



Renaissance
College
Hong Kong
啓新書院



EDUCATIONAL
SERVICES
教育服務



Renaissance College **Hong Kong**

Annual Report 2010 – 2011

ESF School Annual Report 2010 – 2011

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Introduction by Renaissance College Council Chairman

Welcome to our annual report, intended to provide the ESF Board of Governors and the RCHK community with a summary of life on campus during the 2010 – 2011 academic year.

As well as taking stock of last year's progress, the report is also forward looking. We hope it will help you to stay up to date with current developments at RCHK.

You will see that it has been another challenging year for the College, and I would like to take this opportunity to thank everyone who has contributed to our continued well-being.



Mr. Benny Ng



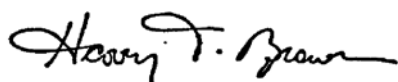
Introduction by the Principal

The 2010 – 2011 school year was filled with extraordinary accomplishments by our students in all areas of achievement including academics, athletics and the arts.

The third IB Diploma Cohort did exceptionally well on the highly competitive IB examinations. The coveted IB Bilingual Diploma was earned by 100% of the students in the Class of 2010 who were eligible. Our students scored significantly above world averages and gained places at some of the world's most prestigious colleges and universities.

To fully implement the IB philosophy of global citizenry, we continued to provide active, hands-on learning opportunities to our students. Through our Education Outside the Classroom (EOTC) and Creativity, Action, Service (CAS) programmes, our students were able to pursue real-life learning experiences locally and abroad. We also reaffirmed our commitment to using the latest technology in and outside the classroom which actively engaged our students with the curriculum.

Since opening in 2006, RCHK has grown at a steady pace and now enrolls almost 2,000 students who are committed to become lifelong learners. Our unwavering commitment to a truly holistic education from primary through secondary school defines who we are in the community of international education and will help us to recruit and retain the best and brightest staff and students.



Dr. Harry Brown
Principal



Vision And Mission

Renaissance College Hong Kong.

To seek. To serve. To strive.

Vision

Renaissance College (RCHK) is a student-focused international teaching and learning institution. Through a curriculum that is both rigorous and holistic, the College will develop global citizens who strive for academic excellence, appreciate aesthetics and are empowered to take progressive action.

Mission

RCHK strives to build a culture that promotes peace and democracy, values diversity and works towards a sustainable future for all.

College-Wide Objectives

- Model the International Baccalaureate (IB) Learner Profile to build and sustain relationships with families and colleagues, creating a culture of lifelong learning dedicated to a holistic and international education. This will be measured by observation, feedback from parents and retention of staff and students.
- Implement the IB programmes with fidelity, integrating curriculum, instruction and assessment within and across the PYP, MYP and DP. This will increase student achievement and create a continuum of learning between year levels, as measured by observation as well as formative and summative instruments.
- Provide students opportunities to pursue authentic learning experiences in the local and international community. This will make the curriculum relevant, and service to others genuine, as measured by increased participation in programs and survey feedback from stakeholders.
- Utilize instructional technology tools to increase student achievement. This will actively engage students with the curriculum and one another, as measured by observation and student performance.



Learning at Renaissance College

RCHK is proud to lead the private independent school sector in Hong Kong as one of a select group of “through train” schools offering the IB curriculum from Year 1 to Year 13.

RCHK is also fortunate to have all of our students on one campus, providing rich opportunities for older students to mentor their younger schoolmates.

The Education Outside of the Classroom (EOTC) curriculum in Primary and Secondary gives our students the opportunity to engage in real-world learning, which contributes to a vibrant school community. In addition, our students give back to the local community through their Creative, Action, Service (CAS) programme, which allows our students the opportunity to volunteer at local charities, hospitals and aid organizations.



All this has been made possible by the Education Bureau of Hong Kong, which approved the transfer of sponsorship from the English Schools Foundation (ESF) to ESF Educational Services Limited (ESL). In 2004, ESL entered into a School Sponsoring Body (SSB) agreement with the Education Bureau with an initial tenancy of 10 years at our current premises.

Pastoral Support

Renaissance College is a large through train school that educates almost 2,000 students on one campus. It is important that all of our students feel safe and respected, make friends and know who to go to for help.

We have appointed Heads of Year in the secondary school, and House Directors to support the academic and pastoral care needs of our students. Student leadership teams were elected and coordinated via the House Director and the counselling team. Various student support and peer mentoring groups have also been created in Years 8 and 12 to support student transition.

The school has an extensive network of support services, including:

Special Education Needs (SEN)

English as an Alternate Language (EAL)

Library and Information Resource Centre (LIRC)

Further Education Counsellors

College Nurse

Social Worker/External Counsellors

Student Council

The year was one of consolidation for the Student Council. During the year the issues covered included quality of food in the canteen, possibility of changes to uniform, refinements to the PE uniform, organization of student events such as the graduation dinners, amongst many others. The issues were raised by the year level representatives as well as the members of the executive and this ensured that the Council discussed matters relevant to the students.

As well as addressing the concerns of the students the Student Council acted as leaders within the community. The Executive took responsibility for directing fundraising in response to natural disasters around the world. In a busy year for school development the Student Council represented students in the recruitment process for both the Head of Secondary and Vice Principal as well as in the selection process for the catering contract decision in the canteen.

As leaders the Student Council members grew significantly during the year having attended two leadership training afternoons led by BonzaPie.



Curriculum Updates

PYP

It's been an exciting and challenging year, starting in August when students literally bounced through the school gates with huge amounts of enthusiasm!

The excitement for us as teachers, comes from seeing students so enthusiastic about being involved with our learning community in all its facets – but it's also the challenge as well – how to keep them that way. One of the big ways, of course, is through the curriculum – making connections to the world and to individuals.

Prior to the end of the last academic year, our Programme of Inquiry was reviewed and updated to engage students academically, scientifically, historically and personally. We are in a unique position here in Hong Kong where we belong to a vibrant and culturally diverse community and we want student learning to reflect that – and entice them to participate actively.

Implementing the new maths scope and sequence documents with a focus on transdisciplinary learning has been undertaken as a PYP focus within RCHK this year. Teams in Years 4, 5 and 6 have been piloting the “how” of this so far. Starting out with the conceptual learning and then learning outcomes, teams have used their Unit of Inquiry as the basis for what can be undertaken in that time frame. Authentic links are the key focus, so if an outcome is not clear fit, it is then sidelined for another unit or as a stand-alone teaching point. Designing a range of strategies to enhance the knowledge and understandings within the learning outcomes has utilized ideas presented both at the IB Role of Mathematics in the PYP, and the MLATS professional development sessions at ESF Centre.

To develop this concept-focused, transdisciplinary-driven idea, progress has been shared with members of the maths focus group – which is comprised of one representative from each year level. These teachers then become the champions of this way of planning for their teams.

Particularly rewarding has been the parent response to a workshop showcasing how we actively develop mathematical thinking in this transdisciplinary way. Parents undertook activities similar to those used in the Year 5 classrooms, but with authentic meaning in their lives, and in doing so were able to experience the strategies first hand and see the connections that were possible to both real life and conceptual understandings.

Changes to our reporting system meant that this year we provided our first fully electronic version – giving parents the opportunity to access, save, print or send this document from any part of the world. It also reflected our commitment to sustainability and to digital technology as we communicate with students and parents. A change in the wording and focus has given the report a more developmental “feel” to it, and right now we have a team of teachers working on a taking this further to make sure the wording from the Scope and Sequences is parent friendly, and discusses more of what the child can do rather than a reference against a criteria. We also hope to incorporate a “next steps” aspect.

MYP

The MYP has continued to develop over the course of the academic year and the teachers begun working towards the CIS/WASC self-study. Work on the unit planner is continuous and the faculty is always looking to improve the student learning through this process. Further emphasis has been placed upon the following areas:

- Departments strived to continue the excellent work with regard to moderation. All subjects were very successful with this process. This success was demonstrated by no grades being moderated in any of the 16 samples sent in.
- Interdisciplinary work is again a focus for the MYP teachers.
- Areas of Interaction links have also been a focus leading to more real-life links in the curriculum.

The Community and Service Coordinator and a Personal Project Coordinator have continued to increase the exposure of these areas of the curriculum. The C&S role has grown to the extent that there will be a Year 7 - 9 coordinator in 2011-12.

The C&S Coordinator has continued to work with the DP CAS Coordinator to identify common areas. This collaboration has made for a smoother transition for our students into the service aspect of the Diploma Programme.

DP

The growth in the student cohort has been reflected in the increase numbers of classes and choices for students. This is most noticeable in Group 6, where we have been able to add two more Group 3 subjects, economics and geography, and another Group 4 subject, biology, thus greatly increasing student choice and meeting the demands of the students.

Continued discussion of new courses at DP level will potentially expand the range of subjects offered to students transitioning from MYP. Possible offerings include sports, exercise and health science, and film.

Additionally, we have increased our offering of theory of knowledge in Chinese, meeting the demand for the subject in students' mother tongue.



Curriculum Enrichment

PYP

Throughout the year students have participated in field trips that are designed to support their learning and are centred on their Unit of Inquiry. These have been both diverse and interesting, and have included: Ocean Park, Kadoorie Farm, Hong Kong Academy for Performing Arts' *Gruffalo's Child*, Sai Kung Old Town, Hong Kong Wetland Park, Hong Kong Museum of History, Hong Kong Museum of Science, Trio Beach, Landfill Management, Space Museum, Central Library, Starfish Bay and the Heritage Museum. Taking field trips is an essential part of our programme as students are able to see real life connections to the understandings that are being developed in the classroom. Book Week continued and consolidated this ideal of "bringing the world to our doorstep," with a variety of author visits – all which were lively and entertaining.

Education Outside the Classroom (EOTC) places emphasis on learning in other forms, and encourages students to utilize talents in addition to academic skills. As in the past, Years 4, 5 and 6 all participated in a camping programme for overnight periods of between one night and two nights. As always, this was greeted with enthusiasm by both teachers and students! We also continued with our Friday Sports Challenge, and thanks to an initiative of the House Directors, we introduced House Arts Day for Years 3 and 4. House Wednesdays have also proved a popular idea where students across age groups get to be involved with a range of co-operative games. Along the way we have joined across the College with Walk for Change – a schools-to-schools promotion and fund raising venture; and the Terry Fox Fun Run. Our greening group have continued to maintain their rooftop garden, as well as the edible forest and fish pond.

Each year it's a joy to reflect on the great curriculum accomplishments of teachers and students alike. 2010 – 2011 proved to be no exception.

Primary EOTC

At Renaissance College, we believe that EOTC gives the students greater opportunities for experiential learning within an appropriate, relevant and authentic context, as well as the chance to develop their independence and self-management skills.

Time away from home and the classroom helps cement and forge friendships, as well as strengthening the bonds that they have with their teachers.

In addition, EOTC affords students the opportunity to experience different perspectives, thus promoting and developing greater understanding and international-mindedness.

Primary Visual Arts

Year 1 students worked on a collaborative unit to create a mural that will be mounted above the Performing Arts Centre.

During studio time Year 2 students created three-dimensional wire sculptures in IB learner Profile stances. These are being donated to the school to display for the whole school community to enjoy.

Years 3 and 4 had the wonderful experience of being part of RCHK's first House Arts Festival. Taking their inspiration from Australian born artist Kathy Temin, students created a magical white forest using a variety of recycled materials that allowed the viewer to take a journey through the senses.

Visual arts featured heavily as part of the PYP exhibition. Year 6 students showcased the digital morph artwork that they had done as well as environmental art created on camp based on the work of artist

Andy Goldsworthy and paintings showing the Rights of the Child inspired by artist Keith Haring. Year 6 students created large three-dimensional sculptures looking at the impact of globalization on economics and how to be a responsible consumer.

Primary Music

The 2010 – 2011 academic year was a great year for PYP music at RCHK. Primary school students saw many opportunities where they were given the chance to express themselves through music using a variety of platforms. PYP music at RCHK is a multifaceted programme which gives students that chance to explore and experience music in a variety of realms; students engage in activities which allow them to create and respond to music through movement, singing, composition, playing instruments, listening, reading and improvisation.

Through the transdisciplinary nature of the programme, students are able to make connections across other subject areas and to the world around them. Students experienced music from other times, places and cultures. As a result, students developed a unique perspective of the effect that music has on so many facets of our daily life and of different people from all corners of the earth.

This year, the RCHK primary music programme gave students the opportunity to sing in one of three choirs. Years 4 – 6 students were also able to sing with over 600 other ESF students during a foundation-wide choral concert in April 2011. Students across the primary all experience playing a variety of tuned and untuned percussion instruments, and all Year 6 students learn how to play a band instrument as a culminating project.

Our music students were able to listen to, watch, perform, and learn from a variety of guest performers, secondary peer mentors, private music tutors, ICT music technology programmes, and music-based field trips.

Primary Sports

Primary sports at RCHK provide students with the opportunity to become involved in both ESF sports tournaments and Hong Kong School Sports Federation (HKSSF) events.

The primary Friday sports programme at RCHK continued to grow and in doing so it enabled students from Years 3 to 6 to develop their skills in a range of sports as well as to try new sports. Classroom teachers and educational assistants were invaluable to the success of this programme, as were the specialist coaches we out-sourced from ESL for gymnastics, martial arts and swimming. In Years 3 and 4, students were assigned their groups and across the year they participated in six different activities. In Years 5 and 6, students were offered greater responsibility and independence and were able to sign up for the activities they wished to participate in.

The aim of sport in the primary school is to get more students involved in and enjoying sports and physical activities. We aim to develop an infrastructure of extra-curricular activities that adequately prepares our students for the demands and expectations of competition. Values such as teamwork, commitment, sportsmanship and endeavor are embedded in everything that we do within the curricular and extra-curricular sports programme. In the future we hope to set up the Primary Sports Council made up of student representatives who will act as the voice of the student body on matters relating to sport. We are also pursuing the possibility of a junior Black Kites initiative similar to the Black Kites of the secondary school, as a means of recognizing representation in a school team. Further, we hope to broaden our involvement in ESF and HKSSF events.

MYP/ DP

Our faculty offered a plethora of activities in the After School Activities programme, for our secondary students, highlighting what a diverse and talented teaching staff we have at Renaissance College.

Activities included **Ashtanga Yoga for Beginners, Circus Skills, Digital Media, Model United Nations, Orchestra, Trashion, Golf, HKAYP, Chinese Debate, Go Green, Glee Club**, to name just a few.



Drama

The drama and theatre department was very busy during the 2010 – 11 academic year with several student workshops, trips and student productions.

The academic year started a middle school CAS production of *Skellig* by David Almond. It was the first Years 9 and 10 performance with many students new to performing in public. It was a wonderful touching play with many tender and lighthearted moments – a feel good play! The second performance was a gritty National Theatre play of *DNA* by Dennis Kelly performed by the Year 12 theatre students. They tackled the mature and sensitive material well and the performance was outstanding!

In Term 2, the Year 12 students then moved into theatre companies where we saw creative versions of *A Doll's House*, *After Miss Julie* and *Art*. Other performances were the Year 11 final MYP assessed performance of *The Resistible Rise of Arturo Ui* by Bertolt Brecht and *Sweeney Todd – The Demon Barber of Fleet Street* – a great way to end the MYP drama course! In addition, we have had several workshops artists coming to teach our students.

Music

RCHK hosted the second Scholarship Music Concert in September 2010. The purpose was to showcase the musical talents of our music scholars and music students, as well as to raise funds for The Nesbitt Centre. Students performed a wide selection of musical pieces, and the event was well received by the audience.

Apart from the Scholarship Music Concert, students also performed at the annual College Fair, with ensembles, soloists and orchestra. In addition, they were involved in the ESF Orchestra and Choir.

Red Door

2010 – 11 has been an exhilarating year in ICT. The ICT Steering Committee was formed and devised ambitious ICT strategic objectives to guide us in our decision making over the next few years:

1. To provide all students with opportunities to utilize technology in our classrooms.
2. To ensure all staff are highly competent in using technology, creatively and proficiently, to advance academic and operational goals.
3. To provide equitable access to relevant, diverse, reliable, safe and current technologies for all students and staff.
4. To engage, partner and collaborate with the immediate and wider community to enhance the understanding of digital learners and learning.

The main initiatives in 2010 – 11 were:

iPad Programme

Our Year 1 teachers and students headed the trials of handheld learning using 48 iPads. We also trialed the potential use of iPads in the library. Following early successes we decided to significantly expand the programme in 2011-12 and purchased 200 extra tablets.

Generation Safe

Along with 13 other ESF schools, we enrolled in the Generation Safe initiative. This provides us with a systematic approach to review our policies, procedures and protocols in relation to eSafety and digital citizenship. It includes the implementation of a consistent mechanism for incident response and the articulation of a digital citizenship curriculum.

1:1 Laptop Programme Standardization

Following approval by the College Council we have standardized the 1:1 laptop programme both in terms of hardware (Apple Mac) and software.

To maintain the standardization we subscribed to three-year maintenance plans for Mac OS, iLife and Adobe Creative Suite. This has been an arduous task but we believe it will benefit the community in the long term.

On-line Assessment and Reporting

We now fully report on-line using the ESF-wide management information system called Gateway.

Gateway is also used for attendance, bulletins, tracking CAS commitment and university applications, as well as the continuing professional development management.



Sports

2010 – 2011 was another exciting year of growth and success for the sports programme at Renaissance College. We welcomed the introduction of rugby and ball hockey, as well as a significant jump in team representation in tennis, track and field, football, golf and triathlon. Prior to this year RCHK had won championships in three sports, volleyball, badminton and tennis. This year we doubled that number, claiming championships in six different sports, including for the first time, football, golf, and track and field.

Along with our ongoing commitment to the ISSFHK and HKKSF sports federations, one of the most significant steps forward in the growth of the sports programme at the College this year was RCHK's entry into ACAMIS, the Association of China and Mongolia International Schools. Not only does this continue to raise the profile of Renaissance College in the wider international sporting community, but it also provides our students with the opportunity to compete on the international stage against some of the best young athletes throughout Asia.

In our first official year involved in ACAMIS, RCHK has already made a significant impact with our golf team travelling to Shenzhen to compete, with Marcus Lam winning the gold medal and Linus Lo the silver in the boys division. On top of this we also sent our swimming team to Beijing to compete at the ISB swimming Invitational, where our team claimed a number of individual medals.



Creativity, Action, Service (CAS)

Students participated in a wide range of activities completing their CAS requirements during the 2010-2011 academic year.

Some students were fortunate enough to travel to India, Bali, Cambodia and Laos working on service projects during CAS Week, others took part in a physically challenging water sports programme in Sai Kung, and some were expanding their creative skills in the theatrical costume department at the Hong Kong Academy for Performing Arts, to name just a few of the CAS Week activities.

Apart from CAS Week, our students volunteered at a range of non-governmental organizations and charities, working with the marginalized, including sick and disabled children and adults, the elderly, abused domestic helpers, as well as refugees and asylum seekers.

Some students worked with seniors from other schools and universities to coordinate and host the Famine 24 event, which helped to raise awareness and some funds for World Vision. Another group of students planned and successfully ran the Ingenium School Talent Show, showcasing some of the amazing performers at our college. A group of students were part of the ESF Young Leaders In Sport programme and worked with students foundation-wide, coaching and supporting them in a variety of sports.

As always, many of the faculty were instrumental in mentoring, supervising, coaching, advising, supporting and encouraging our students, to plan meaningful activities, achieve their goals and reflect on their journeys, thereby fulfilling the challenging, but hopefully enjoyable, CAS requirements necessary to pass the IB Diploma Programme.

Secondary EOTC

Renaissance College's EOTC programme has continued to promote students' development and personal growth. It offers students the opportunity to fully enact the IB Learner Profile attributes in a non-academic environment. EOTC in the Middle Years Programme focuses on experiences that encourage independence, self-management, organizational skills, resilience and personal responsibility. Challenge and risk-taking activities provide leadership opportunities and develop self-confidence. Essentially, it guides adolescents towards effective adulthood by developing invaluable life skills.

EOTC has continued its relationship with Asia Pacific Adventures to deliver a range of land, water and high-rope based activities throughout Hong Kong. Year 10 trips have also been delivered in Lijiang and Yangshuo in China, and the River Kwai in Thailand. These programmes continue to be evaluated and adjusted to ensure their ongoing relevance in providing effective outdoor experiential learning for RCHK students.



Academic Achievement

PYP Standardized Assessment

At the beginning of their school career all Year 1 students engaged in an adaptive baseline assessment, called Performance Indicators in Primary School (PIPS). This on-entry data, along with teacher assessments, enabled us to more specifically target the learning needs of our students.

This assessment was then repeated at the end of the year. This is a change from previous years when students were assessed at the beginning of Year 2. As 2010 – 11 was the transition year, both Year 1 and Year 2 completed the second PIPS assessment. Year 2 in August – September 2010 and Year 1 in June 2011; this enabled us to track the progress students have made.

In Years 3, 4, 5 and 6 all students undertook the Interactive Computerized Assessment System (InCAS) that assesses mathematics and reading skills as well as developed ability and attitude. This is a computerized adaptive assessment so each test is different depending on the performance of the student. Year 6 completed a second InCAS assessment in April 2011.

Years 4, 5 and 6 completed the International Schools Assessment (ISA) in writing. This is an externally marked assessment that provided data that teachers analyzed and used diagnostically to best support students' learning in writing.

MYP Results

RCHK undertook the IB moderation process during the 2010 – 11 academic year.

Moderation consists of sending samples of four or eight folders of student's work in each of the subject areas (RCHK has 16 subjects when taking into consideration the different language B, and mathematics levels, the different arts options and the personal project).

The moderation process serves three purposes. Firstly, it is a checking mechanism to see if our assessments meet the IB standards. Secondly, that the teachers at RCHK are awarding the correct levels. Thirdly, it gives us the opportunity to award the MYP Certificate.

Of the 16 samples we sent away, all 16 now have been awarded "4 Folder Status" which means that over the two years we have met the standards in the assessment design and awarding of levels, and we can send in a smaller sample.

Number of candidates eligible to receive the MYP Certificate in the session: **123**

Number of candidates who successfully obtained the certificate: **115**

Average points obtained by candidates who obtained the certificate: **46**

Highest points awarded to a candidate: **58**

DP Results – Class of 2011

IB Diploma Programme results were once again impressive. With all indicators well above global averages, students, staff and parents can be well pleased with the performance. One indicator of which the community is particularly proud is the percentage of students achieving the bilingual Diploma at 57%.

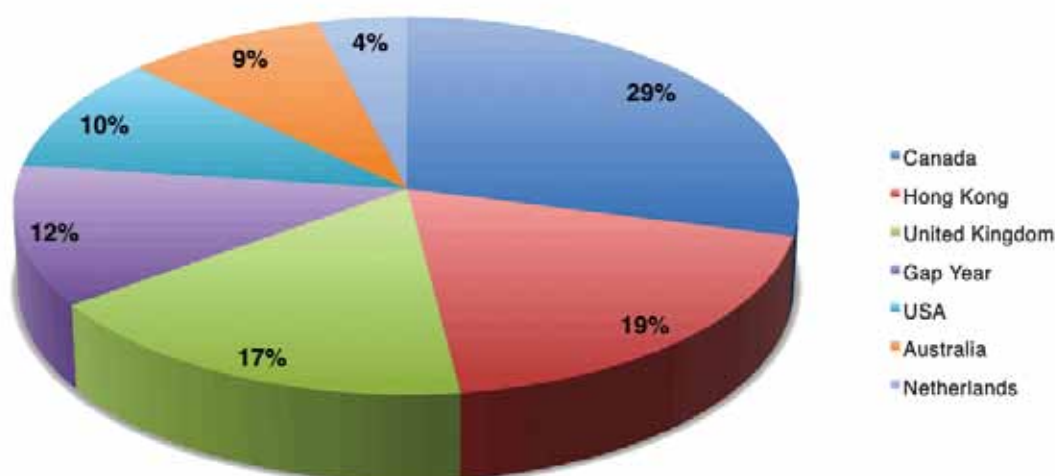
(May 2011)

Number of students entered for the IB Diploma	56
Number of students achieving the IB Diploma	55
Number of students achieving a Bilingual Diploma	33
Number of students achieving IB Certificates	3
% of students achieving the IB Diploma	98.2%
Mean points score for students achieving the IB Diploma	32.3
% of students achieving 30+ IB Diploma points	67.9%
% of students achieving 35+ IB Diploma points	30.4%
% of students achieving 40+ IB Diploma points	5.4%

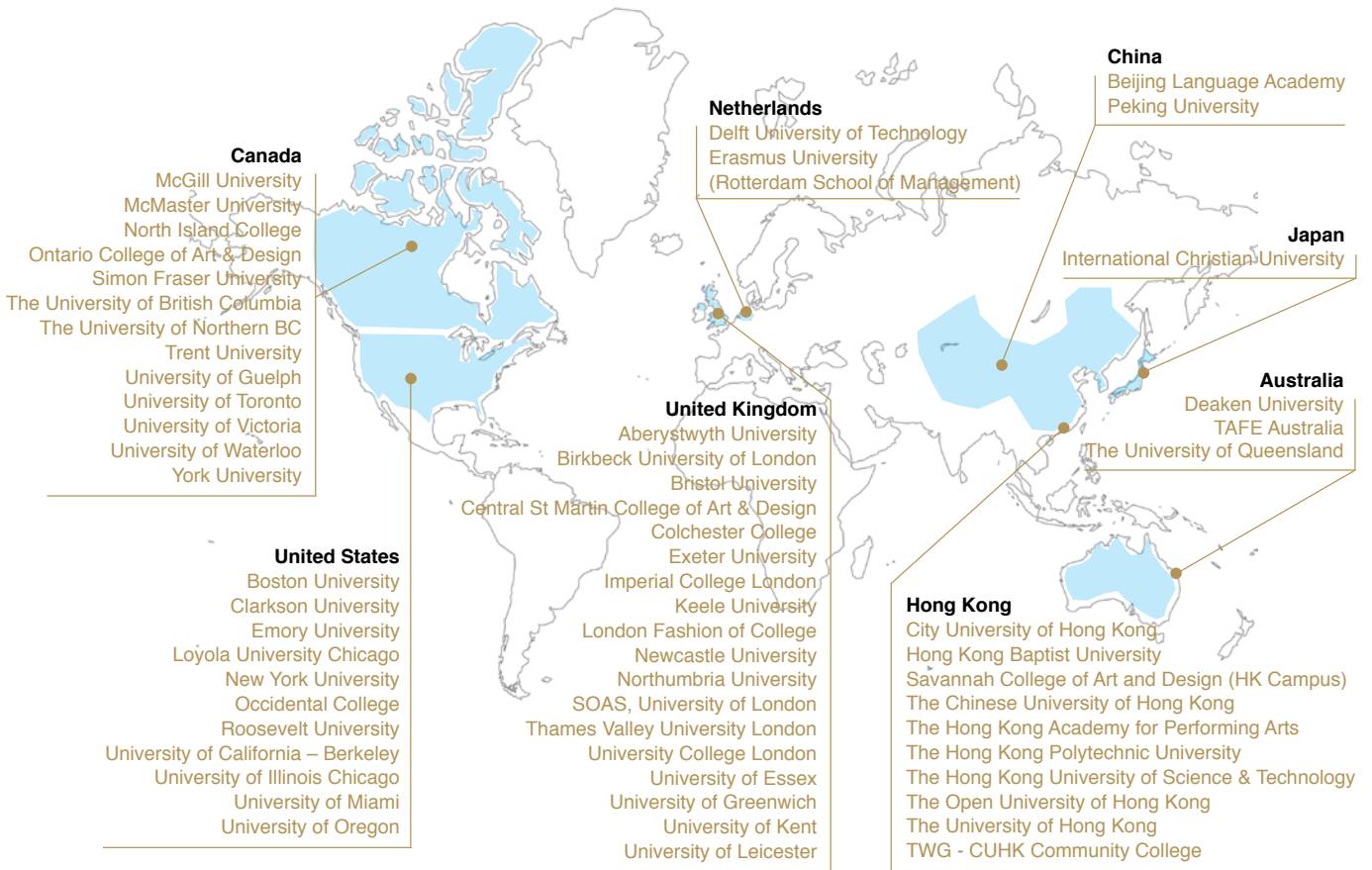
Alumni and Student Destinations

RCHK's Class of 2011, comprised of 58 students, have gained places at leading colleges and universities worldwide. The majority of students are now studying at higher education institutions in Australia, Canada, Hong Kong, The Netherlands, United Kingdom and the United States. Four students have decided to gain knowledge outside of academia by taking a gap year before they head off to university.

Final Destinations of 2011 Graduates



University Placements Worldwide



College Council and RAPT

College Council

It has been an exciting and challenging year for the College Council with agenda items covering a full range of college wide subjects including the 1:1 laptop programme, the initiation of the CIS/WASC accreditation, additional college accommodation, devolution of budget and financial responsibilities, school fees adjustments and the introduction of the capital development fund, the revision of our college language policy, and other important issues related to the curriculum and staffing. The Council would also like to express its particular appreciation to Eric Chin, Kate Waller and Davina Llyod who have since left the Council for their invaluable contribution over the past few years.

In the coming months, the Council would be focusing its attention on the CIS/WASC study and the IB evaluation of our curriculum programmes. Upon final confirmation from the Hong Kong government which is expected, work would also be initiated on the development of the adjacent land for the much needed college expansion plans.

RAPT

This past year has been another busy year for RAPT. Members of the RAPT Committee were involved in the appointment of new senior staff members in both the primary and secondary schools.

Our regular coffee meetings, both morning and afternoon proved popular with many parents, especially when we hosted used uniform sales. A total of \$10,000 was raised, and a cheque of the same amount was given to LIRC.

The College Fair “Hooray for Hollywood” was another huge success. It was wonderful to see the RCHK community working together for one aim – to have a good time and to raise as much money as possible.

Once again, the College came to RAPT with a large wish list. Of particular note is that \$250,000 was given out to fund the redevelopment and refurbishment of the foyer/music area in the PAC into a proper classroom space to be used by both primary and secondary students. The renovation work was completed during the summer vacation.

Highlights of 2010 – 2011:

- The College Fair raised \$820,000
- Hardware and software for the secondary Chinese programme
- Graduation gowns
- Sports equipment – fitness display boards
- Books for EAL Department
- E-books for LIRC
- Primary maths literature and a one-year subscription to interactive math resources
- Funds for the construction of a mini-LIRC for all primary students. It is now in use everyday
- Prizes for maths competitions
- Rugs for all Year 1 classrooms



Facilities

Renaissance College boasts state-of-the-art facilities and the campus is easily accessible by public transportation, including a direct subway link to Heng On Station on the MTR Ma On Shan Line. The college facilities are used extensively after school hours and on weekends. Our facilities include:

Performing Arts Centre

Black Box Theatre

Library and Information Resource Centre (LIRC)

Seminar Rooms

Cafeteria / Café Toujours

Rooftop Astro turf Sports Pitch

Outdoor Basketball Court

College Gymnasiums

25-metre Heated Swimming Pool

Junior Playground

Science Laboratories

Art Studios

During the summer vacation, extensive renovations and remodelling were carried out. These improvements included the installation of new tiles at the entrance lobby of the primary gym, conversion of the PAC foyer into a new music room, enlargement of the 4th floor boys and girls changing rooms in the sports centre, conversion of the open space in the science department into classrooms, enlargement of selected classrooms in secondary block by demolishing partition walls and painting work in various areas.



Staff

Renaissance College has a team of experienced international educators.

Members of our faculty come from around the world, including Australia, Canada, China, India, Ireland, New Zealand, Singapore, South Africa, Taiwan, United Kingdom and the United States.

Our dedicated teachers provide much more than academic guidance. They embrace the philosophy of the International Baccalaureate and believe that the way we approach learning makes a difference.

The school year opened with 129 staff members. 13 left to pursue opportunities elsewhere when their contract was completed in June 2011.



School Statistics

Enrolment Numbers

	Total no. of students Sept. 2010	Total no. of students Sept. 2011	Total no. of withdrawals June 2011
Year 1	168	162	20
Year 2	140	166	3
Year 3	140	139	2
Year 4	168	141	2
Year 5	168	168	1
Year 6	168	168	11
Year 7	159	162	13
Year 8	157	162	4
Year 9	155	162	7
Year 10	156	154	5
Year 11	139	158	3
Year 12	99	133	3
Year 13	59	90	0
TOTAL	1876	1965	74

Nationality

	Total No. of students	Chinese	British	Canadian	American	Australian	All Others
2010	1876	973	267	195	92	89	260
2011	1965	1031	286	195	97	95	261

First Language

	Total No. of students	Cantonese	English	Mandarin	Korean	Japanese	All Others
2010	1876	897	848	48	32	14	37
2011	1965	890	945	51	26	12	41



Budget

	Actual 2010/ 2011 (Note 1)	Budget 2010/ 2011
	HK\$'000	HK\$'000
Income		
Tuition fees	142,115	141,686
Donation	483	—
Rental	6,037	4,982
Others	15,438	7,980
TOTAL INCOME	164,073	154,648
Expenditure		
Staff expenses	123,680	121,865
Other expenses - Operational	27,400	22,108
Management and Admin to ESF	1,435	1,435
Development and Operating Agreement (DOA)	10,250	10,250
TOTAL EXPENDITURE	162,765	155,658
SURPLUS/ (DEFICIT)	1,308	(1,010)

Note 1: Draft results as of October 6, 2011, before intra-company adjustments.

Endowment Fund

In June 2010, Renaissance College set up an endowment fund aimed at raising donations through scholarship families to help RCHK students who face particular financial difficulties. After the letter was sent out, we received very warm responses from scholarship families in support of the initiative. We would like to gratefully thank all those families for their continued support of the college. Their generosity will directly benefit those students in need and will make a significant impact on their learning experience.

Account as at August 31, 2011

Donation: \$339,940

Expense: \$15,290

Balance: \$324,650



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