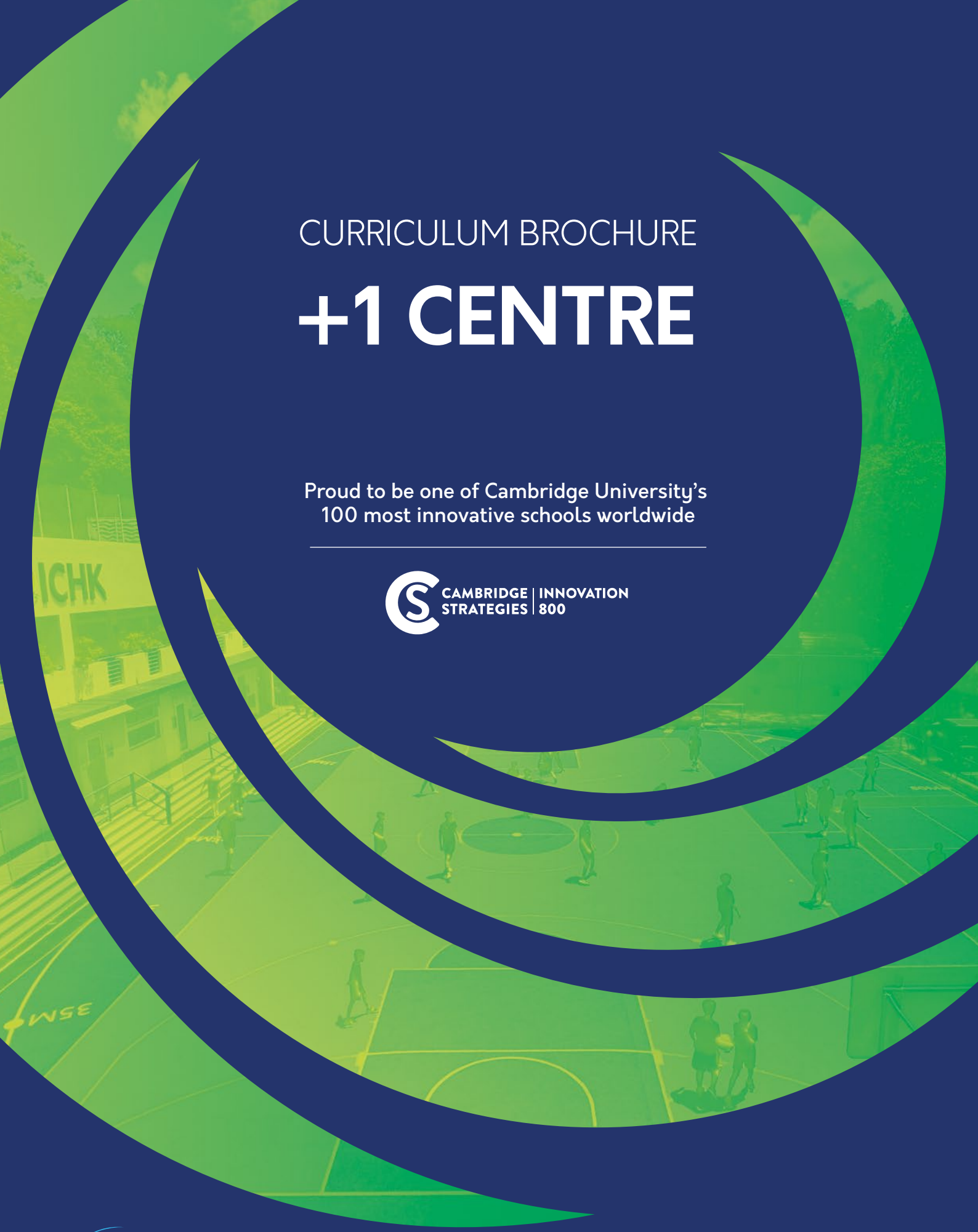
CURRICULUM BROCHURE

+1 CENTRE

Proud to be one of Cambridge University's
100 most innovative schools worldwide

CAMBRIDGE | INNOVATION
STRATEGIES | 800



ICHK
SECONDARY



ICHK

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ICHK Secondary

Head of School's Message

Dear Parents and Students,

A school's curriculum includes all those student activities — academic and non–academic — for which the school takes responsibility, as they all have a significant impact on student learning.

The secondary school years are vital in terms of all–round character development. In this bridging period between childhood reliance and adult responsibility, students take further steps in their journey to self–realisation, which include adopting approaches and attitudes to challenges which will remain with them for the rest of their lives.

With this in mind, at ICHK we configure our students' experience of school around the notion of an "epistemic apprenticeship". This concept, introduced by British professor of education, Guy Claxton, indicates an apprenticeship in ways of thinking, knowing, doing, and being. Following Professor Claxton's lead, we are committed to working with young people to encourage and foster their holistic development, in ways that best equip them for rewarding lives beyond school.

The purpose of this brochure is to ensure that parents and students are familiar with the aims of the various components of our +1 Centre curriculum, and of the methods we use to catalyse and report on student growth and achievement.

You will read about the unique and innovative curriculum, which is tailored to the students' strengths and their cognitive, social, emotional and physical needs. The curriculum maintains a flexible approach, where adjustments can be made as required depending on the needs of the cohort. As with the whole school, it also follows a 'backward by design' approach, where the end goal and its relevance to the real world are considered first and foremost.

The brochure also provides details of our extensive and diverse activities programme, our off–site Deep Learning+ Week and our pastoral support structures, which place student wellbeing at the centre of school life and underpin all learning and teaching. These all play an important part in the holistic development of our students, and you will come to discover that in an environment of safety and trust, growth, mutual understanding and shared respect, all students are enabled to flourish.

Please take the time to look through this brochure and feel free to contact us, or the appropriate teacher, with any additional questions you may have.

Yours faithfully,

Sean McDermott
Email: smcdermott@ichk.edu.hk

Our Mission & Vision

Mission

Our mission is to educate all our students, unlock their potential and offer an experience that best prepares them for life beyond school.

Vision

Learning together, thoughtfully



A Learning Culture



ICHK is a community school. While we have grown in numbers in recent years, we remain intentionally small in the way we structure learning and build relationships. Our classes are small by design, and our policies, approaches and culture all flow from this deliberate commitment to create a close-knit, highly connected community.

We are guided by research indicating that smaller learning communities are better able to recognise and respond to the individual needs of their members.

Small classes enable our teachers to design and deliver learning that is responsive to individual students. With a low student-to-teacher ratio, learners receive the individual attention, guidance and challenge they need. By design, there is a high degree of interaction between teachers and students, as well as between students themselves, which is central to our learning philosophy.

This means that students' individual interests, strengths and passions are more likely to be noticed and developed, while learners experiencing difficulties can be identified early and supported promptly. Teachers are also better placed to notice changes in behaviour, engagement or performance and to respond quickly and appropriately.

Our deliberately close-knit structure also supports the kind of relationships that are central to a strong school community. Community spirit is fostered through meaningful connections between students, teachers and families. The home-school partnership can be strengthened, while school leaders are able to maintain a much more direct connection with individual students than would typically be possible in a larger, more impersonal environment.

A strong sense of community also creates greater opportunities for students to participate, contribute and develop as leaders. When students know that their contribution matters, they develop a stronger sense of belonging and a sense of pride in their community, their school and themselves.

Finally, keeping things small by design gives us greater flexibility in how we approach learning. At ICHK, we recognise that one size does not fit all. Our structure allows us to invest in personalised education and to respond to the individual needs, interests and aspirations of our learners.

Being small by design is therefore not simply about numbers. It is about creating the conditions for strong relationships, personalised learning and a genuine sense of belonging.

Our Campus & Location

ICHK's spacious, green and low–rise campus is situated in a stunning location in the New Territories, providing students with unrivalled opportunities for outdoor learning.

Surrounded by country parks and spectacular scenery, our school offers the ideal location for students to develop a deeper appreciation for their place in the grander scheme of natural history and human culture, developed on a global scale, as measured in both space and time. We draw on our local environment as an invaluable resource for the teaching of science, the humanities, arts, physical fitness and leadership, and our innovative outdoor education programme has been firmly established as one of the central pillars of our school.



In our uniquely natural environment, students play sports and enjoy after school activities from dozens of choices ranging from sailing and horse–riding, to environmental action. They are able to make full use of the nearby coastline and country parks for hiking, sailing, kayaking, cross country running and cycling.

Transitioning to Secondary

When students join us in Year 7, they benefit from a thoughtfully curated transition period at the start of the year. They are supported by the +1 Centre team as they participate in whole-year group transitional activities and experiences, which prepare them for their secondary school journey.

The +1 Centre occupies two designated spaces within a quiet area of the campus. The largest space comprises a learning area configured for flexibility, including modular sections for learning and teaching, with a separate office for staff. A second space, added in 2023, caters for growing numbers and accommodates a student-designed 'calm room'. Recently refurbished kitchen and living facilities extend the range of life skills addressed within the programme. Furniture and fittings are adjustable throughout, chosen to match the maturing needs of adolescents, many of whom have special sensitivity to environmental stimuli and who, at different times, require calming or stimulating options to self-regulate.



Teaching & Learning

ICHK is a dynamic IB World School which is proud to embrace innovation in learning. This focus has led, over the past 15 years, to a unique and stimulating curriculum being developed for our students. We are proud to be one of Cambridge University's 100 most innovative schools in the world.

ICHK believes that the secondary school experience should help children achieve both character development and academic achievement. Our philosophy is grounded in the conviction that young people should be supported in developing their all–round characters, including but not confined to the academic dimension, so that they experience themselves as strong, confident, impassioned learners.

In the +1 Centre, we maximise students' learning through implementing a Universal Design for Learning framework to support a range of diverse learning needs. We consider the whole child in every lesson and context, taking into account sensory needs and incorporating opportunities to develop fine and gross motor skills, emotional regulation, social skills, and the tools necessary to stay safe both outside the classroom and online. Students are encouraged to develop their strengths and teachers use a wide range of supports to help remove barriers to learning. We also ensure students can demonstrate their learning in a multitude of ways.



Our Lower School programme is based on the ICHK curriculum, featuring a combination of established subjects including English, Mathematics, Science and Languages, along with our innovative Curriculum X, which encompasses everything we offer beyond the traditional curriculum. Modifications are also made to support the learning profiles of the +1 students.

In the Upper School, we use the UK based ASDAN short courses and personal development programmes to provide a skills based, low stakes yet high interest curriculum. There is a strong focus on life skills and preparing to live autonomously through the ASDAN Preparing for Adulthood programme.

An important feature of the +1 Centre is that students take part in the innovative whole school learning experiences such as Curriculum X, including Human Technologies, the Deep Learning and Activities programmes, and interact with the rest of the student body in assemblies and break and lunch times. Being part of ICHK Secondary allows students the opportunity to learn from a range of subject specialist teachers and providers. When students show strengths in particular areas, they can attend mainstream classes such as Maths, Chinese, Drama, PE or the Outdoors. Students who take part in the mainstream curriculum are attached to a tutor group so they can also forge wider connections within the school.



The +1 Centre curriculum is designed with three primary goals:

1. **To encourage students to be "Safe and Happy, and Learn"**

   The curriculum highlights and explores thoughts and feelings, actions, and consequences, prompting students to reflect on their words and actions and how they put these into practice. Students are encouraged to identify their strengths, challenges and responsibilities to "Work hard and be Kind."

2. **To encourage communication**

   The +1 Centre curriculum provides opportunities for students to demonstrate their understanding and knowledge in ways that support their thinking. Support communication choices, whether verbal, written, or other, and make resources such as visuals, recording devices, or scribes available when needed.

3. **To encourage independence**

   The +1 Centre Curriculum reflects real-life scenarios, functional activities, and high expectations, alongside resources that support and encourage students to become more independent in their learning and activities. Teachers and support staff give students space to build resilience and grow as they attempt tasks, offer positive encouragement, and create a "safe-fail" environment in the classroom and beyond.

Teacher Responsible: Miss Emma Kent-Jones, Head of +1 Centre

Student Support

Our aim at ICHK is to help students to be, and to want to be, the best they can.

Pastoral Care

By providing personal, social, emotional and academic guidance, our pastoral team, which includes form tutors and the Head of the +1 Centre, provides a secure and caring environment for students to develop as learners and become happy and fulfilled individuals. To enable this, tutors work closely with the Head of the +1 Centre to ensure that students are engaged in activities and content around a variety of areas and issues. Our primary aim is to equip them with the skills necessary to deal with these issues, as and when they arise, and to boost our students' confidence in feeling equal to the challenges of their rapidly evolving lives. For those students who need personal, social and/or emotional support, our team includes an educational psychologist and counsellors with experience in dealing with young people in an educational setting.

Student Support Plans

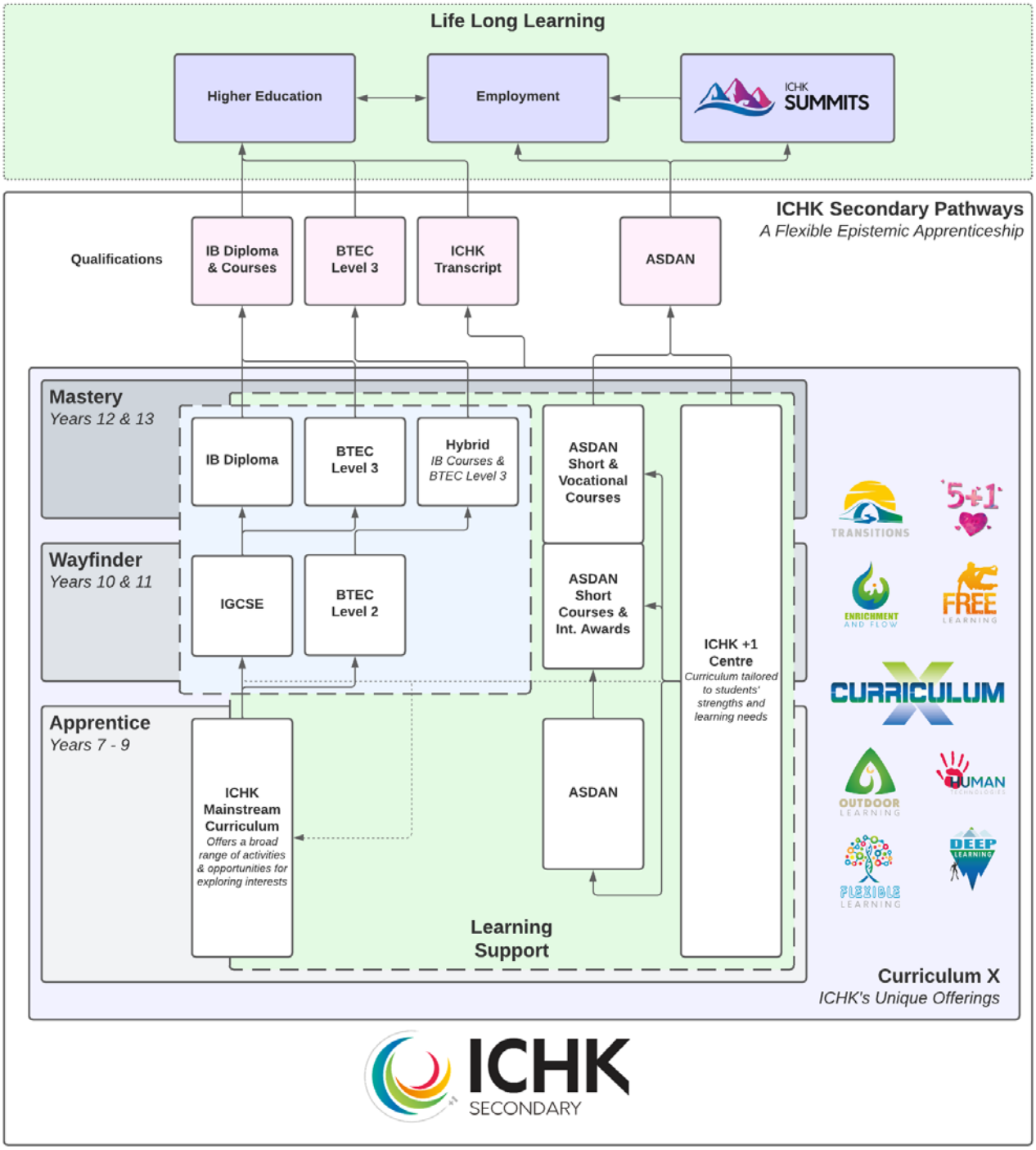
Students' development is supported by child centered Student Support Plans (SSP), which are designed to give students the opportunity to have a voice in their own learning experiences, how they are supported and personal goals. The SSPs are reviewed termly with the parents and students, but remain dynamic and responsive to the needs of the student throughout the year.

Asking Questions

Our open door policy means that parents have a direct route through which to gain advice and support should they require it. This process generally begins with the form tutor and can then extend to include the Head of +1 Centre. With everyone working together, in a sympathetic and responsive environment, we aim to develop mentally and physically healthy individuals who are able to take the best possible benefit from their school experience.

Learning Pathways

As an inclusive school serving a diverse student population, we seek to provide a wide range of pathways through Years 7 to 13. The diagram below shows the various paths that our students may take:



Assessment & Reporting



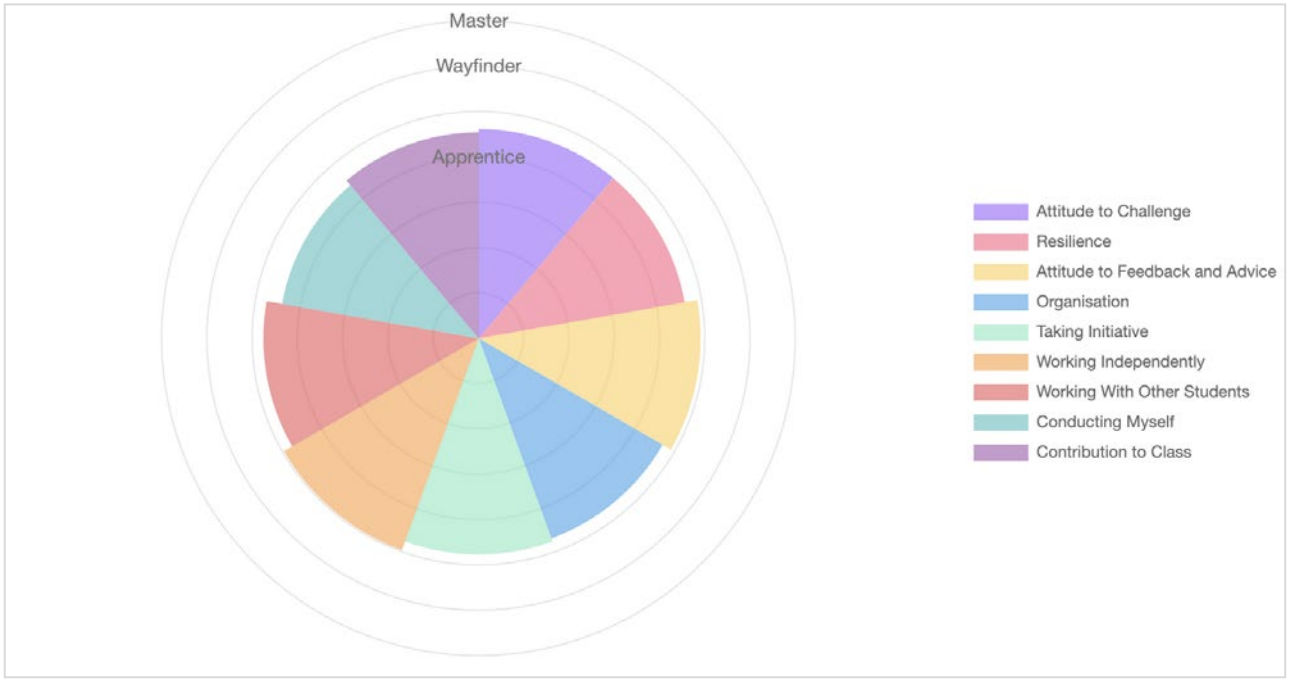
From Teaching Adolescents to Become Learners: Literature Review 2012 - University of Chicago Consortium on School Research

The rationale, process and dates for reporting academic progress are shown below. Please note that tutors and teachers can always be contacted outside of these times, should concerns or questions arise.

Approaches to Learning (ATLs)

The goal of school is to prepare young people for the lives they want to lead. Attaining academic results is a significant part of this, but so too is promoting the personal qualities that underpin good learning – and living – habits.

The ICHK Approaches to Learning, on which we report specifically twice a year, give students feedback in respect to some of these habits of mind: their attitude to challenge, resilience and motivation, attitude to feedback and advice, organisation, initiative and decision–making, ability to work independently and with others, self–regulation and contribution to class.



Written Reports

Parents receive one full report each year: these written reports provide a summary of student progress, and use comments, rather than grades, to inform. In keeping with our emphasis on growth, teachers generally focus on the positive aspects of a student's efforts and achievements, while setting at least one area for improvement. At the end of the school year they will also receive a transcript summarising the courses their child has completed over the year.

Consultations

The main purpose of assessment is to ensure that students know where they are and how they can improve. Face–to–face meetings are a good way for students, parents and teachers to exchange views and come to an understanding on how to support the student's academic improvement, especially when students are facing particular challenges in their work.

Parent–tutor meetings allow parents to meet with the student's tutor. These meetings provide an opportunity to have more holistic discussions about the learning and the progress of a student. Your child's tutor can offer details about a student's development, involvement in activities, and areas of both strength and concern. In any academic year, there will be one meeting with the form tutor in the first term, followed by subject teacher consultations later in the year. These sessions provide an opportunity to delve deeper into issues and agree challenging targets so the student can optimise progress.

Subjects in +1 Centre

During the Lower School years in the +1 Centre, there is a wide variety of subjects to engage and develop the students' knowledge and life skills. These subjects have been specifically selected to ensure breadth and balance are maintained and that the students will have the requisite knowledge and experience for their chosen route in Upper School. The table below shows the subjects available in the +1 Centre, across Lower and Upper Schools:

Subject	**Lower School** *Years 7-9*	**Upper School** *Years 10-11*	**Upper School** *Years 12-13*
English	Core	Core	Core
Mathematics	Core	Core	Core
Science	Core		
Social Skills	Core	Core	Core
Human Technologies	Core	Core	Core
Arts (Art and Music)	Core	Core	Optional
Humanities	Core		
Physical Education	Core	Core	Core
Curriculum X Activities	Core	Core	Core
Chinese	Optional	Optional	Optional
ASDAN Personal Development programmes	Core	Core	Core
ASDAN Short Courses		Core	Optional
Preparing for Adulthood			Core

English

In the +1 Centre, our focus in English is to help students become confident readers, writers and communicators. We achieve this through a variety of methods, including speaking and listening activities, reading stories and novels, and engaging in diverse writing tasks.

Where applicable, students may participate in the English ASDAN short course or Lifeskill challenges, which cover a range of modules and skills, such as:

- Developing communication
- Speaking and listening
- Reading and writing styles
- Reading for pleasure
- Writing for purpose
- Reading for purpose

We explore various genres and purposes for writing, including lists, recipes, instructions, non-chronological reports, and newspaper articles.

We consider the essential skills necessary for effective communication in reading, writing, speaking and listening. This includes understanding sentence structures, writing lists, following and giving clear instructions, and reading recipes.

In our planning, resourcing, and teaching, we aim to connect tasks to real-life situations, the interests of the students, and their cognitive abilities. Interventions specific to English, such as the Wilson programme, are also available to students who would benefit from them.

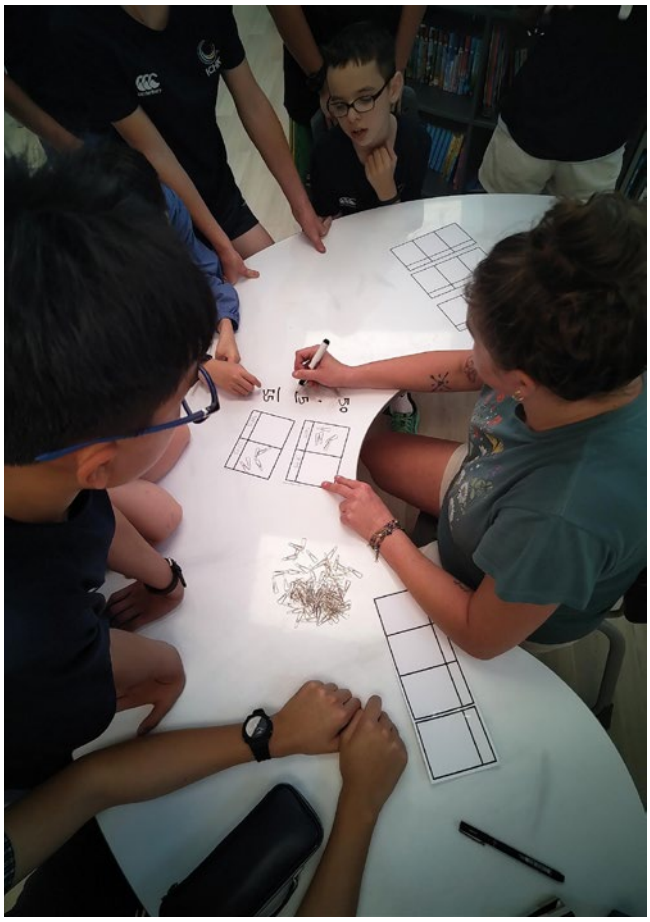


Mathematics

Mathematics is taught through engaging and hands-on activities that inspire students to cultivate basic skills in various areas, including:

- Number
- Geometry
- Measurement
- Problem-solving

Wherever possible, these activities are linked to real-life situations and integrated with other subject areas to enhance relevance and understanding. Students follow a tailored curriculum centred around functional mathematics, designed to meet their individual needs. This comprehensive programme encompasses a range of skills, focusing on practical applications such as time management, budgeting, measurement techniques and everyday mathematical skills necessary for navigating daily life effectively.



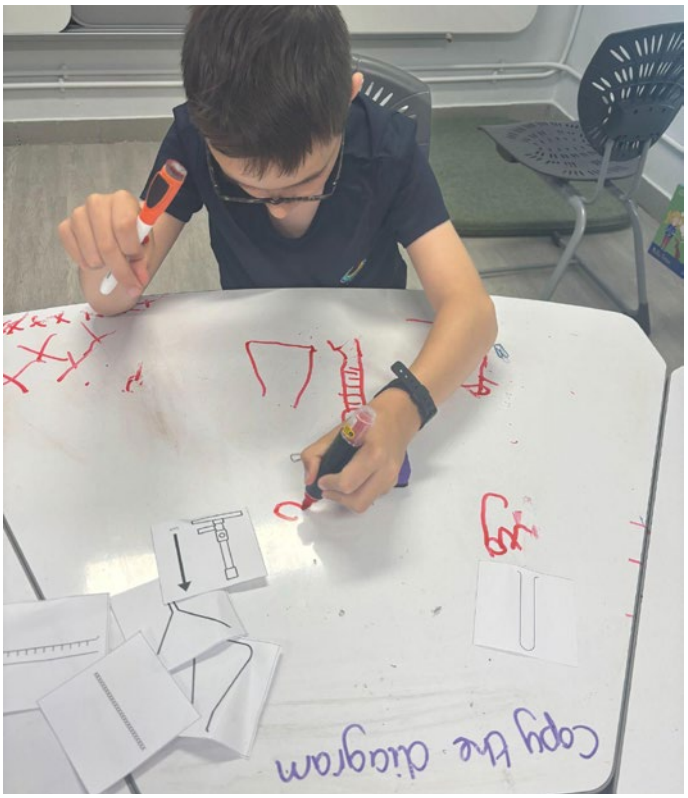


Science

The Science programme in the +1 Centre aims to provide students with practical knowledge about how the world around them works. In the Lower School, students learn about the following topics:

- Forces
- The natural world - plants, animals and the environment
- States of change, solids, liquids and gases
- The human body and its changes over time (puberty)
- Thinking like a scientist - the scientific method





Chinese

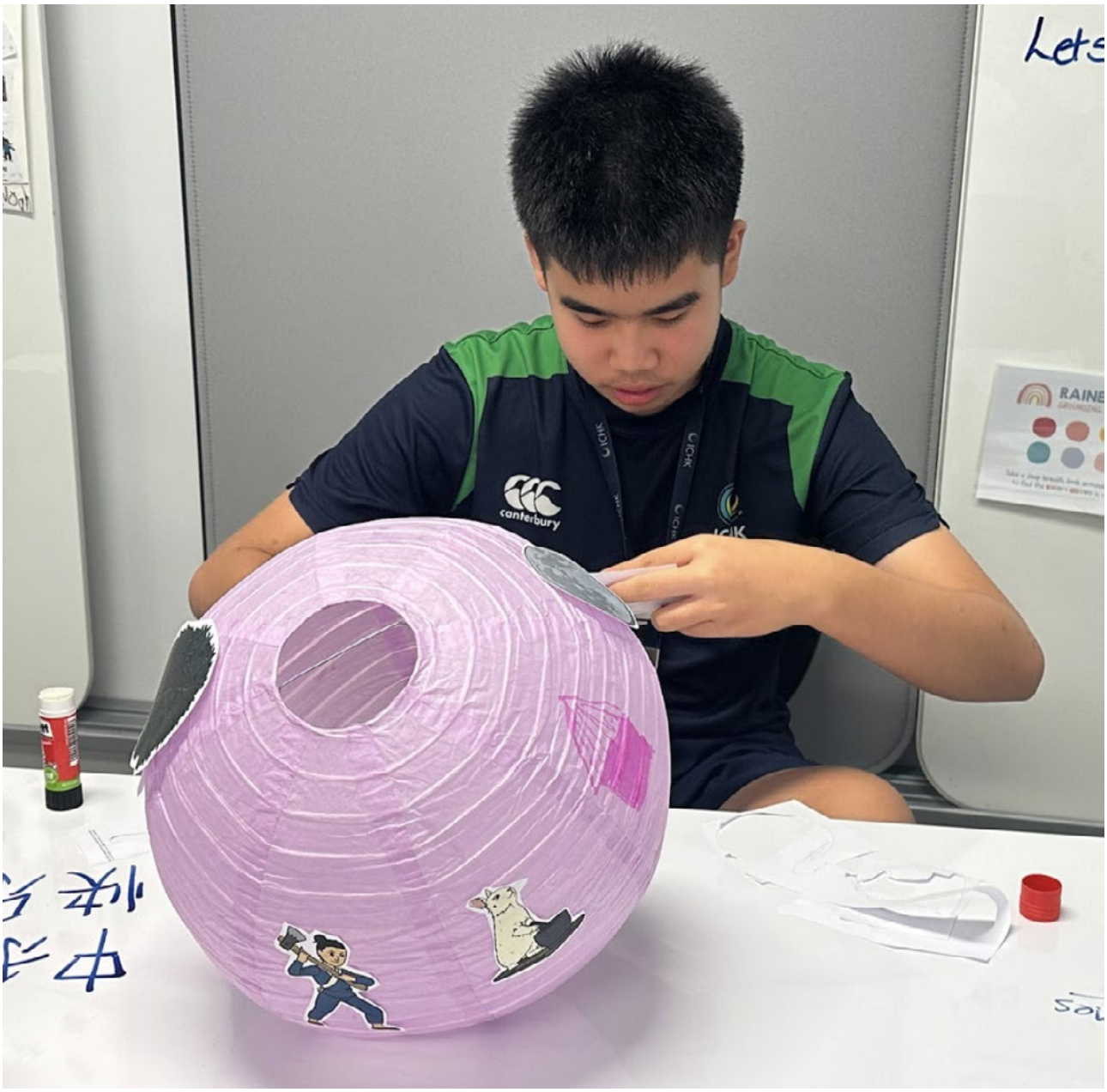
The +1 Centre offers the opportunity to experience speaking, listening, reading and writing in Mandarin.

Students will explore the language and culture through:

- Stories,
- Drama
- Songs
- Vocabulary

Students will have the opportunity to identify festivals and traditions through language and experiences.

Upper School students have the opportunity to follow the Languages ASDAN short course.



Humanities

The Humanities programme in the +1 Centre encourages students to explore past and present human and natural events. By developing skills such as research, perspective-taking, critical thinking and awareness of their surroundings, students will study various geographical and historical subjects spanning the past, present, and future.

Students will learn about their personal history and local and global events, encouraging them to retell these events and expand their knowledge of the world around them.





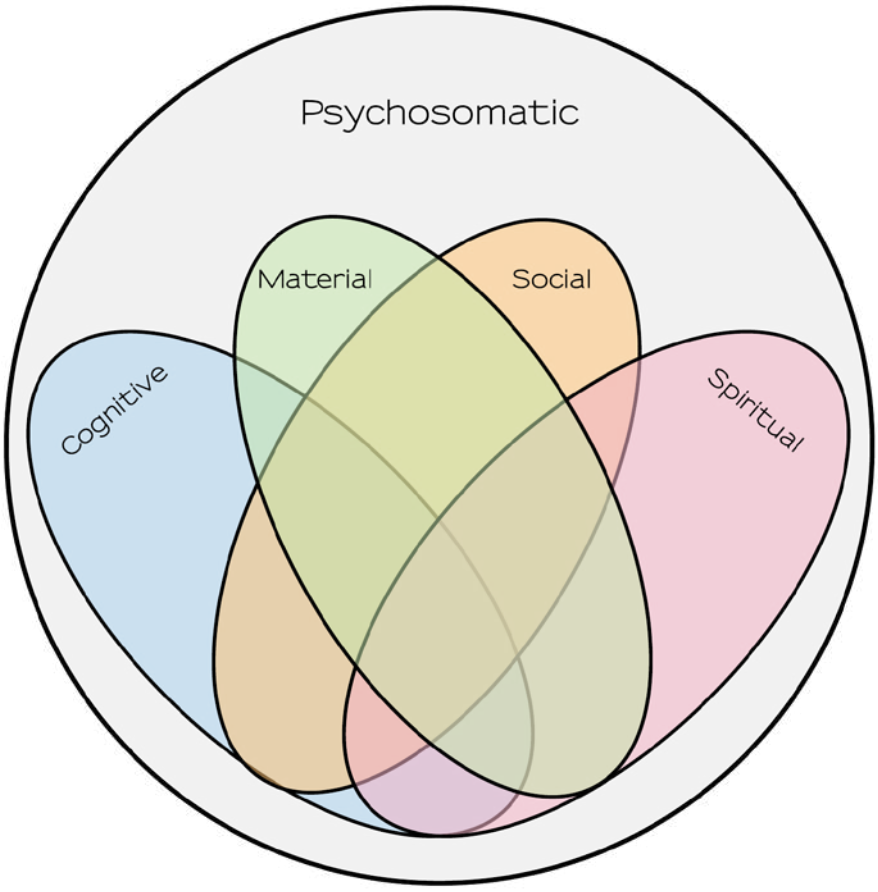
Human Technologies

Human Technologies is an innovative course unique to our school, designed to explore the art and craft of being human. It offers students fresh perspectives on human intelligence, relationships, and actions, weaving together a more connected and meaningful narrative than is often found in traditional school subjects.

At its core, Human Technologies redefines the concept of technology, reclaiming it from the modern, narrow focus on machines and tools. Instead, it returns to its original Greek roots: techne (art, craft, and skill) and -ology (knowledge). This broader understanding of technology encompasses all the tools, methods, and systems, both material and immaterial, that humans use to shape their inner lives, relationships, and the world around them.

The Human Technologies curriculum explores the psychosomatic, cognitive, material, social, and spiritual tools humans use to shape their lives. The +1 Centre Human Technologies programme is designed to align with the progression of units in the mainstream curriculum while being tailored to the strengths and abilities of the students. Through the lens of Human Technologies, students, both individually and as a group, are encouraged to enhance their communication and social skills in various ways.

By engaging with Human Technologies, students develop critical and creative thinking, relational intelligence, and ethical discernment, equipping them to navigate the complexities of the modern world with purpose and integrity. They learn to see the world through a new lens, appreciating human ingenuity, valuing sustainability, and adopting a long-term perspective. In doing so, they cultivate the essential skills needed to shape the future and gain a profound appreciation for the art and craft of being human.



The Human Technologies programme created for the +1 Centre also incorporates objectives from the following programmes and guidelines:

ASDAN Key Steps

PSHE Education Framework for Pupils with SEND (PSHE Association UK)

UNESCO Key Concepts from the UNESCO International Technical Guidance on Sexuality



In the +1 Centre, we are dedicated to supporting and enhancing communication and social skills, both as a group and on an individual basis. We utilise a variety of engaging methods to achieve these goals, such as:

Videos: We utilise educational videos that demonstrate effective communication strategies and social interactions, enabling participants to observe and learn in real-time.

Scenario Cards and Role-Playing: By using scenario cards, we create realistic situations for participants to navigate. Role-playing these scenarios helps them practice appropriate responses and develop problem-solving skills in social contexts.

Board Games: We incorporate board games that require turn-taking, cooperation, and strategic thinking, which can enhance social interaction and communication in a fun and relaxed environment.

Modelling Vocabulary and Actions: We focus on modelling essential vocabulary and clear actions to illustrate concepts like personal space and distinguishing between expected and unexpected behaviours. This helps participants understand social cues and navigate interactions more effectively.

Team Building Activities: We engage participants in team-building exercises that promote collaboration and trust. These activities encourage group participation and help individuals develop a sense of belonging while improving their communication skills.

Through these diverse methods, we aim to create a supportive environment that fosters growth in communication and social competencies.



Visual Art

In the Visual Arts, students develop essential skills in observation, perspective, and the use of various materials and media. Through hands-on projects and creative exploration, they enhance their ability to see and interpret the world around them.

The curriculum aligns with the ASDAN Expressive Arts Modules and emphasises three primary areas: appreciation, where students learn to analyse and discuss different forms of art; production,where they engage in creating their own artworks using a range of techniques and materials; and performance and exhibition, allowing them to showcase their creations and artistic expressions to peers and the broader community. This comprehensive approach not only fosters technical skills but also encourages students to develop their artistic voices, sharing their opinions and ideas and responding to others' opinions in a constructive way.





Music

We view music as a universal and uniting experience albeit differently experienced and enacted in different cultures. Through performing, listening and composing in every unit, we hope to engage and inspire students to develop a life–long love for music.

Students will learn to:

- Perform, listen to and analyse music from diversified periods, genres, styles and traditions
- Improvise, create and compose music on their own and with others
- Use music technology appropriately
- Use staff notations appropriately and accurately
- Develop a deepening understanding of the music that they perform and to which they listen, and its history

Students will have the opportunity to explore and learn these musical instruments:

- Vocal
- Drum
- Ukulele
- Guitar
- Piano
- Recorder
- Kalimba
- Dizi
- Erh–hu
- Percussive instruments (Woodblock, Agogo bell, triangle...etc.)



Physical Education

PE develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school.

A high–quality PE curriculum enables all pupils to enjoy and succeed in many kinds of physical activity. They develop a wide range of skills and the ability to use tactics, strategies and compositional ideas to perform successfully. When they are performing, they think about what they are doing, analyse the situation and make decisions. They also reflect on their own and others' performances and find ways to improve them. As a result, they develop the confidence to participate in various physical activities and learn about the importance of healthy, active lifestyles. Discovering what they enjoy doing, identifying their strengths in school, and understanding how and where to get involved in physical activity helps them make informed choices about lifelong physical activity.

PE helps pupils develop personally and socially. They work as individuals, in groups and in teams, developing concepts of fairness and of personal and social responsibility. They take on different roles and responsibilities, including leadership, coaching and officiating. Through the range of experiences that PE offers, they learn how to be effective in competitive, creative and challenging situations.

The curriculum provides opportunities for pupils to:

- Get involved in a broad range of different activities that, in combination, develop the whole body
- Experience a range of roles within a physical activity
- Specialise in specific activities and roles
- Follow pathways to other activities in and beyond school
- Perform as an individual, in a group or as part of a team in formal competitions or performances to audiences beyond the class
- Use IT as an aid to improving performance and tracking progress
- Make links between PE and other subjects and areas of the curriculum.



ASDAN

ASDAN (Award Scheme Development and Accreditation Network) is a British education charity and awarding organisation, providing courses, accredited curriculum programmes, and regulated qualifications to engage, elevate and empower young people aged 11 to 25 years.

Their goal is to engage students through relevant and motivating courses, enabling them to achieve meaningful learning outcomes that will elevate them to pursue further education, training, and employment, and empower them to take control of their lives.

The students in the +1 Centre have the opportunity to follow three personal development ASDAN programmes: Key Steps, International Bronze, Silver and Gold Awards, and Preparing for Adulthood. These programmes offer project-based, hands-on experiences that cover a range of topics, including the environment, identity, health and preparation for life after school.

At ICHK, ASDAN forms part of our commitment to providing a range of pathways for students. As an inclusive school serving a diverse student population, we seek to provide students with different ways to learn, develop their strengths and prepare for their futures.

We are proud that one of our students has achieved a global ASDAN Champion award, which is a powerful example of what this approach can make possible: learning that extends beyond traditional measures of academic success and gives young people opportunities to discover their strengths, develop confidence and make a positive contribution to the world around them.





A strong focus on experiential learning and life skills is a key part of the +1 Centre experience. The +1 Centre team develops unique activities and programmes from the ASDAN modules to support the needs of the students, such as the Lifeskills Staycation for the +1 Upper School and the HongKong Adventure, and an individualised independent travel programme for +1 students who require more practice and support.

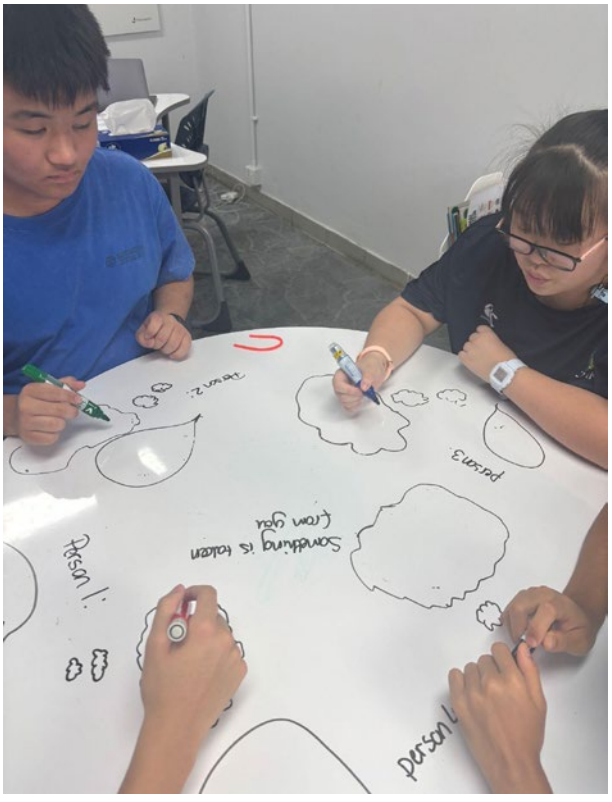
Through ASDAN Foodwise, students' hands-on experiences are complemented with additional opportunities to learn from experts, such as a visiting professional chef teaching students how to cook and plate up restaurant dishes, visiting a working kitchen in the community and interviewing the school chef about health and hygiene in the kitchen.

Preparing for Adulthood Curriculum

During Years 12 and 13, students in the +1 Centre will embark on a journey to learn and practise essential life skills that will prepare them for a successful future beyond ICHK. The programme emphasises engaging, real-life situations and activities that empower students to make informed choices and develop a deeper understanding of themselves and the world around them.

Students have access to a kitchen space and "living area." In these spaces, they learn and practice essential household tasks, from cooking nutritious meals to managing daily chores, cultivating independent living skills that will enable them to live autonomously as they transition into adulthood. Additionally, the programme emphasises the importance of self-advocacy, positive community engagement, and developing skills that will support them in entering the workforce, if appropriate, in the future.





Gardening

ICHK is situated in a spacious green campus, allowing us to be outside and experience the nature around us. Gardening is a wonderful way to learn about the environment, improve mood and work as a team. The Mycobacterium vaccae, which is found in soil, increases serotonin, helping reduce stress and anxiety.

Students learn about plants from the local area, how to grow vegetables, and how to care for the environment they are in. Weeding develops gross and fine motor skills, and encourages resilience and pride in keeping the flower beds clear. Students with sensory needs benefit from being outside and immersing themselves in "messy" work.



The introduction of gardening lessons to the +1 Centre has seen students discovering the joys of nurturing plants and connecting with nature. It has ignited enthusiasm, whilst teaching them patience, teamwork and greater tolerance for getting messy and hard work. The +1 Centre wormery has given students an opportunity for cross-curricular links in science, history and sustainability, providing a path to learning more about the environment in the ASDAN programmes in the Upper School.



Curriculum X

In the +1 Centre at ICHK students enjoy Curriculum X in Years 7 to 13. Curriculum X is an extended Curriculum, comprising the conventional core plus Human Technologies, Activities and Deep Learning.

"Curriculum X", is an innovative approach to education providing an opportunity for students to learn, freed from the shackles and constraints of traditional timetables and subjects. X denotes mystery or the unknown and at ICHK we recognise that each teacher and student will have different interests and passions to bring to the extended curriculum. Accordingly, Curriculum X is an eclectic selection of units that changes and shifts over time, reflecting the evolution of the teaching staff and morphing as the teachers themselves grow and develop. Equally, a major component of the learning in Curriculum X is the personal interest of each individual student. The different choices that students make in terms of their units or routes of enquiry result in very personalised learning experiences.

Curriculum X Activities

A huge range of activities outside of the traditional classroom curriculum provide wonderful learning experiences, whilst helping to broaden and enrich education.

Whilst many schools refer to their activities as Extra Curricular Activities (ECAs), at ICHK, we believe they are a core part of our programme rather than an optional extra.

Activities are therefore included as one of the compulsory periods in each student's schedule. Our unique location means that students are able to make full use of the nearby coastline and country parks for hiking, sailing, kayaking, cross country running and cycling.

Our programme, with its emphasis on exercise, outdoor learning and creativity is central to our approaches, as our philosophy is grounded in the conviction that young people should be supported in developing their all-round characters if they are to produce themselves as confident, self-directed, ambitious, and fearless learners.

Activities are also a critical part of the 'epistemic apprenticeship' which is built into the fabric of the school and includes not just academic work but the social, emotional and values-driven dimensions of students' lives.

Activity sessions mainly take place on Tuesdays. However, we also have a limited number of optional activities which take place on other days after school. They range from the sporting and physical to cultural and reflective practices.

A sample list of some of the activities that we offer includes, but is not exclusive to:

- Touch Rugby
- Volleyball
- Badminton
- Football
- Bouldering
- Horse Riding
- Rock Climbing
- Cycling
- Basketball
- Calligraphy
- Model United Nations
- Junior Achievers
- Yoga

Teacher Responsible: Ms. Bop Laidler, Activities Coordinator

Deep Learning

Deep Learning units give teachers the freedom to be creative in designing modules which engage students and allow them to choose subjects and topics which are not always available to them in a traditional format, and which may not conform to specific departments and exams. Units will be designed to be delivered across multiple whole days, instead of being parcelled up into periods and taught intermittently over weeks and months. It allows for a deeper study into a topic in greater detail, an interdisciplinary approach combining subjects such as Maths, History, PE and Art, for example, into an overarching theme that realistically recognises the interconnectedness of human knowledge.

The student learning experience is extended to life beyond the confines of the classroom and school, to go on field trips and site visits across the whole of Hong Kong, making the learning all the more pertinent. We are able to engage with relevant organisations and groups, meet with experts, or undertake other activities to deepen understanding which may be possible only outside of the conventional timetable. Instead of taking students off timetable to take part in these important educational events, Deep Learning is embedded into ICHK school life.

Deep Learning allows for activities which are difficult to be undertaken within the confines of a school or a normal school day. The units will cover a broad range of subject areas which may be an extension of subjects that already exist in the core curriculum or an extension of the curriculum into entirely new subject areas. Learning is modular, with students free to make their own choices, grouped by shared interests and across year groups. The main feature of this curriculum is an experiential and collaborative approach to education which fully supports ICHK's Four Strategic Directions: Thriving Student, Best Possible Teacher, Community & Partnership, Environment for Living & Learning.

In short, Deep Learning is a pioneering and progressive programme of study drawing upon the individual strengths of our teaching staff, environment and community.

Deep Learning is an evolving programme and there have been a variety of changes since its inception. Currently, we run four iterations of DL throughout the year, from September to June, including Deep Learning+ which is similar to a CAS week in other IB schools. The +1 Students take part in all of the Deep Learning experiences, with some specific courses planned in line with the ASDAN programme during Deep Learning 2 and 4. Some examples of courses of study specific to the +1 Centre include:

- +1 Lifeskills Staycation
- HK Adventure - Independent travel
- +1 Hospitality - Bed and Breakfast opportunity.
- Soapcycling



Deep Learning+

Deep Learning+ is a whole week of Deep Learning that traditionally takes place at the end of October or in November. Deep Learning+ in Years 7 - 9 allows students to:

- Develop as leaders and team members.
- Develop their knowledge of camping, hiking and orienteering.
- Demonstrate teamwork through physical activities and challenges.
- Develop independence and their organisation skills.

The focus for each year group is as follows:

- **Year 7 students (Camping/Team Building/Outdoor Activities)** - In Year 7 the key focus for the students is to begin to develop an identity as a year group. The theme for the week is 'Happy, Confident, Intelligent Warriors'. Developed and led by the Head of Year, alongside The Hutong, this week is based around school, in the hills around Bride's Pool area and the coast of Tai Mei Tuk. The week will provide participants with structured challenges in order to develop the idea of comfort zone and the ZPD (zone of proximal development, or 'learning zone') and to deepen their appreciation of the school's unique location in Hong Kong.
- **Year 8 students (Outdoor Adventure Programme)** - The experience in Year 8 extends on the skills and attitudes developed in Year 7, but this time a little further afield in Sai Kung Country Park. The focus is on 'Challenge by Choice' and gives the students more opportunities to develop their identity of self, work as part of a team and push theirboundaries of the outdoors further. Again, all activities are created with the highest levels of safety in mind. This trip is organised in conjunction with China New Horizons.
- **Year 9 students (Adventure Week and Service Learning)** - In Year 9, the activities on offer become more individualised and students can follow pathways of their own interest. Students can choose between an Outdoor Adventure Week and develop their leadership skills, or undertake community service while also learning about food poverty in Hong Kong. Whether they are learning First Aid, acting as a student leader, giving their time by volunteering, or pushing the limits of endurance, every student is encouraged to participate fully in the ethos of ICHK.
- **Upper School Students (Years 10, 11, 12 and 13)-** During Upper School the students in the +1 Centre have the opportunity to choose one of the elective Deep Learning + Activities or the +1 Lifeskills Staycation. This is a weeks trip where the students plan and budget their activities and spend time learning about everyday chores and skills to keeping a home. The students spend two nights away and are encouraged to make independent choices about where they wish to eat, what activities they enjoy doing and what groceries they need for the week.

Teacher Responsible: Mr. David Addis, Leader of Outdoor and Experiential Learning

ICHK Summits

After graduating from the +1 Centre, learners can progress to ICHK Summits, a three-year programme designed for neurodivergent young adults aged 18–25 with diverse learning needs.

Inspired by ICHK's inclusive and innovative philosophy, ICHK Summits aims to bridge the gap between education and adulthood, preparing young people for the world of work, further education and greater independence.

Based in a non-profit learning space and social enterprise in Central, the programme combines vocational training with holistic life skills development. Participants benefit from practical workplace experience, one-to-one mentoring, job coaching and targeted social skills training.

Over three years, participants develop the skills and confidence they need to navigate adult life and the workplace. The programme includes:

- Job observations and workplace visits
- Supported and independent internships
- Enterprise and practical work experience
- One-to-one mentoring and job coaching
- Communication and social skills
- Budgeting and financial awareness
- Travel and personal safety
- Digital literacy
- Self-care and independent living skills





In Year 1, learners build a strong foundation for workplace readiness and personal development. In Years 2 and 3, they apply these skills through increasingly independent experiential learning and internship opportunities, progressing from supported to more independent workplace placements.



The ICHK Summits learning space has been designed with the same considered approach as the +1 Centre. Rather than a traditional classroom, it is a flexible, dynamic environment inspired by co-working spaces and the learning environments found in universities.

The space can adapt to the needs of both learners and instructors, supporting a broad and innovative curriculum and creating opportunities for learning that extend beyond the classroom.

Learners can work within an on-site coffee shop, which provides a practical and supportive framework to develop transferable workplace skills - from communication and customer service to teamwork, responsibility and time management.

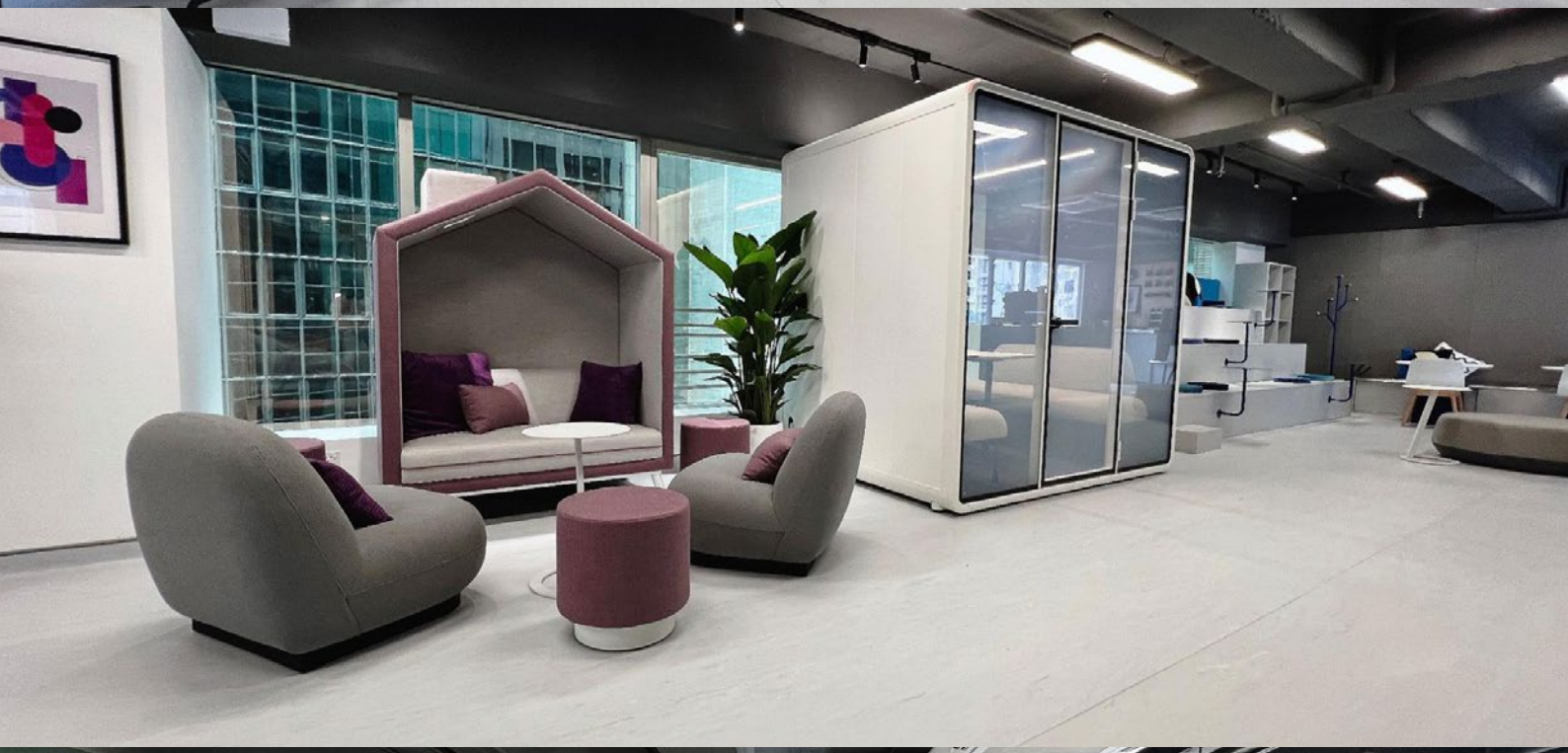
Ultimately, ICHK Summits is about more than preparing young people for employment. It is about building confidence, independence, meaningful connections and the skills to navigate adulthood with greater choice and agency.

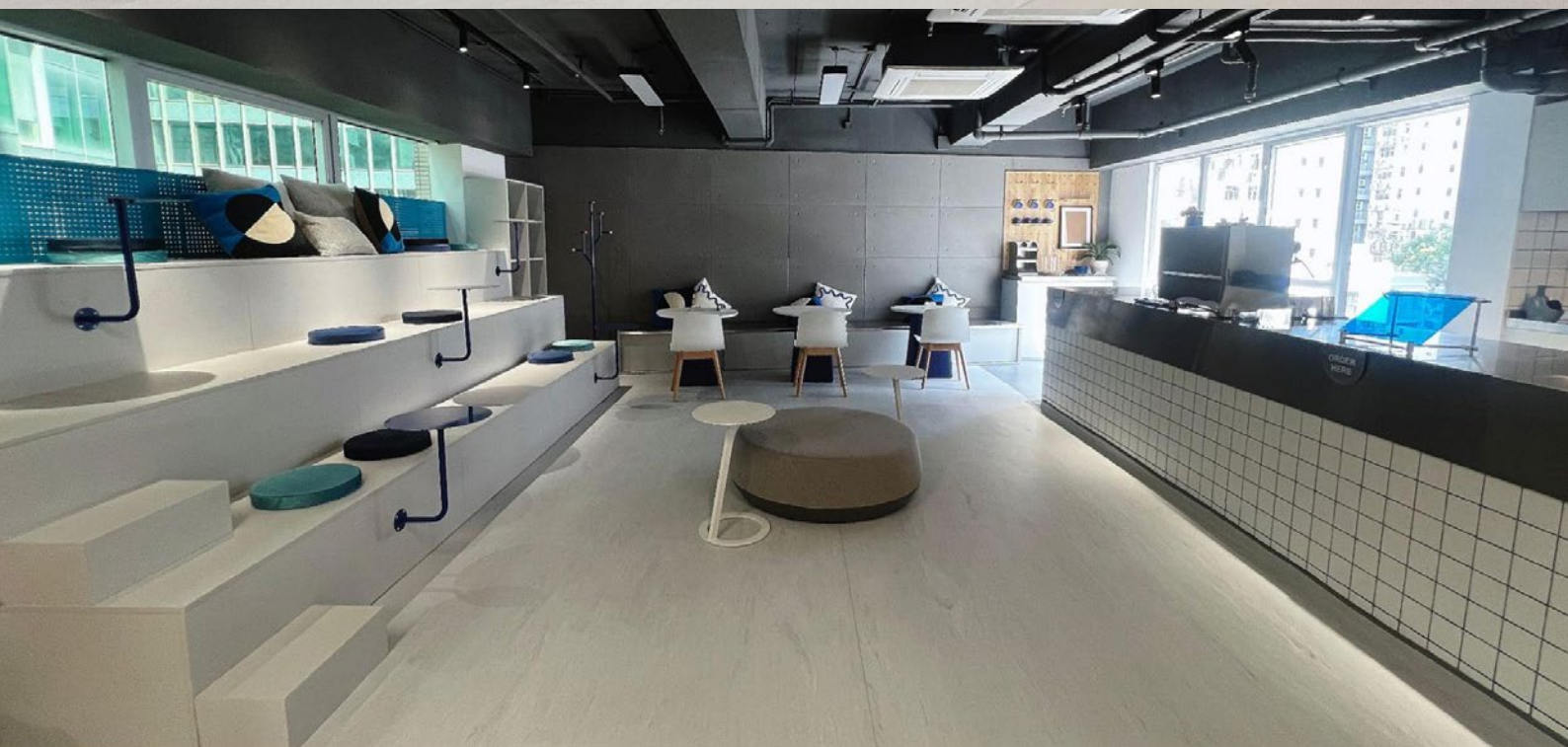
To find out more visit www.ichksummits.com or email info@ichksummits.com










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What the Council of International Schools says about us:

ICHK is a caring community that ensures members feel a strong sense of belonging and connection. The school provides a safe and nurturing environment where the well-being of all students is a priority. ICHK has cultivated an environment where students have multiple opportunities to thrive. ICHK's commitment to well-being is clear and is infused in all aspects of school life. As a small community that some students described as "like family", students' well-being needs are known by teachers and leaders, who are able to respond to those needs in a timely and effective way.

The respectful caring environment provided to students at the school is highly valued. The ICHK community, students, staff, and parents work together in an atmosphere of mutual respect to create a positive learning environment. Students are engaged in their learning, happy to be at school, and are focussed on achieving to the best of their ability. Students are articulate, invariably treat each other and teachers with respect, greet visitors warmly, and take obvious pride in their school.

Council of International Schools (CIS)
Evaluation Report 2023

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