ESF 英基 RENAISSANCE COLLEGE

Annual Report 2025/26





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Mission

ESF

Our mission is to inspire creativity and nurture global citizens and leaders of the future.

Renaissance College

Renaissance College strives to build a culture that promotes peace and democracy, values diversity and works toward a sustainable future for all.

Vision

ESF

Our vision is for every student to be the best that they can be.

Renaissance College

Through a rigorous and holistic curriculum, Renaissance College develops global citizens who strive for excellence, appreciate the aesthetics and are empowered to take progressive action.

Values

ESF

Diversity, equity and inclusion are at the centre of who we are at ESF. We recognise the importance of creating an environment where everyone is treated equally, with dignity and respect, and appreciated for who they are.

- Inspiring minds
- Embracing individuality
- Leading by example
- Optimising our network
- Being accountable

Renaissance College

- To seek
- To serve
- To strive

Principal's Message

There were many extraordinary student achievements in all areas including academics, athletics and the arts during the 2025/26 school year.

Our 18th IBDP cohort did phenomenally well in the highly competitive IB programme, earning an incredibly high pass rate of 98%, or 131 of 134 students. On top of that, we saw a Renaissance College record of four perfect scores. In addition, 100% of the class who studied both English A and Chinese A earned the IB Bilingual Diploma.

RCHK's 12th cohort of 13 IBCP students, meanwhile, all successfully finished their foundation courses at institutions including the Savannah College of Art and Design (SCAD), Berklee College of Music, iStage Academy, Hong Kong International Culinary Institute, Hong Kong Hospitality and Tourism Institute, Sustainability Management School (SUMAS), World Academy of Sports, Embry-Riddle Aeronautical University and Arizona State University. These marks, as well as those for the IBDP, are far above world averages, demonstrating the exceptional quality of teaching and learning at RCHK and how this opens doors to our alumni.

Since opening in 2006, RCHK has grown at a steady pace, and started the year with 2137 students. The Class of 2026 is the eighth to have begun their educational journey with us at RCHK in Year 1. We are grateful to those 58 students, fondly referred to as Pioneers 7.0, and their parents, for believing in the dream of this brand new all-through IB World School when they joined in 2009. And we're delighted to note that some day soon, we'll celebrate all-through students that spent an additional two years with us, having just opened Renaissance College Kindergarten in the 2026/27 academic year.

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 continue to help us to recruit and retain the most dedicated and successful staff and students.

Dr Harry Brown
Principal



Our Priorities

PERSONALISATION

Personalisation, Inquiry-Based Learning & Formative Assessment (S)

Unpacking personalisation and what it can be for learners (P)

BELONGING

The Student Experience & The New Wellbeing Framework (S)

From K-13: Nurturing a 'one' school approach (CW)

ENGAGEMENT

Literacy & Numeracy to enhance critical thinking (CW)

Embedding the Approaches to Teaching in support of clarity and consistency (P)

SUPPORTING STRATEGY

Intentional use of technology (S)

Training and Development



Primary Training and Development

Last year, our teaching team had the invaluable opportunity to work alongside internationally renowned inquiry educator Kath Murdoch. Through collaborative classroom observations and debriefs across Year 1 to Year 6, our teachers focussed on refining how we guide children to think deeply, ask powerful questions and take ownership of their learning journey.

What this means for our students is a classroom environment designed around student agency—where learners are not just receiving information, but actively co-constructing understanding through hands-on exploration, rich discussion and real-world problem-solving. Key to this approach is what Kath Murdoch calls an 'unhurried' classroom.

Rather than rushing through long lists of facts, teachers intentionally build in time for students to process, experiment with ideas and reflect on how they learn. Whether young learners were documenting their thinking about Hong Kong environments in Year 1 or upper primary students were testing theories through concept maps and collaborative discussions, our teachers acted as partners in inquiry alongside them.

This professional development ensures that children build strong critical-thinking skills, confidence and a lifelong curiosity that extends far beyond the classroom.

Steve Brown
Primary Vice Principal (PYP Coordinator)



Secondary Training and Development

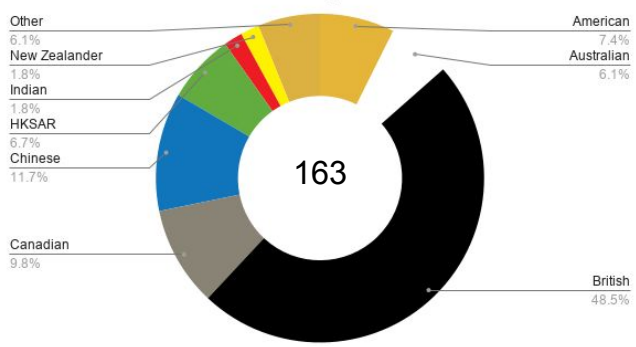
As part of Renaissance College Secondary's strategic commitment to Inquiry, Secondary teachers engaged in targeted professional development led by inquiry expert Trevor Mackenzie to align departmental values with daily classroom practice. The training focussed on establishing a common pedagogical language and fostering student agency. Strategies towards this included using student voice (gathered through surveys, listening conversations, and student councils) alongside observation metrics to align classroom routines with the school's strategic plan. To ensure effective impact, discussions addressed vertical skill progression from Year 7 through 13, the integration of artificial intelligence as a collaborative feedback partner and the use of structured inquiry models to eliminate inquiry fatigue while keeping learning outcomes clear.

The training highlighted a wide range of high-impact instructional strategies alongside essential teacher moves and mindsets. Faculty explored active methods such as provocations, structured thinking routines (*Tug of War*, *Give One, Get One*) co-designed learning activities, Socratic seminars, games-based learning and "choose-your-own-adventure" pathways grounded in Understanding by Design. These strategies were paired with deliberate teacher moves, such as soft transition routines and higher-order questioning (e.g., *"What makes you say that?"*) to offload cognitive heavy lifting onto students. Furthermore, sessions emphasised that successful delivery relies on teacher dispositions like flexibility, curiosity and an unhurried mindset, introducing disposition diagnostics for self-reflection.

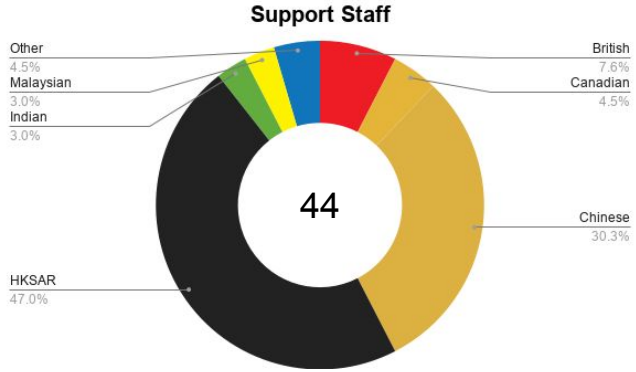
To embed these principles across the Secondary school, Heads of Department and Curriculum Project Leaders have integrated these outcomes into their departmental action plans. Teachers are collegially guiding team conversations to consider existing practices against core values as well as conducting gap analyses to identify future professional growth needs. They are distributing practical tools like reference prompts for higher-order questioning. Through structured collegial guidance during planning periods, RCHK Secondary is ensuring these pedagogical frameworks directly enhance classroom learning and teaching.

Geoff Wheeler
Head of Secondary

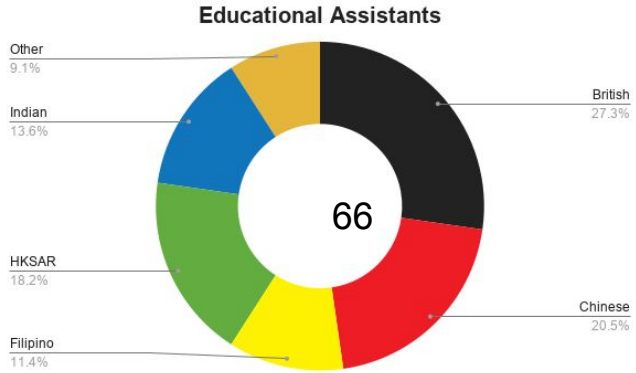
About Our School



Note: 'Other' includes Austrian, Danish, Dutch, Filipino, Irish, Kazakhstani, Slovakian, South African, Spanish and Taiwanese (one of each)



Note: 'Other' includes American, Filipino and Portuguese (one of each)



Note: 'Other' includes Indonesian, Kazakhstani, Korean and Malaysian (one of each)







PYP Overview

The Primary Years Programme (PYP) is an inquiry-driven, transdisciplinary framework which supports the holistic development of students. With a strong emphasis on developing conceptual understanding, and skills which help students to learn, teachers and students use this framework to make decisions about the learning that takes place. Students build on prior knowledge, understanding and skills through learning that is focussed on a unit's central idea.

Below is an overview of our 2025/26 Programme of Inquiry, outlining the central ideas that guided learning from Year 1 through Year 6 in 2025/26.

Concept-Based Inquiry

Throughout the 2025/26 academic year, our learners continued to deepen their conceptual understanding across units of inquiry by engaging in concept-based learning. Through concept-based inquiry, learners moved beyond the simple memorisation of isolated facts towards discovering big, transferrable ideas—such as 'change', 'balance', and 'system'—that apply across subjects and real-world contexts. With our primary students, teachers implemented this by anchoring lessons around engaging, open-ended questions and hands-on explorations. Rather than delivering direct explanations up front, educators provided concrete artifacts, stories and experiments that invite young learners to notice patterns, ask questions and formulate their own generalisations.

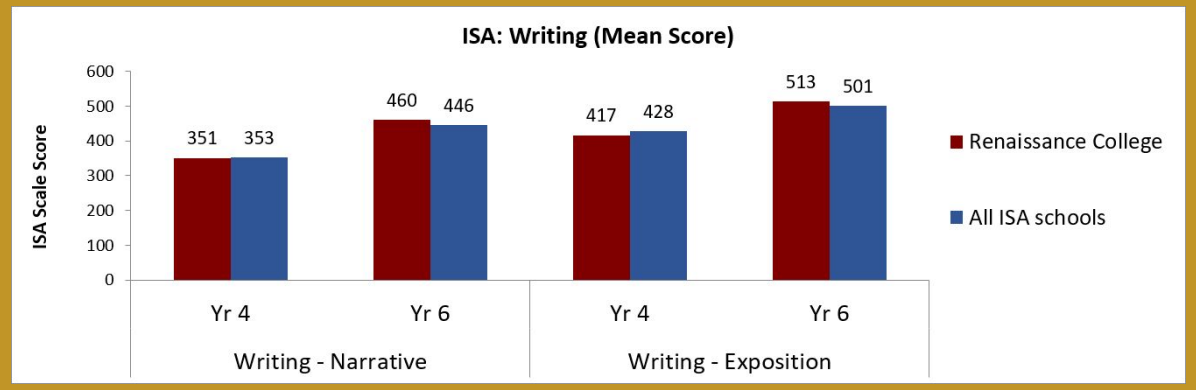
Transdisciplinary Learning

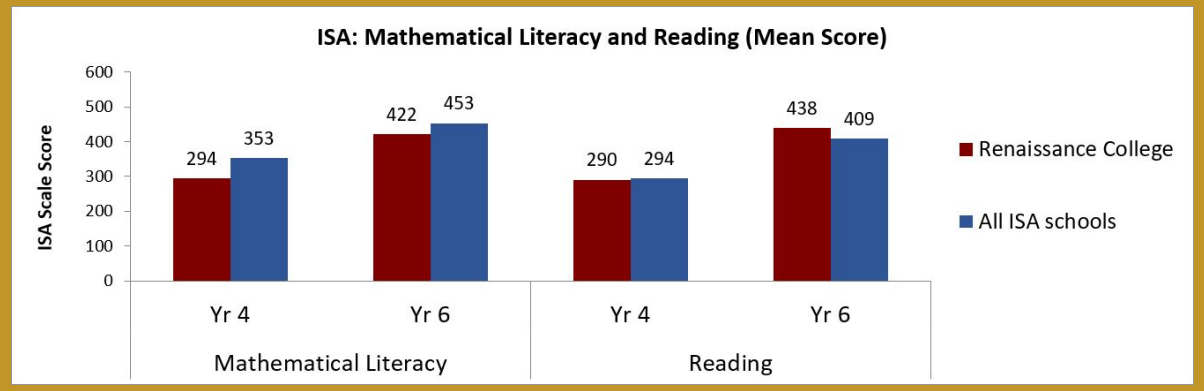
During the 2025/26 school year, our educators collaborated continuously to strengthen our transdisciplinary approach. Through dedicated unit design meetings, homeroom and specialist teachers co-planned the driving conceptual understandings that guided each unit of inquiry, ensuring subject disciplines were intentionally integrated. To enhance this connectivity, the Chinese language team aligned their curriculum with homeroom units using targeted mentor texts. Furthermore, our specialist team led two dedicated units of inquiry in Year 2 and Year 6, deepening integration across all learning areas.

ISA Results

Three major external assessments were used to help measure student attainment and complement ongoing internal assessments. These external assessments are the *BASE* Assessment, the Primary Insight Assessment (previously known as InCAS) and the International Schools' Assessment (ISA).

The BASE assessment is administered by the Centre for Evaluation and Monitoring (CEM), which is part of Cambridge Assessment. More than 600,000 students worldwide have taken CEM assessments over the last five years. The BASE assessment was taken by all ESF students at the start of Year 1, and is designed to give a snapshot of a student's learning when they start their schooling.



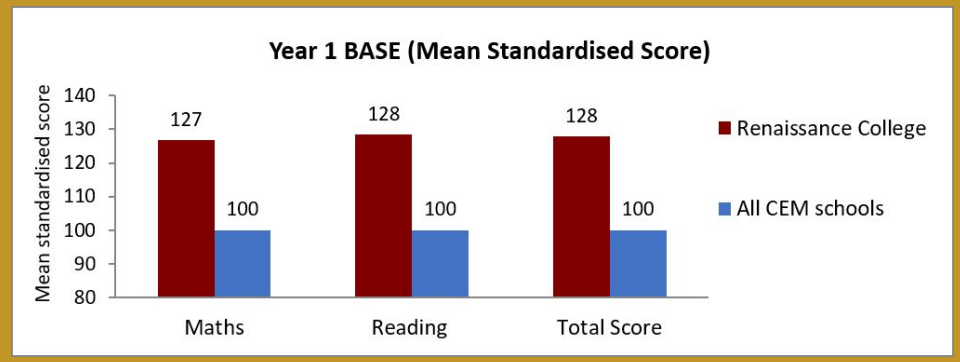


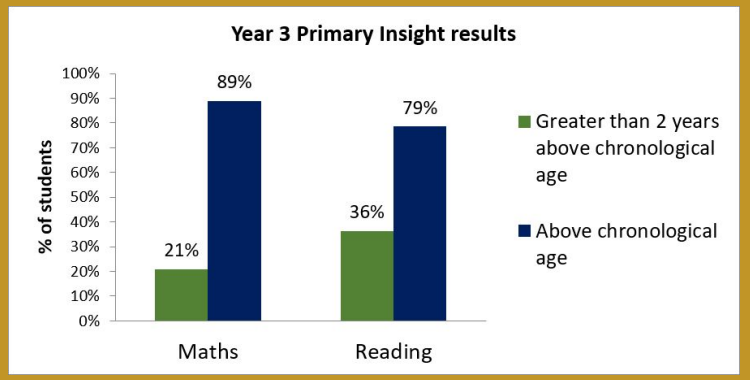
ISA Results

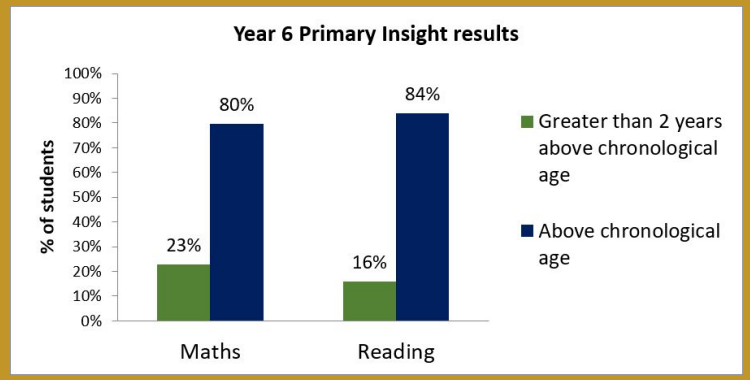
The ISA is administered by the Australian Council for Educational Research (ACER), and is designed for students in international schools. The assessment measures student performance in Mathematical Literacy, Reading and Writing (both narrative and expository writing). The assessment is criteria referenced with students moving up the ISA scale as they progress. Renaissance College students in Years 4 and 6 took the assessment in September-October 2025. The charts to the right compare the attainment of the average Renaissance College student in each year group against the average student in the corresponding ISA cohort.

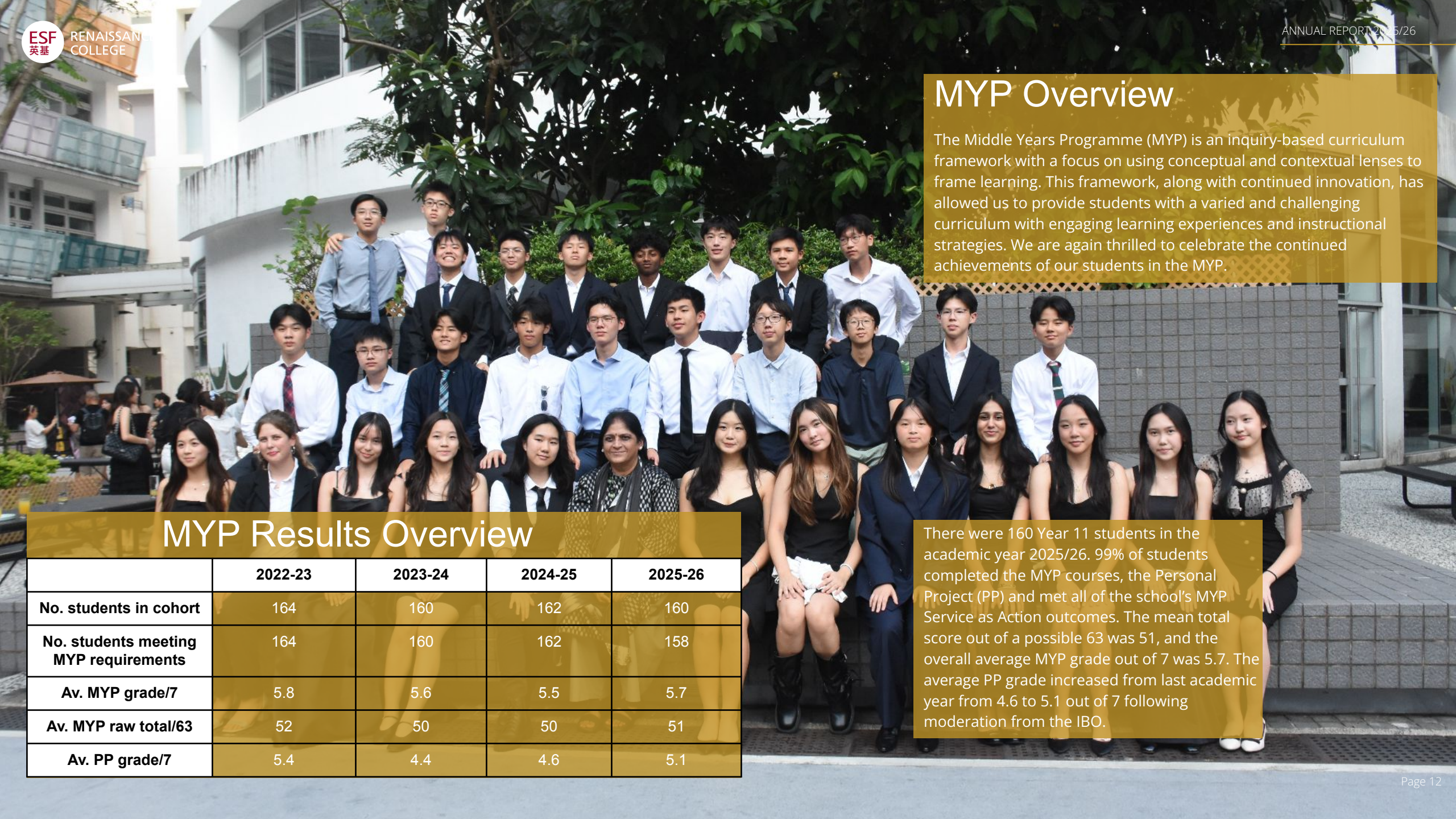
The Primary Insight assessment is administered by the Centre for Evaluation and Monitoring, and was taken by Year 3 students in September-October 2025 and Year 6 students in May-June 2026. The assessment compares each student's performance in Mathematics and Reading with that of an average child of the same age. High scores were attained on the Primary Insight assessments, as the graphs on this page demonstrate.

Steve Brown
Primary Vice Principal (PYP Coordinator)









MYP Overview

The Middle Years Programme (MYP) is an inquiry-based curriculum framework with a focus on using conceptual and contextual lenses to frame learning. This framework, along with continued innovation, has allowed us to provide students with a varied and challenging curriculum with engaging learning experiences and instructional strategies. We are again thrilled to celebrate the continued achievements of our students in the MYP.

MYP Results Overview

	2022-23	2023-24	2024-25	2025-26
No. students in cohort	164	160	162	160
No. students meeting MYP requirements	164	160	162	158
Av. MYP grade/7	5.8	5.6	5.5	5.7
Av. MYP raw total/63	52	50	50	51
Av. PP grade/7	5.4	4.4	4.6	5.1

There were 160 Year 11 students in the academic year 2025/26. 99% of students completed the MYP courses, the Personal Project (PP) and met all of the school's MYP Service as Action outcomes. The mean total score out of a possible 63 was 51, and the overall average MYP grade out of 7 was 5.7. The average PP grade increased from last academic year from 4.6 to 5.1 out of 7 following moderation from the IBO.

MYP Personal Projects and Interdisciplinary Units

Personal Projects

The PP is the culminating project of the MYP which is submitted to the IB for external moderation. Once again, RCHK students achieved above the world average. In this project, students develop their research skills, knowledge skills, communication skills and self-management skills required for the completion of the MYP.

Year	No. of students	RC Average	World Average	7	6	5	4	3	N
2025-26	162	5.1	4.0	12 (7%)	45 (28%)	53 (33%)	41 (25%)	9 (6%)	2 (1%)
2024-25	162	4.6	3.9	0 (0%)	23 (14%)	68 (42%)	47 (29%)	23 (14%)	0 (0%)
2023-24	160	4.4	4.0	0 (0%)	4 (3%)	73 (46%)	67 (42%)	15 (9%)	0 (0%)
2022-23	163	5.4	4.1	35 (21%)	50 (31%)	31 (20%)	36 (21%)	11 (7%)	0 (0%)

Interdisciplinary Units

Students in all MYP year groups complete an Interdisciplinary Unit (IDU). This is a chance for students to explore concepts, understandings and skills from the lens of two different disciplines, providing them with the opportunity to transfer and apply what they have learned across two different subjects. These units are assessed and reported on in students' end-of-year report cards.





MYP Core Lessons, Project Days and Data Analysis

Year 11 Core Lessons

The use of Core time within the curriculum for Year 11 students continued to provide structured sessions to support learning and achievement in the Core aspects of the MYP, the PP, Service as Action and Further Education (FE). For the PP, students used the scheduled time to meet with their PP teacher mentors, seek extra support from PP Coordinator Ms Cheung and move forward with their projects. The students were given space to plan for and reflect on the ways in which they could take action in their communities, working towards the MYP Service and Action outcomes. The Core time was well utilised by students, teachers and coordinators. Overall, Core has provided us with an opportunity to give the students extra structured support with and depth into the Core elements of the MYP.

Project Days

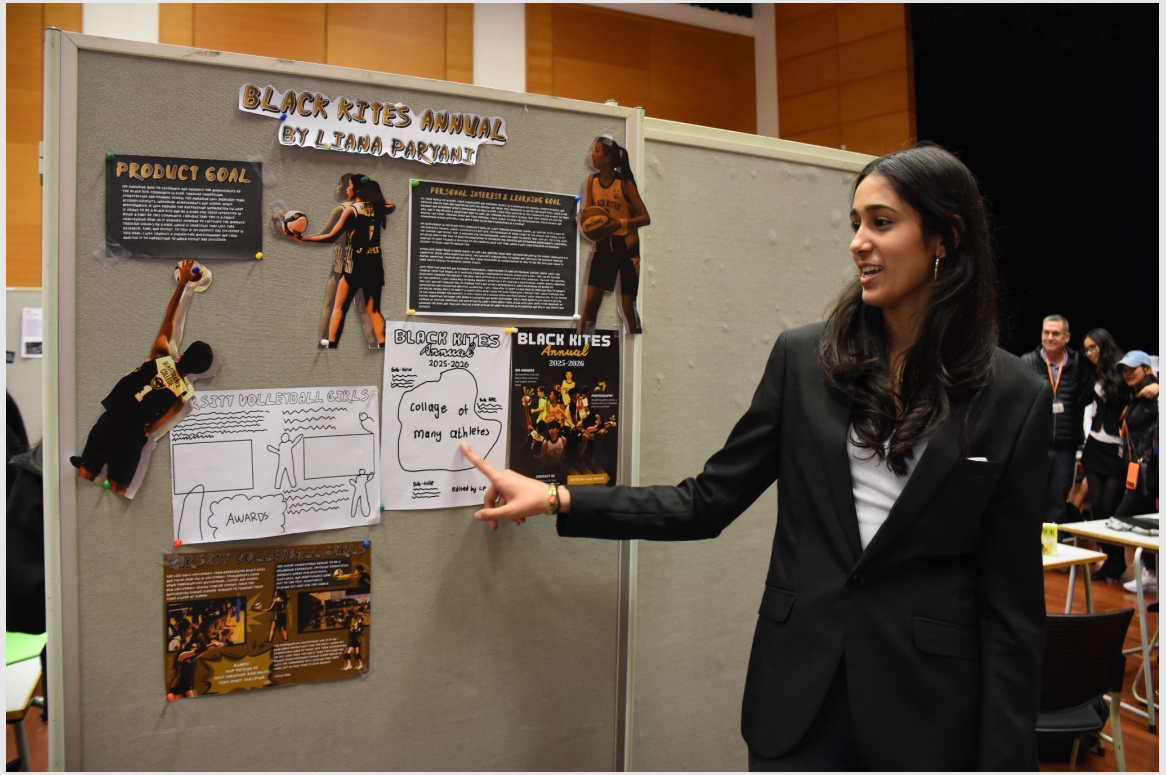
Following feedback from teachers and students, the decision was made to remove REAL (project-based learning) from curriculum time and instead spend three days off timetable at the end of the academic year exploring different projects within each year group. The table to the right shows an overview of the focus for each year group last academic year:

Data Analysis

RCHK uses its own MYP data specifically to reflect on its teaching practices. Each department will review their own results each academic year, primarily in Year 11, but also other year groups, to identify areas of strength and areas for improvement in order to prepare students for the programmes in Years 12 and 13.

Jennifer Whitehair
Secondary Vice Principal (MYP Coordinator)

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Project-Based Learning: How can we connect with each other in a large community through our interests?	Project-Based Learning: FutureFIT: Nurturing the five F's for a thriving world (fashion, fitness, futuristic technology, food, film)	Project-Based Learning: Students discover how to open their eyes to the world around them - a journey of self-discovery and creativity	MYP Core focus: Students will be equipped with the tools and knowledge to initiate their PP and continue with their Service as Action requirements. They will also be introduced to World of Work (WOW) and FE	Students will be immersed in DP and CP core tasters, refine their understanding of their choices for future careers and undertake Hong Kong-based Education Outside of The Classroom (EOTC) experiences	Students will complete their Collaborative Sciences Project, where they will explore aspects from all different Group 4 projects and work together as a team on a collective problem





Diploma Programme and Career-related Programme

The options available to students in Years 12 and 13 are supported by a thorough selection process, which now includes the following components designed to build on the career education work they begin in Year 10:

- Options talks: Expert advice from teachers, students and alumni including Q&A sessions with CP/DP students
- DP taster lessons: Department-specific sessions within the Year 11 curriculum on the subjects available within the DP
- CP Taster Sessions: Sessions or site visits with our external partners
- University Fairs: Events with universities from all around the world
- Individual Interviews: Meetings with a further education counsellor in the school regarding option choices
- World of Work: A two-week work placement during Year 11 where students select a workplace of interest to them and immerse themselves in the world of employment

IBDP Overview

The IB Diploma Programme (IBDP) is widely recognised as the most comprehensive university preparatory programme in the world, building research skills, promoting personal responsibility and encouraging independence. The IBDP is a pre-university course designed for students who seek academic breadth and a high level of academic rigour in Years 12 and 13.





IBDP Core Requirements

Extended Essay: The extended essay offers students the opportunity to investigate a topic of individual interest, and acquaints them with the independent research and writing skills expected at pre-university level.

Theory of Knowledge (TOK): This interdisciplinary course is designed to provide coherence by exploring the nature of knowledge across all disciplines, encouraging an appreciation of other cultural perspectives.

Creativity, Activity, Service (CAS): Participation in the school's CAS programme encourages students to get involved in creative pursuits, sports and community service work, fostering their awareness and appreciation of life outside the academic arena.

The IBDP has seen continued consolidation in academic results, with an overall stable trend apparent year on year, as the number of students grows and students continue to be granted access to an impressive range of university courses worldwide (see the Students' University Destinations on pages 28 and 29).

Dr Jess Davey-Peel
Secondary Vice Principal (DP Coordinator)





IBCP Overview



The IB Career-related Programme (IBCP), like the IBDP, is an academic option open to students entering their final two years of secondary school at Renaissance College.

The IBCP takes a specialised approach that can be customised to suit students' needs, personal interests and strengths, and the framework allows them to specialise in a career-related pathway that is suited to their enthusiasms and abilities. Students take two to four IBDP courses, at Higher or Standard Level, in combination with their career-related studies while fulfilling the relevant, related and distinctive IBCP core requirements.

IBCP Pathways

To offer the best possible experience, RCHK has partnered with various institutions (see the table to the right) to offer a diverse range of pathways within its IBCP. Each partner institution is responsible for designing, delivering and assessing their respective courses, ensuring students meet their unique academic standards. Additionally, SCAD and Embry-Riddle provide students with a GPA that can be applied towards credit at their institutions or other accredited universities.

Wilma Shen
IBCP Coordinator

Pathway	In Collaboration With
Arts and Design	SCAD e-Learning
Music Instrument and Technology	Berklee College of Music
Performing Arts	BTEC Level 3 offered by iStage Academy
Hospitality and Culinary Art	Hong Kong International Culinary Institute (ICI) and Hospitality and Tourism Institute (HTI)
Information & Technology	BTEC Level 3 offered at ESF school KGV
Business and Sustainability	Sustainability Management School (SUMAS)
International Sports Management	World Academy of Sports
Aeronautics and Aviation	Embry-Riddle Aeronautical University
Customisable pathway such as Project Management, Applied Business Data Analytics, Google IT Support, AWS Cloud Computing and more	Arizona State University

IBDP & IBCP Results

RCHK students were awarded an impressive set of IB results, and the vast majority of students secured their first-choice of university. With a 98% pass rate, and an average total score of 36.3 points, the college continues to surpass global averages. Within these figures, it is worth drawing attention to the continued high rate of students who qualified for the bilingual diploma, achieved by taking two native/near-native language courses. In this cohort, nearly 14% of students were eligible to receive the bilingual diploma, and 100% of them earned it.

An additional level of success can be seen by the fact that 29% of our students achieved 40 or more total points - a figure that would place them as competitive Ivy League or Oxbridge applicants. Moreover, four of our students achieved a perfect score of 45 points.

IBDP Results

Number of students entered for the full diploma	134
Number of students achieving the IB Diploma	131
Pass rate (%)	98%
Bilingual pass rate (%)	100%
Mean point score for students achieving the IB Diploma	36.3
% of students achieving 30+ IB Diploma Points	98%
% of students achieving 35+ IB Diploma Points	67%
% of students achieving 40+ IB Diploma Points	31%
Mean grade for all students	5.6

The pass rate for the IBCP was 100% for this cohort, reflecting a high level of control over outcomes as the cohort continues to grow year on year.

IBCP Results

Pass rate	100%
Total entries	13
Highest reflective project mark (out of 36)	28
Average reflective project mark (out of 36)	23
SCAD GPA averages (out of 4)	3.2
Aeronautics and Aviation with Embry-Riddle University Grade averages	B
HTI/ICI average	Credit
WAOS average	77.2
Digital skills average	D
Musical theatre BTEC Level 3	Merit
Average DP subject grade achieved by CP candidates	5







Overall Achievement Highlights

The 2026 ESF Chairman's Awards for Excellence went to 36 RCHK Year 13 students from both the IBDP and IBCP programmes:

- IBCP students were awarded for their academic excellence in Career-related Studies (CRS) and chosen IBDP subjects
- IBDP students were awarded for achieving 40 or more points for the bilingual IB Diploma and 42 or more points for the regular IB Diploma

Counselling

The counselling team comprises one full-time cross-college counsellor, one full-time school social worker, two Boys' & Girls' Clubs Association (BGCA) government social workers for Secondary, one part-time play therapist and one part-time counsellor.

There is no distinction made between counsellors and social workers in terms of their workload. The statistics below, therefore, represent the work that has collectively taken place over the academic year.

Year Group	Number	Percentage	Year Group	Number	Percentage
1	4	1.5	**7**	4	1.5
2	5	2	**8**	20	9
3	5	2	**9**	25	11
4	6	3	**10**	20	9
5	9	4	**11**	34	15
6	18	8	**12**	41	18
			13	36	16

*Amount of cases referred and seen by the counselling service: 227
*Please note: Numbers provided have been rounded up or down for ease of reference.

Analysis

- 58% of counselling/social work cases have been with years 10-13, which is very similar to last year (52%)
- Overall, 79.5% of the support provided was for Secondary-age students
- 20.5 % of the support was provided to Primary students. It always needs to be recognised that the percentage of Primary uptake is likely to be significantly affected by access to ELSA provision, which decreases the likelihood of counseling support being required

What sort of issues are brought to the counselling team?
Students bring a broad range of issues to counsellors including mental health and emotional concerns, relationship issues, school-related issues and crisis-related issues. The table below gives examples.

Broad topic area	Examples of behaviours seen/issues identified
School-related issues E.g. Adjustment to school norms, motivation, learning difficulties	• Lack of motivation, organisational issues, adjustment to school norms and rules • Issues related to diagnosis of SEN need (ADHD or ASD) • Support for perfectionism/exam stress/ achievement
Development adjustments E.g. Physical, social, sexual	• Issues related to self image/self concept including gender identity
Emotional/mental health concerns E.g. Emotional management	• Anxiety-based issues • Low mood related issues. • Issues linked to diagnosed mental health conditions, i.e. eating disorder, depression, bipolar • Stress-related issues
Relationship issues E.g. issues with parents, siblings, teachers, peers, online	• Family disharmony • Parenting issues • Friendship issues • Social skills
Crisis situations	• Bereavement and grief • Safety concerns for the student including suicidal or self harming thoughts and behaviours • Safety concerns - child protection issues

What other activities have we undertaken?

Primary School

Primary Lunch Groups

A number of student lunch clubs have been developed to help primary students connect. We have had a craft club for Years 3-4 and games clubs for Years 5-6. Both have proven very popular with students, and we will continue to run them during subsequent years.

Storytelling in Year 2

Looking for ways to develop our connection with students in the younger years, we introduced a weekly wellbeing storytime. This was very popular with students and staff alike, and we will continue to offer this beyond the academic year.

Secondary School

New Secondary Student Gatherings

Orientations for new students joining the school in Years 8 -11 took place during September 2025 and January 2026.

Supervising Student-led Initiatives: Project Warm Regards (PWR), the Psychology Society and the Art Club

There were a number of student-led wellbeing projects that linked to IB/CAS projects. One that has been around for a number of years with great success is called Project Warm Regards. This was originally set up as a positive messaging service for Secondary students, whereby students send positive messages, appreciations and well wishes to others at school. Now the group has branched out to include Year 6 students, offering a time for appreciation during secondary transition week. Many of the students from these projects become wellbeing ambassadors, helping fun@1 activities and the school's Mental Health Awareness Day.

Linking Renaissance with the Community

There are a number of projects led by the BGCA social work team that focus on supporting our local community, including events led by Renaissance students for local students at Halloween and Christmas. We also have a very popular and successful Elderly-Link Project (social services society), whereby students volunteer at craft activities, promote fitness routines and run musical events for the elderly. In June, we invited the elderly to Renaissance for a school tour, where students and the elderly discussed their school experiences. This has proven to be a very popular initiative, which we will be expanding next year.



Presentations and Parent Talks
For Year 1, Presentations and Parent Talks involved a joint presentation between school staff, staff of the LET and the counselling team. It provided an opportunity to introduce our newest parents to the support available at Renaissance College.

In Years 5 and 6, there was a series of parent workshops supporting the transition to secondary, called Teen 101.

The BGCA promoted better teen and parent communication in their parent talk to secondary in June.

Cross-College
To support World Mental Health Day, we hosted our own RCHK Mental Health Awareness Day event in November 2025. This included:

- Wellbeing activities for Primary and Secondary students during class time
- Fun@1playground activities for Secondary students (hosted in partnership with the BGCA, associated community groups and student groups)
- Craft activities and lunchtime games for Primary students supported by Year 6 students
- Food vouchers and lunchtime activities for staff provided by RAPT to aid wellbeing, including a harp recital, yoga and art activities
- A RAPT presentation for parents around wellbeing for the RAPT coffee morning
- Parents reading wellbeing books to primary classes
- Donations to our chosen charity: MINDHK

Moira Conroy-Stocker
Head of Counselling









Wellbeing

Renaissance College has continued to place a strong emphasis on fostering a supportive, vibrant and nurturing environment. A major focus of the 2025/26 academic year has been the introduction and socialisation of our new wellbeing framework, Heart 2.0. This unifying model was developed through a highly collaborative, cross-college effort that brought together insights and voices from across our school community. To help everyone truly connect with this new framework, a visual arts scholar worked with a representative of the cross-college team to explore its representation. The result was a beautifully crafted, moving model that brings Heart 2.0 to life. Since sharing Heart 2.0 more widely after Easter, we have seen a renewed appreciation for the central importance of wellbeing in every aspect of school life.

Our commitment to wellbeing naturally extends into the classroom. In the Primary school, the 'Who We Are' unit of inquiry was completely rewritten to integrate the newly released continuum from the IB and align with the core concepts of Heart 2.0, weaving wellbeing learning directly into the student experience. In fact, the broader curriculum was systematically reviewed and overhauled to ensure it reflects the latest best practices in the field. Alongside these curriculum developments, safeguarding continues to be an absolute top priority. With the new mandatory reporting ordinance (Cap 650) coming into effect in January 2026, all staff underwent comprehensive training to ensure they are fully prepared and confident in their duties. Crucially, our students are also actively engaged in learning how to keep themselves safe, exploring age-appropriate topics like consent, bodily autonomy and knowing exactly who to ask for help when they need it and how to do so.

Fostering a deep sense of belonging is a key part of our wellbeing strategy. The House system continues to provide students and staff with a smaller, welcoming community within our large school. The whole-house assemblies at the start of the year set a fantastic, energetic tone, and students always look forward to House events, especially the lively Primary House Fests. In the Secondary school, House Hubs have been wonderfully successful at bringing students together across different year levels each morning, building new friendships and a stronger sense of school connectedness. We also see tremendous student engagement when it comes to supporting one another. This culture of care is beautifully illustrated by the dedication of our Secondary peer mentors and our Primary Playground Ambassadors, who actively look out for their peers.









Providing direct, compassionate emotional support when students need it is another cornerstone of our work at RCHK. Throughout the year, our dedicated team of nine trained Emotional Literacy Support Assistants (ELSAs) in the Primary school worked closely with 187 students. A large portion of their work focused on group sessions, which accounted for 43% of their cases and supported 81 students in building social and friendship skills. They also provided vital targeted support for 35 students during school camps, and successfully trained 15 students to serve as Playground Ambassadors.

Across the entire college, our counselling team—made up of counsellors, social workers and a play therapist—managed 227 individual cases. The data shows that 79.5% of this support was provided to Secondary-aged students, with the majority of cases (58%) concentrated in Years 10 through 13. By contrast, Primary students accounted for 20.5% of the counselling caseloads, highlighting how effectively our ELSA team provides early intervention and helps reduce the need for formal counselling in the younger years. The counselling team also spearheaded fantastic community-building initiatives, such as the RCHK Mental Health Awareness Day in November 2025, which brought Primary and Secondary students together for a variety of engaging, school-wide wellbeing activities.

Ultimately, this year has underscored RCHK's dedication to creating a dynamic, happy and safe environment for everyone. Through a unified framework, updated curricula and robust emotional support structures, we continue to ensure that every student feels valued, supported and ready to thrive both academically and personally.

Dr Stephanie Howdle-Lang
Primary Vice Principal (Wellbeing)

Red Door Centre
Curriculum

Throughout the school year, technology was meaningfully integrated across all areas of the curriculum. Operating at the dynamic intersection of digital innovation and physical fabrication, Red Door Centre serves as the hub for these interdisciplinary experiences. Key curriculum highlights from both Primary and Secondary divisions include:

Robotics & Physical Computing: In Primary Vex robotics, platforms were used to explore coding and following procedures. Students completed challenges using the code they wrote for the robots. In Secondary, students engaged with Micro:bit technology to construct functional clinometers for real-world measurements and explored introductory projects with Arduino platforms.

Immersive Media & Design: Year 1 students utilised green screen technology for creative storytelling and roleplay. Students in Year 7 employed laser cutting for Individuals & Societies projects centred on the unit 'Our Home Hong Kong'. It has also been a priority to better up-skill students in Secondary with Autodesk Fusion 360 to help them to fluently realise their ideas in Computer-Aided Design (CAD).

Virtual Reality & Emerging Tech: Virtual Reality (VR) simulations enriched the Science curriculum, providing immersive learning modules in Human Anatomy and Space exploration. Teachers integrated cutting-edge AI tools and explored creative world-building through Minecraft Education in both Primary and Secondary.

Construction skills: Students across the Primary school learned new skills and explored their creativity when using wood and cardboard construction. Students in Year 1 and Year 3 took on larger construction projects for their Units of Inquiry, and Year 6 students created a variety of amazing inventions for their PYP Exhibitions.



Student Groups: Red Door Centre continues to be a vibrant focal point for student engagement, hosting a wide array of co-curricular groups and student-led initiatives. Major highlights from this academic year include:

Primary Film Team: Primary students consistently produced the daily "Wats4Lunz" broadcasts and actively contributed to media production and coverage for various school-wide events.

Point Blank Studios: This student media team provided comprehensive video and photographic coverage for school events, committing extensive time behind the scenes to post-production editing and content creation.

Competitive Tech Teams: The Black Kites Robotics and Black Kites Esports teams represented the school in competitive tournaments, fostering collaboration, tactical strategy and advanced problem-solving. In the Secondary ESF Esports Tournament, Renaissance College teams finished in first and second places!

Tech Ninjas: The Secondary Tech Ninjas organised a Super Smash Bros esports tournament, curated the VR catalogue and led Year 7 Advisory sessions. The Primary Tech Ninjas represented Renaissance College at the Kowloon Kids Conference, engaging in peer learning and self-guided technology projects.

3D Print Club: Secondary members taught younger students about design and 3D printing. They all applied their design and manufacturing skills to create custom products for "Make It, Sell It" at the school's Family Fun Day.

Devices, Resources and Spaces
Red Door Centre has continued to expand hardware, specialised equipment and flexible learning spaces to enhance educational outcomes across all year levels, directly upholding Renaissance College's bedrock principle:

To transform learning and teaching through the integration of technology.

To support seamless digital learning, the 1:1 MacBook programme continues from Year 4 to Year 13. Red Door Centre is excited by the opportunities that the new Macbook Neo brings; this makes for an extremely affordable Macbook product that is ideal for school students. iPad provisions have been updated in Primary, and more iPads have been deployed to teachers and curriculum areas this year. In Red Door Centre, the gaming PCs supported esports teams and formed a more formalised Esports Hub.

xTool laser cutters have been equipped with new fume extraction equipment and made portable, on trolleys, so they can be taken wherever needed. 3D printer capacity has been vastly improved, allowing students to create more interesting products. Spaces in Red Door Centre are being updated, while the Kubrick Video Studio room has been remodelled to make the space better for recording, as well as more flexible for other needs. Red Door Centre also introduced the school's first sound-proof booth for meetings and online sessions.

Furthermore, Red Door staff have supported the installation of new touchscreen displays in the Secondary school and the installation of an industrial-grade, large-format CNC Router in the Design department, enabling students to design and fabricate full-scale products and custom furniture.

Software and Services
A robust ecosystem of digital applications and cloud platforms underpinned teaching and learning across the school. The deployment of Google Education Plus enhances the storage available and gives new AI and security features. Preparations are underway for the roll-out of ESF Hub at Renaissance College. Replacing existing systems for student management and learning management will be a big job impacting all stakeholders. Renaissance College has been working with ESF Centre on this large-scale change. Classroom engagement and interactive learning were enhanced through new tools such as Classroom Screen, Typing Club and Goosechase. Renaissance College continues to subscribe to leading education tools such as Padlet, Delightex (Cospaces), Minecraft Education, Zoom and Seesaw.

Stu Lowe
Vice Principal, Learning Technologies





Further Education Counselling

All students are assigned a Further Education (FE) Counsellor who guides them through Year 10 to the end of Year 13, from IB subject selection and careers and university research to post-Secondary institution applications.

Students are encouraged to fully engage in the Secondary school experience and enjoy the journey, not just the post-Secondary goal. Although the university and college selection and application process does not formally begin until August of Year 13, most of the research and preparation should be completed before that time. Grades and Extracurricular Activities (ECAs) in Years 10 and 11 provide the necessary foundation for Years 12 and 13, so it's important to approach academics and ECAs with intent.

All students have FE tasks, starting in Year 8. Many of these tasks, particularly in Years 8-12, are delivered by advisors or via Science of Wellbeing classes, after which students are assigned individual FE work (which is more time-consuming in Year 12).

The Class of 2026 has been very excited to plan for their futures, drafting countless application essays and preparing for admission interviews. At the time of this submission, students have already received offers from institutions including Columbia University, Tsinghua University, University of Pennsylvania, Yale University, Cornell University, Imperial College London, King's College London and the University of Hong Kong.

Working Together: The FE team works systematically with teachers to facilitate the development of supporting letters to accompany student applications. The team also works closely with students to hone their approach when applying for post-Secondary pathways to enable them to optimise their choices.

Weekly Advisory Slides: The FE team prepares weekly slides that advisors use during advisory time each week. These slides are used to provide students with up-to-date information regarding FE activities.

Multiple Mini Interviews: In September, the FE counsellors ran the annual Practice Multiple Mini Interviews (MMIs), designed for students targeting medicine, veterinary medicine and dentistry. The fast-paced, intensive interviews test oral communication, social and non-verbal skills and teamwork. These are important indicators of how our students will interact with patients, colleagues and others as professionals in these fields.





University Fairs and Alumni Talks: RCHK opened its doors to universities from around the globe for the annual RCHK University Fair. Throughout the year, we also hosted many schools, including ones from the US, Spain, Canada and the UK.

Dr Kendrick Co Shih, Assistant Dean at HKU's Li Ka Shing Faculty of Medicine, along with several RCHK alumni, visited our students to share important information about applying to medical school, including the application and interview process.

Year 12: The FE Department runs three lunchtime personal statement writing sessions for students who plan to apply to US institutions. As well, we help students with UCAS and Common App application setup.

Year 11: Careers Day saw a wide range of RCHK alumni from the Class of '09 to the Class of '22 returning to RCHK to share their life experiences, from university to present day, highlighting challenges and successes. This diverse group reflected the growth mindset needed to succeed.

Students completed an FE Meeting questionnaire in preparation for their subject choices-focused FE Meeting, which takes place in October and November.

Year 10: Project Days is part of the MYP Programme, and Year 10 students had a half day devoted to conducting focussed research via our Unifrog platform, and then creating 'Future Selves' podcasts.

Week of Work (WOW) Preparation: Much work goes into getting students ready for their WOW experience. The FE counsellors are involved in helping students with their CV preparation as well as writing cover letters. This is part of their Science of Wellbeing curriculum.

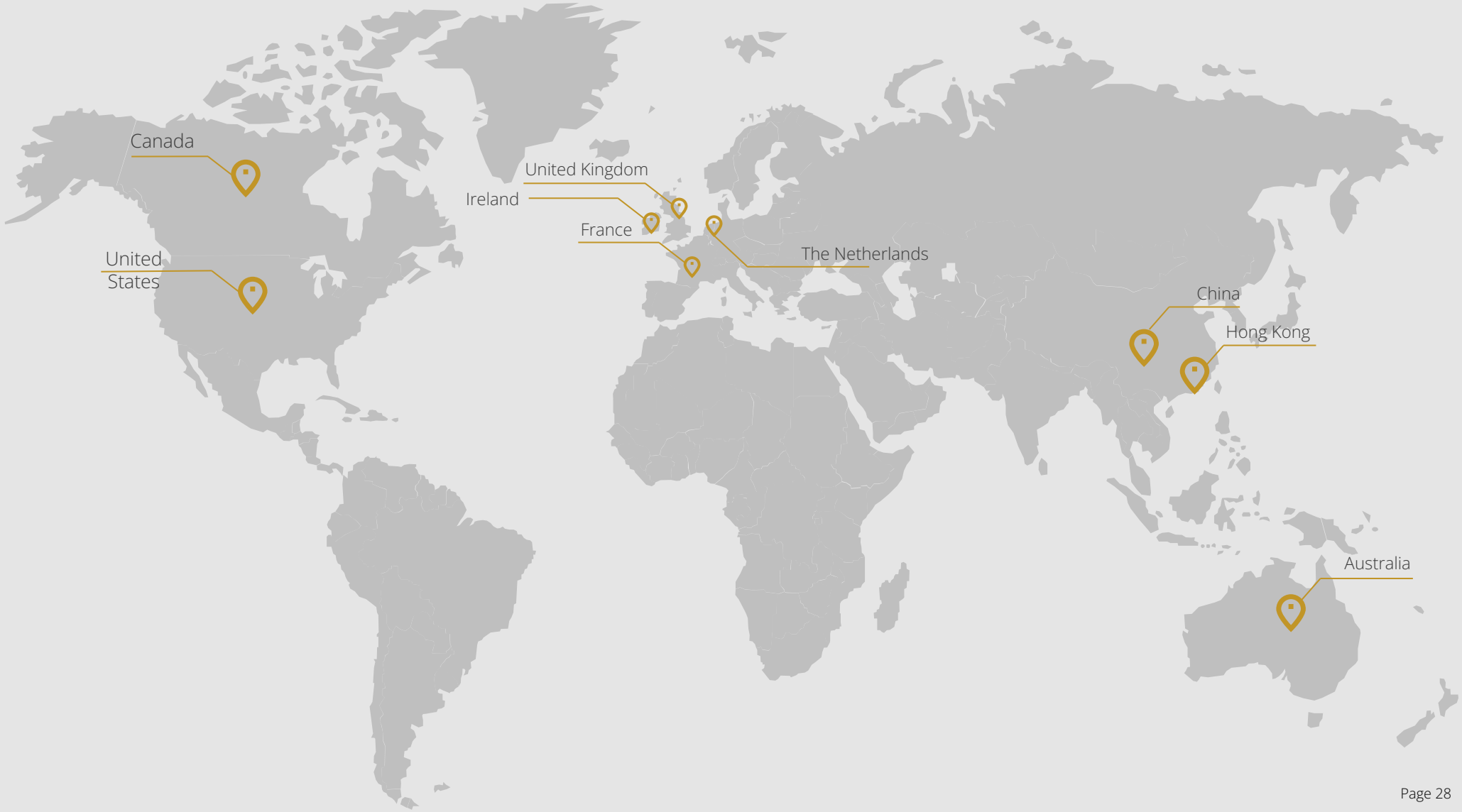




Aletha Rossiter
Further Education Counsellor

University Destinations

Hong Kong	53
United Kingdom	45
United States	16
Australia	14
Canada	5
China	1
France	1
Ireland	1
The Netherlands	1







University Destinations

Australia
- Adelaide University
- The Australian National University
- Griffith University
- Le Cordon Bleu Australia
- Macquarie University
- Monash University
- Murdoch University
- The University of New South Wales
- The University of Sydney

Canada
- Huron University College
- Simon Fraser University
- University of Toronto

China
- Tsinghua University

France
- Institut Français de la Mode

Hong Kong
- The Chinese University of Hong Kong
- The Education University of Hong Kong
- The Hang Seng University of Hong Kong
- HKU Space
- The Hong Kong Academy for Performing Arts
- The Hong Kong Polytechnic University
- The Hong Kong University of Science and Technology
- Lingnan University
- The University of Hong Kong
- UOW College Hong Kong

Ireland
- Trinity College Dublin

The Netherlands
- Delft University of Technology

United Kingdom
- City St George's, University of London
- Falmouth University
- University of Nottingham
- King's College London
- Loughborough University
- Mountview Academy of Theatre Arts
- Norwich University of the Arts
- Nottingham Trent University
- Royal Academy of Dramatic Art
- Royal Veterinary College
- The University of Manchester
- The University of Sheffield
- The University of Warwick
- University College London
- University of Aberdeen
- University of Bath
- University of Bristol
- University of Exeter
- University of Leeds
- University of Liverpool
- University of Stirling
- University of Surrey
- University of the Arts London
- University of York

United States of America
- ArtCenter College of Design
- Bellevue College
- College of St Benedict and St John's University
- Columbia University
- Cornell University
- Parsons School of Design
- Savannah College of Art and Design
- The University of California, Berkeley
- University of California, Davis
- University of California, Los Angeles
- University of California, San Diego
- University of Pennsylvania
- University of Southern California
- University of Washington
- Yale College

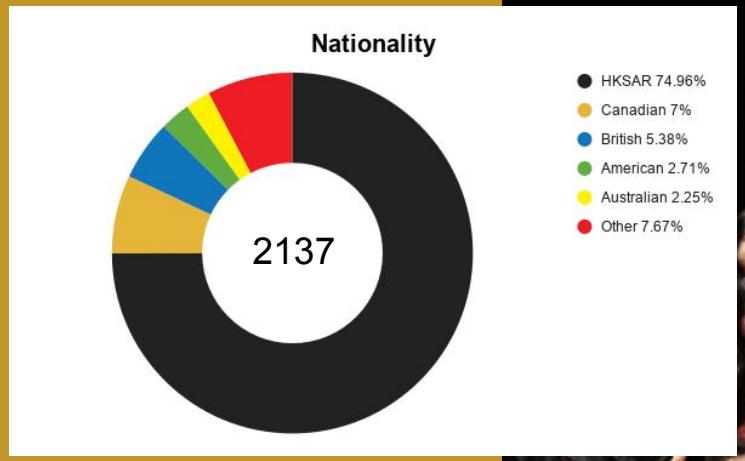
School Profile

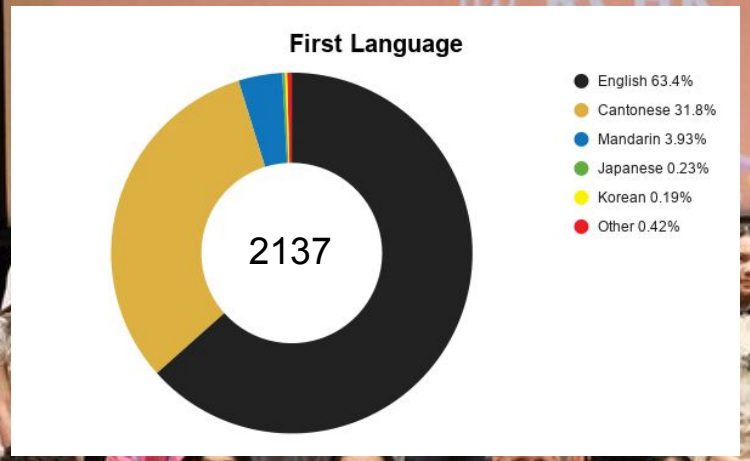
RCHK houses all of its 2137 Primary and Secondary students (aged five to 19) on one campus. While a vast majority of them (1973) are from Hong Kong, Britain, Canada, the United States of America and Australia, 164 are from other countries, demonstrating our diversity.

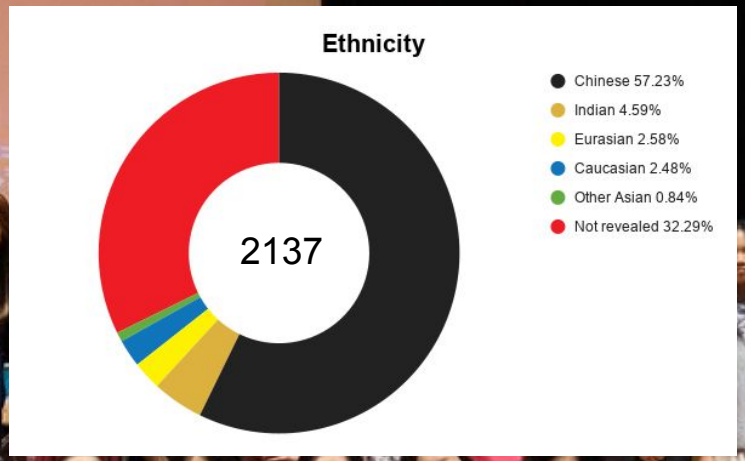
This diversity is also demonstrated by the range of ethnicities and spoken first languages the student body encapsulates. As can be seen from the corresponding charts, we have Cantonese, English, Mandarin, Korean and Japanese speakers, as well as nine whose first language is something else. Similarly, from an ethnicity point of view, RCHK's students are mostly Chinese, Caucasian, Eurasian and Indian, though 18 represent other Asian ethnicities and 690 did not reveal this information.



Nationality	Total no. of students	HKSAR	Canadian	British	American	Australian	Other
	2137	1602	150	115	58	48	164
First Language	Total no. of students	English	Cantonese	Mandarin	Japanese	Korean	Other
	2137	1355	680	84	5	4	9
Ethnicity	Total no. of students	Chinese	Indian	Eurasian	Caucasian	Other Asian	Not revealed
	2137	1223	98	55	53	18	690







Primary Student Council

Being in the student council is such a good opportunity because we get to help others, and make our school a better place. I love being an RPA (Renaissance Playground Ambassador) , because it means that I can help resolve conflicts, and make people feel comfortable in our community. In the Student Council, we have to make decisions, and take some of our time away to help out with things. We also have meetings to make those decisions. That is our role in the student council.

- Maisy Walker, 5CV

Being in Student Council means having a responsibility to listen to other students and share their ideas with the teachers. It is my pleasure to organise fun activities for them and I feel proud to help make our school a happier and better place. It is also a valuable opportunity to learn to be a good leader.

- Scarlett Lui, 6JF



If you want to make the school a better place, then join the Student Council. We make Terry Fox cardboard carnival games, plan fun activities and much, much, more. Join the heartbeat of this vibrant school!

- Darwin Deng, 6CT

Being in Student Council means supporting everyone, cheering others on and being kind and having responsibility. I love how we can get to know other year levels, help others and lead in a good way. Being in student council has meant everything to me because I've been in it since Year 3 having all the responsibility has trained me up in independence.

- Hosanne Chi, 6CT

Being in the Student Council means taking leadership to spread awareness. We help younger classmates with our RPA students, plan activities for different events. We enjoy using our creativity skills to plan and publish games for events and making sure it is a safe place to explore. We make RCHK a better place for learning.

- Sofia Chan, 5MJ

Secondary Student Council

2025-26 Secondary Student Council members

Year 7	Luz Dulondel-Grande and Neriah Tang
Year 8	Jayden Wong and Aaron Zhao
Year 9	Neel Lunia and Hector Yeung
Year 10	Ritsika Chotwani and Yuji Ngan
Year 11	Hannah Cheng and Liana Paryani
Year 12	Nami Babakhan Torkaman and Terry Leung
Year 13	Ching Hei Lam and Andrea Chow
Teacher	Ryan Copley (Vice-Principal, Secondary Wellbeing)



In 2025/26, the Secondary Student Council was involved in various initiatives aimed at elevating the student experience. They actively participated in IB evaluation meetings with the Senior Leadership Team (Principals and Heads of Departments), at which Student Council representatives offered valuable student perspectives on areas that require improvement and collective effort.

In order to foster student voice and promote active participation within the school community, Student Council representatives from each year group have undertaken the responsibility of organising regular Focus Group meetings. These meetings serve as platforms for students to raise concerns, discuss pertinent issues and explore potential solutions.

2025/26 Secondary Student Council projects

- Creation of Legacy team of Ad@RC TV setup and Trilby management for student-led projects and announcements
- Improvements to the IBDP Study Room by purchasing new beanbags and lap desks, creating a more comfortable and conducive space for students to study in
- Revamped the Maintenance Form, providing students and staff with a more transparent and streamlined process to report damages
- Formed the Catering Evaluation Committee to work with the Business Manager on selecting the most optimal food service provider for the school in the tender process
- Participation in ESF-wide Senior Leadership Team conferences to establish a stronger connection with other ESF schools in exchanging valuable student perspectives on school policies

Ryan Copley
Secondary Vice Principal (Wellbeing)

College Council

2025-26 College Council Members	
Chairperson	Lisa Lau
Ex-officio	Belinda Greer Dr Harry Brown
Community Representatives	Gideon Ho Earl Deng Dr Peter Pang
Staff Representatives	Marta Drzewakowska Lilian Wong Rhys Thomas
Parent Representatives	Joyce Yung Irene Wang Mehul Tanna

*Mr Mark Blackshaw is the CEO's nominated representative who may attend on behalf of the CEO of the English Schools Foundation.

As I reflect on the 2025/26 academic year, it is a privilege to address you on behalf of the College Council and celebrate the vibrant, enduring spirit of the Renaissance College community. Over the past year, our students, staff and parents have demonstrated remarkable dedication, creativity and unity, making this an extraordinary period of growth and achievement.

We launched the year with great momentum, fostering strong bonds at the Alumni Reunion and House Spirit Day events before transitioning into traditional community gatherings like September's RAPT Mooncake making. As autumn unfolded, our calendar reflected our commitment to culture and service, featuring traditional Mid-Autumn and Diwali festivities alongside our ongoing support for cancer research through the annual Terry Fox Run. November then further deepened our students' horizons through Education Outside of The Classroom (EOTC), ESF International Evening and RAPT's Family Fun Day merchandise sales, which supported local relief efforts for the Tai Po fire.

The first term concluded on an exceptionally high note, with the Year 11 'Make It, Sell It' pop-up market and a magnificent production of *School of Rock*. Entering the new year, RCHK's campus continued to buzz with innovation and collaboration, highlighted by the Year 11 Personal Project Exhibition and tireless preparation of RAPT volunteers ahead of the 'Seeds to Success' Family Fun Day.

Spring semester showcased outstanding talent and holistic growth across all disciplines. Among many achievements, we celebrated a Year 9 student's victory in the ESF-wide Chinese New Year card design competition and impressive pieces at the IBDP Visual Arts Exhibition and PYP Exhibition. Community health and well-being, meanwhile, remained a priority, brought to life during RCHK/RAPT Sports Day at Go Park Sai Sha in April.

Finally, we brought the academic year to a triumphant close in May by celebrating the Class of 2026 at their Graduation Ceremony, followed by the creative flair of our annual Trashion Show in June.

On behalf of the College Council, I extend my deepest gratitude to our Principal, leadership team, educators, support staff, RAPT volunteers and parent community. Your steadfast commitment and partnership ensure that Renaissance College remains an inspiring environment where our students truly thrive.

Lisa Lau
College Council Chairperson



PTA Report

Renaissance Association of Parents and Teachers (RAPT) – RCHK's Parents and Teachers Association (PTA) – is a non-profit volunteering body that supports the school's community-driven initiatives.

RAPT functions as a facilitator of dialogue between parents and teachers on educational, extra-curricular and other supportive activities, as well as being a source of funds for school, student and charitable means.

Events

Money raised by RAPT's many deliverables traditionally contributes to a range of student-led activities and the sponsorship of RCHK's yearly team- and character-building events. While this was still the case in the 2025/26 school year, RAPT also decided that it was important to do what it could to support those affected by the Tai Po Fire, and so a total of HK$300,000 of the money RAPT raised over the course of the year was donated to these efforts.

RAPT's annual flagship event – Family Fun Day, which took place on 31 January – was themed around 'Seeds to Success', and saw over 2600 visitors play games and purchase food and souvenirs, raising HK$389,000.

Alongside, in 2025/26, the association hosted Coffee Mornings, Lunch Tastings, Joyful Fruit Day, Family Sports Day, Nutri-Kitchen Workshops, Secondhand Uniform Sales and Poon Choi Night. These events ranged from as intimate as the eight parents that attended individual Sodexo Lunch Tastings to the over 550 who took part in Poon Choi Night.

Similar to Lunch Tastings, Coffee Mornings are on the more intimate end of the scale, tending to see around 30 to 40 parents. At the five Coffee Mornings we organised throughout the year, parents were able to chat with Renaissance's leadership team and RAPT members to discuss upcoming events, important initiatives and other factors that both presenters and attendees deemed noteworthy. Events such as this were funded by, amongst other RAPT programmes, our Secondhand Uniform Sales, which during the year raised HK$40,000 while recycling hundreds of uniforms, thereby preventing them being put in landfills and adding to pollution.

Overall, the year saw over 150 volunteers help RAPT raise over HK$1 million from membership fees, fundraising events, souvenir sales and other avenues. However - largely due to the aforementioned HK$300,000 that went to victims of the Tai Po Fire - the year ended with a deficit of HK$220,000, which was funded by RAPT's reserves.





PTA Financial Report

Article 5 of RAPT Ltd stipulates that each family with one or more child at RCHK shall have one RAPT representative. Membership entitles any guardian to attend and participate in RAPT events, voice concerns and integrate more closely with the RCHK community.

RAPT receives its funding via numerous means. As well as collecting annual membership fees of HK$275 per family, the association raises money through the events it organises and hosts, foremost its annual Family Fun Day.

The body's financial statements are audited annually in accordance with the Hong Kong Small and Medium-sized Entity Financial Reporting Standards issued by the Hong Kong Institute of Certified Public Accountants, and comply with the Hong Kong Companies Ordinance.

Sponsorship

Throughout the year, RAPT sponsored a number of the events that RCHK has become synonymous with, including Jie Jie Day, the Terry Fox Run, Trashion, Diwali, International Evening, Year 11 and Year 13 Graduation, Innofair and the Visual Art Exhibition.

RAPT's community-building goes beyond the events it hosts and sponsors, though. During the 2025/26 academic year, RAPT donated the secondary gym basketball backstop (HK$300,000), gave HK$30,000 to the Library Department and purchased the foosball table that's now on the roof, as well as the Black Kite polo shirts and Sustainability Team t-shirts.







RAPT Committee 2025/26

Co-Chairs	Jerry Siu Joyce Yung
Hon. Secretary	Rosalind Lee
Hon. Treasurer	Cedric Ng
Parent Committee Members	Francis Chan Ferrari Cheang Cindy Chen Christine Fu Sandy Li Babie Li Mahima Ramchandani
Teaching Staff Members	Concettina Ventura
Ex Officio	Dr Harry Brown
Administrator	Coco Zhang





Our Operations



Our Business Management

RCHK's Business Management is essential to the smooth operation of the college, supporting our entire community of students, staff and parents. We oversee a wide range of functions, from managing finances and human resources to maintaining our facilities and coordinating logistics.

The Business Management team works closely with the faculty to support special projects and prepare our campus for student- and teacher-led events. Our division also oversees school finances, and manages the accounts, human resources and payroll, facilities and building maintenance, admissions, communications and marketing, nursing and medical services, and procurement and supply of materials - all supported by a dedicated team of over 60 administrative and support staff.

To further enhance our services, we partner with external providers for specialised tasks such as cleaning, catering, lifeguard services, construction and the operation of a fleet of 25 school buses. By effectively managing these functions, we help to create an optimal learning environment for our students.

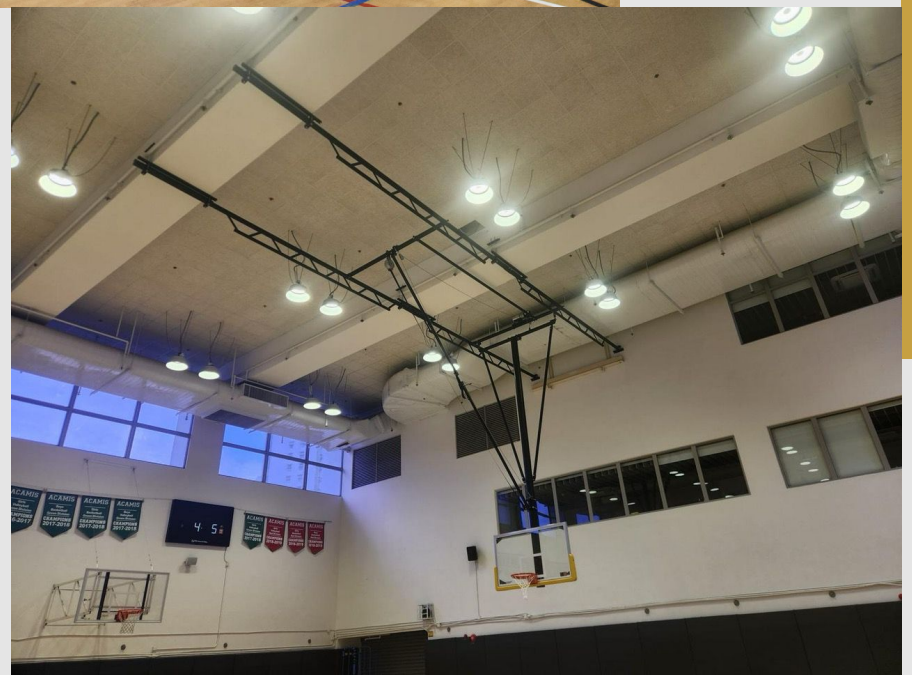
Our Stakeholders

Our business management values strong partnerships, especially with our parents. We also collaborate with trusted subcontractors who support our operations in various ways, such as providing security services and facility maintenance. Our dedicated team of cleaners and handymen, affectionately known as the Blue Team, plays a vital role in keeping our campus clean, safe and well-maintained.

Our trusted catering partner, Sodexo, provides a wide variety of dining options across five outlets on campus. To enrich student experience, they host monthly world food festivals featuring international cuisines such as Moroccan, German and Vietnamese. Throughout the year, the Business Management team also collaborates on interactive wellness workshops designed to promote healthy habits among students, including Sugar Awareness, Eat the Rainbow and Rock the Bike.







Our Funding and Investments

Parents are our most significant partners. In 2025/26, of a total operational income of HK$396 million, HK$370 million came from tuition fees, which helped fund the school's ongoing operations.

RCHK finances large-scale projects through funds from the Building Levy (NBL) and Individual Nomination Rights (INR), while tuition fees support ongoing operations. In 2025/26, the school collected HK$8.9 million from NBL and HK$15.4 million from INR.

Our Scholarship Programme

As a Private Independent School (PIS), RCHK offers full academic scholarships to 120 students from Year 7 to Year 13 based on outstanding abilities, potential and performance in academics, theatre, music, sports and visual arts. We also offer support to less fortunate students through our Youth Empowerment Scheme (YES).

Our scholars attain and retain their status by demonstrating exemplary behaviours as academics and members of the school community, and are a vital part of our culture.



Our Facilities

General upkeep is always the main focus of RCHK's Facilities Team - assuring that the school's learning, sporting and other facilities are safe environments in which activities can be carried out to the highest standards.

Alongside these duties, Renaissance's Facilities Team also undertook some major projects during the 2025-26 academic year in order to enhance the experiences of our student body and staff.

These works included the replacement of the basketball backstop system in the indoor court, replacement of the lighting for the covered playground and the renovation of the secondary office.

More improvements are planned for the near future, meaning RCHK's campus – which has an area that's just shy of 30,500 square meters – will continue to evolve and incrementally cater to those who utilise it on a daily basis.

Anney Chan
Business Manager



Budget & Expenditure

Income	Actual 2025/26 ('000)	Budget 2025/26 ('000)
Tuition Fee	369,888	364,991
Donation	363	131
Rental	7,722	7,259
Others	18,383	17,022
Total Income	**396,356**	**389,403**

Expenditure		
Staff Expenses	278,386	276,965
Other Expenses - Operational	44,375	42,805
Management and Admin to ESF	8,403	8,403
Scholarship / Hardship	36,989	36,499
Depreciations	15,423	17,567
Total Expenditure	**383,576**	**382,239**
Surplus / (Deficit)	**12,780**	**7,164**

**Note 1: Draft results (unaudited)*
Note 2: Funds generated by the Nomination Rights and Non-Refundable Building Levy are not P&L income



RENAISSANCE COLLEGE

"TO SEEK TO SERVE TO STRIVE"

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