds of sports and after-school activities the school can offer. This year the school offered 26 programs over three terms with a total of 1058 student participants (Term 1: 399 students, Term 2: 363 students, Term 3: 296 students). After-school activities include academics, arts, athletics, with a range of special interests to engage students in fun and learning that may be different than what classroom learning provides. The groups are usually multi-aged based on development and interests.

Literacy Week & Book Character Day (November 4-8)

For Literacy Week in 2024, the school held a variety of engaging activities and events. Students participated in a school-wide mystery reader read-alouds, where they gathered together to enjoy stories read by ICS community members. The Library also hosted local author visits by Alex Steers, author of Mr. Wiz and the Dragon and Ritu Hemnani, author of Lion of the Sky, a story about the 1947 Partition of India. Providing students the opportunity to meet and interact with and be inspired by children’s book writers. Additionally, the library hosted a literary scavenger hunt, challenging students to explore the shelves and uncover hidden literary treasures. The week culminated in a literacy-themed costume parade, where students proudly showcased their creativity by dressing up as their favorite book characters. Throughout the week, the school community celebrated the joy of reading, writing, and storytelling, fostering a love of literacy among the students.



Family Fun Day

This celebration has a long history at ICS that goes back to before ICS was in the Shek Mun Campus. In the years leading up to the building of the new campus, the school would run an annual walk-a-thon that ended with school carnival activities on campus. Since then the event has become more of a community event, providing an opportunity for our Kindergarten and Elementary School families to meet other families and strengthen our bonds as we come together as a community to have some fun. This year followed a sports theme with different activities run by some of our after-school providers.

G4 and G5 Camp - “Rooted in Christ” (May 21-23)

Grade 5 students attended a 3-day, 2-night camp experience at Tso Kung Tam Outdoor Recreation Centre in Tsuen Wan in May this year. The primary goal of the Grade 5 camp is for our students to grow closer to God and to one another through daily messages, worship, and meaningful small group discussions. This year, our theme was “Rooted in Christ,” inspired by Ephesians 3:16-19, focusing on deepening and strengthening our faith in Christ, growing in love and living a life that glorifies Him. Our speaker, Ellison Tsang, the Generational Pastor at The Vine Church, challenged students to embrace their faith and live it out daily.

Beyond the spiritual focus, camp was also a chance for students to unplug from the distractions of everyday life and fully engage with the beauty of nature. Outdoor activities like swimming, rock climbing, archery, and roller skating allow students to explore new interests and develop different skills. Grade 5 camp also fosters independence and personal responsibility. Students must follow a daily schedule, keep track of their belongings, and clean up after themselves, all while working together and building friendships. Camp is a memorable experience that helps our 5th graders grow into mature, self-sufficient young people.





MIDDLE SCHOOL

This academic year was a season of transition and spiritual renewal, and we have been witnesses of Christ's faithfulness throughout. Under the biblical theme **"Transformed,"** based on Romans 12:1-2, the Middle School prioritized the "renewing of the mind," ensuring that organizational and curricular shifts pointed students toward the truth, goodness, and beauty found in Christ.

Academic Excellence & Curricular Evolution

A primary focus this year was laying the groundwork for significant structural shifts in the 2025-26 curriculum. To provide greater depth in core competencies, we finalized the transition from a combined Humanities block to separate English Language Arts (ELA) and Social Science departments. The revised ELA curriculum will emphasize classical texts, while the Science and Bible programs were realigned to strengthen theological literacy and prepare students for High School pathways. Across all subjects, faculty collaborated to refine Standards-Based Grading rubrics, ensuring assessments are transparent and accurately measured through both internal and external evaluations, such as the Measures of Academic Progress (MAP).

Spiritual Formation & "Life in the Middle"

The spiritual heartbeat of the year was most visible during Middle School Camp, where a powerful movement of the Holy Spirit led over 50 students to make first-time commitments to Christ. This foundation was reinforced through our Week Without Walls program, which saw students engage in deep service locally and across Southeast Asia. By expanding our China-based trips, students gained a deeper appreciation for Chinese culture while engaging in service-learning that challenged them to put "Instruction for Life" into action.

Co-Curricular & Artistic Achievement

Students excelled in a diverse range of activities, reflecting their God-given talents. In athletics, our teams reached the finals in multiple International Schools Sports Federation Hong Kong (ISSFHK) competitions, including soccer, volleyball, and basketball. The arts flourished with a stunning production of *Mary Poppins* and a doubling of students accepted into the prestigious Association for Music in International Schools (AMIS) Honor Bands. These opportunities remain vital to our mission of holistic development, providing students with healthy outlets for expression and community building.

As we prepare for the upcoming year, our objectives include the full implementation of the ELA and Social Science separation and the reintroduction of physical textbooks to support deep focus and literacy. Our updated Bible curriculum will emphasize Biblical Worldview Integration, equipping students with a solid foundation in theology and apologetics. We remain dedicated to walking alongside our students through the unique challenges of "Life in the Middle," providing an overtly Christian education that equips them to stand firm in their faith.



**INTERNATIONAL
CHRISTIAN
SCHOOL**

CLASS OF 2025

GRADUATION COMMENCEMENT CEREMONY



HIGH SCHOOL

The 2024-25 academic year centered on academic rigor, student well-being, and deepening our Christ-centered community. By refining instructional practices and fostering intentional partnerships with families, the High School provided an environment where students were challenged to achieve excellence while remaining grounded in biblical truth.

Academic Excellence & Assessment

In collaboration with the Curriculum & Instruction department, the High School fully implemented Standards-Based Grading and Reporting (SBG/R). This transition was supported by transparent dialogue between faculty, students, and parents, ensuring that assessment models accurately reflect student mastery. This data-informed approach reinforces our commitment to academic integrity and provides a clear roadmap for success across all disciplines.

Holistic Growth & Safeguarding

Student safety and flourishing remain our highest priorities. This year, we enhanced Safeguarding and Risk Assessment protocols for off-campus and international programs. We also prioritized laboratory safety in the sciences through infrastructure and curriculum upgrades. Addressing global research on adolescent well-being, we refined technology policies to prioritize human interaction and ensure digital tools serve educational purposes. These measures equip students to be “in the world but not of it,” navigating the digital age with wisdom.

Spiritual Formation & Community Partnership

Our partnership with the Parents Association reached new milestones through initiatives like the Alpha: Parenting Teenagers workshop, empowering families to navigate adolescence through a spiritual lens. On campus, spiritual life was enriched by High School Camp, VIDA and Oxygen retreats, and teacher-led Roots groups. These formative experiences, alongside weekly chapels and guest-led

assemblies on civic challenges, provide the essential spiritual anchor that defines the ICS experience.

Student Achievement & Future Pathways

ICS students continue to excel on local and international stages. We celebrate our two Sir Edward Youde Memorial Award recipients, alongside student-athletes and artists representing ICS at AMIS international music festivals and regional tournaments.

As the Class of 2025 departs for world-leading universities, they do so prepared to use their gifts for the glory of God. We remain dedicated to ensuring every student is known, loved, and challenged to flourish in Christ’s service.



CO-CURRICULAR EDUCATION AND PASTORAL CARE

Through a vibrant tapestry of service learning, competitive athletics, intentional spiritual formation, and the expressive arts, the Co-Curricular Education and Pastoral Care department at ICS provide students with diverse opportunities to discover their God-given talents and cultivate a servant-hearted leadership style. The 2024-25 academic year has been a season of significant growth and renewed community engagement, as our students navigated new challenges and celebrated milestones that reflect our commitment to excellence and faith-integrated education.

Service Learning & Global Citizenship

Service Learning continues to be a cornerstone of the ICS experience, fostering ethical action and character growth through 37 active community partnerships. In the Elementary and Middle Schools, service themes were woven directly into the curriculum through initiatives like the annual Christmas Shoebox project and a new intergenerational partnership with the Shek Mun Elderly Center, where P1 and Grade 3 students “adopted” local grandparents for holiday visits.

High School students demonstrated exceptional leadership through the Domestic Workers Open Day, which blessed over 400 domestic workers, and the Ethnic Diversity Club’s book drive, which collected over 1,500 books for organizations like the Zubin Foundation. These efforts culminated in the return of the full-scale Week Without Walls program in Secondary School, with students engaging in community development across Vietnam, Cambodia, China, the Philippines, and Malaysia.

Athletics & Physical Development

The 2024-2025 academic year marked a season of significant competitive success and program expansion. ICS successfully hosted the Asia Christian Schools Conference (ACSC) Swimming Tournament in October 2024, welcoming athletes from seven nations, while the U20 Girls Football team secured the ACSC Championship title. Locally, the U16 Girls’ Basketball team were crowned ISSFHK champions, and coach Ms. Rebecca Vuong was honored as the ISSFHK Coach of the Year. To support long-term growth, the school established the first-ever Elementary Warriors team, and Ms. Sanet Lombard successfully expanded after-school offerings to include dance, gymnastics, and rock climbing. We look forward to further developing these programs in the 2025-26 season under the leadership of our new Athletics Director, Mr. Simon Pang, and Athletics Administration Assistant, Mr. Gabriel Wu.

Spiritual Formation & Community Life

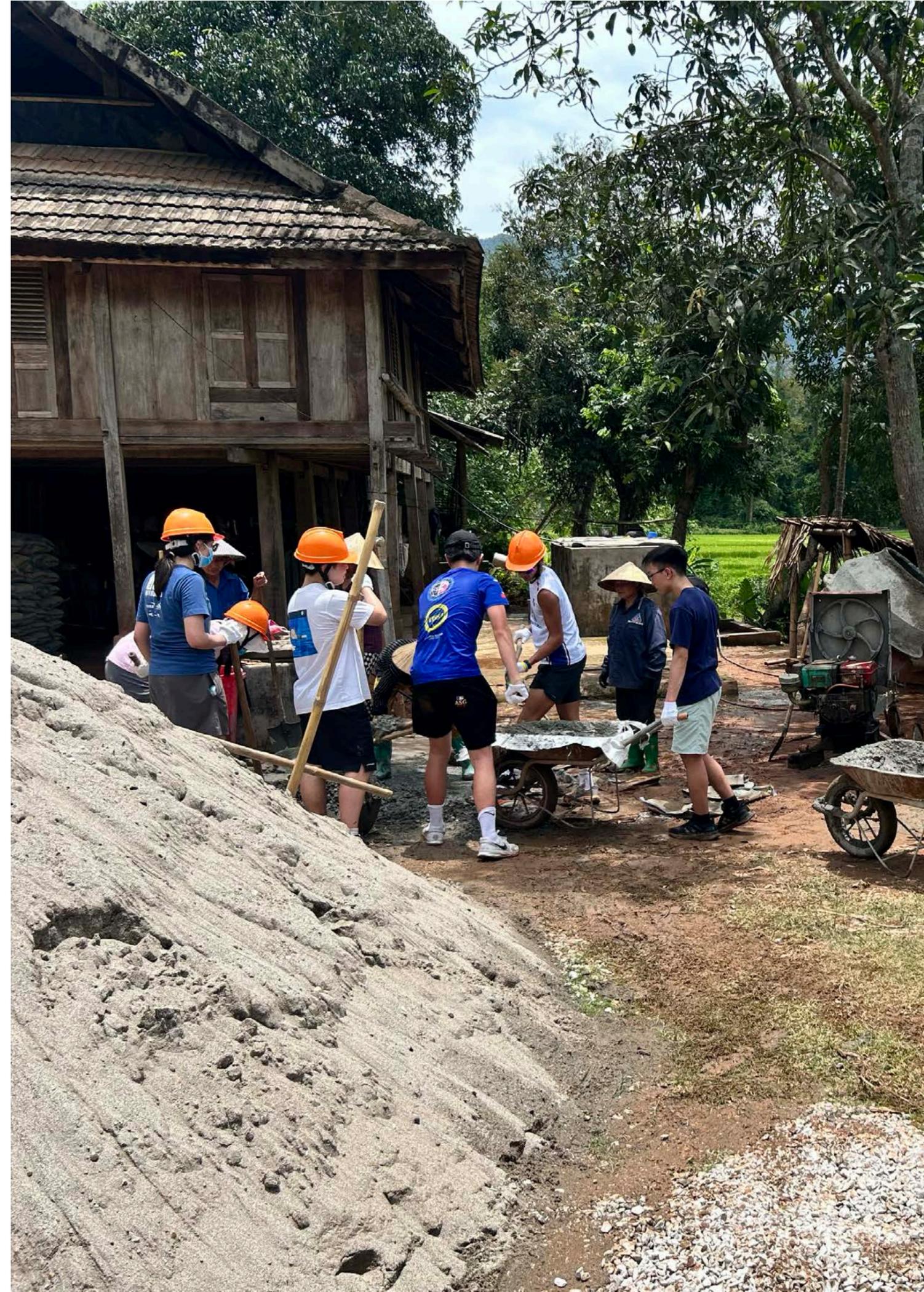
Guided by the Spiritual Formation Coordinator Mr. Shannon White, this year focused on deepening faith through transformative retreats and peer-led ministry. The return of overnight camps at Wu Kai Sha for Middle and High School was a highlight of the year, with over 100 students making first-time commitments to Christ. Voluntary Roots discipleship groups remained vital to the school culture, particularly in Middle School, while new secondary grade-level cohorts were established to empower student leaders to shape the school’s spiritual climate. These efforts were bolstered by strengthened partnerships with local church organizations and the successful resumption of the student-led Oxygen and Vida retreats.

Performances, Productions & Summer Programming

The ICS Theatre served as a vibrant hub of activity, hosting a demanding schedule of weekly chapels, choral concerts, and instrumental performances. The Drama program continues to see record growth in cast numbers under Mrs. Bennett's direction, supported by dedicated student Tech Teams who provide essential production services. Simultaneously, the Band program maintained its tradition of excellence, delivering high-caliber performances throughout the Christmas and Spring seasons. Looking beyond the standard academic year, the Summer Program successfully expanded its reach by resuming afternoon sessions and opening its doors to non-ICS students, partnering with a variety of external providers to offer diverse enrichment opportunities.

2024-25 Highlights at a Glance

- **Championship Success:** ACSC Girls' Football and ISSFHK Girls' Basketball titles; Coach of the Year honors.
- **Service Impact:** 37 active community partnerships and 1,500+ books donated to local NGO.
- **Spiritual Milestones:** 100+ student faith commitments during Secondary fall camps.
- **Program Expansion:** Launch of the Elementary Warriors team and full resumption of international Week Without Walls trips.





CURRICULUM & INSTRUCTION

The 2024-25 academic year saw the successful culmination of our Association of Christian Schools International (ACSI) accreditation renewal. This rigorous twelve-month effort, which launched in 2023-24, involved a comprehensive school-wide self-study and a formal peer-review process. The successful renewal of our accreditation affirms that ICS continues to meet the highest global standards for Christian education, validating our commitment to continuous improvement and spiritual authenticity.

Strategic Academic Growth & Assessment

Standards-Based Learning, Grading, and Reporting (SBC/R) continued to mature this year as a cornerstone of our academic framework. We strengthened the fidelity of our assessment processes, enhancing transparency through meaningful “proficiency conversations” between faculty and students. By bridging technical workflows between PowerSchool, Schoology, and our teaching staff, we ensured that evidence-based feedback remained at the heart of the ICS learning experience.

Optimizing Student Pathways

Significant strides were made in Secondary course planning, resulting in a cleaner, more student-centric experience. By advancing the master schedule timeline by two months and streamlining the selection process, we empowered students to secure their preferred learning pathways earlier. These operational improvements reduced barriers for students, allowing them to focus on their academic goals with greater confidence.

Professional Growth & Pedagogy

C&I facilitated vital schoolwide work on the Continuous School Improvement Plan (CSIP), specifically focusing on Strategic Priority #3 (Biblical Immersion) and Strategic Priority #4 (Data-Informed Instruction). These efforts were codified in new departmental handbooks, ensuring that our scope-

and-sequence remains both academically rigorous and spiritually integrated.

Significant progress was made this year on our strategic priorities including:

1. Finalized Secondary Scheduling Pathways:

We successfully completed a comprehensive benchmarking process and finalized the design steps for a new Secondary schedule. By managing interim adjustments for the 2025-26 transition, we have paved the way for full implementation in 2026-27. This new model balances program breadth with student well-being, ensuring our staffing and resources are aligned toward our ambitious academic performance targets relative to international standards.

2. Enhanced Curriculum Cohesion & Professional Learning:

The department achieved greater clarity in curriculum documentation through a research-informed professional learning program. We established stronger data-use protocols and authentic Biblical integration across all grade levels. This “living curriculum” approach ensures that our pedagogy is not only effective but serves our ultimate goal of forming students who think deeply and act justly in Christ’s service.

2024-25 Highlights at a Glance

- **Operational Efficiency:** Advanced the Secondary master schedule by two months to improve student course placement and clarity.
- **Assessment Fidelity:** Refined SBC/R workflows to enhance the accuracy and transparency of student feedback.
- **Mission Integration:** Led schoolwide professional development focused on biblical immersion and the science of learning.
- **Strategic Planning:** Completed the benchmarking phase for the 2026-27 Secondary schedule redesign to support student flourishing.



FACILITIES MANAGEMENT

The Facilities Management Office is committed to providing a safe, functional, and inspiring environment that supports the academic and spiritual growth of our students. In the 2024-25 academic year, the FMO focused on significant infrastructure upgrades and campus renewals designed to enhance the daily experience for the entire ICS community, ensuring our facilities reflect our commitment to excellence and stewardship.

Critical Infrastructure: A/C Chiller Replacement (Phase 1 & 2)

To ensure long-term operational reliability at the Shek Mun Campus, the school launched a three-phase project to replace our primary A/C chiller units. These units have been essential to campus comfort since our founding of this campus 17 years ago. In summer 2024, Phase 1 was successfully completed, utilizing specialized heavy-lifting equipment to install the first new chiller for ground to second floors. This proactive maintenance ensures a consistent and energy-efficient climate for our classrooms and common areas. Phase 2 of the chiller replacement project was also successfully carried out in summer 2025 to increase efficiency and to achieve better results in energy saving in the future.



Enhancing Student Play: Shek Mun Campus 2/F Artificial Grass

The 2/F turf is a vital hub for recreation and physical development. To address wear and tear and prioritize student safety, the FMO replaced the aging green turf with premium artificial grass. This upgrade not only enhances the visual aesthetics of the campus but provides a safer, more resilient surface for ball games and daily activity, directly supporting the physical well-being of our student body.



Kindergarten Campus Renewal

Following our multi-year commitment to modernizing early childhood spaces, the Kindergarten campus underwent a comprehensive refresh. We renovated four key areas – the Artroom, Counselor's Office, Front Office, and Staff Lounge, to improve space utilization and functionality for both students and faculty. Additionally, we replaced all campus vinyl flooring with high-durability materials, providing a clean and refreshed foundation for our youngest learners to explore.





INFORMATION TECHNOLOGY

The 2024-25 academic year was a transformative period for the Information Technology and Audio-Visual (IT/AV) department. Our mission centered on enhancing the school's digital infrastructure to support the large-scale implementation of new pedagogical models while ensuring the long-term security and resilience of our campus systems. Through high-level software engineering and proactive hardware stewardship, the IT/AV team has provided the essential framework for a modern, Christ-centered learning environment.

Systems Innovation & Software Development

The cornerstone of our software development this year was the successful schoolwide rollout of Standards-Based Grading (SBG) within the PowerSchool environment. This complex initiative required custom enhancements to our grading architecture, enabling teachers to transition smoothly to the new methodology without incremental administrative burden. These updates provide parents and students with unprecedented visibility into specific learning competencies through a comprehensive and transparent report card.

Key Achievements & Deliverables

- **PowerSchool SBG Integration:** Engineered and deployed custom code within PowerSchool to facilitate the transition to Standards-Based Grading for the Secondary School.
- **Wi-Fi 6 Infrastructure Expansion:** Finalized the strategic roadmap and procurement for a campus-wide Wi-Fi upgrade, scheduled for Summer 2025, to improve coverage in public high-traffic areas.
- **Display Technology Modernization:** Successfully replaced all legacy mercury lamp projectors with high-efficiency laser projectors in the Theater and across all Elementary School classrooms.
- **3D Digital Campus Scan:** Collaborated with the Admissions Office to launch a complete 3D digital scan of the campus, providing an

immersive virtual tour for prospective families and the community.

- **SBG Educational Podcast:** Partnered with the Curriculum & Instruction (C&I) department to produce a specialized five-part podcast series exploring the "why" and "how" of Standards-Based Grading.
- **Event Support & Production:** Provided technical AV support for over 110 live events, totaling 326 man-hours, including Graduation ceremonies (KG, G5, and HS), Board meetings, and weekly chapels.
- **Broadcast Communication:** Streamlined schoolwide engagement by producing and distributing Elementary Weekly Messages and specialized Counselor Messages for the parent community.

In the coming year, we will execute our campus-wide Wi-Fi expansion and complete the transition of the remaining analog audio systems to active soundbar technology. Furthermore, we have scheduled a professional IT Security and Vulnerability Assessment to proactively address evolving global digital threats. Through these initiatives, the IT/AV team remains committed to ensuring that technology serves as a secure, powerful, and reliable tool for the glory of God.



BIBLE DEPARTMENT

The 2024-25 academic year marked a season of profound transformation for the Secondary Bible Department at ICS. Guided by the Head of Schools' vision, the department successfully implemented a redesigned curriculum built upon new standards of Biblical, Theological, and Philosophical Literacy. This shift emphasized academic rigor and classical educational models, ensuring our students were not only familiar with the Word of God but were equipped to engage thoughtfully with the complexities of the modern world.

Precision in Assessment: The Transition to SBC/R

A cornerstone of this year's progress was the department's full transition to Standards-Based Grading and Reporting (SBC/R). By adopting this model, we enhanced the clarity and consistency of our assessments, providing students and parents with precise feedback on the mastery of biblical concepts. This data-driven approach ensured that our high academic expectations were matched by transparent and supportive evaluation methods throughout the year.

Strengthening Foundations in Middle School

In the Middle School, the curriculum was vertically aligned to foster deeper theological literacy. Grade 6 finalized a new foundational curriculum, while Grade 7 transitioned to *Big Truths for Young Hearts*, a text that encourages students to see the Bible as one cohesive story of salvation centered on Christ. This systematic approach has ensured that our younger learners built a robust framework for faith that will support them through their senior years and beyond.

High School Innovation and Measurable Impact

The High School curriculum reached significant milestones, including the launch of a new Grade 10 Church History course and a redesign of Grade 12 studies in Doctrine and Apologetics.

These advanced courses were designed to meet the intellectual needs of our seniors, preparing them for the secular environments of global universities. Research conducted during the 2024-25 session showed a remarkable 15% increase in positive affinity toward Christian views on complex topics among the senior class—a testament to the effectiveness of these curriculum enhancements.

As we conclude this academic year, we look forward to a smooth leadership transition. **Mr. Kyle Pash is set to succeed Dr. Kiel Nation as Department Chair for the 2025-26 school year.** Building upon the strong foundation laid by Dr. Nation, Mr. Pash will lead the team into the next chapter of growth, focusing on fully embedding these new norms and showing our students that the Bible is a beautiful, complex, and life-giving narrative. We continue to celebrate the positive feedback from our alumni, who report that their ICS Bible education serves as a vital anchor in their lives after graduation.

2024-25 Highlights at a Glance

- **Academic Excellence:** Completed the transition to Standards-Based Grading and Reporting, significantly enhancing assessment transparency.
- **Leadership Transition:** Finalized the succession plan for Mr. Kyle Pash to lead the department in the 2025-26 academic year.
- **Curriculum Innovation:** Achieved full implementation of Biblical, Theological, and Philosophical Literacy domains across G6 – G12.
- **Measurable Impact:** Recorded a 15% growth in senior students' confidence in biblical worldviews through research-backed curriculum updates.



ENGLISH LANGUAGE ARTS

This year, the English Language Arts department embarked on a comprehensive curriculum redesign aimed at fostering both academic excellence and a deep-seated love for literature. Grounded in the philosophy that literature serves as a “mirror to nature,” our department seeks to provide students with a rich exploration of classical and contemporary works that reflect truthful human experiences. Through collaborative efforts with professional consultants, we have successfully aligned our curriculum from Grade 6 through Grade 12, ensuring a cohesive roadmap that prepares students to think critically and write with precision.

Middle School: A New Foundation for Literacy

A significant milestone this year was the successful transition of the Middle School program, which saw the separation of the traditional Humanities block into two distinct subjects: English Language Arts and Social Sciences. This shift allowed our educators to focus intensely on core competencies, including literary analysis, creative writing, and a rigorous emphasis on grammar and sentence structure. By prioritizing key standards from the Common Core framework, we have established a purposeful learning experience that addresses potential gaps and monitors student progress with greater clarity.

High School: Rigor and Global Readiness

In the High School, the department focused on enhancing curriculum rigor to align with the demands of Advanced Placement (AP) courses and university-level writing. This proactive redesign underscored our commitment to student achievement, evidenced by our students’ exceptional performance on AP English exams, which yielded a strong school-wide average score of 4. By integrating SBG principles and strengthening our assessment practices, we have provided students with specific, actionable feedback that empowers them to master complex thematic and character developments.

As we look toward the upcoming academic year, our focus shifts to embedding these new curricular changes and fostering a deeper vertical alignment across all unit plans to promote continuous student progression. We remain dedicated to enhancing real-world applications of writing skills, helping students appreciate how literature informs our understanding of virtue and morality. To support these goals, our faculty will engage in ongoing professional development focused on “backward design” and the integration of Biblical wisdom within classical and contemporary literature, ensuring our educators are equipped to help students see the vital connections between language and truth.

2024-25 Highlights at a Glance

- **Academic Achievement:** Achieved a school-wide average score of 4 on AP English exams.
- **Curricular Innovation:** Successfully separated Middle School Humanities into dedicated ELA and Social Science departments.
- **Vertical Alignment:** Developed a universal G6-G12 course rubric to ensure consistent growth in reading, analysis, and writing across all grade levels.
- **Assessment Excellence:** Integrated Standards-Based Grading (SBG) principles to provide more transparent and meaningful feedback to students.



FINE AND PERFORMING ARTS

The Fine and Performing Arts department celebrated a year of significant structural growth and exceptional student achievement. By integrating visual and performing arts into a unified narrative of stewardship and expression, the department continues to provide students with a platform to reflect the beauty of God's creation through diverse artistic mediums.

Global Engagement & Artistic Excellence

The 2024-25 year was marked by landmark successes that extended beyond the classroom. Students gained international and local recognition, showcasing the depth of the ICS arts program:

- **International Festival Participation:** We successfully sent student representatives to AMIS Honor Festivals, providing them with world-class mentorship and performance opportunities.
- **Tokyo Art Trip:** High School artists embarked on an immersive cultural and technical exchange in Tokyo, visiting world-class galleries and engaging with regional artistic traditions to broaden their global perspectives.
- **AP Art Exhibition:** The annual AP Art Show, hosted in spaces 625/626, served as the culmination of our seniors' creative journeys, featuring sophisticated portfolios that explored identity, faith, and technical mastery.
- **College Board Recognition:** We celebrate **Carys Lam**, whose outstanding AP portfolio was selected to be featured on the official College Board AP website, serving as an international benchmark for student excellence.

Visual Arts: Establishing New Standards

This year marked a pivotal shift for the Visual Arts division as we moved toward greater departmental autonomy. A primary achievement was the development of independent, internationally-benchmarked Visual Arts Standards, which have

been integrated into Atlas. This transition allows our curriculum to more accurately reflect the specific technical and conceptual milestones required for artistic excellence at ICS.

To support this growth, the department has prioritized the creation of dedicated learning spaces. Efforts are underway to optimize the Middle School art classrooms, ensuring that our younger artists have a space that is truly their own. This physical stewardship allows for a more focused and immersive creative environment.

Performing Arts: International Recognition & Performance Mastery

The Performing Arts division continued to thrive through a series of high-profile showcases and rigorous technical training. This year, our musicians and performers represented ICS on the global stage, participating in prestigious AMIS (Association for Music in International Schools) festivals. These international honors allow our students to collaborate with peer musicians from across the globe, reaching new heights of technical and ensemble proficiency. It was also an ACSC Choir Festival year, with choir members and teachers joining for an honor choir event in Manila.

Our Band and Choral programs remained a cornerstone of community life, delivering powerful performances that demonstrated both technical discipline and artistic maturity. The focus remained on aligning all units with the schoolwide Standards-Based Grading system, ensuring that performance evaluations are transparent, objective, and focused on individual growth.

Key Strategic Highlights

- **Jazz Cafe & Community Synergy:** A highlight of the spring semester was the Jazz Cafe that invites the whole ICS community to come for a night of musical enjoyment. This signature event rallies the entire music department together, showcasing a diverse array of student ensembles in a captivating, cafe-style atmosphere.
- **International Schools MusicFest:** ICS was host of this annual event this year – a collaborative initiative founded by band directors from ICS, HKIS, and ASHK. The event brought together student musicians from across Hong Kong for intensive rehearsals, culminating in a celebration of musical excellence. A hallmark of the festival was the involvement of local professional musicians who provided specialized masterclasses, giving our Middle Schoolers direct access to expert technical mentorship.
- **Standards Modernization:** Finalized the transition to a new set of FPA standards and successfully began remaking all unit rubrics to reflect the revised domain structure.
- **Well-rounded Development:** Our Performing Arts programs emphasize the development of well-rounded students who choose to steward their unique gifts and talents. The curriculum encourages the act of creating - empowering students to use their voices and instruments to express truth, beauty, and worship within the ICS community and beyond.
- **Strategic Advocacy:** Initiated discussions regarding High School credit requirements to encourage greater student enrollment in elective arts courses, advocating for the long-term sustainability of the FPA program.

Our upcoming priorities center on the full implementation of the new SBG rubrics across all artistic disciplines. We remain committed to advocating for instructional time and specialized facilities that allow our students to flourish. By continuing to refine our standards and celebrate student expression, the FPA department remains a vital pillar of the ICS experience, equipping students to use their creative gifts for the glory of God.





MATH

The 2024-2025 academic year for the Math Department was characterized by a rigorous commitment to pedagogical evolution and the modernization of assessment frameworks. Our focus centered on equipping students with advanced mathematical fluency while fully transitioning to a data-informed, Standards-Based Grading model that prioritizes conceptual mastery and real-world problem solving.

Academic Excellence & Curricular Rigor

The department utilizes the Common Core State Standards as its instructional bedrock from Grade 6 through Grade 12. This adherence to high-level international standards ensures our students are exceptionally prepared for tertiary-level mathematics, as demonstrated by our consistently superior MAP (Measures of Academic Progress) scores and the seamless progression of students into competitive Secondary pathways.

In the High School division, we have leveraged high-quality digital platforms and educational applications to enrich classroom instruction. Our team of highly qualified mathematicians fosters a learning environment that integrates traditional direct instruction with collaborative, inquiry-based challenges, ensuring that every student develops both technical precision and critical thinking skills.

Key Achievements & Deliverables

- **SBG Integration:** Successfully operationalized the transition to Standards-Based Grading, engineering refined rubrics that provide students and parents with targeted feedback on specific mathematical competencies.
- **Curricular Optimization:** Conducted a comprehensive audit of instructional domains for both Middle and High School to ensure a cohesive, logical progression of learning that eliminates redundant content and prioritizes deep understanding.
- **Resource Modernization:** Started procuring updated instructional materials and evaluation of specialized digital platforms to enhance student fluency and engagement.

- **Integrated Mathematics Proposal:** Initiated a strategic review towards a formal proposal for an Integrated Math Curriculum in the High School, designed to offer a more interconnected and holistic approach to mathematical disciplines.

Our priorities for the coming year involve the continued refinement of our assessment architecture with a particular focus on long-term knowledge retention. We are eager to pilot the Integrated Math pathway to better address the diverse academic needs of our student body. Furthermore, we remain committed to investing in advanced technology, including specialized geometry kits and modernized graphing tools, to ensure that the beauty and logic of mathematics are used to empower students for the glory of God.



PHYSICAL & EDUCATION HEALTH

The 2024-25 academic year was a season of intentional alignment and community building for the Physical Education and Health Department. Our focus centered on providing a consistent and high-quality instructional experience for every student, ensuring that physical activity serves as a catalyst for both personal discipline and communal joy. By fostering a culture of collaboration among our faculty, the department has made significant strides in standardizing our curriculum to better support the holistic development of our students.

Curricular Excellence & SBG Implementation

A primary objective this year was the successful transition to Standards-Based Grading across all grade levels. The department worked diligently to create and implement new unit rubrics and task sheets, providing students with clear, measurable success criteria for every activity. In the Middle School, this involved the standardization of instructional materials for Grades 6 and 7, including the development of shared teaching slides and resources that ensure a consistent learning environment regardless of the instructor. This commitment to curriculum fidelity allows for a more equitable experience, where every student is challenged to meet high standards of physical and health literacy.

Community Impact & Faculty Engagement

Beyond the gymnasium, our PE faculty remained deeply integrated into the broader life of the school. Our team members demonstrated their commitment to the ICS community by supervising key extracurricular initiatives, including VIDA retreats, the 24-Hour Race, Model United Nations (MUN), and House Games. This “all-in” approach by the staff not only strengthens student-teacher relationships but also models a lifestyle of active service. To further boost school spirit, the department launched

new initiatives to encourage staff and student participation in physical activity, fostering a vibrant culture of health and wellness across the campus.

2024-25 Highlights at a Glance

- **Assessment Mastery:** Fully implemented new SBG unit rubrics and task sheets for all Middle and High School PE classes.
- **Curricular Consistency:** Streamlined Grade 6 and 7 instructional resources, including standardized teaching slides and formative assessment tools.
- **Holistic Leadership:** Faculty provided vital leadership and supervision for major schoolwide events including the 24-Hour Race and House Games.
- **Professional Collaboration:** Established a robust peer-feedback loop within the department to ensure all instructional documents meet high design and pedagogical standards.

In the coming year, the department will focus on the continued evolution of our Health curriculum, specifically developing resources that integrate a Biblical Worldview into our wellness units. We will also prioritize the refinement of our Grade 8 scope and sequence, ensuring a seamless transition for students entering the High School program. By focusing on stronger classroom management practices and monthly team-building challenges, the PE and Health department remains dedicated to inspiring a lifelong passion for physical activity in every student.



SCIENCE & TECHNOLOGY

The 2024-25 academic year was a landmark period for the Science Department, defined by a rigorous focus on laboratory safety, technical inventory modernization, and the full implementation of standards-aligned instruction. By balancing traditional scientific inquiry with modern safety protocols, the department has ensured that the ICS laboratory environment remains a secure and inspiring space for students to explore the complexities of God's creation.

Safety Initiatives and Regulatory Compliance

A primary focus this year was the enhancement of campus-wide lab safety measures. The department launched a comprehensive Safety Measures Initiative, which included thorough classroom inspections and the implementation of formalized Student Lab Safety Agreements. Notably, the department overhauled its Radioactive Substance Management protocols and conducted a full Chemical and Equipment Inventory. These measures ensure that our facilities not only meet but exceed safety standards, providing a secure foundation for advanced experimental learning in both Middle and High School.

Curricular Alignment and Standards-Based Growth

In the Middle School, the science curriculum was strategically realigned to prepare for the future discontinuation of Grade 9 Foundations. This included procuring new textbooks and beginning the development of a curriculum that vertically aligns with the high school sciences and bridges the gap between Middle and High School rigor. In the High School, the team demonstrated exceptional dedication by standardizing all unit rubrics for Standards-Based Learning. Faculty collaborated extensively to define core domains and success criteria, ensuring that every course – from introductory biology to advanced physics – is measured against transparent, high-level academic standards.

Innovation in the Laboratory

The 2024-25 year also saw a commitment to modernizing the “tools of the trade.” By conducting a comprehensive lab inventory and ordering specialized equipment, the department has increased the capacity for hands-on, inquiry-based learning. These infrastructure improvements allow students to engage in more sophisticated data collection and analysis, fostering the critical thinking skills necessary for success in higher education and STEM-related careers.

2024-25 Stewardship Highlights

- **Safety Leadership:** Implemented a comprehensive Radioactive Substance Management protocol and finalized student safety contracts across all grade levels.
- **Curricular Modernization:** Integrated NGSS-aligned resources in the Middle School to ensure a seamless transition into High School science pathways.
- **Assessment Maturity:** Successfully finalized Standards-Based Rubrics for all High School science courses, providing clear benchmarks for student mastery.
- **Inventory Excellence:** Completed a full chemical and equipment audit, optimizing the use of resources and ensuring laboratory readiness for advanced experiments.



SOCIAL SCIENCES

For the Social Science Department, the 2024-25 academic year was defined by a significant structural and pedagogical evolution. As the department prepared to pivot away from a combined Humanities model, the focus shifted toward establishing a rigorous, standalone discipline rooted in historical inquiry and civic literacy. This transition has allowed our faculty to deepen the curriculum, ensuring that students are not merely memorizing dates, but are developing the critical thinking skills necessary to navigate a complex, global society through a biblical lens.

Establishing Disciplinary Depth

The primary objective this year was the comprehensive realignment of the curriculum with the refined and prioritized C3 (College, Career, and Civic Life) Framework for Social Studies State Standards. In the Middle School, this involved a massive overhaul of existing units to ensure they meet the newly prioritized standards and domains. By splitting the curriculum to focus specifically on the Social Sciences, faculty have been able to emphasize historical content development and vertical alignment. This ensures that as students move from Grade 6 through Grade 8, they are building a progressive foundation of knowledge that prepares them for the advanced analytical demands of High School.

Standards-Based Implementation & Uniformity

A department-wide priority was the full transition to Standards-Based Grading (SBG) and Standards-Based Learning (SBL). The department successfully converted all assessments into a new, uniform template that emphasizes clarity and transparency. In the High School (HS), this meant recreating assessments to ensure they are directly mapped to specific learning targets. This standardization provides students with a consistent experience across all Social Science courses, where rubrics clearly define mastery and feedback is targeted toward specific academic growth.

Cultivating Critical Thinkers

Beyond the technical shift in grading, the department has prioritized “Real-World Applications.” By fostering an environment where students apply historical knowledge to practical, everyday contexts, we are encouraging them to become informed and active citizens. This approach aligns with the school’s mission to provide “Instruction for Life,” as students learn to evaluate sources, weigh evidence, and construct arguments – skills that are essential for standing firm in their faith and contributing meaningfully to their communities.

2024-25 Strategic Highlights

- **Departmental Autonomy:** Completed the strategic groundwork for the separation of Social Science from the English Language Arts block.
- **C3 Framework Prioritizing:** Refined and prioritized Middle and High School curricula with the C3 Standards, focusing on guided discovery learning and civic readiness.
- **Assessment Standardization:** Overhauled all summative and formative assessments to meet the new SBG uniform template.
- **Curriculum Overhaul:** Conducted a comprehensive review of existing standards to identify key domains essential for academic growth and success.



WORLD LANGUAGES

We praise God for a season of significant growth for the World Languages Department, as we deepened our commitment to developing linguistically proficient and culturally intelligent students. Whether pursuing Mandarin Chinese or Spanish, our students were challenged to move beyond rote memorization toward authentic communication. By focusing on language as a bridge for connection and a tool for service, the department has fostered an environment where students celebrate diversity while rooting their identity in Christ.

Tracking Proficiency through Real-World Contexts

A major milestone this year was the standardization of course benchmarks across both Middle and High School. The department implemented a dual-tracking system to measure language development: internal assessments in “controlled” classroom settings and external language evaluations that test a student’s ability to navigate real-world exchanges. This data-informed approach provides students, teachers, and parents with a clear map of linguistic progress, ensuring that our learners are meeting international standards for second-language acquisition.

Cultural Integration & Artistic Expression

Our curriculum recognizes that language is inseparable from culture. In our Chinese courses, students engaged in specialized exercises in traditional painting and calligraphy, allowing them to appreciate the aesthetic heritage of the language they study. Meanwhile, our Spanish program emphasized situational exchanges that prepare students for global engagement. These efforts will culminate in the inaugural ICS International Day, a new initiative designed to celebrate multiculturalism and strengthen our community’s appreciation for the diverse world God has created.

Advancing Standards-Based Instruction

In alignment with schoolwide goals, the department successfully transitioned all courses to the Standards-Based Grading model. This involved a comprehensive reorganization of our subject domains to more accurately reflect the four core language skills: listening, speaking, reading, and writing. By finalizing these rubrics and performance targets, we have ensured that our grading reflects a student’s actual functional ability in the target language, providing a more transparent and encouraging reporting system for families.

2024-25 Strategic Highlights

- **Proficiency Benchmarking:** Established clear performance targets across all divisions, utilizing external assessments to validate real-world language fluency.
- **Cultural Literacy:** Integrated traditional arts and situational exchanges into the core curriculum to deepen students’ cultural appreciation and identity.
- **SBG Reorganization:** Realigned all Chinese and Spanish course domains to better reflect modern language acquisition standards and functional skills.
- **Reading Initiative:** Launched targeted programs across both languages to foster a love for reading and enhance vocabulary acquisition in a second-language context.

The coming year will mark the pilot implementation of “Culture” as a formal, assessed domain within our standards. We are also excited to develop a comprehensive Proficiency Tracking System, which may include “Language Passports” or a “Seal of Biliteracy” to celebrate student achievements. By organizing the inaugural International Day and expanding participation in external competitions like the Hong Kong Speech Festival, the World Languages department remains dedicated to equipping students to communicate across borders for the glory of God.

FINANCIAL SUMMARY

2023-24 Audited Figures

INCOME (IN HK\$ MILLION)	
Net Tuition Fee Income	169.6
Donations	0.3
Other Revenue	14.0
SUBTOTAL	183.9

EXPENDITURE (IN HK\$ MILLION)	
Employee Salary and Benefit Expenses	128.2
Facilities Operation Expenses	18.2
Instructional & Curriculum Expenses	6.6
Administration Expenses	9.0
Depreciation & Finance costs	20.0
SUBTOTAL	182.0

SURPLUS (IN HK\$ MILLION)	
Operating Surplus before Transferable Debenture	1.9
Transferable Debenture	8.4
Surplus after Transferable Debenture	10.3

OTHER COMPREHENSIVE INCOME (IN HK\$ MILLION)	
Remeasurement on defined benefit obligation	0.1
TOTAL COMPREHENSIVE INCOME FOR THE YEAR	10.4

FINANCIAL SUMMARY

2024-25 Audited Figures

INCOME (IN HK\$ MILLION)	
Net Tuition Fee Income	179.7
Donations	0.1
Other Revenue	13.2
SUBTOTAL	193.0

EXPENDITURE (IN HK\$ MILLION)	
Employee Salary and Benefit Expenses	135.8
Facilities Operation Expenses	20.6
Instructional & Curriculum Expenses	7.0
Administration Expenses	8.6
Depreciation & Finance costs	23.3
SUBTOTAL	195.3

SURPLUS (IN HK\$ MILLION)	
Operating Surplus before Transferable Debenture	(2.3)
Transferable Debenture	5.2
Surplus after Transferable Debenture	2.9

OTHER COMPREHENSIVE INCOME (IN HK\$ MILLION)	
Remeasurement on defined benefit obligation	0.1
TOTAL COMPREHENSIVE INCOME FOR THE YEAR	3.0

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CONNECT.
SERVE.

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

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For this very reason, make every effort to add to your faith goodness; and to goodness, knowledge; and to knowledge, self-control; and to self-control, perseverance; and to perseverance, godliness; and to godliness, mutual affection; and to mutual affection, love.

2 Peter 1:5-7

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