Mission Statement

Hong Kong Academy is a dynamic learning community that provides a rigorous international education characterized by mutual benefit and support. As an educational leader, HKA empowers learners to pursue pathways to individual excellence by fostering creativity, communication and problem-solving skills. HKA learners develop an evolving understanding of our changing world, leading them to engage in responsible action motivated by their interests, strengths and ongoing reflection. HKA is committed to maintaining a diverse, collaborative and captivating learning environment in which students become adaptable, confident and tolerant, equipping them for the future.
Dear HKA Community,

You can always sense that the end of the academic year is fast approaching by the number of speeches, presentations and articles that are generated to reflect on the collective achievements of the school community. Fortunately, there is never any shortage of material to share about Hong Kong Academy as we continue to learn, grow and understand. The annual report is one of a number of publications that enables us to provide evidence of mission integrity and financial sustainability.

Hong Kong Academy is committed to making its Mission Statement a living document. To that end, the Board of Trustees and I, as Head of School, have worked concertedly with every constituency on campus to develop statements, policies, guidelines and performance benchmarks to ensure that the school’s mission is implemented to the fullest extent possible.

In this report we review the school’s performance through five different lenses:

- Rigorous International Education
- Captivating Learning Environments
- Pathways to Individual Excellence
- Dynamic Community of Learners
- Educational Leader

Each lens outlines specific goals for our community and defines with greater specificity the essential elements of an HKA education and the assessment mechanisms that are in place to ensure that the classroom experience is rigorous, creative, dynamic, and collaborative. Developed primarily by the school’s leadership, they are reviewed on an annual basis and they provide both a framework for and a road map to successful implementation of the Mission.

Working together as a community, we translate the school’s Mission Statement into the daily experiences of a rigorous education and an inclusive community. We hope that as you read through the report you will gain a better appreciation of how much the Hong Kong Academy community has to celebrate so far in its relatively short, but significant evolution.

Sincerely,

Stephen Dare
Head of School
HKA Board of Trustees

Tarlan Amigh  Molly Bersani  Phil Culhane  Phil Georgiou  Julian Gooding  Sean A. Kelly

David Kong  Preneet Malhotra  Bill Rosensweig  Stephen Dare  Dale Willetts

Ben Frankel  Founder
Teresa Richman  Founder
Dear Hong Kong Academy Community,

It is hard to believe another academic year has passed and it is time to once again reflect on our achievements and bright future in this year’s edition of the Hong Kong Academy (HKA) Annual Report.

When my family arrived in Hong Kong in 2008, HKA was essentially a small Primary School residing in a funky building at the top of a crazy staircase on Stubbs Road. Despite the unimpressive infrastructure, however, there was something uniquely special about HKA and our choice of schools was an easy one.

Since then, in five short years, HKA has evolved into a dynamic pre-K through Grade 12 Primary and Secondary School accredited by both the Western Association of Schools & Colleges (WASC) and Council of International Schools (CIS). HKA offers the three established IB programs; Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP). We have a growing enrollment of diverse students, an excellent administration, dedicated faculty, and are on the verge of moving into a state-of-the-art new facility in Sai Kung. And importantly, despite this growth and achievement there is still something unique and special about HKA.

The progress that Hong Kong Academy has made in recent years is nothing short of remarkable and as a community we should take pride in our accomplishments. Looking forward however, there is still much to be done.

Given that HKA has grown organically, adding a grade each year until we achieved the milestone of our first graduating class in 2012, our Secondary School continues to see significant growth both in the robustness of the program and the number of students who choose HKA for their pre-university studies. With the completion of the MYP authorization process, it will be well positioned to further establish the links between the PYP, MYP and DP programmes and provide a rigorous international education to our Secondary School students.

Our mission also calls for empowering students to pursue “pathways to individual excellence” so it is critical that each student is challenged to reach his or her potential. We will maintain diversity in terms of student interests and learning styles, and will ensure that students who graduate from HKA are being accepted into world class universities and have opportunities for future success in whatever careers they choose.

The Board of Trustees is currently developing an overall Strategic Plan for HKA that will ensure we achieve these and other objectives embodied in the HKA Mission statement. This plan will also establish a framework to enable HKA to maintain long term financial sustainability via both operations and the evolution of a culture of philanthropy. We will be reaching out to various constituents within the community to provide input into this process so thank you in advance for your contributions and insights.

Thank you for your continued support for Hong Kong Academy.

Bill Rosensweig
2012-13 Board Chair
HKA: Implementing the Vision

HKA’S FIVE VISION STATEMENTS

Rigorous International Education
HKA provides a rigorous international education for Early Childhood, Primary and Secondary School students. Working within its framework of “Learning, Growing, and Understanding”, HKA provides a rigorous curriculum that challenges students to reach their full potential by helping students develop the capacity to understand content that is complex, ambiguous, provocative, and personally or emotionally challenging.

Captivating Learning Environment
Hong Kong Academy fosters a captivating learning environment in which teachers and students work in partnership not only to master elements of a curriculum, but also to think about and reflect on the learning process itself.

Pathways to Individual Excellence
HKA believes that a diverse community, grounded in mutual respect, enhances learning for all members of the community. Learning with friends who come from different parts of the world, speak different languages at home, identify with different religions and belief systems, and possess different skills, talents, and interests develops open-mindedness, an important component of students’ future success.

Dynamic Community of Learners
Everyone at Hong Kong Academy — past, present, and future — is a part of the school’s dynamic community of learners. Whether on campus every day, occasionally, or even only once, all students, teachers, staff, parents, former parents, alumni, visitors, specialists, and consultants impact the school’s learning environment. Not everyone has the same type of impact, and some contributions may be more visible or tangible than others. But over time, the school is shaped by all of the gifts, talents, and contributions of the many, diverse people who take part or have taken part in the life of the school.

HKA as an Educational Leader
As HKA further develops its unique curriculum, programmes, and learning culture, the school has a responsibility to share its best practices and success stories with the larger educational community. The school’s faculty and administration continually converse and collaborate with leading educational institutions and organisations, thought leaders in education, and other teaching professionals. By being an active participant in the global conversation on best practices in education, HKA offers leadership in the sphere of international education and improves its own curricula and programmes.

These Vision Statements are all in alignment with specific Board Strategic Policies, developed by and for the Board of Trustees to guide and measure HKA’s success in implementing its mission.

Each Vision Statement also includes a set of specifically designed assessment tools. Assessment strategies are divided into immediate and longer-term goals.
**Rigorous International Curriculum**

**IB DIPLOMA PROGRAMME**

HKA’s Grade 12 students are a very diverse group that have embraced the challenge of pioneering this programme at HKA.

They are also receiving outstanding support from a teaching group that also has very diverse experience and expertise. HKA exhibits the small school feel whereby students and teachers are very comfortable in their interactions and where students feel confident that they are receiving support from a skilled, professional and caring group of teachers.

The majority of students opt for the more demanding rigorous nature of the IB DP with all of its elements such as the Extended Essay, Theory of Knowledge and Creativity, Action & Service requirements. However HKA embraces students from all learning backgrounds and aspirations and therefore caters for some who may be more suited to, or prefer, an alternate path. Students who require extra support in their final years of study also require consideration in how our curriculum can best allow them to succeed.

One challenge for HKA is to continue to provide the right balance between a curriculum that is academically rigorous as well as inclusive. The Child Study Team has been working hard on creating the appropriate pathways for students that allow all to succeed, either through the IB Diploma, IB certificates or the HKA Diploma.

**Graduating Class — Class of 2013**

This year will see 19 seniors graduating from HKA. Fulfilling our Mission Statement in which we empower learners to pursue pathways to individual excellence, students will be pursuing several different options upon receiving their diplomas.

18 of the 19 seniors have applied to attend universities or colleges in Australia, Canada, Hong Kong, Europe, the UK, and the USA, within the fields of Law, Physics, History, Education, Hotel Management, English, Math & Computer Science, Engineering, Languages, Journalism, Sports Science, Outdoor Adventure, and The Arts. Offers on both a conditional and an unconditional basis, along with several scholarships, have already been made, with many more to come over the next few months. This is both an exciting and stressful time for students and families alike. One student has made a wise choice for himself in deciding to take a gap year to further explore his passions and opportunities for his future.

This year’s graduating class are an outstanding group of young adults. They have accomplished so much in such a short amount of time. Whether it has been starting up new conservation initiatives such as ‘A Clean Thirst’ which now has international recognition, to creating and developing HKA’s very popular ‘Coffee House’ evenings, they have much to be proud of.

Under the guidance of the Student Representative Council President, Luca Clavell, and the Vice President, Miranda Aldridge, students have run a plethora of events both of a social and fundraising nature with a great deal of success and participation from the student body. They have proposed and passed a new structure and Constitution for the SRC, which will ensure the continued success and important role it plays in the HKA community.

**IB Diploma Programme (DP)**

- 19 students in Grade 12; 17 pursuing full IB DP
- 15 students in Grade 11; 12 planning to sit IB Diploma exams in 2013-14
- 15 subjects currently offered with 13 of those offered at Standard Level and Higher Level
- 1 new subject (Music) being offered for the first time next academic year
- 17 Secondary teachers involved in the DP
Hong Kong Academy was authorized to implement the Primary Years Programme of the International Baccalaureate (IB) in December 2004. The first evaluation of the school’s implementation of the programme occurred during 2007. We received a report from the International Baccalaureate in March 2008. This first evaluation process and the report that followed formed the basis of a PYP action plan. The careful implementation of this action plan has helped to ensure that Hong Kong Academy continues to match the rigorous standards and practices laid out by the International Baccalaureate.

The Primary School division has been involved with an extended process of evidence gathering and reflection in order to prepare for the second IB evaluation visit in April 2013.

The IB evaluation requires the participation of students, teachers, parents, administrators and board members. The visiting team will be interested in understanding how we go about implementing the PYP. They will examine all of our assembled evidence and elicit the thinking of all stakeholders in order to ascertain our level of commitment to the programme.

The school has continued to expand the PYP element of action into the service-learning domain. We now have a service learning coordinator who guides and supports grade level teams with incorporating service learning into units of inquiry in a methodical and authentic manner.

The evaluation process has been an important impetus to school improvement in the primary division. All teaching and learning is being looked at carefully through the rigorous standards and practices of the IB, and through the essential elements of the PYP. This goes towards ensuring the presence of inquiry based learning, critical thinking and the exploration of important concepts in all classrooms. It is a chance to collaboratively reflect on our written, taught and assessed curriculum. It is also a chance to make sure that our curriculum is consistent with the beliefs and values of both the International Baccalaureate and Hong Kong Academy.
Much work has been done this year towards School-wide Priority 2, which identifies successful completion of the MYP authorization process as a goal for the 2012-2013 school year. To gain this recognition, the school must demonstrate sufficient evidence towards a number of standards set by the International Baccalaureate through documentation and observations to be reviewed during the verification visit conducted by experienced MYP educators.

Since August, teachers have been working in vertical subject group teams to write unit plans according to the MYP curriculum design guidelines and incorporating the key MYP tenants of the Learner Profile, Areas of Interaction and Approaches to Learning into the programmes of study. Assessments have been designed to provide the opportunity for maximum achievement by students and the application of concepts, skills and knowledge through contextual tasks. This evidence will serve as evidence for the authorization process.

To support students in effectively demonstrating their Approaches to Learning, MYP Advisory teachers have focused on introducing students to the processes adopted by thinkers, meta-learners, problem solvers, communicators and people who take action. Next year, the use of these maps will be embedded into each subject group and will be taught to students in conjunction with the objectives articulated in the MYP guide.
The SRC at Hong Kong Academy has been more active and present than ever before. This has led to the establishment of several new events, among them the G9-12 Winter Formal. The Student Council has also been more active in fundraising to become more financially independent, furthermore, the Student Council Constitution was signed on 15 January, 2013, giving the council further independence and greater structure. The council is continuously working collaboratively with staff and administration to further develop student privileges.

The Student Council is moving away from donating to international organizations and is developing relationships with local charities. It is hoped that these changes will benefit the Hong Kong Academy community as it continues to develop.

EVENTS AND CHARITIES

Grade 6-8 events
- After School Social
- Movie Night

Grade 9-12 events
- Winter Formal
- Lock-In

Secondary Events
- Spirit Week
- Random Acts of Kindness Month

Fundraisers
- SRC Casual Dress Day - monthly event
- SRC Annual Bake Sale

Upcoming Events
- SRC Teacher Uniform Day
- The James Bond Formal (Grade 9-12)

SRC Charities
- Vision First
- Birthday Happiness
- Hong Kong Society for the Protection of Children
- Children & Youth Services – Community Chest Hong Kong
- Project Aware
- Movember and Sons

Initiatives
- Facilitated the creation of the Uniform Committee

- G6-8 Dodgeball Tournament
- Secondary Transition Social
- Grade 8 Social
Instructional Rounds in Education is a network approach to improve teaching and learning. The Educational Leadership Team identified areas of development: assessment, collaboration, and capacity building, for teachers to reflect on and enhance their practice.

The aim of Instructional Rounds is to lead to a supportive system of teacher development and sustained empowerment of their own learning and understandings through the use of Cognitive Coaching techniques. This provides an opportunity for teachers to connect their professional development goals and the actual learning that is going on in their classrooms with Cognitive Coaching techniques.

The Instructional Rounds Team visits classes for scheduled observations. The team record data connected to student learning and the teacher developed goals.

The first major findings of the initial Instructional Rounds process with Primary School teachers were very productive, with thoughtful, meaningful and explicit goal setting providing capacity to build on collaborative planning and dialogue between all teachers, co-teachers and Learner Support teachers. This has also led to a shift in classroom environments, assessment rubrics, instruction reflections and planning.

The goal of rounds in the Secondary School is similar, although the process is slightly different. The team used a model devised by educational researcher, Ron Ritchard, and involves looking at eight cultural forces that define our classrooms. These all relate to the idea of creating and sustaining a culture of thinking (Ritchard 2002) in our classrooms. Observations focus solely on what was seen and what was heard; how teachers and students used time; what routines and expectations were in place; the interactions and relationships in classrooms; and what opportunities were provided for students to think deeply about a problem or an issue that had been presented.

These regular and rich dialogues about implementation and delivery of instruction help teachers with their professional development and provide differing levels of engagement and interaction between administrators, teachers and co-teachers.
The 2013-14 school year marks the end of an era of leased facilities, crumbling buildings, makeshift renovations, and overcrowded facilities at Hong Kong Academy, and the beginning of a new chapter in the school’s history as we prepare to move into a permanent purpose-built campus. This process began more than 5 years ago, in 2008, when the school submitted a bid for a new site. Upon receiving permission to build in Sai Kung, the school community began to envision a new campus that would be as exciting and innovative as the teaching philosophy and diverse community. Parents, staff, teachers and students have all participated in a project that reflects the community spirit at HKA, and embodies the unique culture of the school.

A ground breaking ceremony in May 2011 heralded the beginning of construction and over a period of 18 months, from an empty field, a building began to emerge. In December 2012 the school joined with the contractors to celebrate the Topping Out Ceremony, signifying the completion of external construction. In between, there were meetings to plan, plans to review, conversations to clarify, and a multitude of decisions to be made. The efforts required to complete a project of this magnitude cannot be underestimated, and thanks go out to all involved.

At HKA, we’ve often said “The school is not about the facilities” as a way, perhaps, of taking the emphasis off our space, whether at Stubbs Road or Kennedy Town. Our facilities forced prospective parents to look past the first impression of the physical space, and really understand what was happening in the classroom. And while, for the past few years, we have had to spend a large amount of time planning and building a new campus, we hope that in time the building becomes a venue for delivering the programme we are committed to, but not the focus in and of itself. While it’s important for the long-term viability of the school to have a first-class facility, it’s vital for us to remain a community that puts programme first.

What the new building will offer to our curriculum is exciting to imagine. From the dedicated performing arts spaces to the rooftop space for experimental gardens; from the full-size gymnasium to the expanded visual arts area; the list of possibilities is endless. We look forward with anticipation and excitement to see what stories will emerge as we take the next step in the evolution of the school.
HKA World Wise committee is a driving force of parents, teachers, students and administrators, all working together to help achieve the goal of becoming a more sustainable school, in order to prepare HKA students for a lifetime of sustainable living.

HKA World Wise achievements over the course of the 2012/13 academic year have included:

- Reducing energy consumption and improving the school’s drinking water quality by introducing eco-friendly water filters across the school
- Reducing the use of disposable cups, plates and plastic across the campus
- Introducing ‘$1 off’ discount at snack shop when bringing a re-usable mug
- Purchase of a re-usable catering kit for use at small-medium size school functions
- Developing eco-friendly purchasing strategy for school equipment and supplies, including paper and cleaning materials
- Reducing energy by introducing guidelines for operational staff for switching off lights/equipment
- Installing recycling bins; an Earthwise student-led initiative
- Encouraging a Lunar New Year costume swap
- Recycling rubbish for use as art supplies
- Working with all HKACO to achieve our common goal
- Planning for Sai Kung campus initiatives, including pest control, catering, healthy snack machines and composting
- Working towards the goal of developing a comprehensive Sustainability Strategy for HKA
HKA interprets international mindedness not just in the number of countries represented amongst the student, staff and parent population, but in the way students are challenged to understand and work with their peers, encouraging collaboration and consideration of alternative perspectives, a critical trait for working with others from different cultural backgrounds.

18% of our student population carry dual passports or consider themselves to have more than one nationality.

**Appreciation for Diversity**

HKA looks at many aspects when referring to “diversity” — not just nationality or country of origin.

- Male students: 241
- Female students: 249
- In 2012-2013 HKA awarded HK$1.45M in scholarships to 9 students ranging from 30-100% of tuition.
- In 2012-13 there were 77 Learner Support students with 35 receiving OT/Speech Therapy, either in conjunction with other services or in isolation. Currently 15% of HKA students receive some form of support including general Learner Support, Occupational Therapy and Speech Therapy. HKA sees the ultimate goal of between 10-15% of our student population receiving learner support in order to facilitate the best balance for all students.
One of the statements in our Mission Statement reads, “As an educational leader, HKA empowers learners to pursue pathways to individual excellence by fostering creativity, communication and problem-solving skills.”

This statement underpins HKA’s core belief in how we approach teaching and learning in our classrooms. We know that success and excellence look different for each student, and we work with parents and students to create individualized pathways of study that will appropriately challenge each learner.

The majority of HKA students will pursue the full International Baccalaureate (IB) Diploma that is an external validation of their coursework and follows an externally-designed structure. Other students will pursue individual IB course certificates that suit their strengths and future ambitions after graduation, meaning that they still receive external validation for these courses but their programme follows an internal structure. Non-IB courses that have been developed according to internal standards and benchmarks are also available for students. All of these pathways result in students earning the HKA Diploma that will provide them access to universities and colleges around the world. By design, HKA has established these different pathways for its students that will ensure each learner is appropriately challenged at his or her level, and that will provide for a wealth of opportunities once they graduate from HKA.

HKA’s University Counsellor and IB Diploma Coordinator work with families to design a course of study that caters to student strengths that will place them on the appropriate pathway enabling them to achieve their unique and personalized individual excellence. Along this learning journey students will develop a deep understanding of themselves as learners, and will have opportunities to engage in service learning activities, both locally and globally, that will help develop their sense of social responsibility.

The ultimate goal is to ensure students are on their appropriate pathway, and are prepared for the exciting journey, wherever that may be, that awaits them after HKA.
In the Primary School, service learning is embedded in at least one unit per grade, as a way of creating authentic applications for learning. These units have continued to grow with the introduction of a service learning cycle and the permaculture principles of Earth Care, People Care and Fair Share. As students continue to be exposed to these models for service learning from year to year, they will develop the skills and confidence to create their own service learning and action projects, culminating with the Grade 5 exhibition.

Grade levels have continued to build relationships with organizations that pertain to the central idea of each service learning unit. These organizations include, but are not limited to the Hong Kong Dog Rescue, Hong Kong Coastal Clean-Up, Hong Kong Society for the Protection of Children, Hong Kong Water Conservation Society, as well as independent groups like organic farms and Arc Eden.

With the upcoming move to Sai Kung, grade levels have begun the transition to working with organizations that are close to the new school and community. This process has been supported by the Sai Kung integration units. For example, during Sharing the Planet, Grade 3 cleaned up the main Sai Kung beach, in addition to the usual Shek-O back beach, with the intention of eventually finding a permanent beach, through Hong Kong Coastal Clean-Up, in the Sai Kung community to take care of. Cleaning both beaches allowed for reflection and comparison between the two communities. We hope that the new school’s close location to the Sai Kung town center will help to create lasting relationships and projects that can be continued and enhanced from year to year. A service learning continuum is currently under development to visually show the progression of projects from grade to grade and as a way of recording important organization contacts and information to maintain consistency.

In the Secondary School we believe that learning occurs both inside and outside of the classroom, and that students learn best when they apply the skills they have learned in contextual environments. As such, we have re-shaped what was previously the Week Without Walls (WWW) Programme to an MYP Chinese Studies Programme.
The purpose of the China Studies Programme in the HKA Secondary School is to provide an experiential learning opportunity to transfer and apply the skills and dispositions students have learned in the classroom to real-life scenarios outside of the traditional classroom. Service learning is the focus of these trips and anchors each individual grade level excursion. Each trip has a specific objective and focuses on a sustainable service-learning project.

The over-arching goal of the China Studies Programme is to create a long-term commitment by HKA to individual communities in China. We plan to build partnerships and a presence that students can see grow and develop over their MYP years by mentoring younger HKA students and remaining in touch with these partner communities. We believe that this continuity and ability to see change happen will underscore our commitment to sustainable service learning and will instill a sense of purpose in MYP students.

We have also expanded the Act Locally aspect of the service learning programme by increasing the number of sustained projects our students have involved themselves in this year. We have maintained our relationship with the John F. Kennedy School for disabled students, and have added work with the Crossroads group that reaches out to schools in need of assistance. On campus we have had students step into leadership roles by organizing student events, and coaching, working, and mentoring younger students.

During the months preceding the China Studies trips collaborative work is done in grade level groups to prepare for the trip. The trips serve as the culminating activity for each grade level.
Co-curricular Activities

Primary students were offered a wide range of co-curricular activities in each term. Overall, more than 2/3 of the primary students participated in a co-curricular activity. Options included:

- Animation
- Calligraphy
- Chess
- Chinese Drawing
- Chinese Movie Club
- Choir
- Construction Zone
- Creative Dance
- Drama Games
- Film Club
- HKA TV News
- Games, Games, Games
- Gardening
- Gymnastics
- Homework Club
- Lego Robotics
- Poem Club
- Rollerblading
- Soccer
- Tennis
- Times Tables the Fun Way
- Tiny Tots Tennis
- Yoga

In the Secondary School, student athletes travelled to Beijing, Chongqing, Shenzhen, Macau, and Xiamen to compete in various sports tournaments. HKA hosted the (SCISAC) Middle School Basketball Tournament, welcoming and accommodating students from China and Taiwan over four days. Students also participated in a number of different clubs, including:

- Book Club
- Chess
- Cooking Classes
- Debate
- Enrichment
- Film Club
- French
- Global Issues Network
- Inline Hockey
- Leadership Training
- Lego Robotics
- Secondary School Band
- Rock Climbing
- Scuba Diving
- Spanish
- Style Team
- Taekwondo
- Tennis
- Yearbook
- Yoga
- Young Writers
Recognizing the Value of All Gifts

Culture of Philanthropy
Hong Kong Academy recognizes that everyone contributes to the life of the school in different ways and values all gifts to the school, whether of time, talent, or financial resources. The community-centered, cooperative values that inspired the school’s founders continue to shape HKA today. Each member of the community is a gift to the school, and HKA appreciates everyone for their roles in making HKA a positive and dynamic learning environment.

HKA seeks every opportunity to say thank you to those who give generously of their time, expertise, and resources, including faculty, staff, students, parents, alumni, former families, and others associated with the school. The school seeks to say thank you in ways that respect HKA’s sense of community and its many cultural backgrounds and contexts. HKA stresses the importance of the personal thank you over public recognition and offers public recognition that matches the school’s vision and values.

Giving at Hong Kong Academy
Hong Kong Academy has always depended on volunteers, especially parents, to enrich the community. Parents give generously of their time, expertise, and financial resources. Through committees, in classrooms, and with advancement activities, HKA’s volunteers enliven the school in many ways. HKA is tremendously fortunate and deeply grateful for these volunteers.

Volunteer Participation
Hong Kong Academy began as a community school that relied on and benefitted from parent participation. Now with 17 times more students than at its founding, HKA retains its belief that parent participation is vital to the school’s overall success. Parents volunteer in numerous ways, giving of their time and sharing their expertise in the classroom, the library, on committees, as Board members, or with special events. Volunteerism is also an important part of the student culture at HKA, and service learning is woven in units of inquiry from the very youngest students up through our graduates. Faculty and staff also routinely reach out to the greater Hong Kong community, connecting with other teachers and offering professional development opportunities on campus.

HKA SCHOOL COMMITTEES FOR 2012-2013
(Names in bold denote the Committee Chair.)

Community Organization Co-Chairs:
Jill Baxter, Hilde Santens

Buddy Programme
Reinett Erkan, Katherine Foley, Miriam Graff, Kelly Groff, Sharon Grosse, Sonja Kronhart, Sinead O’Shea Kitching, Alison May, Julie McCloskey, Iris Sung Ng, Laura Provenzale, Judi Rosensweig, Wendy Szuch, Linda Widmer

Cheung Gong Committee
Amanda Chen, Susan Choi, Camellia Duncan, Sharon Grosse, Liz Holt. Staff Representatives: Virginia Hunt

Class/Grade Parent
Jill Baxter, Francesca Balu, Tamera Bedford, Josephine Byrnes, James Chang, Amy Clayton, Juliette Coakes (Ashing), Niamh Daniels, Jae En, Sharon Grosse, Rachel Halliwell, Julia Heward, Antonia Iley, Tracy Kahn, Sonja Kronhart, Lisa Lam (Koo), Julie Lau, Preneet Malhotra, Cathy Munoz, Molly Myers, Kylie Platt, Shonu Rajagopalan, Santo Rizzuto, Hilde Santens, Pierre Soree, Thea Stanley, Poojah Tandon, Sarah Thal Larsen, Kym Toller, Kate Wilson, Gloria Warbanoff, Karin Ward, Celene Wong (Tam)

Gala Committee
Tarlan Amigh, Juliette Coakes, Niamh Daniels, Mia DeLeon, Surinder Francis, Julia Heward, Julie McCloskey, Laurie Slaughter, Connie Steube, Judi Rosensweig, Jeannette Wong

Library Volunteer
Opinder Bindra, Virginia Hand, Wilhemina Ma, Jeannine Murray, Felicity Pettigrew, Pooja Tandin, Sylvia Vazquez, Deanna Xystus

Social Committee
Kelly Allan, Kaori Clark, Elin Christensson, Dina Fildeman, Natalia Gonzalez, Miriam Graff, Kelly Groff, Greg Hunt, Danette Kemeny, Barbara Macho, Jeannine Murray, Loretta Nelson Van Honk, Shonu Rajagopalan, Florence Swanson, Jann Wianecki, Jess Williams, Jeannette Wong, Deanna Xystus. Staff Representatives: Jennifer Barnes Eliot

Dragonfly Shop Committee

HKA World Wise Committee
Reinett Erkan, Angela Harvey, Margarita Hoyos, Dean Johnson, Ada Lui, Jeannine Murray, Kristine Nudds, Pooja Tandon, Patricia Tejedor, Regina Woodard. Staff Representatives: Doug Musco
Recognizing the Value of All Gifts

Kong Academy Alumni Organization
Hong Kong Academy values its alumni and former families as members of the school community. Through newsletters and social media, HKA stays in touch with families and students who are no longer on campus. And in 2013, HKA held its first alumni and former family event in Singapore.

Building for the Future
In August 2013, Hong Kong Academy will begin the school year in its new campus in Sai Kung. The school’s campaign to raise funds for the new campus, Building for the Future, has been and continues to be an important source of support for the building project.

The campaign consists of a major gifts programme and a community campaign. The major gifts programme began in 2011. The community campaign was launched in 2012 with an emphasis on donations of seats for the new theater and recycled glass leaves for installation in public spaces on campus. HKA is grateful for the many families who have donated seats and leaves.

The Building for the Future campaign has been stewarded largely by parents on the Major Gifts and Community Campaign Committees.

Major Gifts Committee
Tarlan Amigh, Molly Bersani, Chauk Chan, John Coffeng, Phil Culhane, Kevin Myers, Bill Rosenweig, Jeannette Wong, Paul Wong

Community Campaign Committee
Priya Bhatia, Josephine Byrnes, Jennifer Barnes Eliot, Khalid Saleem, Kate Wilson

BOARD OF TRUSTEES
Hong Kong Academy’s Board of Trustees is comprised of parents and community members. Members of the Board each serve on at least one committee.

BOARD OF TRUSTEES COMMITTEES FOR 2012-2013
Board of Trustees
Tarlan Amigh, Molly Bersani, Phil Culhane, Ben Frankel, Phil Georgiou, Julian Gooding, Sean Kelly, David Kong, Preneet Malhotra, Teresa Richman, Bill Rosenweig. Ex Officio Members: Stephen Dare, Dale Willetts

Finance Committee
Travis Baaren-Spence, Thomas Baxter, Molly Bersani, Ben Frankel, David Grosse, Kevin Kitching, Preneet Malhotra, Michael Tierney, Jonathon Whiteley. Ex Officio Members: Stephen Dare, Dale Willetts

Facilities Committee
Phil Georgiou, Kevin Kitching, Vineet Mitera, Joe Zorn. Ex Officio Members: Stephen Dare, Dale Willetts

Trustees Committee
Priya Bhatia, Susan Choi, Phil Culhane, Julian Gooding, Jeff Maddox. Ex Officio Member: Stephen Dare

Advancement Committee
Tarlan Amigh, John Coffeng, Sean Kelly, Laura Mitchell. Ex Officio Members: Stephen Dare, Jennifer Barnes Eliot, Bill Rosenweig, Dale Willetts

Scholarship & Financial Aid Committee
Phil Culhane, Virginia Hunt, Douglas Musco, Bill Rosenweig. Ex Officio Members: Stephen Dare, Dale Willetts
During the 2012-13 school year, HKA faculty and staff have been actively engaged in ensuring that HKA is able to fulfill its mission as an educational leader. Highlights include:

HKA Faculty Authors

Board Representation
- Association of China and Mongolia International Schools (ACAMIS) Board, Stephen Dare
- Education Across Frontiers (EAF) Advisory Board, Stephen Dare
- IB Inclusive Education Working Group, Kristel Solomon-Saleem

Teacher Training
- HKA supported five training teachers from the Hong Kong Institute of Education during a two-month placement to complete an MA in Teaching Chinese as an International Language.
- This year’s faculty included two teachers conducting their practicums/internships
  – Teacher Intern, Ben Gonzalez
  Action Research Project: The use of technology in Secondary School Mathematics
  – Teacher Practicum, James Woodard
  College of New Jersey: Humanities
- Anthea Harris and Maria Tuliberg are 2012-2013 Primary Teachers Interns who are undergoing action research in the area of collaboration and differentiation.

Advanced Degree Programmes (In Progress)
- Aggie Huang, University of Hong Kong: Ed D Second Language Acquisition
- Angela Harvey, Monash University, Melbourne: M Ed in International Education

Teacher Certification
- Deb Richards (Completed), Curtin University: B.Ed (Primary)
- Daniel Muller (Completed), ECIS/Cambridge University: International Teacher Certification
- Ben Gonzalez (Completed), University of Hong Kong: PGDE (Secondary Mathematics)
- Phyllis Musco (In Progress), University of Hong Kong: Diploma in Teacher Librarianship

Other Specialist Training
- Mark Ritchie (Completed), BTEC Instruction
- Warren Needham (In Progress), EARCOS: Mathematics Specialists in International Schools

IB Workshops Trainers led by HKA Faculty
- Virginia Hunt
  – Action in the PYP
- Dean Johnson
  – Science and the PYP
  – Action in the PYP
  – Concept Based Learning
- Andy Birch
  – Concept Based Learning
  – ICT and the PYP

IB Diploma Programme Examiners
- Terry Barrett (Mathematics SL Coursework)
- Michael Hemsley (Physics)
- Angela Harvey (Biology)

Workshops Leaders
- Douglas Musco & Kristel Solomon-Saleem, ‘Running the IB MYP and DP programs in an inclusive school’, EARCOS
- Regina Woodard, ‘Teaching Sustainability through Visual Arts’, EARCOS
- Stephen Dare, ‘Leadership and Group Dynamics’, ‘Curriculum and Leadership’, Principals Training Center (PTC)
- Doug Musco, ‘The Effective Principal: From Theory to Practice’, Principals Training Center (PTC)
- Kristel Solomon-Saleem, ‘Inclusion Models in International Schools’, New Frontiers in Education
- Alicia Messing, ‘Model Math’, Special Education Network in Asia (SENIA)

HKA as an Educational Leader

MYP Pilot Programme
MYP is launching an updated framework called MYP: The Next Chapter and the IB has invited schools from around the world to pilot a variety of new subject guides and other components that comprise the MYP framework. HKA has participated as a pilot school in the following subject groups: Design, Arts, Mathematics and Language Acquisition (Language B) as well as for the Personal Project guide and interdisciplinary unit design guide. As a part of these pilots, the school has trialed use of the new MYP unit planners, objectives, criteria, concepts and global contexts and has submitted sample unit planners, assessments and student work for use by the MYP as it prepares to launch all of the Next Chapter components in the next six months. Teachers have also had the opportunity to give feedback on the quality of the revised components and have contributed to the revisions to and improvements of the Next Chapter framework.
Curriculum Articulation & Professional Development

This year’s school-wide priorities have identified several areas of focus with regard to curriculum development and professional learning.

- The adoption of PK-12 standards and benchmarks in mathematics and English
- The completion of IB Middle Years Programme authorisation and Primary Years Programme evaluation
- The implementation of the instructional rounds process as a part of the teacher professional development and appraisal

Since the start of the 2012-2013 school year, mathematics and English teachers have been examining a variety of nationally and internationally developed standards documents in order to identify what standards would provide the most rigorous and contextually appropriate foundation for the development of these curricular areas at HKA. The school has decided to adopt the Common Core State Standards for mathematics and English beginning in the 2013-2014 school year for several reasons.

These standards were developed in the United States after years of research into how successful educational systems in Europe, Asia and North America articulate their standards and map learning expectations for students at each grade level. The mathematics and English standards share similar formats, terminology and structures, making them easier to implement within the interdisciplinary structures of the PYP and MYP frameworks. As well, the IB has recently published a report in support of the adoption of the CCSS in IB World schools. The paper cites alignment between IB and CCSS with regard to collaborative teaching approaches, post-secondary preparedness, accessibility for all learner and clear definitions for content and skills within each subject area. For parents, the Common Core State Standards Initiative has published a wealth of information related to the standards, meaning that all stakeholders are able to support student learning.

Last year, HKA began preparing for MYP authorisation and PYP evaluation. Both processes require the school to produce evidence of progress towards IB standards and practices required of IB World Schools. In each division, teachers and coordinators have worked to collect evidence of these required practices to ensure that the school earns approval from the authorisation and evaluation teams. By the time the school opens its doors in Sai Kung in August 2013, HKA should be fully authorised to offer the IB MYP and demonstrating successful implementation of the PYP.

The dynamic learning community of HKA extends to its staff as well as to its students. This year, the instructional rounds process has provided an opportunity for teachers to think about what learning experiences look like for students and how to ensure that thinking is made visible in the classroom. Instructional rounds teams have developed mediative questions based on classroom visits which the teaching teams have discussed and then used to set goals for continued work with their students.

Each of these areas of focus will be further developed in the coming school year: the scope of the instructional rounds process will expand to include more teachers in the process of serving as team members and promoting peer learning and collaboration both within each division across the school community.
The Board and Administrative Team continue to manage HKA’s budget with the objective of covering operational expenses (mostly salaries) through annual tuition and fees. The Sai Kung Building project is funded independently from designated sources. In addition, the school currently maintains more than $3M in the Scholarship Fund, available for students on a financial-need basis.

**Academic Operations Income**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>$55,832,105</td>
<td>84%</td>
</tr>
<tr>
<td>Learner Support Fees</td>
<td>$6,081,272</td>
<td>9%</td>
</tr>
<tr>
<td>Application Fees</td>
<td>$1,690,070</td>
<td>2.5%</td>
</tr>
<tr>
<td>Fundraising</td>
<td>$1,076,158</td>
<td>2%</td>
</tr>
<tr>
<td>Technology Tuition</td>
<td>$1,012,600</td>
<td>1%</td>
</tr>
<tr>
<td>Donations</td>
<td>$971,813</td>
<td>1%</td>
</tr>
<tr>
<td>Other</td>
<td>$524,909</td>
<td>0.5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$67,188,927</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Academic Operations Expenses**

<table>
<thead>
<tr>
<th>Category</th>
<th>Amount</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Costs</td>
<td>$62,194,071</td>
<td>89%</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>$3,265,871</td>
<td>5%</td>
</tr>
<tr>
<td>Administrative Expenses</td>
<td>$4,208,392</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$69,668,334</td>
<td>100%</td>
</tr>
</tbody>
</table>

Extracts from the Audited Accounts of HKA EFL for the year period ending 31 July, 2012.
## Financial Sustainability

### Assets as of 31, July 2012

<table>
<thead>
<tr>
<th>Asset Type</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>$220,987,612</td>
<td>60%</td>
</tr>
<tr>
<td>Receivables</td>
<td>$7,117,552</td>
<td>2%</td>
</tr>
<tr>
<td>Deposits</td>
<td>$3,738,980</td>
<td>1%</td>
</tr>
<tr>
<td>Fixed Assets</td>
<td>$7,908,168</td>
<td>2%</td>
</tr>
<tr>
<td>Sai Kung Project</td>
<td>$127,224,473</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$366,976,785</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Sai Kung Funding Sources to 2014-15

<table>
<thead>
<tr>
<th>Source</th>
<th>Target Amount</th>
<th>Funded to 31 January 2013</th>
<th>% of Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Family Debentures</td>
<td>$119,300,000</td>
<td>$68,925,000</td>
<td>22%</td>
</tr>
<tr>
<td>2) Corporate Debentures</td>
<td>$200,000,000</td>
<td>$212,300,000</td>
<td>67%</td>
</tr>
<tr>
<td>3) Capital Levies/Other Deposits</td>
<td>$26,700,000</td>
<td>$15,700,000</td>
<td>5%</td>
</tr>
<tr>
<td>4) Debeture Transfer Fees</td>
<td>$5,000,000</td>
<td>$1,450,000</td>
<td>5%</td>
</tr>
<tr>
<td>5) Fundraising</td>
<td>$24,000,000</td>
<td>$18,600,000</td>
<td>5.5%</td>
</tr>
<tr>
<td>6) Government/Commercial Loan</td>
<td>$158,000,000</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$533,000,000</td>
<td>$316,775,000</td>
<td></td>
</tr>
</tbody>
</table>

### Note

Commercial bridge loan and matching government loan approval obtained in May 2012. Drawdown of commercial bridge loan to start April/May 2013.