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.
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Dear Hong Kong Academy Community,

The one thing in life we can be sure of is change. And this year, Hong Kong Academy has seen a lot of it! In August, we moved into a new building, welcomed more than 60 new students and their families, hosted sports events in the new gym, debuted performances in the state of the art theatre, and doubled the size of the after school programmes. The academic programme continues to evolve as we capitalise on the potential created by the campus and its location, with teaching gardens, advanced labs, a dynamic art-meets-science space, music rooms and well-equipped classrooms with some of the best views in Hong Kong.

These changes have been good: they’ve allowed the school to fulfill its mission and its potential in a whole new way. The changes make clear the fundamental strengths of the school and our community: creativity, curiosity, and a passion for learning.

Even when change is good, it isn’t always easy, and that’s certainly been the case for HKA this year. But the challenges have also highlighted what makes HKA such a special community to be a part of — students, faculty, and parents alike have all shown the goodwill, patience
and resilience essential for any successful transition. I am very grateful to you all for making the move to Sai Kung such a resounding success.

The future will almost certainly bring more change and challenges. Looking to 2014-2015, we know the student body will continue to expand close to 7%, and the size of the faculty will also increase. As we grow, we are determined to maintain a strong sense of a single school with students from PK through Grade 12.

Parents have always been the key to HKA’s vibrant sense of community, and this was certainly the case this year with numerous activities, community evenings, and special events made possible by their participation and support. As always, HKA has enjoyed a tremendous level of volunteer engagement as well by enthusiastic and committed parents.

Looking to the future, I’m happy to say that “Community Feeling” is an anchor point in our Five Year Strategic Plan, which accurately reflects the importance of the involvement by all stakeholders at HKA. And we have definitive plans for building out this notion of community to include Sai Kung, Hong Kong, and the region. HKA is developing partnerships with local organizations through Service Learning, and the new facility has allowed us to enhance our participation in a number of inter-school organizations.

Being Head of School at Hong Kong Academy continues to be a fulfilling experience and I feel fortunate to be working with such a talented pool of interesting, engaged and dedicated students, parents, and faculty. As this year draws to a close, I wish to thank you all for a wonderful year and for your help in making these changes (or this transition) such a success.

Sincerely,

Stephen Dare
Head of School
hka board of trustees

The Board of Trustees of Hong Kong Academy is responsible for ensuring that HKA’s mission is relevant and vital to the community it serves and for monitoring the school’s success in fulfilling its mission.

Tarlan Amigh  Molly Bersani  John Coffeng  
Phil Culhane  Phil Georgiou  Sean A. Kelly  
Kevin Kitching  David Kong  Bill Rosensweig  
Travis Spence  Stephen Dare  Dale Willetts  
Ex Officio Member  Ex Officio Member

FOUNDING MEMBERS
Ben Frankel and Teresa Richman
Dear Hong Kong Academy Community,

This has been another fine year for the Board of Trustees of Hong Kong Academy. We realized the dream of opening the new campus in Sai Kung and enjoyed all the benefits of our state of the art facility. It’s been a year of exciting firsts: first drama performance in the theater, first tournament in the gym, and first IB Theatre Evening in the Studio Theatre. Even the routine “firsts” have been exciting: lunches in the cafeteria, music practice in the incredibly well-designed music rooms, and experiments in the school’s labs.

But throughout all these firsts related to the building, we’ve never forgotten what HKA is really all about: people. What we value most at HKA are the relationships and partnerships we build and nurture. I’ve been especially proud to serve as Chair during this time and to support the partnership the Board has with the Head of School and with the HKA community at large.

The most significant manifestation of our partnership this year was the Five Year Strategic Plan. The plan is a remarkable expression of who we are as a school and reflects the input of numerous parents, faculty and staff.

The planning process began over a year ago with focus groups of faculty and parents; from these focus groups, we gleaned the plan’s major themes. Working with an excellent consultant, the board and still more parents and faculty shaped the plan’s action items and outcomes. We are grateful to you all for helping us craft a powerful document.

The strategic plan covers five areas central to the school’s mission, work and future development: academic rigor and inclusion; recruiting, developing and retaining quality faculty and staff; community feeling; educational leader; and financial sustainability. HKA is fortunate to be a place that already supports these areas, and the strategic plan for the next five years provides key action items and performance indicators to ensure that the school maintains its unique culture as it grows and evolves.

It has been my privilege to serve on the Board and more recently as the Chair for the past four years. My family’s active involvement at HKA is coming to a close as we relocate to the United States, and my tenure as Chair will end this June. I am happy to say that HKA parent Sean Kelly will succeed me in this role.

Thank you again for your support for Hong Kong Academy.

Bill Rosensweig
2013-2014 Board Chair
HKA’s mission is clear and robust. Translating HKA’s five core values into practical actions requires careful planning, clear and concrete objectives and continual monitoring. To that end, HKA’s Board of Trustees and Administrative Leadership Team engaged in a thorough and substantive strategic planning process. Working with an internationally-known consultant, John Littleford, the school articulated a plan to ensure mission fulfillment, sustain focus on key areas of importance and promote an inclusive learning environment.

Click here to read HKA Strategic Priorities 2014-2019 or visit http://www.hkacademy.edu.hk/StrategicPlan.
At Hong Kong Academy, families and faculty come from all around the world, speak dozens of languages, and celebrate many different cultures, festivals and holidays. At HKA, diversity is an intentional part of the admissions process; the school seeks a diverse population where no one culture or nationality represents a majority. Similarly, the school’s curriculum is globally-sourced and reflects no single national curriculum.

HKA commits itself to the richness of human differences in the belief that diversity promotes an international-mindedness that is essential for success in the 21st century. HKA students are challenged and encouraged to identify, understand and appreciate perspectives other than their own and to build bridges among people to foster effective teamwork.

At HKA, diversity goes beyond passports and cultures to the idea of an inclusive learning environment. Approximately 10-15% of HKA students receive some form of Learner Support while mainstreamed into their grade level classrooms. HKA intentionally establishes an inclusive culture of learning to support the many facets of diversity, to provide the mutually beneficial learning experiences that come from having a full range of learning needs in a single classroom, to prepare learners to appreciate and respect the world into which they will grow.
As we learn in a collaborative and supportive culture, inclusion requires us to create differentiated learning experiences and incorporate differentiated instructional strategies that ensure equal access to learning for all.

Diversity
Refers to the richness of human difference — socioeconomic status, race, ethnicity, language, nationality, sex, gender identity, sexual orientation, religion, geography, disability, age and individual aspects such as personality, “learning styles” and life experiences.

Inclusion
Is the active and intentional practice of embracing, honoring and valuing diversity as a core, guiding principle of the community. At HKA we achieve inclusion by creating a culture that fosters belonging, respect and value for all individuals so that they are engaged, challenged and successful.
appreciation for diversity

Hong Kong Academy Student Statistics

- Male students: 286
- Female students: 272
- In 2013-2014 HKA awarded HK$1.46M in scholarships to 11 students ranging from 30-100% of tuition.

- In 2013-14 there were 79 Learner Support students with 35 receiving OT/Speech Therapy, either in conjunction with other services or in isolation.
- Currently 14% of HKA students receive some form of support including general Learner Support, Occupational Therapy and Speech Therapy.
Hong Kong Academy Staff Statistics

Administrators  7
Teachers  69
Co-teachers  32
Operational and support staff  29
Total  137

Qualification — Teachers
Bachelor’s degree  55%
Graduate degree or higher  45%
Total  100%

Qualification Co-teachers
Bachelor’s degree or higher  72%

Nationalities Represented Among Students

Australia  53
Austria  2
Belgium  2
Bolivia  2
Brazil  4
Canada  31
China  8
Denmark  8
France  12
Germany  10
Hong Kong  41
India  10
Iran  2
Ireland  10
Israel  6
Italy  9
Japan  14
South Korea  11
Malaysia  2
Mexico  5
Nepal  2
The Netherlands  12
New Zealand  6
Pakistan  2
The Philippines  4
Singapore  6
South Africa  1
Spain  5
Sweden  15
Switzerland  6
Thailand  3
United Kingdom  107
United States  147

Nationalities Represented Among Faculty

Australia  16
Canada  10
China  7
Denmark  1
Germany  1
India  1
Italy  1
Japan  1
New Zealand  3
The Netherlands  12
New Zealand  3
Philippines  4
Singapore  1
Sweden  2
United Kingdom  25
United States  30

Hong Kong Academy Staff Statistics
Hong Kong Academy has been authorised to offer the Primary Years Programme of the International Baccalaureate (IB) since December 2004. In 2013, the school was reauthorised to continue to offer the PYP through to April 2018 following a successful self-study and evaluation process.

The move to Sai Kung has provided a wide range of opportunities to connect to a new and unique environment. Students have visited many local community organizations and representatives, including the police station, the fire station, the Sai Kung Community Centre and the Country Park for numerous purposes and projects. They have explored “Old Sai Kung”, visited the local Water Resources Education Centre, interacted with students from Lee Siu Yan School, bought flowers from the Sai Kung Flower market and explored and tidied up Sha Ha Beach across the road from the school.

The PYP curriculum is reliant on providing students with rich first hand conceptual experiences. The new campus provides many opportunities for exploring our local community and learning from the numerous guest speakers and experts whom teachers invite to enrich all learners. Connecting learning with the surrounding environment has provided opportunities for students to explore ideas and issues at the local level. This has helped to build a sense of community and provided opportunities for service and action.

Looking ahead, the new campus and its location will continue to provide rich opportunities to add even more scope and depth to the Primary Years Programme. Planning is ongoing to develop even more opportunities to enrich learning within the IB framework.
In our first year as an authorised Middle Years Programme (MYP) school, HKA has continued to develop various components of the programme in preparation for implementing the MYP: Next Chapter framework in August 2014.

Curriculum development and articulation is an ongoing process as the school continues to reflect on the best and most effective ways to nurture student learning in MYP classrooms. All subject areas that were a part of the MYP Pilot projects have continued to use these new materials in their classrooms; the remaining subject areas are beginning to transition from the old guides to the new ones and will continue this process during the 2014-2015 school year. Work will also continue on developing units of study based on the Common Core State Standards in English, Humanities and Mathematics and the related Next Generation Science Standards, Arts Standards and World Languages Standards.

Assessment practices and procedures are also constantly under review to ensure that we are gathering the most accurate data on student achievement and reporting it back to students and parents with a focus on future growth and development. We seek to ensure that assessment is authentic both in content and structure and that opportunities for demonstrating understanding are varied and allow for different types of learners to share their thinking in different ways. The new MYP subject groups provide revised assessment criteria that will be used to provide feedback to students on their progress and support them as they pursue their pathways to individual excellence.

Instruction in MYP builds upon the philosophy of inquiry-based learning and is designed to be personalised and engaging for learners. The rigorous learning experiences of MYP classrooms at HKA challenge students to tackle dilemmas that they face from a variety of perspectives and approaches as well as to develop thinking, communication, self-management, research and collaboration skills. The ways that teachers model thinking and provide feedback in their classrooms have been the focus of professional development in the Secondary School this year and will continue to inform discussions amongst colleagues as they plan for the year ahead.

ManageBac has become the primary method of communication between teachers, students and parents regarding curriculum overviews, assessment tasks and levels of achievement towards the various subject area criteria. As HKA transitions into full implementation of the new MYP components, ManageBac will support this process by reflecting the new terminology and structures and reporting on student progress towards the revised criteria in the coming school year.
Hong Kong Academy’s third graduating class of students will receive their HKA diplomas in May 2014 and their IB Diploma results in early July 2014. This diverse group of students have embraced the challenges of the IB Diploma Programme, stretched themselves in numerous pursuits, and committed themselves to their pathways to individual excellence.

During this learning journey, the students have received outstanding guidance from a faculty with diverse experience and expertise. Although the school has grown, HKA still maintains a small school feeling that supports strong personal relationships between students and teachers. Our oldest students feel confident that they are being challenged and supported by a skilled, professional and caring group of teachers.

Communication through technology plays a key role in supporting students and helping them to be better prepared for upcoming challenges. ManageBac is our IB Diploma management system which allows students to track upcoming assessment tasks, communicate with teachers and also submit work from school and home. This year saw the introduction of paperless reports twice annually through this same system, where parents also have constant access to all grades and assessment information.

The majority of our students opt for the more demanding IB DP with all of its elements such as EE, TOK and CAS. However HKA embraces students from all learning backgrounds and aspirations and therefore caters for some who may prefer an alternate path. We are
continuing to focus on how we can provide the right balance between a curriculum that is academically rigorous as well as inclusive. The Child Study Team has worked hard on creating the appropriate pathways for students that allow all to succeed, either through the IB Diploma, IB courses or the HKA Diploma. This year we have also introduced a two week work experience program as well as an alternative to the Extended Essay, called the Reflective Project. These components are now a part of the Grade 11 program for students who are not studying for the full IB Diploma.

To help students prepare for life after the completion of their secondary education at HKA, we regularly present the successes of our students in gaining admission to colleges and universities around the world. All 16 current Grade 12 students have secured offers from universities throughout 5 continents.

We hope to continually build upon our progress as a school new to the IB Diploma programme by seeking excellence in our delivery of the curriculum as well as further development of our student culture and expectations.

**IB Diploma Programme**
- 15 students in Grade 12
- 9 pursuing full IB DP and 6 sitting IB Course Exams in various subjects
- 20 students in Grade 11
- 20 planning to sit IB Diploma exams in 2014-15
- 17 subjects currently offered with 15 of those offered at Standard Level and Higher Level
- 18 Secondary teachers involved in the DP

**2013 IB Diploma Exam Results**
In May 2013, 18 HKA students sat exams in 27 different IB subjects/levels. Eighteen students were entered to sit exams, and 17 students were entered for the full IB Diploma. Fourteen IB Diploma candidates passed the full IB Diploma. (82% pass rate)

Some data:
* The average score for HKA students receiving the Diploma was 31.1 (world average is 30). Final scores ranged from 24 points to 45 points.
* The average grade per subject achieved by HKA students was 4.92 (World average : 4.66) Diploma recipients averaged 5.26 per subject.
* One student attained a perfect score of 45, an achievement made by approximately 100 students worldwide.
At Hong Kong Academy, developing student leadership is a top priority. The 2013-2014 school year saw significant changes in how HKA approaches student leadership, student-led philanthropy and community engagement. HKA is committed to being a lead international school; as such, the school’s approach to student leadership and service learning are continuing to expand and evolve.

The role of the Student Council (SC) shifted this year from a one-stop shop for all student initiatives to a model of facilitation and communication between and among different leadership groups.

This expansion has allowed the Student Council to focus on its role as advocate for their peers in discussions about school policies and practices that impact Secondary School students. This shift has resulted in several significant changes to Secondary School routines.

The SC has expanded its role in coordinating student-led Secondary School Assemblies. These assemblies now provide expanded opportunities for students to showcase their initiatives and achievements. Assemblies are student-run and supported by the newly formed Events Team under the leadership of Michael Helmsley.

This year, HKA established a Secondary School Philanthropy Fund. Students donate to the fund, which is managed by the SC. Students, classes and leadership groups will submit proposals to the SC to request support for a local charity. For example, the Global Issues Network team have successfully bid to allot funds to a local initiative working with low income families in the Sai Kung area.

The Student Council formed a Social Committee to ensure that social events are student-planned and implemented, sustainable over time, and focused on philanthropic and/or Service Learning objectives. A long-term aim is to host events on campus that generate funds for our Service Learning partners in Sai Kung and Hong Kong.
Service Learning
Service Learning continues to be a significant part of the HKA curriculum. Highlights from 2013-14 include:

China Studies: Service Learning anchored week-long trips

Global Issues Network: ‘I love Sai Kung’ Saturday service events with local, low-income families in partnership with the Sai Kung Community Centre

Global Issues Network: Workshop presentation at Hong Kong Academy’s first ever participation in ‘Education for All’ at GIN 853, a regional student-led conference.

Child Development Fund: Establishment of a partnership with the Sai Kung Community Centre to support a three-year project to increase educational opportunities for children from disadvantaged backgrounds in Sai Kung

Student-led Initiatives: Supporting service learning partners such as ‘Vision First’, ‘Feeding Hong Kong’, and ‘Crossroads Foundation’.
hka as an educational leader

HKA Authors
Virginia Hand and Jennifer Swinehart, contributors
MYP Personal Project Teacher Support Materials

Tanja Galetti

Kristel Solomon Saleem, contributor
IB Inclusion Guidelines, IB Inclusion Working Group

Board Representation
Stephen Dare, ACAMIS Board, Next Frontier: Inclusion Advisory Board, Common Ground Curriculum Advisory Board
Laura Mitchell, Vesper Society
Kristel Solomon Saleem, SENIA 12

Advanced Degree Programmes and Certifications — Completed
Ivy Choi, University of Hong Kong, Postgraduate Degree in Education, Special Education Programme
Lady DeGuzman, Bachelor of Secondary Education, Major in Values Education, University of the Philippines Open University
Phyllis Musco, Diploma in Teacher Librarianship (with Merit), Hong Kong University, School of Professional and Continuing Education

Advanced Degree Programme — in Progress
Aggie Huang, University of Hong Kong:
Ed D Second Language Acquisition

Mandy Chan, Hong Kong Institute of Education, Early Childhood Education Diploma Programme
Leon Suen, The University of Hong Kong, Postgraduate Diploma in Special Needs Education
James Schulz, Hong Kong Institute of Education, Postgraduate Diploma in Education, Primary
James Schulz, Michigan State University, Master of Arts in Teaching and Curriculum
Jennifer Swinehart, Nottingham Trent University, UK; Ed D in Curriculum Development and Instruction

Student Teacher Placements
James Schulz
Leon Suen

Other Specialist Training
Warren Needham, EARCOS Mathematics Specialists in International Schools
Anita Wong, Orton Gilingham English Advanced Course

Cognitive Coaching Certification
Andy Birch
Jeannine Freeman
Heather Goode
Angela Harvey
Aggie Huang
Virginia Hunt
Dean Johnson
Karin Maddox
Stephanie McArdle

Mark McAuley
Doug Musco
Diny Naus
Warren Needham
Katherine Roundy
Kristel Solomon Saleem
Rachel Strozeski
Dale Willetts
Sonya Yong
hka as an educational leader

IB Diploma Programme Examiners
Angela Harvey (Biology), Jamie O’Connor (Chemistry)

Workshop Leaders and Presentations
Stephen Dare, Leadership and Group Dynamics,
Principals Training Center
Stephen Dare and Jennifer Swinehart
■ Instructional Rounds, EARCOS Leadership Conference
■ ‘Sustainable Conversations about Instructional Practice: Examining the 8 Cultural Forces through Instructional Rounds’, Feedback for Effective Thinking Conference
Stephen Dare, Virginia Hunt and Jennifer Swinehart
■ ‘Developing Sustainable Conversations about Learning Through Instructional Rounds’, EARCOS Leadership Conference

Heather Goode, Creating a Culture of Service Learning in the Primary School, EARCOS Teachers Conference

Virginia Hunt
■ Pedagogical Leadership, IB Asia Pacific Regional Conference
■ Making the Primary Years Programme Happen for PIPS Schools, Hong Kong and Kowloon campuses

Dean Johnson
■ Science Throughout the Programme of Inquiry, Tskuba International School, Tskuba, Japan
■ Personal, Social and Physical Education, Well-being Workshop, Pathways International School, New Delhi
■ Education for International Mindedness, Victoria International Kindergarten, Hong Kong

Conferences and Workshops Attended
Jamie Cadman, CASE Asia Pacific Regional Conference
Kimberly Fung, Bullying and Autism Workshop
Heather Goode, Action in the PYP Conference, Bangkok
Virginia Hand, Extended Essay Level 3, IB Workshop
Aggie Huang, Concept Based Curriculum and Instruction for the Thinking Classroom, ESF Centre, Hong Kong
Eva Hui, Amy Fung, Hester Wong, and Sylvia Wong,
2013 ACAMIS Chinese Conference, Utahloy International School

Virginia Hunt
■ American Chamber of Commerce Conference
■ Common Ground Collaborative Conference
■ EARCOS Leadership Conference
■ Hong Kong International School Literacy Conference
■ Next Frontier: Inclusion Conference
Conferences and Workshops Attended continued

Dean Johnson
- American Chamber of Commerce Conference
- Concept Based Curriculum and Instruction for the Thinking Classroom, ESF Centre, Hong Kong
- IB Regional Conference, Singapore

Stella Ireland, Diploma Programme Theatre Workshop

Lilian Lam
- Academic Success In Inclusive Education: Advocating for the Right to Achieve Conference
- SENIA 12

Stephanie McArdle, Reggio Emilia Conference

Carla Nagel
- CTC Conference
- IB Asia Pacific Regional Conference

Angela Reilly
- CASE Asia Regional Conference
- EARCOS Leadership Conference
- Managebac ‘Digital Admissions’

Vivian So, CASE VIII District Conference, Vancouver, BC

Kristel Solomon Saleem
- Assessment in the Differentiated Classroom
- American Chamber of Commerce, Members’ Roundtable Meeting
- SENIA 12
- Next Frontier: Inclusion Conference
- Assessment in the Differentiated Classroom Conference
- Academic Success In Inclusive Education: Advocating for the Right to Achieve Conference

Rachel Strozeski, Online course on Word Study

Jennifer Swinehart, Concept-Based Curriculum and Instruction Workshop with Lynn Erickson

Patricia Wagner, CASE Asia Pacific Regional Conference
Giving at Hong Kong Academy
Hong Kong Academy parents, alumni, and former families all contribute significantly to the life of the school, sharing their time, their expertise and their financial resources with the school. Gifts to HKA continue to grow as the community grows, with 2013-2014 representing a high water mark for the number of volunteers contributing time and talent and the level of financial contributions made the school.

Volunteer Participation
The gift of time is one of the most precious gifts of all. Hundreds of HKA parents and friends gave of their time and expertise in the 2013-2014 school year, making this year a typical one for volunteer engagement.

Parents and friends model volunteerism to the students, who are themselves actively engaged in a wide variety of service learning projects. In the school’s first year in Sai Kung, engagement with the local community has been an important theme, and the school has established a strong relationship with the Sai Kung Community Centre.

Hong Kong Academy Alumni Organization
In 2014, HKA graduates its third class of seniors. Total alumni, traditionally defined only as graduates, now exceed 50. However, at HKA, the definition of an “alum” is much broader and includes all students who attended HKA, even if briefly. Former families, including parents, whether or not a child holds an HKA diploma, are an important part of our global community.

To keep in touch with this community and to help former families stay in touch with one another, HKA publishes an alumni newsletter three times a year, maintains various social media platforms, and hosts alumni and former family events. In 2013, the school hosted one event in Singapore. In 2014, alumni gathered in London for food, conversation and an update on the new campus. Looking to the 2014-2015 school year, the expectation is to host at least one alumni event outside of Hong Kong.

Building for the Future
In 2012, HKA launched a campaign to raise funds for the building of the new campus. Entitled Building for the Future, the campaign set a goal of HKD25M to be raised from the parent and alumni community. By Spring of the 2014, the total funds raised and pledged neared that goal. The campaign will continue through December 2014.

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 2013-2014
(Names in bold denote the Committee Chair.)

Board of Trustees
Tarlan Amigh, Molly Bersani, John Coffeng, Phil Culhane, Ben Frankel, Phil Georgiou, Sean Kelly, Kevin Kitching, David Kong, Teresa Richman, Bill Rosensweig, Travis Spence, Ex Officio Members: Stephen Dare, Dale Willetts

Finance Committee
Thomas Baxter, Molly Bersani, David Grosse, Joshua Kahn, Kevin Kitching, Preneet Malhotra, Neil Raymond, Kevin Riendeau, Andrew Schultz, Travis Spence, Michael Tierney, Ex Officio Members: Stephen Dare, Dale Willetts
RESPONSIBLE MEMBERS OF THE COMMUNITY
valuing all gifts

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

Trustees Committee
Susan Choi, Phil Culhane, Jeff Maddox, Ex Officio
Member: Stephen Dare

Advancement Committee
Tarlan Amigh, John Coffeng, Lauren Houghton, Sean
Kelly, Bill Rosensweig, Ex Officio Members: Stephen Dare, Laura Mitchell, Dale Willetts

Scholarship & Financial Aid Committee
Phil Culhane, Virginia Hunt, Doug Musco, Bill Rosensweig, Ex Officio Members: Stephen Dare, Dale Willetts

HKACO SCHOOL COMMITTEES FOR 2013-2014
Community Organization Co-Chairs:
Jill Baxter, Susan Moody, Santo Rizzuto

Buddy Programme

Cheng Gong Committee
Joyce Cheung, Rolinda Davidson, Elena Di Fore, Grace Hung, Luiza Lao, Mandy Leung, Lisa Li, Christine Lui, Amy Shin, Dordor Stapleton, Jennifer VanDale

Dragonfly Shop Committee
Katie Brown, Michelle Chan, Jeannette Wong Coffeng, Rolinda Davidsen, Mia DeLeon, Tanya Easter, Surinder Francis, Rona Hellewell, Debbie Hiley, Ellen Hobson, Laurie Slaughter, Connie Steube, Poojah Tandon, Janet Tierney, Janna Wianecki

Grade Parent
Jacqui Algar, Tarlan Amigh, Aisha Balani, Brunella Bighi, Josephine Byrnes, KC Chan, Michelle Chan, Serene Chan, Amy Clayton, Mia DeLeon, Julie Denvir, Jolene Ferguson, Katherine Foley, Brandy Furner, Chiara Ghinolfi, Miriam Graff, Kelly Groff, Julia Heward, Debbie Hiley, Lauren Houghton, Antonia Iley, Tracy Kahn, Cora Lee, Sara Lodder, Christine Lui, Barbara Macho, Julie McCloskey, Susan Moody, Cathy Munoz, Jeanine Murray, Michie Nakayama, Claire Oakley, Kylie Platt, Santo Rizzuto, Hilde Santens, Asli Scott, Leigh Sears, Tara Smyth, Dordor Stapleton, Sharon Taylor, Mesh Tennakoon, Janet Tierney, Kym Toller, Jo Ann Van Eijck, Liz West, Janna Wianecki, Frederique Wolff
Gala Committee
Tarlan Amigh, Kaori Clark, Jeanette Wong Coffeng, Niamh Daniels, Rolinda Davidsen, Mia DeLeon, Tanya Easter, Surinder Francis, Brandy Furner, Miriam Graff, Julia Heward, Lisa Heywood, Luiza Iao, Julie McCloskey, Josianne Robb, Holly Schwartz, Dordor Stapleton, Connie Steube, Sharon Taylor, Divya Uttamchandani, Deanna Xystus

HKA World Wise Committee
Erkan Reinett, Kristine Nudds

Library Volunteers
Sharon Grosse, Liz Holt, Alison May

Social Committee

Sports

Theatre
Una Beattie, Pam Gilmore, Kimiyo Hall, Lisa Heywood, Karen Martín
The Board of Trustees and Administrative Team manage HKA’s budget to cover operational expenses and plan strategically for the future. The school’s primary source of revenue is tuition and fees. In addition, the school receives charitable donations and gifts in kind in support of the school’s mission and programme.

HKA manages a HK$3.1M Scholarship Fund for students requiring financial aid. The school also maintains a Facilities Fund to meet ongoing capital expenditure and future long-term debt obligations. Debenture sales, donations, fees earned on debenture transfers and capital levies are the main sources of income in this fund.

### Academic Operations Income

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<th>2013</th>
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<th>2012</th>
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<tbody>
<tr>
<td>Tuition</td>
<td>$64,134,605</td>
<td>82%</td>
<td>$55,832,105</td>
<td>83%</td>
</tr>
<tr>
<td>Learner Support Fees</td>
<td>$7,169,189</td>
<td>9%</td>
<td>$6,081,272</td>
<td>9%</td>
</tr>
<tr>
<td>Application Fees</td>
<td>$1,859,576</td>
<td>3%</td>
<td>$1,690,070</td>
<td>3%</td>
</tr>
<tr>
<td>Fundraising and Donations</td>
<td>$1,140,142</td>
<td>2%</td>
<td>$2,034,304</td>
<td>3%</td>
</tr>
<tr>
<td>Technology Tuition</td>
<td>$1,012,600</td>
<td>1%</td>
<td>$1,012,600</td>
<td>1%</td>
</tr>
<tr>
<td>Entrance Fees</td>
<td>$2,568,000</td>
<td>3%</td>
<td>$0</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>$23,445</td>
<td>0%</td>
<td>$524,909</td>
<td>1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$77,939,887</td>
<td>100%</td>
<td>$67,188,927</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Academic Operations Expenses

<table>
<thead>
<tr>
<th></th>
<th>2013</th>
<th></th>
<th>2012</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Costs</td>
<td>$69,944,940</td>
<td>91%</td>
<td>$62,194,071</td>
<td>89%</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>$3,174,421</td>
<td>4%</td>
<td>$3,265,871</td>
<td>5%</td>
</tr>
<tr>
<td>Administrative Expenses</td>
<td>$3,904,693</td>
<td>5%</td>
<td>$4,208,392</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$77,024,074</td>
<td>100%</td>
<td>$69,668,334</td>
<td>100%</td>
</tr>
</tbody>
</table>

### Assets

<table>
<thead>
<tr>
<th></th>
<th>31 July 2013</th>
<th></th>
<th>Liabilities and Reserves</th>
<th>31 July 2013</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash</td>
<td>$99,348,880</td>
<td>18%</td>
<td>Fees Received in Advance</td>
<td>$51,008,688</td>
<td>9%</td>
</tr>
<tr>
<td>Receivables</td>
<td>$9,944,399</td>
<td>2%</td>
<td>Accrued Expenses and Payables</td>
<td>$28,956,792</td>
<td>5%</td>
</tr>
<tr>
<td>Deposits</td>
<td>$4,207,409</td>
<td>1%</td>
<td>Secure Bank Loan</td>
<td>$94,140,053</td>
<td>17%</td>
</tr>
<tr>
<td>Fixed Assets</td>
<td>$9,142,642</td>
<td>1%</td>
<td>Funds and Reserves</td>
<td>$380,044,780</td>
<td>69%</td>
</tr>
<tr>
<td>Sai Kung Project</td>
<td>$431,506,983</td>
<td>78%</td>
<td><strong>Total</strong></td>
<td>$554,150,313</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$554,150,313</td>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>