ESF 英基 RENAISSANCE COLLEGE

Annual Report 2024/25





Content

1	Mission, Vision and Values	02
2	Principal's Message	03
4	About Our School	04
6	Learning and Teaching	07
7	External Assessment Result	15
8	IB Results	17
9	School Profile	20
11	Facilities and Buildings	25
12	School Councils	26
13	PTA Report	30
14	School Financial Report	32



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 accomplishments in all areas of student achievement including academics, athletics, and the arts during the 2024-2025 school year.

The 17th IBDP cohort did phenomenally well in the highly competitive IB programme. The Class of 2025 had an incredibly high passing rate, **with 94% or 131/140 students earning the IB Diploma**. In addition, 100% of the class who studied both English A and Chinese A earned the IB Bilingual Diploma. The eleventh cohort of 13 IBCP students successfully finished their foundation courses at the Savannah College of Art and Design (SCAD), Hong Kong Academy for the Performing Arts (HKAPA), International Culinary Institute, Hospitality and Tourism Institute, Australian Guild of Music, and Musical Theatre BTEC Level 3, as well as passing examinations and achieving certificates in three or four IBDP classes. Once again, these marks are far above world averages, which demonstrates the exceptional quality of teaching and learning at RCHK.

Since opening in 2006, RCHK has grown at a steady pace and now enrols just over **2,133 students**. The Class of 2025 is the seventh to have begun their educational journey with us at RCHK in Year 1. We are grateful to those 65 students and parents, fondly referred to as Pioneers 7.0, for believing in the dream of this brand new all-through IB World School when they joined in 2008.

Our unwavering commitment to a truly holistic education from primary through secondary school defines who we are in the community of international education and will help us to recruit and retain the most dedicated and successful staff and students.

Dr. Harry Brown
Principal



Our Bedrock Principles

Renaissance College frames internationalism through its "Bedrock Principles" to illustrate who we are as a college community, and what we intend to accomplish together. RCHK is committed to creating an environment where all learners are global citizens who embrace diversity, are confident with change and possess a healthy sense of self. This internationalism is informed by our educational programme and demonstrated in the action we take and the engagement we have with others through language and technology fostering greater intercultural understanding.

CULTIVATE

To cultivate an inclusive community that values positive relationships and enables students and staff to flourish

CONNECT

To connect learning through opportunities for pursuing action, outreach, fieldwork, and authentic learning experiences in the local and international communities in order to make the curriculum relevant and service to others genuine

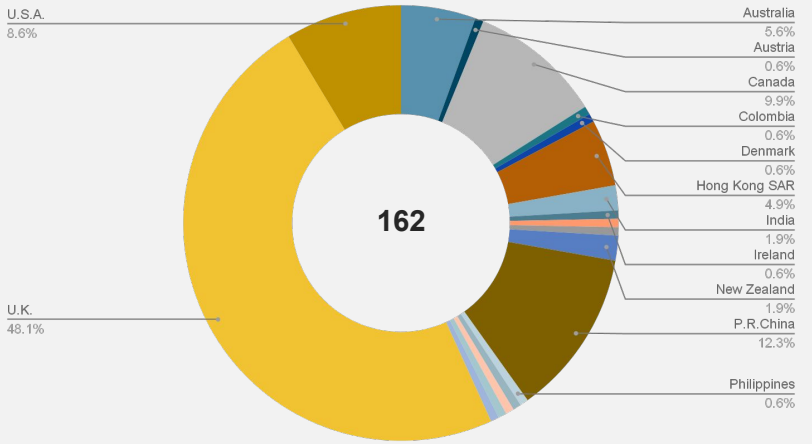
FOSTER

To foster a love of learning through an adaptive curriculum that nurtures creativity

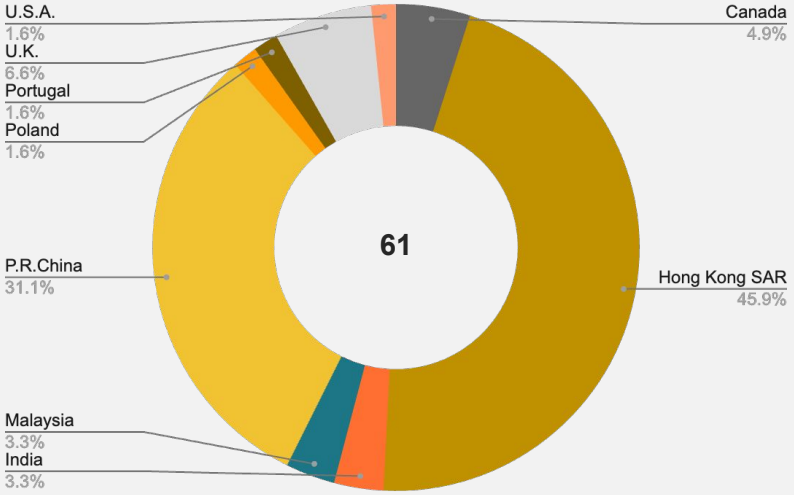
TRANSFORM

To transform learning and teaching through the integration of technology

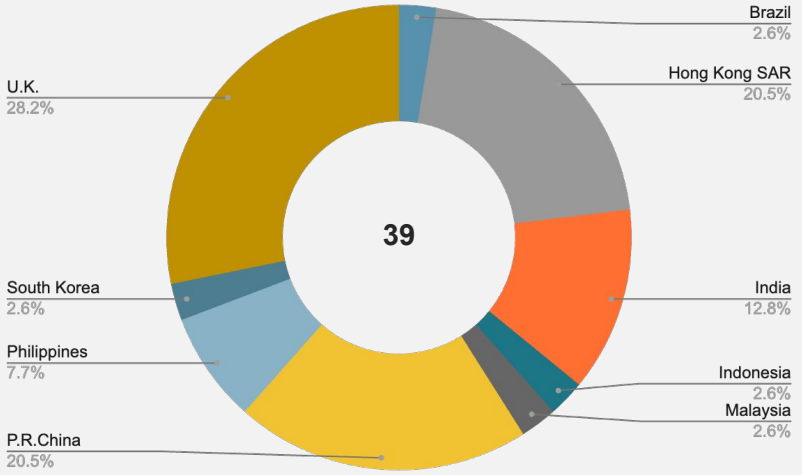
Our People



Teaching Staff



Support Staff



Educational Assistants

Our Priorities

RCHK STRATEGIC AREAS

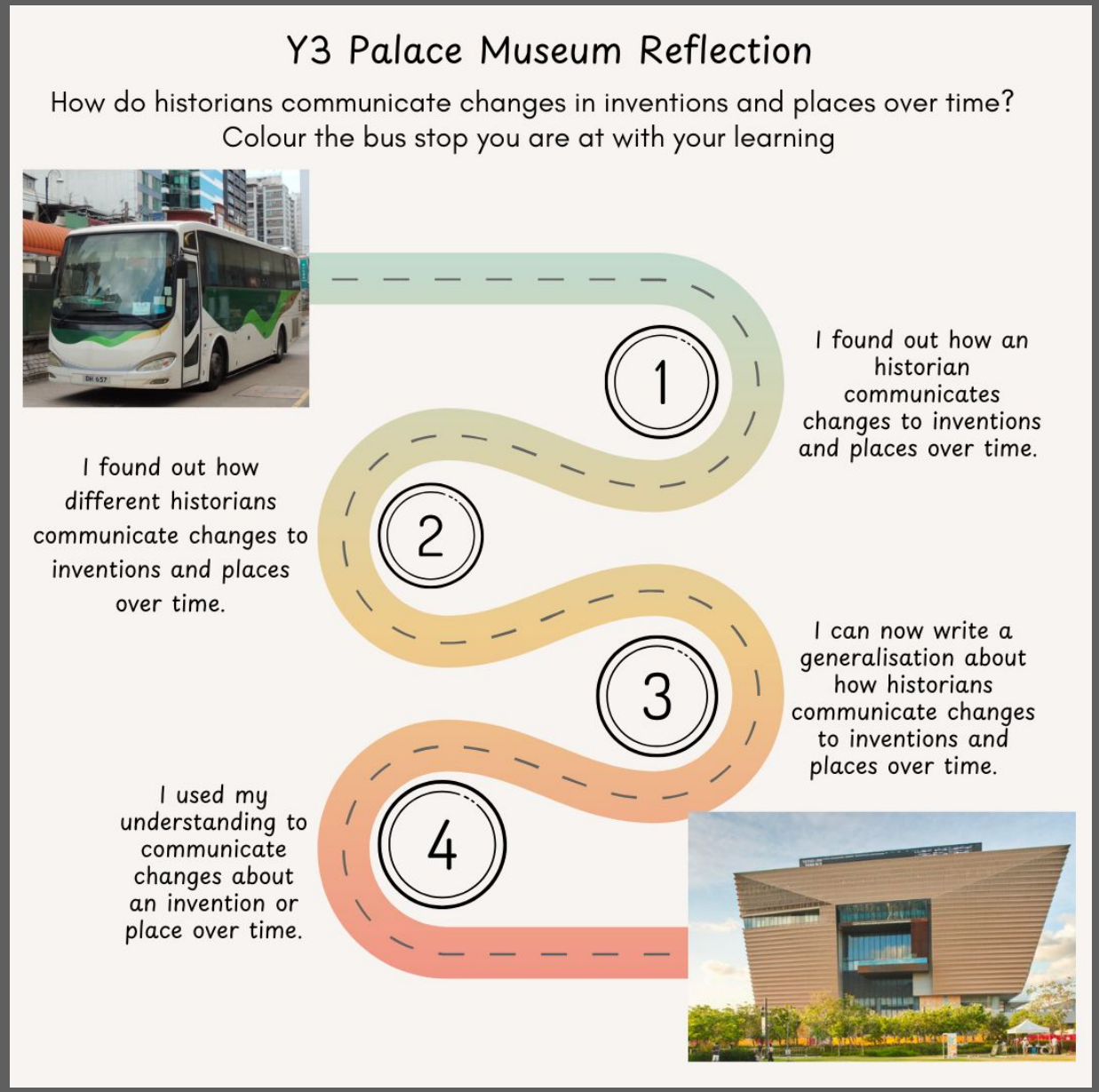
	DATA PARTNERSHIPS	EPIC ENVIRONMENTS	LEADING LEARNING
WHY	To know our students and support each child to be the best that they can be	To maximise environments to enhance learning, teaching and wellbeing	To be able to support our students to know themselves and their passions to engage meaningfully in their learning
WHAT	Knowing our students through the data we systematically gather and using it to inform learning and teaching	Finding and creating environments for the learning we seek	Creating conditions that enhance self-directed learning and provoke action
ACTIONS	Personalisation: Develop a shared understanding of personalisation and how it is reflected in learning and teaching	Review of Wellbeing model including both student and adult wellbeing and the physical environment to support Belonging	Inquiry and Learner Agency: Further development of a common understanding of strategies to support inquiry-based learning and teaching

PYP Overview

The Primary Years Programme is a 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 focused on a unit's central idea (figure 1).

One marker that differentiated the Project of Inquiry (POI) this year, is the new transdisciplinary theme descriptors. In the Spring of 2025, educators at RCHK analysed the newly released collection of IB enhancements and the new theme descriptors to identify how their current Units of Inquiry aligned with the revised conceptual focus of each theme. This provided more clarity for teachers and alignment across the Primary school, allowing us to plan units with a more enhanced conceptual lens.

As a PYP school, we are always looking for ways to enhance learning and teaching, particularly around developing conceptual understanding, and looking at the subject guides to identify how they may support teachers in how to use learning within the disciplines to support students in developing Approaches to Learning (ATL).



Concept-based Inquiry

In Year 3, students inquired into the line of inquiry 'How can change be traced over time,' using the specified concept of **CHANGE**. Teachers used the guiding questions to scaffold the inquiry:

What are some innovations or places that have changed over time?

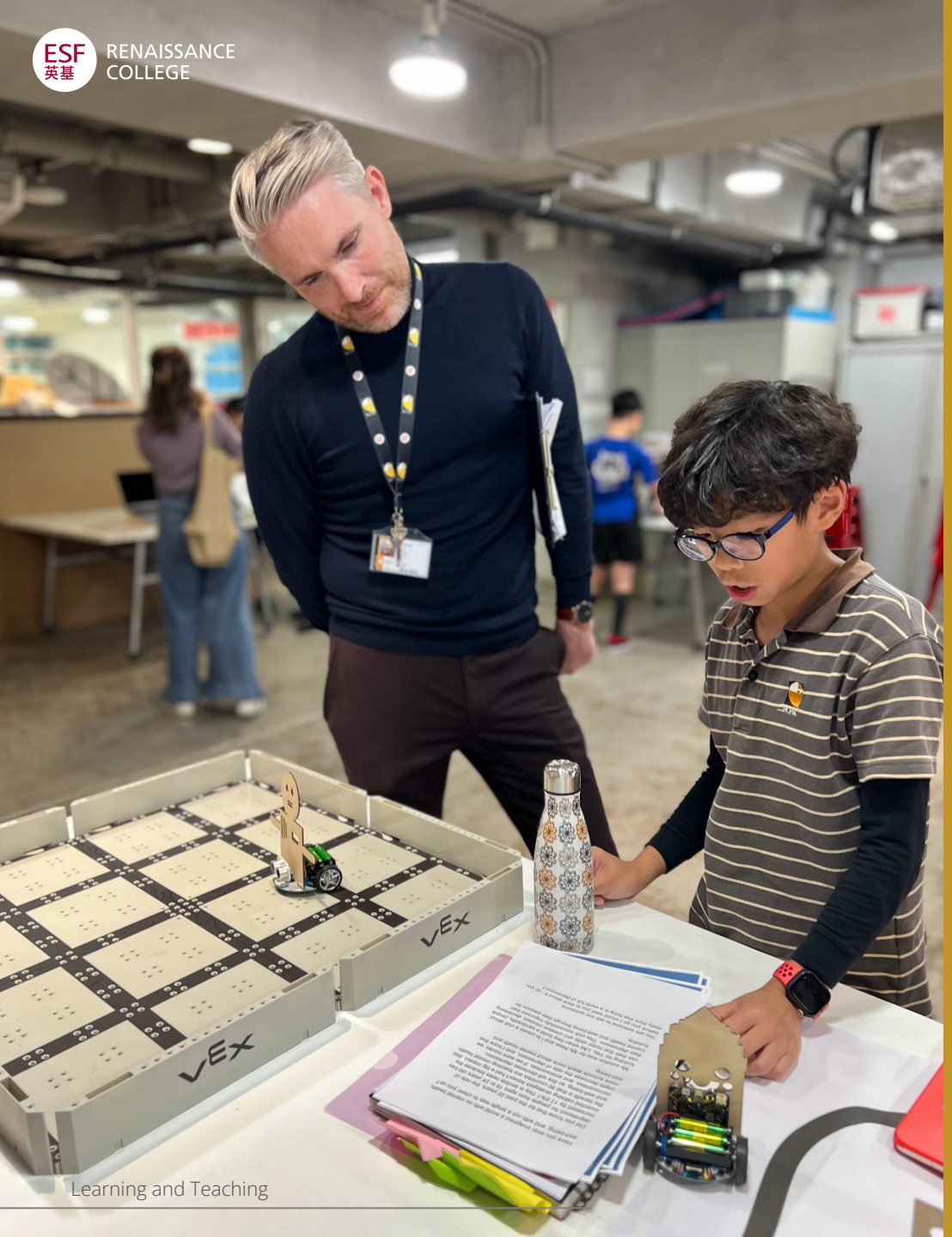
How is [innovation/place] similar or different to versions in the past?

How have historians recorded this change to [innovation/place]?

How do historians communicate changes to inventions and places over time?

Students developed an understanding of the methods historians use to record changes to innovations or places over time, such as timelines, before-and-after pictures, and comparative charts. They monitored their thinking and understanding using the self-assessment tool presented in the image on the left. This resulted in students generating a statement of conceptual understanding similar to Historians record the similarities and differences in innovations and places to show how change occurs over time.

Teachers noticed students were more **engaged** when they had **ownership** over constructing their own understanding, as opposed to being told what they needed to understand.



Strategies

In Year 5, teachers are continuing to implement a proactive planning approach—**ACE Time**—that effectively addresses the diverse needs of all students by building an Infrastructure of Inclusion. To ensure consistent support, a dedicated block of time is set aside each week for tailored instruction. This model aligns with Dr. Moore's foundational principle of **Presuming Competence**, as the primary goal is to provide every child with the necessary support in Mathematics to access and succeed with grade-level learning.

Flexible, data-driven groupings for **Intervention**, **Consolidation**, and **Extension** are established based on triangulated data, ensuring students work at their appropriate level of need. By mobilising all the adults—including Homeroom Teachers, Educational Assistants (EA), and Learning Enhancement Team (LET)—this approach ensures shared, collaborative responsibility and systematically supports the tenets of Universal Design for Learning (UDL). The cycles of 6-8 weeks, with rotating focuses on reading or writing, reinforce the commitment to being responsive to the universal diversity of all learners across the curriculum.

Time Management	Many students expressed the need for more time throughout the process, including longer periods for research, preparation, and presentation. Suggestions included extending the overall timeline and allowing for more breaks during exhibition day.
Feedback and Support	There were requests for more constructive feedback from teachers regarding both projects and displays. Students also noted the importance of individualised support, particularly for those struggling to complete their tasks.
Organisation and Clarity	Concerns about organisation were frequent, with students suggesting clearer instructions for setup and tidying up. Some recommended that teachers provide a detailed schedule and better communication regarding expectations.
Group Work and Collaboration	Several responses highlighted the benefits of working in pairs or small groups, suggesting that collaboration could make the process easier and more enjoyable.
Exhibition Day Logistics	Students proposed enhancements for the exhibition day itself, including improved seating arrangements, clearer guidelines for display setups, and possibly extending the event's duration.
Content and Structure	Some students suggested allowing more freedom in topic selection and reducing the time spent on preliminary brainstorming, which they felt could detract from actual research and action phases.
Engagement and Fun	Students expressed a desire for a more engaging experience, such as incorporating interactive elements into presentations and offering opportunities for physical activity.

PYP Exhibition learnings

The annual Year 6 PYP Exhibition—the final research project culminating the students' PYP journey—is used by educators to continually improve this experience for the students. The findings are then applied to provide better guidance and embrace student leadership with every new cohort.



MYP Overview

The **Middle Years Programme (MYP)** is an inquiry-based curriculum framework that focuses on using conceptual and contextual lenses to frame learning in Years 7 through 11. This framework, combined with ongoing innovation, has enabled us to offer students a diverse and engaging curriculum with challenging learning experiences and effective instructional strategies.

Year 11 Core Lessons

The use of Core time within the curriculum for Year 11 students provide structured sessions to support learning and achievement in the Core aspects of the MYP, the Personal Project (PP), Service as Action, Further Education, and Theory of Knowledge (TOK).



Interdisciplinary Units & Personal Projects

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

The **Personal Project (PP)** is the cornerstone of the MYP, serving as a culminating activity where students showcase their initiative and creativity. This large-sca-le undertaking invites students to lead a personal inquiry into a topic they are passionate about.

Through this process, students demonstrate the Approaches to Learning (ATL) skills they have deve-loped throughout their years in the MYP, bridging the gap between classroom learning and real-world application.

The Personal Project Exhibition is the vibrant celebration of this journey. It provides a platform for students to share their research, creative processes, and final products with the community.

MYP Components

Component	Maximum Overall Grade	Assessment	Notes
English	7	Internal	Must be taken by all students throughout the whole MYP
Maths	7		
Science	7		
Individuals & Societies	7		
Chinese	7		
Arts	7		Up to two of these can be dropped in Year 4 & 5
PHE	7		
Design	7		
Personal Project	7	Internally assessed Externally moderated by IB	Whole cohort grades may increase/decrease
Service as Action	Met requirements	Internal	Pass or fail
Total	63*		

**Final MYP total usually out of 63*

100%
of students

- Met MYP requirements
- Completed Personal Project
- Met Service as Action requirements
- Achieved a level 3 or above



Diploma Programme and Career-related Programme

The IB Diploma is widely recognised as the most comprehensive university preparatory programme in the world, building research skills, promoting personal responsibility and encouraging independence. The **Diploma Programme (IBDP)** is a pre-university course designed for students in Years 12 and 13, who can choose to undertake either the full IB Diploma Programme or individual IB Courses.
The IBDP has seen continued consolidation in academic results, with an overall stable trend apparent year on year, as the number of students significantly increases and students continue to be granted access to an impressive range of university courses worldwide.

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

External Assessment

Assessment, Recording and Reporting (ARR)
We aim to help parents understand the progress their child is making through the various methods of reporting. Throughout the year students would regularly engage in teacher assessment; some year groups will also undertake formal standardized assessment. The purpose of Assessment at RCHK, in line with the ESF Assessment policy, is "to support student learning and help teachers better understand the progress of their learners."

The International Schools Assessment (ISA)
ISA has been specifically developed to measure the skills in mathematical literacy, reading, and writing of students in international schools.

The test provides a snapshot of how each student performs on that particular day, and student achievement is not judged from this single data source. Teachers use this information to inform planning and the assessment results are collated with classroom data to build up a comprehensive overview of each child's success and areas for further development.

ISA: Number of students assessed

	Yr 4	Yr 5	Yr 6
Total Students	**161**	**0**	**166**
Mathematical Literacy	158	0	162
Reading	158	0	154
Writing - Narrative	157	0	160
Writing - Exposition	158	0	155

ISA: Mean Score

	Mathematical Literacy			Reading			Writing - Narrative			Writing - Exposition		
	Yr 4	Yr 5	Yr 6	Yr 4	Yr 5	Yr 6	Yr 4	Yr 5	Yr 6	Yr 4	Yr 5	Yr 6
Renaissance College	352	na	451	279	na	412	337	na	441	401	na	498
ESF	339	399	446	281	369	419	352	416	448	426	477	506
ISA - All schools	340	402	446	305	369	391	361	409	455	428	471	510
ISA - Asia Pacific	349	420	465	308	376	404	367	416	463	431	478	517
ISA - Group 4 Schools	345	407	443	319	385	406	369	424	479	432	481	525

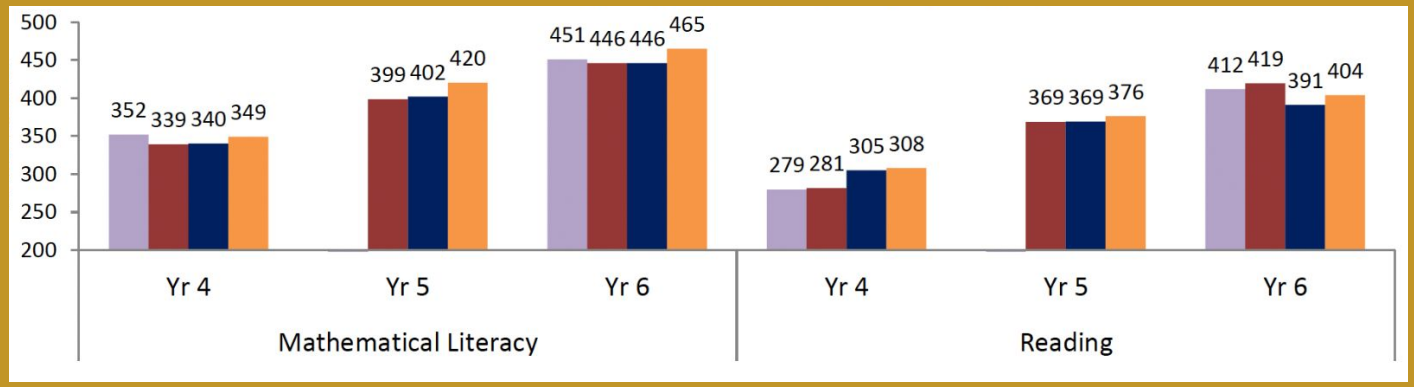
ISA: Mean Score by Gender

	Mathematical Literacy			Reading			Writing - Narrative			Writing - Exposition		
	Yr 4	Yr 5	Yr 6	Yr 4	Yr 5	Yr 6	Yr 4	Yr 5	Yr 6	Yr 4	Yr 5	Yr 6
Renaissance College - male	369	na	463	276	na	398	331	na	424	387	na	486
Renaissance College - female	329	na	437	284	na	428	345	na	462	420	na	511
ESF - male	347	412	458	272	370	415	347	411	440	418	469	497
ESF - female	330	382	433	292	367	425	359	422	458	433	485	516
ISA All Schools - Male	352	411	458	300	362	384	356	403	447	424	466	504
ISA All Schools - Female	328	393	433	310	378	399	366	416	463	432	478	518

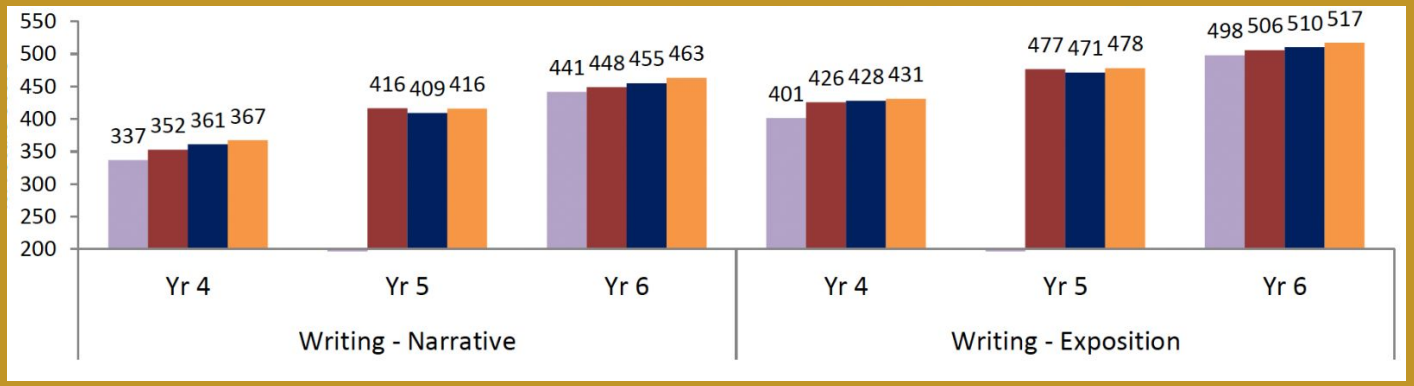
September 2024

ISA Result

ISA: Mathematical Literacy and Reading (Mean Scale Score)



ISA: Writing (Mean Scale Score)



September 2024

MYP Result

The Personal Project is the culminating product 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 programme.

MYP Year 11 subject results

	2025	2024	2023	2022	2021
No. of students entered for MYP Programme	162	160	164	142	152
No. of students meeting requirements	162	160	164	134	145
No of students meeting requirements (%)	100%	100%	100%	94%	95%
Mean total (out of 63)	49.7	50.2	51.8	50.8	51.5
RCHK Average (out of 7)	5.5	5.6	5.8	5.6	5.7

MYP Year 11 Personal Project results

	No. of students	Average	World Average	7	6	5	4	3	N
2025	162	4.6	3.9	0 (0%)	23 (14%)	68 (42%)	47 (29%)	23 (14%)	0 (0%)
2024	160	4.42	4.02	0 (0%)	4 (3%)	73 (46%)	67 (42%)	15 (9%)	0 (0%)
2023	163	5.38	4.05	35 (21%)	50 (31%)	31 (20%)	36 (21%)	11 (7%)	0 (0%)
2022	142	5.09	4.23	11 (8%)	50 (35%)	30 (21%)	34 (24%)	13 (9%)	4 (3%)

DP Result

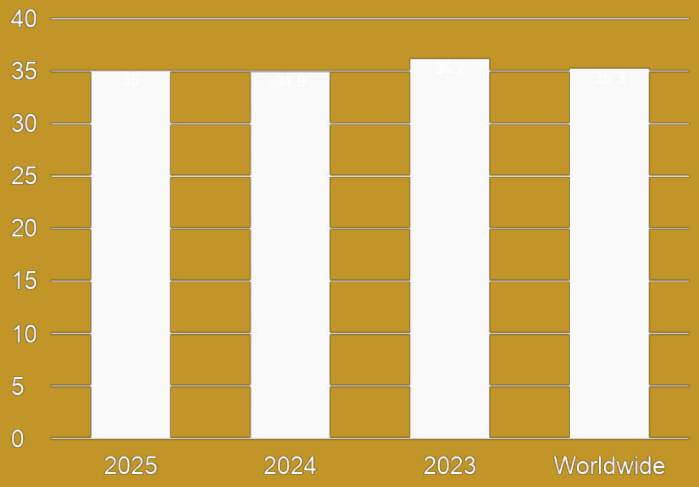
The Class of 2025 has once again demonstrated our commitment to academic excellence. We are proud to report a remarkable **94% pass rate** for the full IB Diploma, significantly surpassing global averages. The cohort achieved an impressive average total point score of **36 points**.

This success is particularly noteworthy, given the increase in the total number of students in this graduating class, highlighting the College's continued ability to maintain high standards even with a growing student body and increased range of subjects on offer.

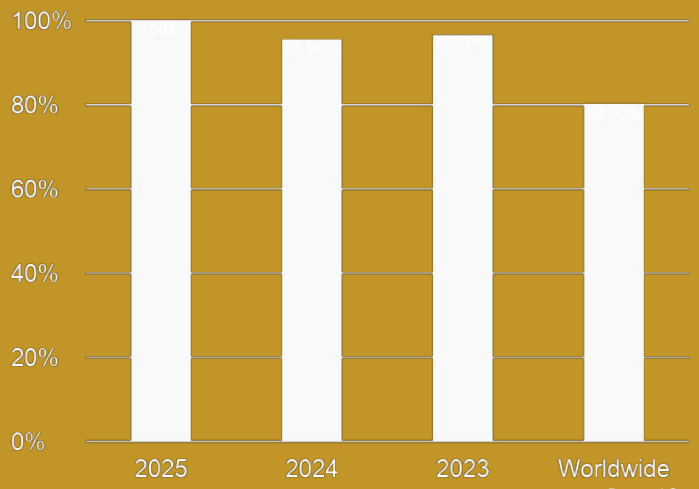
	2025	2024	2023	2022	2021	Worldwide*
No. of students entered for IBCP Programme	13	6	4	4	5	-
No. of students achieving IBCP Programme	13	6	4	4	5	-
No. of students entered for the full IB Diploma	140	109	125	126	129	-
No. of students achieving the IB Diploma	131	104	122	126	129	-
% of students achieving the IB Diploma	94%	97%	98%	100%	100%	81.26%
% of students achieving the Bilingual Diploma	100%	100%	100%	100%	100%	-
Mean points score for all IB Diploma students	36	36	37	38	38.8	30.58
% of students achieving 30+ IB Diploma points	89%	81%	93%	93%	96%	-
% of students achieving 35+ IB Diploma points	64%	59%	67%	75%	81%	-
% of students achieving 40+ IB Diploma points	29%	28%	30%	46%	50%	-
Mean grade for all subjects	5.6	6	6	6	6.1	-

**Global IB result for Class of 2025 (May 2025)*

Mean Number of Points for IB Diploma Students



% of Diploma Students awarded the full IB Diploma



CP Result

The pass rate for the Career-related Programme was **100%** for this cohort, reflecting a high level of control over outcomes as our career-related specialisms continue to grow in breadth. RCHK IBCP graduates' results continuously surpass global average, which in 2025 was 74.9%.

The scores achieved in the Reflective Project are indicative of the candidates' strong independent research skills and this component is given equal weighting to the DP Extended Essay by UCAS. The students' grade point average of SCAD and SUMAS is also extremely impressive, given that these courses equate to first year university courses in their level of challenge and credit. 3 of our students achieved a grade point average of 4, meaning they gained 5 As for all of the foundation courses they took at SCAD. The BTEC and Hospitality (HTI/ICI) average functions to support students towards a career in the performing arts and hospitality respectively and a distinction is the highest possible award.

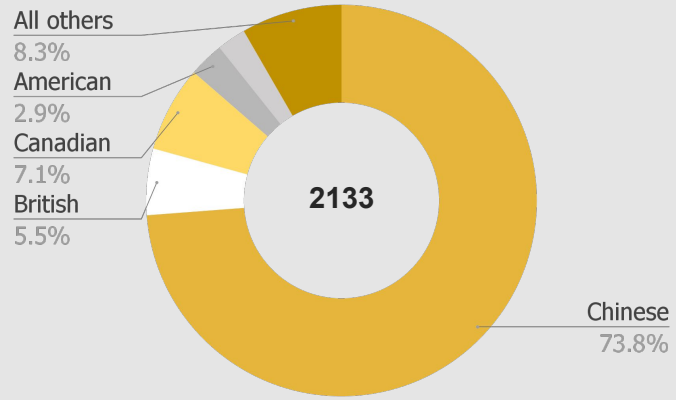
IBCP results breakdown

Pass rate (%)	100%
Global pass rate (%)	74.9%
Total entries	13
Highest reflective project mark (out of 36)	31
Average reflective project mark (out of 36)	22
SCAD GPA averages	3.64 (out of 4)
SUMAS Grade averages	B
HTI/ICI average	Distinction
WAOS average	66.4
Digital skills average	A
Musical theatre BTEC Level 3	Distinction
Average DP subject grade achieved by CP candidates	5

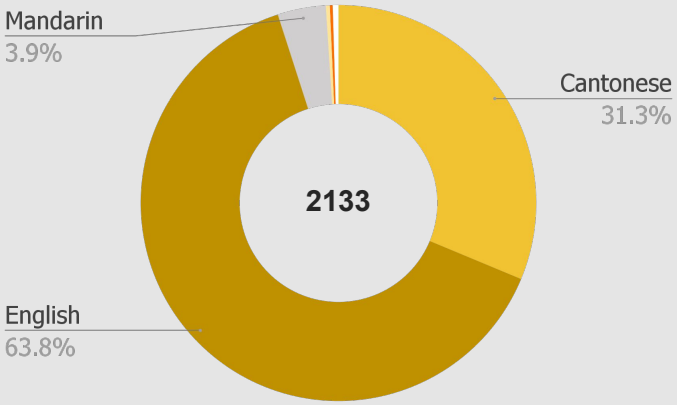
Students' Demographics

RCHK is fortunate to have all of our students from Year 1 to Year 13 (ages five to 19) on one campus, providing rich opportunities for older students to mentor their younger schoolmates. Since the college opened, we have more than doubled in size and at the beginning of the 2024-25 academic year RCHK was home to 2,133 students. While we celebrate our cultural and linguistic diversity (more than 40 nationalities and 20 languages represented on campus), English is the language of instruction.

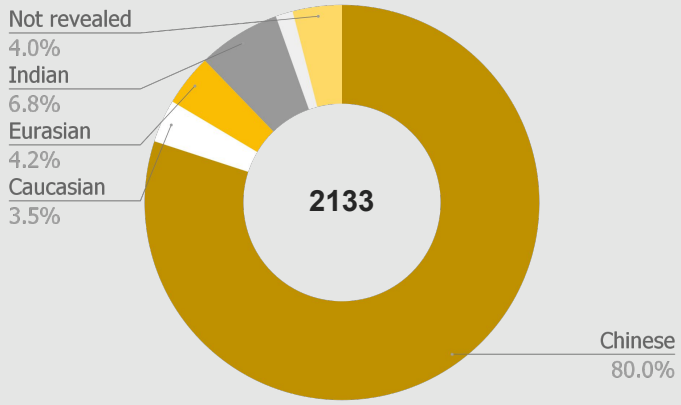
Nationality of Students



First Language of Students



Ethnicity of Students





University Destinations



Australia	7
Canada	8
Hong Kong SAR	74
Ireland	1
Republic of Korea	2
Spain	2
Switzerland	1
United Kingdom	25
United States of America	10



University Destinations

Australia
- Monash College
- Monash University
- The University of Adelaide
- The University of Sydney
- University of Melbourne

Canada
- Sheridan College
- Simon Fraser University
- The University of British Columbia
- University of Toronto
- University of Waterloo

Hong Kong
- City University of Hong Kong
- Hong Kong Baptist University
- Hong Kong Community College
- Hong Kong University of Science and Technology
- Lingnan University
- School of Continuing and Professional Studies (CUSCS), The Chinese University of Hong Kong
- The Chinese University of Hong Kong
- The Education University of Hong Kong
- The Hong Kong Polytechnic University
- The University of Hong Kong
- UOW College Hong Kong
- Yew Chung College of Early Childhood Education

Ireland
- University College Dublin

Republic of Korea
- Sungshin Women's University
- Seoul National University

Spain
- IE University
- National University of Distance Education

Switzerland
- École hôtelière de Lausanne (EHL)

United Kingdom
- Durham University
- Imperial College London
- Lancaster University
- Nottingham Trent University
- Queen Mary University of London
- Royal Veterinary College, University of London
- The Glasgow School of Art
- The University of Manchester
- The University of Warwick
- University College London
- University of Bristol
- University of Nottingham
- University of Portsmouth
- University of Southampton
- University of St Andrews
- University of the Arts London

United States of America
- New York University
- Pratt Institute
- Savannah College of Arts and Design
- The Georgia Institute of Technology
- University of California, Berkeley
- University of California, Irvine
- University of California, San Diego
- University of Southern California

Further Education

Big Events - Graduations

We are proud to celebrate our students' major milestones as they reach key turning points in their IB educational journeys.



The month of June was filled with joy as our **Year 6** students enjoyed family-centered graduation ceremonies to mark the completion of their Primary Years Programme.

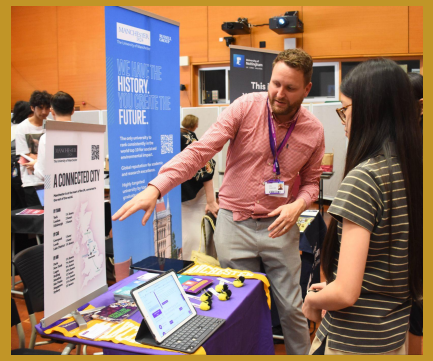


In June, we also celebrated our **Year 11** students as they reached the conclusion of their Middle Years Programme.



The highlight of our academic year remains the **Class of 2025** Graduation held in May. It was a momentous occasion as we officially sent off our graduates to their next great adventures.

Big Events - College Life



Over 130+ universities under one roof at RCHK University Fair facilitated by Further Education counsellors for Years 11-13 students.



PTA's Family Fun Day and College Fair is our premier event for uniting the community and driving our fundraising efforts.



Months in the making, our student production of "Charlie" showcases the very best of our Performing Arts department.



A cherished tradition, 'Jie Jie Day' is one of our longest-running student-led events, dedicated to honoring our beloved domestic helpers.



RCHK Learning Technology and Library Teams recognised for innovative programmes and creativity at the Greater Bay Area International Schools Awards.



ESF Design Day brings together industry experts and entrepreneurs to mentor and inspire our students through real-world perspectives.



Students unveil their final portfolios and original works at the annual IBDP Visual Arts exhibition.



Culmination of Project-based Learning presented in the PYP Exhibition widely frequented by parents and ESF students.



The classic Hong Kong tram, featuring original designs by RCHK students. Our most ambitious collaboration to date.



Capturing the soul of the city: RCHK IBCP students present a first-of-its-kind photography exhibition, offering their creative perspectives on Hong Kong.

Facilities and Buildings - Renovation

The campus underwent substantial maintenance and renovation initiatives this year, focusing on improving infra-structure and optimizing learning environments.

The renovation of the Sports Centre was the main project, involving a comprehensive, floor-by-floor repurpo-sing of the 5-story building. This initiative successfully created additional dedicated workspaces and storage for the Physical and Health Department staff.

Key Projects Completed:

- General and comprehensive renovation of the Sports Centre.
- Refurbishment of the office for the Further Education department.
- Installation of anti-slip flooring on the outdoor Primary staircases to enhance safety.
- Door Access System Upgrade (Phase 1 & 2)
- Creation of additional play areas in outdoor Primary spaces (G/F).
- Pilot renovation of Year 3 classrooms (#308 & 309), installing new features like flexible seating to create an enhanced, "epic" environment.



School Council

School Council Members 2024/25	
Chairperson	Ms. Lisa Lau
Ex-officio	Ms. Belinda Greer*
	Dr. Harry Brown
Community Representatives	Mr. Gideon Ho
	Mr. Earl Deng
	Dr. Peter Pang
Staff Representatives	Ms. Katie Stears
	Mr. Rhys Thomas
	Ms. Marta Drzewakowska
Parent Representatives	Mr. Jerry Siu
	Mr. Mehul Tanna
	Ms. Irene Wang

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

The College Council, comprising members representing teachers, parents, support staff, and the Foundation, met five times during the 2024-25 school year, fulfilling its governance mission. The Council maintained rigorous fiscal oversight, ensuring responsible management of all expenses. A major focus was the successful completion and approval of plans for significant development buildings. Furthermore, the Council provided essential governance by carefully reviewing and approving all major curriculum reports, guaranteeing the highest standards of education for our students.

The Council oversaw several key facility upgrade works, including the renovation of the Sports Centre and the installation of a new access card system to enhance security. In addition to these immediate projects, a series of feasibility studies were carried out for the expansion of the Performing Arts Centre and the new annex block—projects that will impact the growth and development of our college for years to come.

Major contracts requiring College Council's revision and approval in 2024/25

- Further Education office refurbishment (loose furniture)
- MacBook Air purchase by the ICT/RedDoor Centre
- Ceiling system replacement in Primary Gym
- Internet Access Services contract
- Anti-Slip vinyl flooring at the Primary Block staircases
- Swimming Pool Heater replacement
- Network Infrastructure Project Firewall Solution
- Replacement water pipes at the Sports Block
- Chiller Plant in the Performing Arts Centre
- Lift maintenance
- (In-school) Counselling Service contract renewal
- Feasibility Study Consultancy Fee for Performing Arts Centre (PAC) Renovation
- Door Access System Upgrade (Phase 1 & 2)
- Classroom internet network upgrade
- Consultancy Services for the Sports Centre Renovation
- Feasibility Study Consultancy Fee for a New Annex Block over a car park
- Security service contract extension
- Cleaning and Pest Control Service
- Stationery supply for Primary school

Primary Student Council

Primary Student Council 2024/25	
Year 3	Eleanor Wong, Jacob Fung, Jacob Ting, Sierra Molnar, Angie Wang, Abby Gow, Tristan Wong, Robyn Yu
Year 4	Eunice Ma, Reyna Chu, Bernie Wong, Gloria Hau, Carly Lam, Bernice Chan, Valerie Ho, Andrea Pan, Katrina Kwan, Chloris Siu, Gareth Ho, Jared Chang, Monica Cai, Kobe Fok, Hosanne Chi
Year 5	Raina Cheong, Roxi Chang, Karley Wong, Ryanne Mak, Ching Ching Yuen, Nysa Mirpuri, Aaron Zhao, Gustav Soong, Kane Bellani, Nathan Mak, Janice, Elia Kwan, Oona Siu, Reginald Kam, Carson Tam, Jarvis Tang, Zoe Cheng, Alice Ma, Valerie Hau, Karis Li, Audrey Fong
Year 6	Gordon Cheung, Aiden Auyong, Kingston Chow, Samuel Lo, Anaira Shah, Isabel Cheung, Minahil Malik, Mehr Mahbubani, Neriah Tang, Manvir Bahri, Tuohan Li, Hillary Wong
Teachers	Ms. Charlene Cher, Ms. Lily Ho, Ms. Denisa Hodgettes

Beyond their formal meetings, all council members function as essential role models for the student body. They embody key attributes of the IB Learner Profile, striving to be ***Principled***, ***Caring***, ***Supportive***, and ***Open-minded***. When challenges are identified, the Council's approach is methodical: it identifies the issue, develops potential solutions, and executes effective action.

Key Initiatives and Community Support

The Primary Council actively supported the school community during the Terry Fox Run, providing enthusiastic encouragement for Primary runners. They successfully participated in organising College-wide Mental Health Day, developing and executing engaging activities specifically tailored for younger students. Furthermore, the Council collaborated directly with Mr. Paul Smart, the PE Teacher, to enhance and improve the overall experience and usability of the RCHK playground facilities.

Internal Structure and Focus

The Council's regular meetings focus on generating methods for improving the RCHK Primary environment. To effectively manage their responsibilities, the Council is structured into two main divisions:

- **Student Clubs** - responsible for creating diverse opportunities to enrich playtime, offering activities that include sports, art, games, and other varied interests.
- **Playground Ambassadors** - responsible for active mediation, ensuring that conflicts and playground issues are constructively resolved among students.



Secondary Student Council

Secondary Student Council Members 2024/25	
Year 7	Tony Yang Jayden Wong
Year 8	Neel Lunia Yashvi Mehta
Year 9	Maxense Hung Arnav Ahuja
Year 10	Justin Cheung Hannah Cheng
Year 11	Elaine Law Gladys Chiu
Year 12	Andrea Chow Ching Hei Lam
Year 13	Kaela Chow Lianne Lee
Teacher	Mr. Ryan Copley

Student Council Initiatives

The Secondary Student Council has been actively involved in spearheading key initiatives aimed at enhancing the student experience and significantly improving our school environment.

- **Community events**: Building on the success of previous year's memorable events, the Council organised 'Movie Nights' for both Lower and Upper Secondary schools, setting a positive and engaging tone for the academic year.
- **Staff Appreciation Week**: A new initiative was launched to recognise operational and facility support staff, including the facility support Blue Team, security guards, and Sodexo catering staff.
- **Campus Operations**: Committed to improving daily life, the Council continues to actively address maintenance issues through our streamlined and revamped maintenance form, ensuring a more responsive process.

Championing the Student Voice

As the official representatives of the student body, our Council is dedicated to ensuring every student's voice is heard and acted upon:

- **Focus Groups**: Representatives from each year group are responsible for organising regular Focus Group meetings with their cohorts. These meetings provide a vital platform for students to express their ideas and suggestions, which are then formally discussed during regular Student Council sessions.
- **Strategic Collaboration**: The Council collaborated directly with the Senior Leadership Team (SLT), offering essential student input on campus-wide events and facilities. This year, the group contributed to key discussions concerning uniform vendors, vending machine options, and the analysis of College-wide survey data, ensuring that student perspectives are heard, valued, and prioritised.

PTA Reports

RCHK PTA, better known as RAPT (Renaissance Association of Parents and Teachers), delivered a robust and well-received calendar of activities, significantly enhancing community engagement through diverse offerings, including specialised Parent Workshops and targeted Coffee Mornings.

The signature Family Fun Day, held on November 30, 2024, under the theme "Discover Your Superpower," was a resounding success, drawing enthusiastic participation from the RCHK community and the wider public. All proceeds from this major event were successfully directed toward school donations, maximising its impact.

RCHK Renaissance Association of Parents and Teachers Limited RAPT

845K

FUNDS RAISED
at the College Fair

756K

SPONSORSHIP
of school or student-initiated projects

450K

MEMBERSHIP FEE
received from families

145K

FUNDS RAISED
from souvenir sales

2.6K

VISITORS
at the College Fair

100+

VOLUNTEERS
parents and community members
supporting RAPT efforts



PTA Financial Report

Throughout the year, the RAPT actively supported student-initiated events, utilising membership subscriptions to provide essential sponsorship for over ten major College initiatives. These included high-profile events such as the Innofair, Terry Fox Run, RCHK International Evening, and the Year 11 and Year 13 graduation ceremonies.

Demonstrating its commitment to sustainability, RAPT sponsored the school's biodigester and raised over HK$50,000 through periodic sales of second-hand uniforms. Co-funding of the anti-slip vinyl flooring at the Primary Block staircases helped increase physical safety of the youngest students.

These significant funds are earmarked for enriching the learning facilities in the school's Library, directly benefiting the student body and enhancing educational resources.

Income	Actual	Budget
Membership Fee	449	449
Fundraising	845	845
Souvenirs Sale	145	145
Others	26	26
Total Income	**1,465**	**1,465**

Expenditure	Actual	Budget
Staff Cost	198	198
Depreciation	0	0
Sponsored Activities	756	756
PTA Activities	154	154
Insurance	5	5
Total Expenditure	**1,113**	**1,113**
Surplus / (Deficit)	**352**	**352**

Note 1: Figures in '000

School Financial Summary

Renaissance College Hong Kong maintained a sound financial position, primarily driven by strong enrollment, income from rent and successful tuition fee adjustments. For the 2024/25 academic year, annual tuition fees range from HK$141,300 for Primary to HK$186,700 for Secondary. This structure, combined with the Non-refundable Building Levy (NBL) for new students, ensures stable operating income.

The College continues to allocate approximately 10% of fee income to its **financial aid and scholarship fund**, demonstrating a commitment to accessibility and prudent resource management while sustaining excellence in its holistic IB program delivery.



2024/25 Budget & Expenditure

Income	Actual	Budget
Tuition Fee	352,747	347,475
Donation	905	465
Rental	6,897	7,980
Others	19,547	15,123
Total Income	**380,096**	**371,043**

Expenditure	Actual	Budget
Staff Expenses	262,176	265,013
Other Expenses - Operational	46,167	38,360
Management and Admin to ESF	7,891	7,891
Development and Operating Agreement (DOA)	0	0
Scholarship / Hardship	35,275	34,748
Depreciations	13,500	17,735
Total Expenditure	**365,009**	**363,747**
Surplus / (Deficit)	**15,087**	**7,296**

Note 1: Figures in '000
Note 2: Draft results (unaudited)
Note 3: Funds generated by the Nomination Rights and Non-Refundable Building Levy are not P&L income



RENAISSANCE COLLEGE

”TO SEEK TO SERVE TO STRIVE”

ESF 英基 RENAISSANCE COLLEGE

5 Hang Ming Street,
Ma On Shan, New Territories
+852 3556 3556

admissions@rchk.edu.hk
rchk.esf.edu.hk