

Minutes of 3rd RCHK Council Meeting 2025/26

4 pm on Thursday, 22 January 2026

Present:

Chairman	Lisa Lau (LL)
Principal (ex-officio)	Harry Brown (HB)
CEO's nominated representative	Mark Blackshaw (MB)
Parent Representative	Irene Wang (IW)
Parent Representative	Mehul Tanna (MT)
Community Rep/ Finance Sub-com Chair	Gideon Ho (GH)
Community Representative	Peter Pang (PP)
Staff Representative	Marta Drzewakowska (MD)
Staff Representative	Lilian Wong (LW)
Staff Representative	Rhys Thomas (RT)
Secretary	Alice Har (ALH)

Absent with Apologies:

Parent Representative	Jerry Siu (JS)
Community Representative	Earl Deng (ED)

In attendance:

Business Manager	Anney Chan (ASC)
Head of Primary	Jason Doucette (JD)
VP Primary Wellbeing	Stephanie Howdle-Lang (SHL)
VP Primary & PYP Coordinator	Steve Brown (SB)
Secondary Teacher/EOTC Coordinator	Rohan Blackman (RB)

1. Welcome and Introduction (LL)

- 1.1 LL welcomed everyone in the meeting. Primary teacher, Lilian Wong was newly joined the council to replace Katie Stears.

2. Presentation

2.1 Primary students assessment data Presentation (SB)

2.1.1 Assessment Framework

- Assessment in the PYP school is based on four domains: monitoring, documenting, measuring, and reporting.
- Standardized data is just one data point; classroom assessments are given more emphasis. Discrepancies between standardized and classroom assessments are rare but are followed up on.

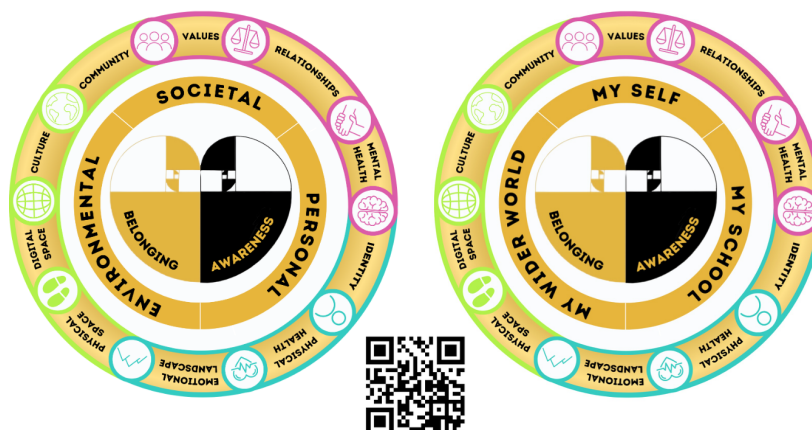
2.1.2 STAR Assessment (Year 3-6)

- This school-wide, computer-based reading assessment is conducted three times a year (September, December, May). It is a 30 minutes adaptive assessment.
- It evaluates vocabulary, word meaning, and comprehension, providing immediate data and a Lexile level.
- Data shows a consistent upward trajectory in reading performance, with the previous Year 5 cohort showing two years' worth of growth in reading age in just one year.

- A significant shift was observed from the previous fall, with 45% of students now in the 75th percentile and above, up from 39%
 - The percentage of students below the 25th percentile has decreased from 10% to 8%.
 - These results are attributed to effective teaching strategies and interventions focused on personalized learning.
 - Teachers have consciously focused on literacy, leading to higher results in reading and writing. A similar refocus on mathematics is now needed.
- 2.1.3 Primary Insight (formerly INCAS)
- This computer-adaptive test is administered to Year 3 in September and Year 6 in May, covering reading, spelling, mathematics, mental arithmetic, and developed ability (critical thinking and reasoning).
 - Data from the last Year 6 cohort showed significant growth from Year 3 to Year 6. The most remarkable gain was in "developed ability," with students performing at a level two years above their chronological age by Year 6.
 - The percentage of students below their chronological age decreased in most areas, showing the success of interventions.
- 2.1.4 International Schools Assessment (ISA)
- Conducted for Year 4 and Year 6 in September, this assessment measures skills in math, literacy, reading, and writing in an international context.
 - Results showed students are generally performing at or above global and Asia Pacific averages in writing and reading.
 - A longitudinal report showed that students are making significant growth between Year 3 and Year 6, closing the gap with global peers in mathematics.
- 2.1.5 PYP Exhibition and Student Skills
- A survey of Year 6 students during the PYP exhibition assessed their Learner Profile attributes and Approaches to Learning (ATL) skills.
 - Learner Profile Attributes: Communication (35 students) and Risk-Taker (26 students) were the most identified strengths. Many also identified as Knowledgeable, linked to being a good Inquirer.
 - Approaches to Learning (ATL) Skills: Research skills were chosen by many due to the exhibition's demands. Communication and Self-management skills were also highlighted as crucial.
- 2.1.6 Introduction of New Assessments
- Primary Insight (Years 3 & 6) and Base Assessment (Year 1) will be discontinued. A new suite of assessments from ESF will be implemented for Years 3 and 5, while Years 4 and 6 will continue with the ISA test.
 - The new assessments include:
 - Cognitive Abilities Test (CAT 4): Assesses verbal, non-verbal, quantitative, and spatial reasoning to gauge student potential.
 - New Group Reading Test (NGRT): Covers decoding, comprehension, and phonics.
 - Progress Test in Math (PTM): Assesses mathematical concepts, fluency, and problem-solving.
 - These tests allow for gap analysis by comparing potential (CAT 4) against attainment (NGRT, PTM). The decision was a collaborative effort across ESF schools, and the tests will also be used in Years 7 and 10 to track longitudinal progress.

2.2 College-wide Wellbeing Framework Presentation (SHL)

- SHL provided a refresh on the college-wide well-being program, covering both past and present initiatives.
- The Heart of RCHK (since 2017) – built by our own staff and students.
- The school is evolving its wellbeing approach out of positive education, The Heart of RCHK with a new iteration called "The Heart of RCHK 2.0."
- Original model created in a two-year process beginning with appreciative inquiry.
- This new framework is the result of 18 months of internal work by a group of dedicated teachers and members of the wellbeing team, informed by research and driven by data shifting from an outdated individual-based model to a holistic approach.
- Evolved alongside the work of the wellbeing lead at ESF Centre.
- Wellbeing at RCHK is understood as a holistic and dynamic concept where environmental, societal and personal dimensions collaborate to cultivate a thriving, supportive community.
- The new structure features two core aspects: Belonging and Awareness, viewed through three lenses: Personal, Environmental, and Societal. Ten external "elements" like values, culture, and identity influence wellbeing.
- The work of Victoria Pang, one of our Visual Arts scholars, for all her work creating the new visual. (QR code to full draft)



- The framework is a "living" tool to guide decision-making and inform support systems. Examples of its application include a primary pastoral lesson preparing students for camp and a student-led Diwali event. (photos were shown on the slides)
- The roadmap was presented. It includes seeking community input, a soft launch after Easter, and a full launch for RCHK's 20th anniversary in August 2026. This initiative was praised as an example of internal leadership aligning with the ESF's broader strategy.
- Approach to Wellbeing Assessment:
 - ⇒ The school avoids single, one-off wellbeing assessments, preferring to upskill staff to maintain a constant awareness of the "pulse" of their classes.
 - ⇒ Surveys and qualitative data are gathered on an ongoing basis to monitor community-wide trends across personal, societal, and environmental dimensions.
 - ⇒ The team reviews behavioral records to identify trends and proactively address root causes. For example, snack times in primary were changed to be supervised by classroom teachers to model positive peer interaction, which required timetable adjustments.

2.3 Secondary 2026-27 EOTC trips & camps presentation (RB)

2.3.1 EOTC Program Proposal for November 2026

- Based on positive feedback from 2025, a proposal was made to expand the Education Outside the Classroom (EOTC) program, increasing trip capacity and options for Years 8-10.
- A key change is removing the local overnight camp for Year 10, replacing it with day camps and international options due to student/parent demand, also to better align with progression from Year 7 through to Year 12 and CAS week expectations
- The program emphasizes progression, with vendors like China New Horizons, World Volunteer, and The Hutong selected based on high ratings. A new "marquee trip" to Mongolia is proposed for Years 10 and 12.

2.3.2 Proposed Trips by Year Group (2026)

- **Year 7:** Pony riding (Lo Wu Saddle Club), a local 4-night camp at Pak Lap Wan, a sports camp (CNH - China New Horizons), Wolfies football -Steve Cooper with Year 8 &9, Hong Kong Greeters and an overseas trip to Kaiping/Foshan (The Hutong).
- **Year 8:** Sports camps (Basketball camp Green and Grind with Year 9), a local camp at Pak Lap Wan (CNH- China New Horizons) with year 7, and trips to Fujian (The Hutong) and a joint trip to Xi'an with Year 9 (Teacher lead but also working with Shaanxi Travel)
- **Year 9:** Wolfies football -Steve Cooper with Year 8 &9,, Basketball camp Green and Grind - Walton Li with Year 8, Local camp offer will be at Pak Lap (post meeting note: confirmed as new venue Wu Kau Tang/Tai Mei Tuk) run by CNH. Overseas trip, one in Vietnam (World Volunteer) same as 2025, one in Thailand with The Hutong, new for 2026 (post meeting note: confirmed), Xi'an (joint with Year 8).
- **Year 10:** Local overnight camp is removed. Options include day camps and overseas trips to Bali (International Schools Surf Camp (ISSC)), London (Teacher Lead), Austria (Teacher lead but also working with Smart Campus), Huanghua (CNH -China New Horizons), and a new marquee trip to Mongolia (World Volunteer) with year 12. Local day camps for jewellery, golf, veg explorer and other ventures such as Nesbitt Centre etc. to still be offered in conjunction with CAS.
- **Year 11:** Participates in a two-week local work experience program.
- **Year 12:** Legacy trips : Bali (Eco Field Trips) , Cambodia (Indago), Malaysia (World Volunteer), Yunnan (Hutong), Nepal (World Volunteer), London (Teacher lead) continue with a stronger CAS element, plus the Austria (Smart Campus) and new Mongolia options (World Volunteer). Students who prefer to stay locally have the following options: Jewelry Making (Hatton Jewellery Institute – post meeting note: to be confirmed), Scuba Diving (Sai Kung Scuba – post meeting note: not being offered), Golfing (JCSRS), VegExplorer (teachers design), Nesbitt Centre, or they may opt to complete a Self-Arranged Placement. Post meeting note: There will also be other local offers, such as Pilates and photography – these may or may not run depending on student uptake.

2.3.3 New Trip Proposals and Considerations

- New staff-led proposals for Japan (Y9), Chengdu (Y9,10,12), South Africa (Y8&10), and Thailand (Y12) are under review. Post meeting note: As agreed with SLT – Japan will be offered to Year 10 for 2026. Chengdu, South Africa and Thailand will not be offered for 2026, but may be an option for 2027.
- The team prefers to work with existing trusted providers.
- Expanding overseas trips presents a significant staffing challenge, requiring an estimated 20 extra staff members. The idea of a future "vertical trip" for Years 7-12 was also mentioned.

2.3.4 School Trip Logistics and Safety

- Rules require that any compulsory activity, like Year 7 trips, must have a free option available. Business managers will discuss how other schools manage this.
 - Trip providers are selected based on proven health and safety records, not just cost.
- 2.3.5 Request approval of the proposed Secondary EOTC trips and MYP camps for 2026-27
The council approved the proposed camps and trips plan below for secondary students for the next academic year.

Mainland and overseas trips:

- Year 7: The Hutong - Kaiping and Foshan
- Year 8: The Hutong - Fujian
- Year 8 and 9: Shaanxi Travel - Xi'an
- Year 9: World Volunteer - Vietnam
- Year 9: The Hutong - Thailand
- Year 10: International Schools Surf Camp (ISSC) - Bali
- Year 10: Teacher lead - Japan
- Year 10: CNH (China New Horizons- Post meeting note: Utahloy is the parent company) - Huanghua (Mainland)
- Year 10 and 12: World Volunteer - Mongolia
- Year 10 and 12: Teacher lead - London
- Year 10 and 12: Teacher lead but also working with Smart Campus - Austria
- Year 12: Eco Field Trips - Bali
- Year 12: Indago - Cambodia
- Year 12: World Volunteer - Malaysia
- Year 12: Hutong – Yunnan – Post meeting note: Hutong is the provider instead of World Volunteer as mentioned in the meeting
- Year 12: World Volunteer - Nepal

Local trips:

- Year 7: Lo Wu Saddle Club - Pony Riding
- Year 8 and 9: Wolfies Football - Football Camp
- Year 8 and 9: Green and Grind - Basketball Camp
- Year 10 and 12: Jewelry making (Hatton Jewelry Institute)
- Year 10 and 12: Golfing (Teacher designed, takes place at Kau Sai Chau)
- Year 10 and 12: VegExplorer - Teacher designed
- Year 10 and 12: Nesbitt Centre - free option
- Year 10 and 12: Sarah Roe Jockey Club - free option
- Year 10 and 12: RH+Studio – Pilates - Post meeting note
- Year 10 and 12: Image Box Photography - Photography challenge - Post meeting note
- Year 10 and 12: Carpe Diem - Carpe Diem martial arts - Post meeting note
- Year 7-10 & 12 : Hong Kong Greeters
- Year 7, 8 and 9 Local Camps will be with CNH (China New Horizons - Post meeting note: Utahloy is the parent company)

3. Confirmation of minutes of the last meeting

The minutes were confirmed and approved without amendment.

4. Matter arising

None.

5. Principal's Report (HB)

- 997 in the Primary School and 1137 in the Secondary School = 2134 students College-wide.
- Secondary Individuals and Societies teacher, Anna Chan, has applied for and received approval for a one-year sabbatical for the 2026-27 academic year. (Post meeting note: recruitment was completed and the position was filled)
- ESF has recently commissioned Arup, an international consulting firm, to conduct a comprehensive carbon audit of our operations, enabling us to better understand our carbon footprint. The audit will examine energy consumption, daily commuting by students and staff members, school trips, water usage, waste generation, embedded carbon in products purchased or sold by us, and other relevant aspects. The team will be on campus 29 Jan 26.
- The rescheduled Family Fun Day is 31st January 2026.
- The Finance Subcommittee meeting is on March 5th at 9 a.m. at the new ESF Center.
- The next council meeting is on Friday, March 20th. It will focus on the budget presentation ahead of the Board's vote.

6. Business Manager's Report (ASC)

2025/2026 P&L Report as of 30/11/2025

6.1 INCOMES

- Tuition fee incomes are above the forecast (2,134 students now– budget was based on 2,124 students).
- Interest incomes and rental incomes are slightly below the forecast.

6.2 EXPENSES

- Staff expenditures (68% of the total expenses) which is within the budgetary limits set for the fiscal year.
- Other expenses are well-contained, except for general office expenditures, repair and maintenance, and teaching materials, which are usually high at the beginning of the school year.

6.3 INTERIM RESULT

- Surplus of 3.7 MHKD as of November 2025; however, many school activities expenses (EOTC camps) were not paid in full then.

6.4 CAPITAL INCOME UPDATE (2025/2026)

INR Individual Nomination Right (for the academic year 26/27) – HKD13.7M

- A total of 40 applications have been received so far; 34 of them have paid in full, 2 applicants declined the offer, and 4 were unaccepted and refunded, amounting to HKD13.7M.

6.5 CAPITAL WORKS PROJECTS FOR 2025 - 2026

- New access card system – Phase 2: Completed in Jan 2026
- A series of feasibility studies for PAC & the New Annex Block will continue discussions with ESF FDD regarding the next steps.

7. Committee Reports

There is no committee report.

8. ESF School Council Report

8.1 New ESF Offices

- ESF has purchased two floors for new offices, a move that signals a long-term commitment in Hong Kong and received positive feedback.
- The purchase is considered economically viable.
- The new, purpose-built facility is available for use by all schools in the community, such as for staff development days.

8.2 Data Privacy

- Following a talk by the new Data Privacy Commissioner, ESF is increasing its focus on data privacy.
- Key areas of attention include data retention, storage, and sharing, particularly in light of new IT and AI developments.
- ESF aims to be proactive in addressing data privacy matters.

8.3 Aspiring Teachers Program

- ESF is launching the second phase of its "Aspiring Teachers Program" to develop internal talent.
- The program is designed to help support staff, such as EAs and lab technicians, become qualified teachers.
- Participants must have a bachelor's degree and will be mentored by a teacher at their school.
- Funding Model: The school (e.g., Renaissance College (RC)) and ESF each contribute 50% of the fee for a Postgraduate Certificate in Education.
- The first cohort graduated 10 participants, and the second phase is expected to have over 40. There is a maximum of two participants per school per year.
- The initiative aims to grow local talent and increase diversity within the teaching workforce, complementing recruitment from overseas.

8.4 Mandatory Reporting Legislation

- The Hong Kong government has changed legislation, making it a legal requirement for certain professionals (including teachers) to report suspected child abuse. This new law brings Hong Kong in line with many other countries.
- All teachers were required to complete approximately three hours of online training and pass a test.
- Renaissance College (RC) was one of the first schools to achieve 100% compliance among its teaching staff.
- Across all of ESF, 98% of teachers have complied; the remaining 2% are on leave and will complete it upon their return.
- At this stage, the legal requirement is based on profession (e.g., teachers, doctors), so it may not apply to all support staff, but this could change.
- Existing ESF Child Protection Measures: All board members and staff must complete compulsory ESF-wide child protection training annually. All staff must sign an acknowledgment that they understand the ESF child protection policy and reporting procedures. RC has 4-5 designated child protection officers known to staff. The school also employs one full-time social worker and has two social workers from the Boys' & Girls' Clubs Association on-site four days a week.

8.5 New ESF Hub Learning Management System (LMS)

- The new LMS, known internally as Central and Toddle, will be branded as "ESF Hub" for parents.
- Pilot schools have already conducted heavy testing and resolved many initial bugs.
- Central's team will be on-site at the school the following day for a briefing and to work with staff.
- It is acknowledged that the transition will be challenging and will require significant teachers' energy, potentially impacting the capacity for other new teaching and learning initiatives next year.
- The new system, developed by Toddle, is described as a cutting-edge platform used by many IB schools worldwide and is expected to provide long-term benefits for students learning.
- Parents will also be engaged as they will use the new system to interact with the school.

9. **AOB**
None

10. **Date of Next meeting**
20th March 2026

(Meeting adjourned at 5: 50 p.m.)