

Minutes of 5th RCHK Council Meeting 2025/26

4 pm on Thursday, 28th May 2026

Present:

Principal (ex-officio)	Harry Brown (HB)
Parent Representative	Joyce Yung (JY)
Parent Representative	Mehul Tanna (MT)
Parent Representative	Irene Wang (IW)
Staff Representative	Marta Drzewakowska (MD)
Staff Representative	Rhys Thomas (RT)
Staff Representative	Lilian Wong (LW)
Secretary	Alice Har (ALH)

Absent with Apologies:

Chairman	Lisa Lau (LL)
CEO's nominated representative	Mark Blackshaw (MB)
Community Representative	Peter Pang (PP)
Community Representative	Earl Deng (ED)

In attendance:

Business Manager	Anney Chan (ASC)
Chief Financial Officer	Vivian Cheung (VC)
Head of Primary School	Jason Doucette (JD)
Head of Secondary School	Geoff Wheeler (GW)
Vice Principal - Learning Technologies	Stu Lowe (SL)

1. Welcome and Introduction (HB)

- 1.1 LL absent with apologies. HB welcomed everyone. HB introduced SL who presented the updates on AI Strategy.

2. Updates on AI Strategy

2.1 School-Wide AI Stance

A process-based AI stance developed with parents, teachers, and students (published early 2024) built on ESF ethical use; guiding principles for acceptable/unacceptable AI use; requires review due to rapid changes.

2.2 Platforms

- MagicSchool Enterprise available to teachers/students (heavier in primary); ESF ending mandate; school to review continuation and age-level applicability.
- Canva Enterprise rolling out; used with students for AI features (e.g., “vibe coding” for PYP exhibition websites).
- Copilot Enterprise available via Microsoft accounts; low adoption due to session wipe behavior.
- Gemini widely used; multiple subscription levels; strong adoption.
- NotebookLM used as source-grounded tool; Google permits but service blocked in Hong Kong; school routes via secure encrypted business VPN to Taiwan for seamless use.
- Toddle AI is rolling out in August; Toddle (as part of ESF Hub) includes education-focused AI tools embedded across the platform.
- All main tools have DPAs with ESF or are sandboxed; no training on school data;

usage beyond main tools discouraged.

2.3 Our principles of AI system design

- Technical safeguards: Robust technical solutioning ensuring that your data remains secure)
- Build for multiple levels of jeopardy: Always have multiple layers of defence against failure)
- Human in loop, always : Humans must accept (or modify, reject) the final output

2.3.1 The AI Study Group developed age-appropriate safe and ethical AI guidelines within the I&S department, which are now being shared across other departments to lay the groundwork for standardized school-wide guidelines.

2.3.2 The Primary EdTech coaching team developed AI resources and lessons focused on foundational understanding, safe usage, and data privacy, which have been delivered to Year 6 students so far.

2.4 AI staff training

- Toddle AI training planned for Term 1; orientation underway.
- ESF preparing standardized AI training (self-service online + in-person) for all teachers.
- Optional Thursday NotebookLM drop-ins; 1:1 coaching in primary to scale usage.
- ESF Day of AI conference held; RCHK delivered multiple presentations.

2.5 Academic integrity

Secondary library updated policy to include AI; student education via library lessons; Parent University session in March.

- Emphasis on AI-assisted work vs fully generated work; AI outputs often “generic” and not high-scoring; critical thinking remains core.

2.6 Agentic AI, Coding, and Oversight

- Agentic AI trend: AI acts to perform tasks (e.g., hypothetical student agent submitting assignments via Google Classroom); early tools like Google Antigravity limited to personal accounts due to risk; business availability expected later.
- Example shared: locally run AI agent used to create a migration guide with automated asset generation and iterative corrections via Telegram.
- Future of coding: persistent demand but shifting toward professional oversight of AI-generated code; risk of insecure “vibe coding”; coders’ understanding of code remains crucial for safety and reliability.

2.7 Teaching, Learning Intentions, and Technology Use

- Intentional tech use:
 - Concern that tech/AI can make tasks too easy, reducing genuine learning.
 - Secondary plan to limit entertainment tech use before school and at break for Years 7–9; monitor lunchtime; communicate expectations to Year 6 families during transition.
 - Teachers to clarify purposeful tech use for deeper learning.
- Changes to class cover:
 - New policy: Year 12–13 classes now covered during teacher absence to raise rigor and ensure meaningful work; some staff discomfort noted but policy stands.

2.8 Student Safety, Media Use, and Personal Data (Privacy) Ordinance (PDPO)-Aligned Vetting

- AI deepfakes and legal implications:
 - Presentation delivered to all secondary years with ESF Child Protection Team input; Hong Kong law treats AI-generated images of minors like real photos;

covered legal risks, tool awareness, reporting channels; revisions planned, with primary adaptation next year.

- Student photos and permissions:
 - UK incident of scraped/manipulated photos noted; ESF manages school websites; future changes pending.
 - Next year: granular parent permissions with dedicated public-facing opt-out; trialing software to manage photo permissions and track allowable usage.
- ESF app vetting aligned with PDPO:
New vetting tool for student-data apps; substantial reduction from ~4,000 to ~600 apps; aim to vet all student-use apps in Term 1; some apps may be disallowed; vendor dialogues improving documentation.

2.9 AI Expenses and Investment

- Currently the school pays for the following:
 - MagicSchool (ESF mandated) enterprise subscription for all users
 - Google Education+ (school decided) for all teachers
 - Google AI Pro (school decided) for 50 staff on a trial basis
 - Toddle AI (ESF mandated) as part of the ESF Hub broader collective costs.
- Into academic year 2026/27 MagicSchool and Google AI Pro will be reviewed.
- Options for other tools if we see a need beyond the current platforms.
- Current EDU tools are not based on per-token cost. We keep up to date on the rapid changes to cost and allowances and can respond to changes as needed.

2.10 AI Policy Development

- A process is currently underway to create an ESF wide AI Policy.
- This will be in addition to the Ethical Guidelines already published by ESF.
- The policy will have an impact on all schools and will help to better standardise the practises in schools and the tools available.
- Progress fed back to RCHK through ELC, VP meetings and ETN.

2.11 Summary and steps into 26/27

- ESF Wide AI policy is in development and will shape how all schools address AI usage and training. RCHK AI stance will need revising after the policy is published.
- Staff training, in concert with ESF, will ramp up into academic year 2026/27
- Toddle and its associated AI functions are very important to are next steps with AI usage for teachers and students at all age levels.
- Academic integrity continues to be a strong concern for teachers and parents. RCHK continues to improve policy guidelines around this. Departmental norms will keep messaging consistent.
- Current AI costs are manageable and we will continue to evaluate the best and most cost effective tools for our stakeholders with safety and privacy as the most important factor when selecting tools.

3. **Confirmation of minutes of the last meeting**

- 3.1 The minutes of the previous meeting were confirmed and approved without amendment.

4. **Matter arising**

- 4.1 None

5. **Principal Reports (HB)**

- 5.1 997 students in the Primary School and 1139 students in the Secondary School, total 2136 students College-wide.

- 5.2 New Communications Manager, Lorraine Garica, joined RCHK this month succeeding Alison Jan who left in March.
- 5.3 Year 1 leader, Lewis Newman, continues a secondment for 2026-27 serving as the new Quarry Bay Kindergarten Vice-Principal. Sharon Matthews will stay on as the Year 1 leader in his absence.
- 5.4 We are currently recruiting for a Year 2 teacher on a one-year contract. (Post meeting note: after the recruitment process, our former EA, Valarie Lau was recruited.)
- 5.5 All Secondary teaching positions are filled for next school year.
- 5.6 Summer works maintenance and upgrade projects will begin at the close of the school year in June.
- 5.7 School activities including ESF Step Up Day, RCHK Year 6 to Year 7 Transition Week, Year 11 Graduation, ESF Esports Tournament at RC, Year 6 Graduation Days were held in late May and June.
- 5.8 ESF Stakeholder Survey: (GW& JD)
 - Results from of the 2025-26 ESF Annual Stakeholder Survey completed last March are being analysed.
 - GW and JD have been reviewing and summarizing the data (utilizing both AI tools and manual analysis) to feed into the school's strategic plan and community updates.
- 5.8.1 RC Community Strengths:
 - Across all three (Students, Parents, Staff) stakeholder groups, there is a clear consensus that school maintains a strong vision and a safe and supportive culture.
 - RC's survey results compared favourably with other ESF schools.
- 5.8.2 Primary parents (240 responses; up ~100 year-over-year) praise nurturing environment, experiential learning, and SEL; seek:
 - Communication: more specific updates on their child's learning/progress.
 - Home support: guidance for supporting learning at home.
 - Academic rigor and structure.
 - Digital device policy reform and healthy tech habits.
 - Campus safety (more proactive approach in handling student conflicts and anti-bullying efforts.)
- 5.8.3 Primary students: very positive—safe, inclusive culture, caring teachers, tech integration, quality food services (Sodexo hot meals praised but perceived as overpriced). Requests: more play space, longer lunch/snack times, more hands-on activities, reduced content repetition, continued work on bullying/fairness.
- 5.8.4 Secondary parents highlight strengths (enjoyment, safety, caring staff) and seek:
 - More frequent ongoing learning updates (e.g., cautious exploration of e-portfolios).
 - Greater consistency of teaching quality across subjects.
 - Action on excessive screen time for academic and recreational use.
- 5.8.5 Secondary student survey: high enjoyment and safety. Areas to improve:
 - More timely formative feedback (students often equate feedback with summatives).
 - More engaging lessons (post-COVID formulaic, screen-led methods suspected).
 - Better preparation for the jump to DP; emphasis on independent learning and critical thinking in Years 10–11.
 - Longer breaks for social-emotional health.
- 5.8.6 Secondary staff praised CPD programs but cited concerns regarding staff accountability/workload equity, Chinese pathway clarity, Year 12 cover logistics, and student tech overuse during non-instructional times.
- 5.8.7 Primary staff praise the school's transparent leadership and friendly community feel, excellent professional development and career pathways, and strong pastoral care supported by modern classroom technology. Feedbacks include the need to reduce

heavy workload and meeting demands, establish clearer and more consistent behavior rules, and increase the visibility and fairness of senior leadership.

5.9 DC team Impact Walk at RC

5.9.1 Purpose:

Validate initiative progress using external classroom and campus observations, while building cross-school trust and deepening a shared understanding of enhancement efforts through a transparent, collaborative learning process.

- Primary phase focus – Inquiry
- Secondary phase focus - Formative Assessment within an Inquiry context

5.9.2 Observers noted calm, safe classrooms where students articulate learning choices and teachers use targeted scaffolding to build independence.

5.9.3 Suggestions given: deepen student reflections, clarify classroom learning intentions, and enhance collaboration using shared breakout spaces and peer feedback protocols.

5.10 RC Strategic Planning 2025 and Beyond

5.10.1 Strategic plan aligned with ESF Vision 2030 (personalization, belonging, engagement)

5.10.2 Strategic plan highlights:

- College-wide: personalization (differentiation, agency, AI), IB Approaches to Teaching.
- Primary: personalized PD for staff, consistency in literacy/numeracy, building one community with new kindergarten.
- Secondary: Secondary Staff Professional Learning Community Topics includes Physical Wellbeing, IBCP and Its New Core, AI Best Practices and Guidelines, Neurodiversity, Book Club, Formative Assessment, Homework

5.10.3 School Enhancement Framework Domains - This framework drives school enhancement through data-informed leadership, student-centered operations, inclusive wellbeing, evidence-based teaching, personalized learning, collaborative professional development, and strong community partnerships to maximize growth and success. Shifting from CIS/WASC to ESF internal cycles; engagement next year will integrate stakeholder feedback and impact walk findings.

6. **Business Manager's Report (ASC)**

6.1 2025/2026 P&L Report as of 31/03/2026:

6.1.1 Incomes

- Tuition fee incomes are above the forecast (2,136 students now– budget was based on 2,124 students).
- Interest incomes and rental incomes are below the forecast.

6.1.2 Expenses

- Staff expenditures (72% of the total expenses) are within the budgetary limit set for this year
- Other expenses are well-contained, except for repair and maintenance and training.

6.1.3 Interim result

- Surplus of 7.4 MHKD as of Mar 2026; however, that includes some EOTC/ CAS trips refund to be arranged, which will reduce the surplus.

6.2 Capital Income update (2025/2026):

INR Individual Nomination Right (for the academic year 26/27) – HKD14.2 M

- A total of 43 applications have been received so far; 35 of them have paid in full, 4 applicants declined the offer, and 4 were unaccepted and refunded, amounting to HKD14.2M.

6.3 Capital Works Projects for 2025 – 2026:

6.3.1 Basketball Backstop system replacement (sponsored by RAPT)

6.3.2 A series of feasibility studies for PAC & the New Annex Block will continue discussions with ESF FDD regarding the next steps.

6.4 Expenses above HKD200,000 since last council meeting:

- 50 MacBook Air for staff: Senco-masslink technology ltd. HKD 549,050
- Furniture Purchases for Upper Primary: Furnware HKD519,432
 - 1) Upper primary furniture , Year 5 classroom update expanding (grouped tables, ergonomic chairs).
 - 2) Epic Environment Project continues upgrading furniture Y1–Y5; planning for Y6 next year; smaller works (e.g., removing turquoise shelving in Y2–Y3) scheduled for summer.

7. Committee Reports

There is no Committee Reports.

8. ESF School Council report (VC)

8.1 Enrollment & Applications:

- Overall the Foundation enrollment is at 100.5% to budget, driven by high retention in senior secondary levels.
- Over 12,000 applications remain in the queue, creating high demand and competitive entry.

8.2 Foundation Events & Board Activity:

- ESF Primary Concert was held featuring a 750-student choir and a 150-student orchestra.
- The board held a strategic planning day covering board evaluation, early year strategy, and AI curriculum development.

8.3 AI Curriculum Integration:

- The organization is advancing its AI education curriculum (highlighting Renaissance College's support, particularly in primary math) and exploring potential commercialization to fund future development.

8.4 Kindergarten & Learning Center Expansion:

- Three kindergartens (including Renaissance, Quarry Bay, and West Kowloon) and a new Learning Center in Sai Sha (serving 2-year-olds) are opening in August.
- Over 700 applications were received for 150 available early-learning places.

8.5 Feeder School Strategy:

- A structured feeder model linking all five kindergartens to specific primary schools has been established to foster collaboration and smoother transitions.
- This structure will only take effect for K1 students entering in 2027 (Year 1 in 2029) and will not affect current parents or incoming K1 students for next year, other than for RCK and QBK.

8.6 Year 9 "Limitless" Program:

- Expanding beyond the outdoor/adventure-focused Australia program (~150 students), a new alternative program in Chengdu will launch next year focused on culture, language, science, and art for ~100 students.
- The long-term goal is to offer a 6-week immersive program to every Year 9 student.

9. AOB

9.1 Farewells to parent representative, Mehul Tanna (daughter graduated) and staff representative, Marta Drzewakowska (resigned).

10. Date of Next meeting - 24th September 2026
(Meeting adjourned at 5:50p.m.)