



English Schools Foundation

ANNUAL REPORT

2018/19



INSPIRING FUTURES

THE ESF PROFILE

We are the largest international school organisation in Hong Kong with 22 schools:

Kindergartens

Abacus
Hillside
Ting Yi
Tung Chung
Wu Kai Sha

Primary Schools

Beacon Hill School
Bradbury School
Clearwater Bay School
Glenealy School
Kennedy School
Kowloon Junior School
Peak School
Quarry Bay School
Sha Tin Junior School

Secondary Schools

Island School
King George V School
Sha Tin College
South Island School
West Island School

All-through Schools

Discovery College
Renaissance College

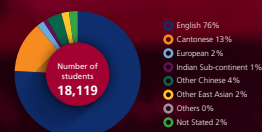
Special School

Jockey Club Sarah Roe School

We serve more than 18,000 students who represent a range of ethnicities and over 75 nationalities.

FIRST LANGUAGE OF STUDENTS

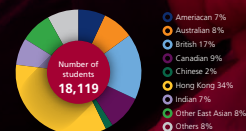
English is the first language of a significant majority of students (76%) in ESF schools while native Cantonese speakers account for 13%. Other East Asian speakers account for 2% and other Chinese 4%.



NATIONALITY OF STUDENTS

More than 75 nationalities were represented in our schools in 2018/19. Less than one-fifth (17%) of students held a British passport, 36% held a Hong Kong or Chinese passport, and a further 8% held a passport from another East Asian country.

Of the 13,051 students in ESF Primary and Secondary Schools and Jockey Club Sarah Roe School, 9,062 (69.4%) were permanent residents of Hong Kong. Of the 3,529 students in Discovery and Renaissance Colleges, 2,822 (79.6%) were permanent residents of Hong Kong.



ETHNICITY OF STUDENTS

The largest ethnic group in ESF schools was Chinese (43%), followed by Caucasian (12%), Indian (9%) and Eurasian (8%), while 22% did not reveal their ethnicity.



STUDENT ADMISSIONS

We understand that choosing the right school for your child is an important decision – and we also know that it can be stressful. That is why we have a dedicated team who support both our central and in-year application processes. They work with schools, parents and students to make sure that everyone applying to ESF has a positive experience.

APPLICATION NUMBERS

During the central application period in September 2018, 2,798 online applications were received for Year 1 and Year 7 at ESF schools, Discovery College and Renaissance College. A further 1,898 applications were submitted during the rest of the academic year. Including those starting in Year 1, a total of 3,453 students were admitted during the year.

During the central application period for the Kindergartens in September 2018, 1,953 applications were received for K1. A further 486 applications were submitted during the academic year.

NOMINATION RIGHTS

Nomination Rights provide an accelerated entry route into ESF schools for children who meet the admission requirements. An Individual Nomination Rights scheme was launched in October 2012 and supplemented with the introduction of a Corporate Nomination Rights scheme in August 2013. A small number of Corporate Nomination Rights are available each year for purchase by Hong Kong registered companies.

EDUCATION



5
kindergartens

1541
students

96
the percentage of students
who move from an ESF
Kindergarten to an ESF
Primary School

KINDERGARTENS

Our five Kindergartens are the foundations on which ESF education is built. It is in these happy places that the children start their educational journey – and our mission, even at this early age, is to develop the skills they will need to help them succeed in their studies and in their lives.

The ESF Kindergartens are spread across Hong Kong, from Wu Kai Sha in the Northern New Territories to the newest of our schools: Tung Chung Kindergarten on Lantau Island. Each Kindergarten is unique, with its own distinctive look, feel and character. However, what binds them together within the ESF family is their teaching and learning philosophy.

Ours is a play-based approach. We harness each child's natural curiosity to encourage them to explore all-important areas such as literacy and numeracy. We also work to build their confidence and their ability to co-operate with other children in a respectful manner.

The majority of ESF Kindergarten students go on to begin Year 1 in an ESF Primary School. This year, ESF further strengthened links across Kindergartens and Primary Schools to create a seamless, aligned transition process that benefits students, families and teachers alike.

This academic year we have focused on revising and developing the ESF language curriculum with a view to strengthening the progression of skills and knowledge, and to support the learning continuum from Kindergarten to Primary School. This work will continue through the new academic year.



PRIMARY SCHOOLS

We have 11 Primary Schools across Hong Kong delivering a world-class education, including two Primary Schools within the all-through campuses at Renaissance and Discovery Colleges. Like our Kindergartens, all of our Primary Schools follow the International Baccalaureate Primary Years Programme.

Building on the learning started in our ESF Kindergartens, students in our Primary Schools are encouraged to be open-minded, caring and principled knowledge-seekers. Collaborating with their classmates, they inquire, solve problems, and begin to understand the positive impact they can have on the world around them.

Students engage with the curriculum through units of inquiry. The units have been developed to reflect our local and international context. This transdisciplinary approach enables students to apply knowledge and skills from a range of subject areas as they develop their understanding of the world.

11
primary schools

7800
students

Learning in our Primary Schools culminates in a student-led exhibition towards the end of Year 6. As part of the exhibition, students participate in the annual ESF Agents of Change day, which sees more than 30 NGOs from across Hong Kong coming together to share in learning about the challenges facing people locally and globally.

During the exhibition, students present their research findings through a range of media, including the use of digital tools, performance and visual arts, and awareness-raising presentations.

As part of our commitment to continually improve education, curriculum groups regularly collaborate to examine pedagogical practices across ESF. Two recent areas of focus were Literacy and Mathematics. This included a review of the ESF Language and Literacy curriculum from Year 1 to Year 6. In addition, teachers participated in a Stanford University online course with Dr. Jo Boaler to learn more about recent research around mathematical mindsets and the teaching of mathematics.

Students from across ESF Primary Schools came together for a series of creative events during the year, including: young musicians performing at the ESF Primary Choral Concert; the Young Musicians Festival and Orchestra Jam; dancers entertaining the crowds at the ESF 50th Anniversary Carnival; and the Celebration of Dance.

We also had a large number of students from Year 4 to Year 6 taking part in the problem-solving competition Tournament of Minds, with the Sha Tin Primary School team going on to compete in the International Final in Australia.

PRIMARY SCHOOLS RESULTS



There were three core external assessments taken by ESF Primary students in 2018/19.

- Years 1 and 2: Performance Indicators in Primary Schools (PIPs)
- Years 4 and 6: International Schools' Assessment (ISA)
- Years 3 and 6: The Interactive Computerised Assessment System (InCAS)

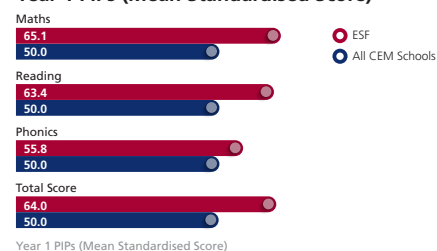
Additionally, some schools also opted to participate in either the InCAS or ISA assessments with their Year 1, 2, 3, 4 and/or Year 5 students. PIPs and InCAS are administered by the Centre for Evaluation and Monitoring (CEM) at Durham University and are taken by more than 4,000 schools, most of which are in the U.K. and following a British curriculum. ISA is administered by the Australian Council for Educational Research (ACER) and is taken by more than 400 international schools worldwide.

PIPS (YEARS 1 AND 2):

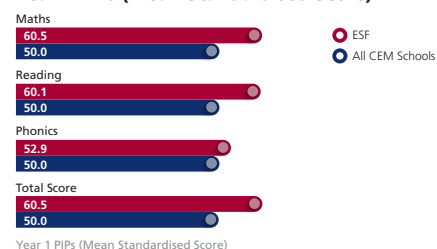
At the start of Years 1 and 2, the mean standardised scores of ESF students are significantly higher than the mean scores of the whole cohort for Maths, Phonics, Reading and overall Total Score.

The charts below show the mean standardised scores for Years 1 and 2.

Year 1 PIPs (Mean Standardised Score)



Year 2 PIPs (Mean Standardised Score)

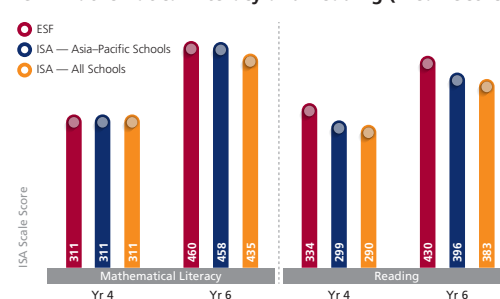


ISA (YEARS 4 AND 6):

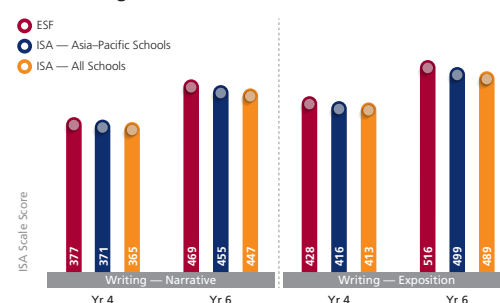
The mean scores for ESF students in both Years 4 and 6 are generally slightly higher than the mean scores for the whole ISA cohort.

The charts below show the mean scores for ESF students, the whole ISA cohort and ISA Asia-Pacific schools.

ISA: Mathematical Literacy and Reading (Mean Score)



ISA: Writing (Mean Score)



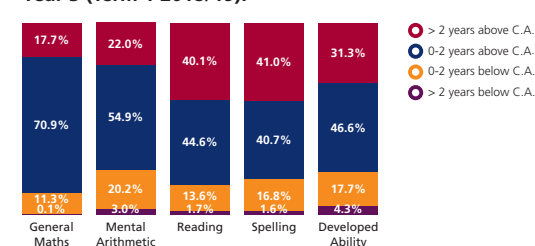
INCAS (YEARS 3 AND 6):

ESF Years 3 and 6 students attain significantly higher than the whole CEM cohort on all InCAS components.

The charts below show the percentage of ESF students attaining between 0 to 2 years above/below chronological age and more than 2 years above/below chronological age for each InCAS component.

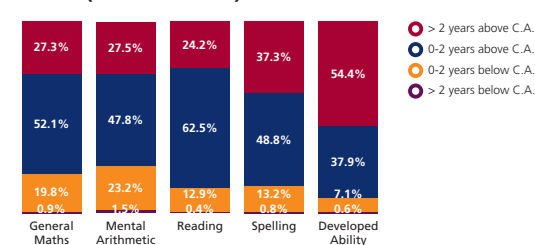
Note: The blue and red bars combined represent the percentage of students achieving above chronological age.

Year 3 (Term 1 2018/19):



Note – figures may not always add up to exactly 100% due to rounding.

Year 6 (Term 3 2018/19):



Note – figures may not always add up to exactly 100% due to rounding.



SECONDARY – MIDDLE YEARS

We are on a journey towards having all of our schools embracing the International Baccalaureate Middle Years Programme (MYP). At present, two of our schools – Discovery College and Renaissance College – offer the full five-year MYP programme, having done so since 2008 and 2006 respectively. This covers the teaching and learning in Years 7 to 11.

Currently, 2,500 ESF students are working their way through the MYP. It provides a seamless transition from the Primary Years Programme to the later Career-related and Diploma Programmes, culminating in the Personal Project, an in-depth piece of work that requires the student to draw together all the skills and knowledge they have attained during their years in school.

Our other Secondary Schools are at different stages in their progress towards full implementation.

By the end of 2020/21, our remaining five Secondary Schools will have received the necessary authorisations to introduce a three-year MYP programme. In September 2019, we welcomed Island School to the family of authorised three-year MYP schools in ESF, joining King George V School and South Island School. Sha Tin College is in the final stages of authorisation and will be fully accredited by May 2020, with West Island School following in March 2021.

1.1

the percentage point above the world average received by ESF MYP students

27

the percentage of A* grades in IGCSE exams taken by ESF students

7

the UK average percentage for A* grades

95

the percentage of A* - C grades in IGCSE exams taken by ESF students

67

the UK average percentage points for A* - C grades

MIDDLE YEARS RESULTS



IB MIDDLE YEARS PROGRAMME (MYP)

2019 is the 11th year that Year 11 students at Renaissance College have completed the International Baccalaureate Middle Years Programme and the eighth year for Discovery College students.

Assessment is criterion-related, with schools setting their own subject assessment tasks that are marked internally. Students also complete a Personal Project that is marked internally and then externally moderated and validated by the IBO. The 2019 results for both schools are once again very strong. Highlights include:

The mean grade per assessment is 5.6 points. This figure compares favourably to the worldwide mean of 4.5.

The mean number of total points per student is 50.6 points out of a maximum possible score of 63 points.

GCSE/IGCSEs

In May 2019, about 1,000 Year 11 students from King George V School, Island School, Sha Tin College, South Island School and West Island School participated in the **General Certificate of Secondary Education (GCSE)** and its international equivalent the **International General Certificate of Secondary Education (IGCSE)**.

Brilliant results have been achieved again this year in terms of A* and A*-A: 56% of all examinations were awarded either A* or A grades, and 95% were awarded A*-C grades. This is the 11th consecutive year that more than 50% of examinations were awarded A* or A grades. Results are summarised below:

	2019	2018	2017	2016	2015	UK average for GCSE (2018*)
For exams using the A*-G system						
A*	27%	32%	30%	27%	29%	7%
A*-A	56%	58%	57%	54%	55%	22%
A*-C	95%	94%	94%	93%	92%	67%
For exams using the 9 to 1 system [^]						
9 to 8	47%	40%	N/A	N/A	N/A	13%
9 to 7	65%	59%	N/A	N/A	N/A	20%
9 to 4	95%	97%	N/A	N/A	N/A	67%

[^] This is the second year that ESF students have had (I)GCSE examinations graded using both the 'A*-G' or '9 to 1' grading systems. This year, 4,200 exams were graded using '9 to 1' (compared to only 704 in 2018) and 4,110 exams were graded using 'A*-G'.

* Source: Joint Council for Qualifications (<https://www.jcq.org.uk/examination-results/gcse/2018/main-results-tables>)

Impressively, 23 ESF students achieved a perfect 45 points for their IB Diploma Programmes, the highest number ever achieved by ESF schools. Just as importantly, we saw fantastic achievements across the board, with students fulfilling their potential and achieving their chosen university places.

IB CAREER-RELATED PROGRAMME (IBCP)

Island School became the 6th ESF school to be authorised to offer the IB CP.

A course in culinary arts and hospitality commenced in August 2019 with the Hotel and Tourism Institute (HTI) / International Culinary Institute at their state-of-the-art facilities in Pok Fu Lam. The programme started with three students from three of our secondary schools.



We also saw our first student graduating from the Hong Kong Academy for Performing Arts (HKAPA). This course has grown from one student in the first year to four students in the second year to seven students across four of the seven ESF secondary schools for the August 2019 intake.

IB SUSTAINABILITY

ESF Sustainability Strategy was developed by ESF students across our seven Secondary Schools, and the students have been praised for the sophistication of their work by both education and industry practitioners.

An example of leadership in our schools was Jane Chan, whose MYP Project went from a proposal to put solar panels on the roof of her school, to her applying for grants, working with the business manager to employ a contractor, being present during the construction, and finally arranging a press conference for the launch.

POST 16



POST 16 RESULTS



IB DIPLOMA PATHWAY

In May 2019, about 1,000 Year 13 students from our seven Secondary Schools completed the **IB Diploma**.

ESF students averaged 35.6 IB points – 5.8 points above the global average (29.8 in 2018). **23 ESF students** achieved the perfect 45 points.

23

the number of ESF Diploma Students achieving top marks

97

the percentage of ESF students who were successfully awarded the IB Diploma

23

the number of countries that graduates from the class of 2019 are continuing their studies in

	ESF Results					Worldwide Results
	May 2019	May 2018	May 2017	May 2016	May 2015	May 2018
Students entered for the IB Diploma	960	957	969	956	934	Over 169,000
Students awarded the Diploma (24 points or more)	933 (97.2%)	943 (98.5%)	951 (98.2%)	949 (99.3%)	918 (98.3%)	78.2%
Students awarded Bilingual Diploma	115	127	149	112	120	14,990
Mean score of students entered for the full IB Diploma	35.6	36	36.0	36.3	35.7	29.8
30 points or more	846 (88.1%)	851 (88.9%)	870 (89.8%)	874 (91.5%)	827 (88.5%)	53%
35 points or more	573 (59.7%)	602 (62.9%)	598 (63.2%)	622 (65.8%)	574 (61.5%)	26%
40 points or more	231 (24.1%)	246 (25.7%)	233 (26.0%)	250 (26.7%)	234 (25.1%)	8%
45 points	23	16	15	16	17	259
Mean grade per subject	5.6	5.6	5.6	5.7	5.6	4.8



APPLIED LEARNING PATHWAY

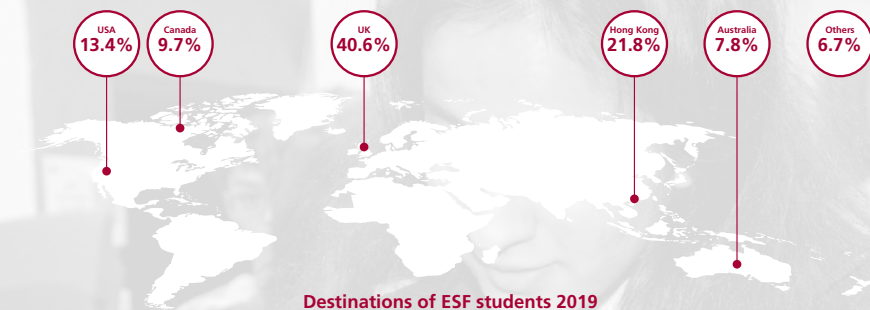
In 2019, 78 Year 13 students from King George V School, Island School, Renaissance College, South Island School and West Island School successfully completed the Applied Learning Pathway.

Most of these students followed personal pathways that involved the **Business and Technology Education Council (BTEC) award**, with a combination of either IB subject courses and/or AS-levels. BTEC subjects studied include Art and Design, Business, Creative Media Production, Hospitality, Engineering, Performing Arts and Sport. For the BTEC Level 3 Subsidiary Diploma, 66% of entries were awarded a distinction or above and 91% a merit or above. For the BTEC Level 3 Diploma, 73% of entries were awarded a double distinction or above and 90% a double merit or above.

In 2019, 16 students at South Island School and eight students at Renaissance College successfully completed the **IB Career-related Programme (IBCP)**. For Renaissance College students, the programme involved combining foundation courses at Savannah College of Art and Design (SCAD), Hong Kong with IB Diploma courses and the IBCP core subjects. For South Island School students, the programme involved combining BTEC awards with IB Diploma courses and the IBCP core subjects.

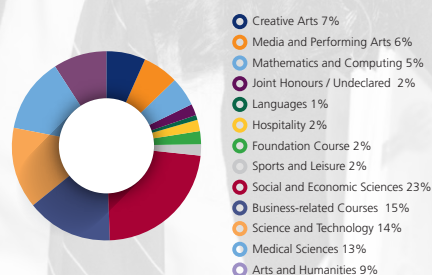
GRADUATE DESTINATIONS

In 2019, our students will study in a total of 23 different countries around the world, the highest number we have had in recent years. As the table below shows, the UK remains the most popular country for our graduating students, accounting for 40.6% of all known destinations.



* Other countries include: China (PRC), Spain, Germany, Netherlands, Ireland, France, Japan, South Korea, India, Malaysia, Finland, United Arab Emirates, Austria, Czech Republic, New Zealand and Switzerland.

Our students choose to study a wide range of courses in all fields of study. 23% of students have chosen Social and Economic Sciences, which is the combined general heading of Social Sciences with Economics, Law, Psychology, Geography, Political Sciences and/or Anthropology. Business-related and Science and Technology courses are the next most popular, with 15% and 14% of students respectively. The chart below shows the breakdown of subjects:



The most popular university destinations for ESF graduates in 2019 :

University	Country	No. of Students in 2019
The University of Hong Kong	HK	94
Hong Kong University of Science and Technology	HK	44
University of Toronto*	Canada	34
The Chinese University of Hong Kong	HK	32
The University of Exeter	UK	31
The University of British Columbia	Canada	28
University College London	UK	28
The University of Warwick	UK	26
King's College London	UK	19
Durham University	UK	18
The University of Nottingham	UK	17
The Hong Kong Polytechnic University	HK	12
New York University	USA	12
University of Bath	UK	11
University of Bristol	UK	11
University of Leeds	UK	11
University of Waterloo	Canada	11
London School of Economics and Political Science	UK	10
Imperial College London	UK	10
University of the Arts London	UK	10
City University of Hong Kong	HK	10

* Includes all 3 campuses (St. George, Mississauga, Scarborough)

GRADUATE DESTINATIONS



HELPING STUDENTS WITH ADDITIONAL OR SPECIAL NEEDS

SEN

The ESF Inclusion Principles and Strategy was formally launched in 2018/19. Every ESF School and Kindergarten participated in a whole staff workshop focusing on our philosophy around inclusion and engaging with the ESF Inclusion Principles. The ESF Professional Learning Packages – designed to develop teachers' confidence and competence to support a diverse range of learners – were also launched, enabling much wider participation in SEN-focused workshops than ever before.

The last network meeting of the year focused on sharing and celebrating our inclusive practice. Examples included introducing wellbeing dogs to the KGV community, and Discovery College connecting the inclusion strategy to college-wide priorities and the Performance, Reflection and Development Process.

The Special Needs Advisory Group spent time considering how we can more systematically offer students at JCSRS social and academic opportunities in other ESF schools, resulting in the Essential Agreement for ESF Access. Eleven students from JCSRS attended other ESF schools on a regular basis as part of this initiative, with clear academic or social objectives. In addition to this, the JCSRS Diamond Class participated in Book Buddies in the Kowloon Junior School library every week.

There were also 27 secondary students from Learning Support and JCSRS on structured work placements with 19 organisations in Hong Kong, including Hotel ICON, Swire's EAST Hong Kong hotel, Ocean Park, Escapade Sport, Mother's Choice, The Helena May and Hong Kong Football Club. The work placements enable students to gain confidence and independence skills, develop a sense of contribution and self-awareness, and ultimately attain employability skills for the future.

KG V

Chinese Poetry Festival

计划



ESF IBDP Chinese language exam results continue to excel across all courses. The following shows the percentage of students who have achieved 6 or 7 in the Chinese language courses they have taken in IBDP:

Subject	% of students achieving 6 or 7 points
Chinese B Higher Level	85%
Chinese B Standard Level	90%
Chinese A Higher Level	55%
Chinese A Standard Level	67%

Among the IBDP 45 point scorers, two – Bianca Yuen and Russel Liu of Renaissance College – achieved 7 points for both Chinese and English in their Bilingual Diploma studies.

A major curriculum review took place during the year in order to ensure a smooth transition from primary to secondary, and IGCSE to IBDP language programmes. As part of the process, ESF internal Chinese benchmark tests have also been streamlined to reflect the change for more reliable outcomes.

MeeOpp has become one of our major collaborators for teaching and learning, making use of a powerful interactive online platform to enhance language learning. IBDP students, especially those taking the Chinese B course, have benefited from the programme.

ESF students participated in ESF Run and other Foundation-wide activities with Chinese cultural singing and dancing performances.

The ESF Chinese Talent Show 2019 was a huge success, with more than 400 primary and secondary students from 20 ESF and non-ESF schools in Hong Kong and Mainland China participating. The students' performances were impressive, demonstrating that they had made a great effort and had truly enjoyed themselves.

CHINESE

QUALITY ASSURANCE



The role of Director of Strategic Performance and Quality Assurance was a new position to ESF. The role was about two key ideas: making sure we care for those we serve and, most importantly, making sure we keep the promises we make.

Much as the role supports the organisation's commitment to such end-to-end accountability across the Foundation, work has been done with school leaders to develop and strengthen approaches to self-evaluation and quality assurance.

The initial focus of the conversations and engagement activities has been on taking stock of the quality of the student experience. Self-evaluation visits, challenges and support visits reviewing Attainment and Achievement across Secondary Schools, and a series of learning walks exploring topics, such as creativity, were carried out.

It is essential that we develop a strong, confident, accountable system able to demonstrate clearly the impact of our efforts – making sure every child can be the best they can be.



ESF SPORTS AND LANGUAGE

Life at ESF doesn't stop when the final school bell rings. Extra-curricular activities are very much part of our school day. We have a variety of school clubs, societies and teams in each of our schools, and each year thousands of our students take part in these activities.

However, our offerings in sports and language go well beyond what the individual schools provide. We have a dedicated team who work within ESF to provide coach-led classes and camps in a variety of sports and, similarly, we have teachers offering language classes at all levels in English, Spanish and French. When you add into the mix that we also offer playgroups for the very youngest children, you can see that ESF really does cater for every need of every single family.

SPORTS

Our sports offering covers nine activities: football, swimming, gymnastics, basketball, tennis, kung fu, fencing, sailing and cubs – multi-sports for the youngest age groups. We have daily classes led by highly qualified coaches taking place in many of our schools both after school and on weekends. These range from “learning the basics” right through to elite teams regularly competing in competitions here in Hong Kong and overseas.

We also run individual and multi-sports camps during the school holidays. These are a brilliant way to keep the kids entertained when they are not at school, while also helping them develop their talents and make new friends. This year's camps were incredibly popular.

LANGUAGE AND LEARNING

Our approach to language follows a similar path. We run classes for those who need assistance to develop their English, Spanish or French language skills, and we run extended camps during the holidays. Like their sporting counterparts, they are always extremely popular.

Our dedicated Language and Learning Centre in Wan Chai has really started to come into its own. We have seen huge interest in the playgroups and pre-K classes, with more and more people coming to us each and every week.

CORPORATE SOCIAL RESPONSIBILITY

At ESF Sports and Language & Learning, we recognise the importance of integrating high standards of corporate social responsibility into our values to foster the well-being of our staff, community and environment. Since 1994, we have continually initiated and supported a wide range of CSR activities related to charity, environment and education schemes to meet the needs of our community and help make a difference within it.



FACILITIES





UPGRADING OUR FACILITIES

At ESF, we are fortunate to have an abundance of top-class facilities. Our Kindergartens are truly exceptional places for students to begin their learning and our Primary and Secondary Schools have been configured to support the inquiry-based approach to learning that sits at the heart of the ESF philosophy.

However, as education changes, so does our teaching and learning. While we work hard to keep our current facilities in excellent condition, we also invest in capital projects to develop even more remarkable campuses and facilities for our students and staff.

One example is the redevelopment of Island School – a one billion Hong Kong dollar project that is the largest in ESF's more than 50 years of history. It is a complete rebuild of Island School, one of the oldest and most prestigious educational establishments in the city.

In 2018/19, we proudly accomplished a number of key milestones, the most important being the approval of funding from the Government, providing financial assurance and public recognition for the project. Furthermore, the very important tendering process was completed, with the right contractor successfully identified. Then, in a chorus of fond farewells and happy tears, the old Island School building was completely demolished, making space for the brand new campus to be constructed.



OUR SUMMER PROGRAMME

We constantly maintain and upgrade our facilities so that they always look great and are equipped to the highest standards. We do this throughout the year, from the replacement of the underground water pipes at the KGV swimming pool and the replacement of the chiller plant system for Hillside Kindergarten, to conducting slope inspections, painting walls and playgrounds, and installing new signage.

However, the Summer Break is the peak time for carrying out projects that aim to replace and enhance school assets in order to improve the teaching and learning environment.

In the summer of 2019, we carried out the following significant enhancements and renovations:



Sha Tin College	<ul style="list-style-type: none"> Classrooms & Faculty Offices, 1/F & 3/F, Block 1
South Island School	<ul style="list-style-type: none"> Textbook Store, 4/F, C Block Classrooms, 5/F, C Block English Office, 5/F, C Block
West Island School	<ul style="list-style-type: none"> Roof Garden, 5/F, Block B Auditorium, 3/F, Block B
Kennedy School	<ul style="list-style-type: none"> Staff Room, Reprographic Room, Teaching Resources Room & Toilet, 3/F, East Wing IN & Therapy Room, 2/F, North Wing Changing Rooms & PTA Office, G/F, North Wing Chinese Room, 1/F, North Wing
Clearwater Bay School	<ul style="list-style-type: none"> 12 Classrooms on 2/F
Peak School	<ul style="list-style-type: none"> Partial renovation in 12 Classrooms
Glenealy School	<ul style="list-style-type: none"> Roof Playgrounds Railing replacement
Island School	<ul style="list-style-type: none"> Modification works in Multi-purpose Room, Classrooms and Offices
King George V School	<ul style="list-style-type: none"> 2 Classrooms in Science Block
Wu Kai Sha Kindergarten	<ul style="list-style-type: none"> Library renovation

HEALTH, SAFETY & SUSTAINABILITY



STRATEGIC PLANS

We have been carrying out our work plan set out last year to expand the use of solar power in our schools. A total of 500 kW of solar generation capacity is being installed at nine ESF schools in this phase of the project. The amount of electricity generated is equivalent to the consumption of more than 100 typical households in Hong Kong. At the time of writing this report, systems comprising more than 400 kW have been installed. The technology being adopted by ESF is the latest generation of flexible thin-film solar panels. Workshops will be organised for students to learn the principles, economics and planning of renewable energy.

We are also actively monitoring the performance of the 10 kW solar power system installed at Renaissance College last year. The output for the full year has matched the design capacity. This further substantiates the feasibility and economics of renewable energy. Students have been able to gain first-hand knowledge and experience from this project.

HEALTH

We have been conducting training on health, hygiene and preventive measures for colleagues in all schools. We also continue our monitoring of outdoor and indoor air quality.

SAFETY

First aid training of staff members is important to all of our schools. We have organised more than 30 training sessions and provided first aid training to around 400 colleagues in the past year.

SUSTAINABILITY

Students from all ESF secondary schools were invited to propose a sustainability strategy for the entire organisation. This strategy was presented by student representatives in June last year and has since been established as one of ESF's core principles.



A photograph of a group of young students in school uniforms. In the foreground, a girl with brown hair is smiling widely, looking towards the right. To her left, another girl with glasses is also looking right. In the background, other students in blue and yellow shirts are visible. The text 'HUMAN RESOURCES' is overlaid in large, bold, red letters on the right side of the image.

HUMAN RESOURCES

HUMAN RESOURCES



Our benefits package is also very important. 2018/19 saw the first year of ESF's Flexible Benefits programme, where ESF switched medical insurance providers to Cigna. This ushered in a new era of preventative healthcare with support from ESF's medical broker, CXA.

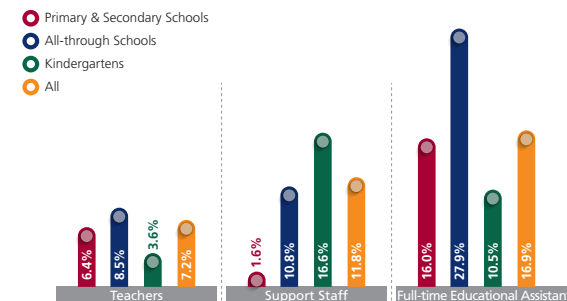
We never stop thinking about new ways to ensure that the health of every single member of staff is well cared for. This year, a unique alliance with the Asia Diabetes Foundation was created to support those who are living with diabetes. The groundbreaking programme is the first of its kind in Hong Kong, and possibly globally.

We also take care of our staff's "financial health", now and into the future. To maximise our staff's potential monetary return as they progress towards retirement, we have decided to switch our MPF providers to Fidelity. Numerous workshops were held throughout the year as part of the change to increase ESF staff awareness of their MPF investments and contributions.

ESF is an organisation that is all about people. Every single member of staff at ESF understands that education is our core business and, if we are to continue to deliver a world-class service, we need to attract and retain world-class people.

We employ approximately 2,600 people in a range of roles, from the teachers and educational assistants who deliver the learning experiences to our students, to non-teaching support staff working in the background – finance, human resources, IT, communications and many others who tirelessly support the teaching and learning that takes place in the classroom.

Voluntary Turnover Rate 2018/19



ATTRACTING & RETAINING TALENT

To ensure that we are able to attract the best people from around the world, we have actively engaged in social media and the latest technologies to reach out to professional talents. We are proud to be an award-winning team, recognised by LinkedIn for demonstrating the best practice in talent acquisition.

This year, ESF welcomed more than 100 new teachers, recruited from schools in Hong Kong and around the world, while many teachers already working in ESF were promoted. Most of our new teachers are expatriates, with nationalities including British, Australian, Canadian, Chinese, Irish and American. In order to assist overseas teachers with preparing for their relocation prior to their arrival in Hong Kong, we continued to pioneer new tools to assist them in proactively learning about Hong Kong and even to meet future colleagues through online social networking. Our induction programme caters not only for the staff who are joining us, but also their families.

We are extremely grateful that once we find great staff, they want to stay with us. This year, our attrition rate for teachers was only 7.2%— a figure that compares favourably with any system anywhere in the world.

INVESTING IN OUR STAFF

ESF is successful because of our people's talent. We want them to excel in what they are doing, and to help them to be the best that they can be. Therefore, we invest heavily in the professional development and leadership capabilities of our staff and leaders. This year we continued to develop our 360° development tool for our senior leaders and have shifted the traditional annual appraisal system towards a more real-time system titled Professional Reflection and Development. This allows our teachers and leaders to continually reflect on how they are delivering for their students, ensuring we are always looking for ways to collectively and individually improve what we do. ESF senior leaders spent time in several workshops to learn how to work together effectively. The Neuroleadership Institute's "Connect" programme was rolled out to more than 120 leaders to encourage managers to lead with a "Growth Mindset".

For support staff, this year saw an escalated effort in organising professional training as well as a number of corporate social responsibility (CSR) initiatives aimed at encouraging them to give back to Hong Kong.



And, of course, we continue to do more and more in the area of child safeguarding and protection. This year, all of our existing staff have completed their background check refresh, and we have continued to innovate ESF's online declaration system to enable staff to make their annual child protection and conflict of interest declaration, and to update that declaration whenever necessary. We have been trusted by thousands of families to teach their children. This is a responsibility that we take seriously.

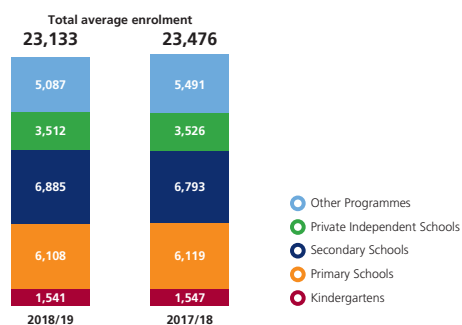


FINANCE



FINANCE

Average Student Enrolment



RESULTS OF THE ENGLISH SCHOOLS FOUNDATION (ESF) AND ITS SUBSIDIARY, ESF EDUCATIONAL SERVICES LIMITED (ESL) FOR THE YEAR ENDED 31 AUGUST 2019.

	2018/19		2017/18	
	\$M	% of total income	\$M (restated)	% of total income
Operating Income				
School fees	2,148.1	79.9	2,028.5	79.2
Subvention	221.3	8.2	237.9	9.3
Other	241.8	9.0	217.8	8.5
	2,611.2	97.1	2,484.2	97.0
Non-operating Income	78.8	2.9	77.4	3.0
Total Income	2,690.0	100.0	2,561.6	100.0
Expenditure				
Staff cost	1,886.4	70.1	1,822.3	71.1
Depreciation	208.2	7.7	189.7	7.4
Repairs and maintenance	106.3	4.0	106.2	4.2
Other operating expenses	195.9	7.3	184.7	7.2
Scholarship fund and hardship allowance	52.0	1.9	49.0	1.9
	2,448.8	91.0	2,351.9	91.8
Surplus for the Year	241.2	9.0	209.7	8.2
(Less)/add: re-measurement of net defined benefit scheme assets	(3.8)	(0.2)	8.3	0.3
Total Comprehensive Income	237.4	8.8	218.0	8.5
Analysis of Surplus:				
General	110.5		91.3	
Capital fund	78.8		77.4	
Individual schools	48.1		49.3	
	237.4		218.0	

INCOME

The Group's operating income increased by 5.1% to HK\$2,611.2m (2017/18: HK\$2,484.2m) as a result of higher revenue from tuition fees, which represented 82.3% of the total operating income, and increase in rental and interest income. In 2018/19, average tuition fees increase was 4.8% for ESF schools, 6.0% for PI schools, and 4.5% for the kindergartens, in order to cover pay rises and a number of educational enhancements. The number of students in schools remained stable compared with 2017/18 with the exception of ESF secondary schools that saw an increase of 1.4%, which is mostly attributable to the significant improved enrolment numbers at Island School. Competition continued to be keen with existing school operators expanding their schools, and new operators entering the Hong Kong market. Over the past years, student turnover rate has increased especially in the secondary sector.

The subvention to ESF schools started to phase out from 2016/17 over thirteen years. Total receipts during the year were HK\$245.3m (2017/18: HK\$260.5m). This included basic grants, hardship allowance and a refund of rent and rates from the Government. The reduction in basic grants and hardship allowance was HK\$16.6m and HK\$0.3m, respectively.

Income generated from language and sports programmes (excluding rental income) went down by 5.5% to HK\$66.4m (2017/18: HK\$70.3m) as a result of reduced income from sports.

Income from leasing of school premises increased slightly to HK\$25.2m (2017/18: HK\$24.5m). Rental income derived from residential properties increased moderately to HK\$85.4m (2017/18: HK\$74.6m) due to improved conditions and higher occupancy rate.

Interest income increased by 147.6% to HK\$26.0m (2017/18: HK\$10.5m) as better interest rates were offered and reserved fund for redevelopment was put into fixed deposits temporarily. Application fees decreased slightly to HK\$12.5m (2017/18: HK\$12.8m). Miscellaneous income was mainly derived from forfeited deposits and other income from schools.

The Group introduced various schemes to finance capital expenditure, including the Nomination Rights Schemes and non-refundable building/capital levies. This revenue was designated to finance capital expenditure/redevelopment projects and hence was included in the capital fund. This year, these schemes generated an income of HK\$78.8m (2017/18: HK\$77.4m).

Comparing with the year ended 31 August 2018, two accounting changes were made, being (i) adjustments arising from the transition to HKFRS 15, Revenue from contracts with customers and (ii) an adjustment in recognizing tuition fees at the Group's year end.

(a) Transition to HKFRS 15

In previous years, revenue from individual nomination rights was recognised fully upon the offer and/or acceptance of school places. Following the adoption of HKFRS 15, such revenue was recognised over the duration the students were expected to remain with ESF.

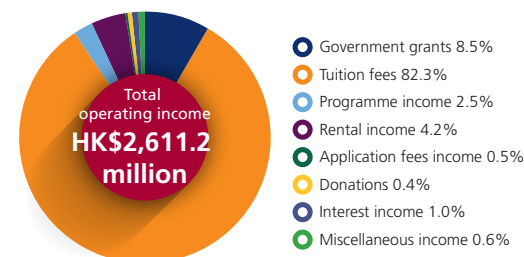
(b) Time apportionment of tuition fees

The Group's financial year commenced on 1 September while the academic year started in mid August. In the past, fees relating to education services provided in August were deferred and recognised in September in order to align the Group's academic year with its financial year. Management considered the year on year impact of this timing difference immaterial.

In view of the increasing number of school days in August, the Group has reviewed its practice and decided to recognise school fees according to the actual month in which the services were provided.

These changes have been applied retrospectively in the audited financial statements of the Group and comparative figures have been restated.

Total operating income by source for the year ended 31 August 2019



EXPENDITURE

Staff expenses and facilities expenses, including depreciation on schools and offices, repairs and maintenance, continued to be the major expenditure items, represented approximately 90% of total expenses. Management has adopted the Best Value model over the years, while being mindful of the importance to maintain high standard of education delivered to our students, staff morale, recruitment and retention needs.

Other operating expenses consisted mainly of IT expenditure, recruitment expenses, office and general expenses, training and curriculum development expenses, utilities, teaching materials and rental expenses.

Staff expenses increased by 3.5% to HK\$1,886.4m (2017/18: HK\$1,822.3m). This is mainly due to salary adjustments for existing employees, which was in line with inflation and the labour market trends in Hong Kong. It also reflected higher teaching staff salaries because of staff progression up the salary scales, and new educational enhancements introduced during the year.

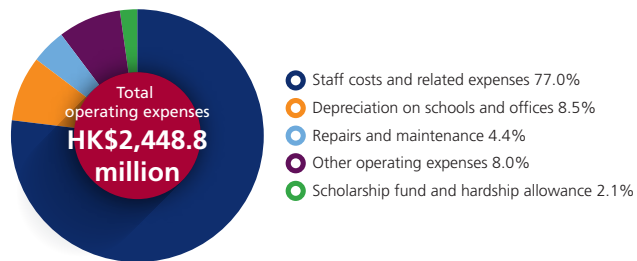
Depreciation expenses increased by 9.8% to HK\$208.2m (2017/18: HK\$189.7m) as capital expenditure at ESF and PI schools continued while decanting sites of Island School were fully in use in 2018/19. In addition, depreciation of investment properties of HK\$12m was classified into depreciation expenses instead of staff cost.

The cost of repairs and maintenance remained stable at HK\$106.3m (2017/18: HK\$106.2m). These expenses included summer works, annual maintenance contracts, facility consultancy fees, periodic inspection services and reinstatement costs of leased premises.

Other operating expenses increased by 6.1% to HK\$195.9m (2017/18: HK\$184.7m), due to higher ICT expenses and training expenses, rental expense and other CPI increases.

Individual schools surplus of HK\$48.1m represented surplus generated by the 15 ESF schools

Operating expenses by category for the year ended 31 August 2019

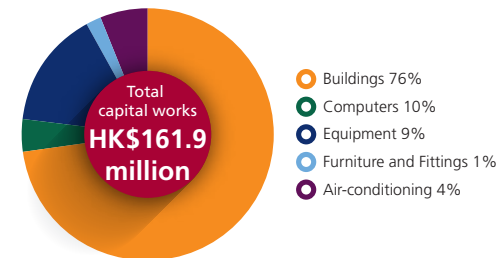


BALANCE SHEET AND CAPITAL EXPENDITURE

Fixed assets

The Group's balance sheet remained strong and well capitalised in 2018/19. As at 31 August 2019, total assets increased by 8.5% to HK\$3,422.9m (2017/18: HK\$3,155.7m). Fixed assets represented 55.8% of total assets, at HK\$1,910.7m (2017/18: HK\$1,993.8m). Capital expenditure decreased by 43.0% to HK\$161.9m (2017/18: HK\$348.3m) as Island School decanting site contributed approximately HK\$119m in 2017/18. Capital expenditures in different areas are shown in the chart: Capital works by category.

Capital works by category for the year ended 31 August 2019



Group's Balance Sheet

	2018/19	2017/18
	\$M	\$M (restated)
Assets employed		
Fixed assets	1,910.7	1,993.8
Bank deposits with original maturities over three months	942.3	718.8
Cash and cash equivalents	416.9	313.7
Other assets	153.0	129.4
	3,422.9	3,155.7
Less:		
Other liabilities	616.0	601.1
Refundable capital levy	136.1	165.3
Debenture	12.6	12.0
Deferred income	258.0	222.0
- Non-refundable capital/building levy		
- Individual nomination rights	239.5	230.2
- Corporate nomination rights	39.8	41.6
Net Assets	2,120.9	1,883.5
Financed by		
Reserves (retained surpluses)	2,120.9	1,883.5

Cash and deposits

Total cash and deposits increased by 31.6% to HK\$1,359.2m at 31 August 2019 (31 August 2018: HK\$1,032.5m). Of this amount, cash held on deposit with original maturities over three months increased by 31.1% to HK\$942.3m (2017/18: HK\$718.8m). This was mainly attributable to the net effect of payments for capital expenditure, the collection of non-refundable building/capital levy (HK\$80.5m) and nomination rights and receipts in advance (HK\$42.5m), and free cash generated from surplus for the year. With capital commitments of HK\$1,249.0m, representing mainly school extension projects, and the redevelopment of Island School, capital planning and cash management continue to be the priorities going forward.

Non-refundable building/capital levy

As part of the capital funding strategy, ESF schools collect non-refundable capital levy which replaced refundable capital levy since 2015. Parents of existing students who join Year 7 from another ESF school will be liable for the refundable capital levy if they have not paid refundable capital levy or non-refundable capital levy.

The private independent schools charge a non-refundable building levy. Renaissance College charges the levy as a one-time payment upon a student's acceptance of a school place. Discovery College collects the levy on an annual basis for all students.

Reserves

Reserves represent the excess of assets over liabilities. They included school reserves of ESF schools of HK\$214.1m (2017/18: HK\$190.8m). These are accumulated surplus of ESF schools derived from individual school's devolved budget. Out of the total amount, HK\$50.3m (2017/18: HK\$64.2m) has been designated to finance approved capital activities at schools. A sum of HK\$44.3m for future infrastructure upgrades was also reserved. School management actively engaged in surplus planning every year.

In addition to the capital fund that was built up by the capital fund surplus, building reserve was delineated to set aside the sum spent or reserved for the expansion, maintaining and replacing buildings. The Group transferred HK\$150.9m (2018: HK\$132.7m) from general reserve to building reserve, reflect the sum spent or reserved, in order to facilitate financial management and understanding of the financial position. The available fund for future expansion, maintaining or replacing buildings was HK\$622.9 million.

CASH FLOW

	2018/19	2017/18
	\$M	\$M
Cash Generated from Operations	374.7	352.7
Investing Activities		
Capital expenditure	(167.4)	(341.9)
Bank deposits with original maturities over three months	(223.5)	(69.8)
Other	26.0	10.4
	(364.9)	(401.3)
Financing Activities		
Refundable capital levy	(29.2)	(32.7)
Proceeds from issue of nomination rights	42.5	75.6
Proceeds from non-refundable capital/building levy	80.5	80.2
Proceeds from debenture	0.6	0.3
Other	(1.0)	(0.9)
	93.4	122.5
Increase in Cash and Cash Equivalents	103.2	73.9

In 2018/19, the Group's cash and cash equivalents increased by HK\$103.2m. Including fixed deposits and restricted cash, total cash and bank increased by HK\$326.7m. Cash generated from operations increased by 6.2% to HK\$374.7m during the year (2017/18: HK\$352.7m). The increase was primarily due to increase in surplus for the year and was subsequently designated for Island School redevelopment. Major capital project financing is a subject the Group continues to find alternate solutions for.

The above financial analysis concentrates on one year's financial performance, with a comparison against the previous year. A five year summary on the Group's financial performance is available on P.29.

GOVERNANCE

During the year, medium term cashflow projection for the Group was reviewed regularly to ensure there was adequate capital funding for the anticipated major school redevelopment and extension projects. Investment strategy, including the strategy on the residential property portfolio, was under discussion. Modifications and streamlining of the annual budgeting process, with a focus on the appropriate level of contingencies for the organisation, together with the rationale to be adopted when setting fees for all ESF schools continued.

OUTLOOK

Student enrolment continues to be an area of focus for ESF schools, especially in the secondary sector. Discovery College's secondary section is expected to reach capacity in 2022/23. When more international school places become available in Hong Kong in the coming years, competition for student enrolment will intensify even further. Management will continue to explore options to maintain the enrolment at full capacity going forward. Furthermore, the Group continues to modernize the marketing effort to address the situation.

As part of the K-13 strategy, the HK\$500,000 kindergarten Class-A debenture was introduced in September 2019 for gaining interview priority for the 2020/21 kindergarten intake. The high level of interest shown by parents was a strong testimony of the demand of ESF's K-13 education. New classes for age 2 to 3 are also being explored as part of the strategy.

Financial capability to fund major capital projects over the coming years continues to be a key area of focus. With the introduction of the non-refundable capital levy, together with the Individual and Corporate Nomination Rights Schemes, ESF has set its medium term capital funding strategy. The largest capital project is the current redevelopment of Island School. The Legislative Council Finance Committee has approved a capital grant to subsidise the redevelopment project. The rest of the funding for the project will be sourced internally. However, short term bridge loans might be required from time to time in the future. In view of the stable income stream of ESF and the independent valuation of its residential property portfolio at approximately HK\$3.5 billion as at 31 August 2019, ESF is in a position to borrow at a favourable interest rate to meet funding requirements of major capital projects.

During the year, the Board approved Management to develop an investment strategy to consider diversifying ESF's asset portfolio, which is solely hold in a single class of assets: Hong Kong residential properties. The goal of the investment strategy is to generate a higher yield on the assets, in order to provide an additional stream of income to enhance the learning experience of students. Investment Committee is set up to work with investment advisors on designing the ESF Investment Policy.

ESF has decided to participate in the Government's FIT scheme to install solar PV panels and inverters in some schools. This will generate extra income and provide additional educational opportunities on sustainability to our students. Management is considering the most effective approach to spend the extra income in order to promote sustainability.

The long-term maintenance of Discovery College's roof will continue to be one of the major expenditures for the school, to be funded by income from non-refundable building levy and nomination rights.

ESF Sports has been voted "Best sports provider" by Expat Magazine readers. Swimming programme has successfully grown to include elite and squad programmes, and have started competing internationally. Core programmes such as basketball, football and gymnastics have attracted new ESF students and others from international and local schools.

ESF Language and Learning has continued investing in teacher development programmes to strengthen quality assurance and improve students' learning outcomes. French has been added as a new learning programme.

Five-year Financial Summary

(the data shown below are before any restatements because of change in accounting policy or adoption of new accounting standard, if any)

	2018/19	2017/18	2016/17	2015/16	2014/15
	\$M	\$M	\$M	\$M	\$M
Consolidated Profit & Loss Account					
Operating Income					
School fees	2,148.1	2,015.0	1,870.7	1,727.6	1,636.8
Subvention	221.3	237.9	254.5	271.1	271.1
Other	241.8	217.8	228.8	209.2	183.3
	2,611.2	2,470.7	2,354.0	2,207.9	2,091.2
Non-operating Income	78.8	94.9	95.7	81.7	77.4
Total Income	2,690.0	2,565.6	2,449.7	2,289.6	2,168.6
Expenditure					
Staff cost	1,886.4	1,833.0	1,767.6	1,702.6	1,613.3
Depreciation	208.2	179.0	155.9	145.0	128.4
Repair and maintenance	106.3	106.2	94.7	75.7	87.4
Other operating expenses	195.9	184.7	173.7	168.7	172.1
Scholarship fund and hardship allowance	52.0	48.6	44.4	39.9	37.2
	2,448.8	2,351.5	2,236.3	2,131.9	2,038.4
Surplus for the Year	241.2	214.1	213.4	157.7	130.2
Add/(less): re-measurement of net defined benefit scheme assets	(3.8)	8.3	11.9	(0.9)	(11.3)
Total Comprehensive Income	237.4	222.4	225.3	156.8	118.9
General	110.5	78.2	90.8	26.8	(1.3)
Capital fund	78.8	94.9	95.7	81.7	77.4
Individual schools	48.1	49.3	38.8	48.3	42.8
	237.4	222.4	225.3	156.8	118.9

Five-year Financial Summary (continued)

(the data shown below are before any restatements because of change in accounting policy or adoption of new accounting standard, if any)

	2018/19	2017/18	2016/17	2015/16	2014/15
	\$M	\$M	\$M	\$M	\$M
Consolidated Balance Sheet					
Non-current assets	1,948.6	2,037.7	1,879.8	1,798.2	1,734.4
Current assets	1,474.3	1,074.6	932.0	739.6	604.1
Current liabilities	(693.0)	(712.0)	(656.8)	(611.4)	(615.5)
Net current assets/ (liabilities)	781.3	362.6	275.2	128.2	(11.4)
Total assets less current liabilities	2,729.9	2,400.3	2,155.0	1,926.4	1,723.0
Non-current liabilities	(609.0)	(395.4)	(372.5)	(369.2)	(322.6)
Net Assets	2,120.9	2,004.9	1,782.5	1,557.2	1,400.4
General reserve	370.6	286.0	236.9	1,213.2	1,041.1
Capital fund	68.3	254.3	231.0	183.4	214.6
Building reserve	1,467.9	1,273.8	1,146.0	-	-
School reserves	214.1	190.8	168.6	160.6	144.7
Total Reserves	2,120.9	2,004.9	1,782.5	1,557.2	1,400.4

GOVERNANCE

ESF BOARD OF GOVERNORS

ESF has a strong and balanced management structure that effectively enables a variety of stakeholders to participate in the decision-making process.

The Board of Governors has overall responsibility for managing ESF's affairs and maintaining its educational standards. The Board is broadly constituted and includes 10 independent governors, seven directly elected parent governors, one committee of parents governor, three school council chairmen, four members of staff (including a principal) and the Chief Executive Officer (ex officio).

BOARD COMPOSITION

In 2018/19, the membership of the Board was as follows:

Independent Members	Chairman	Mr Abraham Shek, GBS JP
	Vice Chairman and Chairman of the Remuneration Committee	Mr Paul Varty
	Treasurer and Chairman of the Finance Committee	Mr Samuel Houston
	Chairman of the Audit Committee	Mr Alec Tong
		Dr York Chow
		Mr Benny Ng
		Ms Denise Kee
		Mr Kumar Ramanathan, SC
		Prof Nirmala Rao
		Mr Neville Shroff (from Dec 2018)
		Ms Pauline Ng (up to Nov 2018)
School Council Chairmen		Mr Mike Hudson
		Mr Gregory Lo
		Ms Virginia Morris
Elected Parent Members		Mr Marcos Bertamini
		Mr Francis Carroll
		Ms Shareen Hellen
		Dr Connie Liu
		Dr Tom Patton
		Mr Craig Sanderson
Elected SEN Parent Member		Ms Dayna Lim Cheung
Committee of Parents Member		Ms Christine Meaney
Committee of Principals Member		Dr Harry Brown
Committee of Teaching Staff Members		Mr Sean Wray
		Mr Paul Anderson
Committee of Support Staff Member		Mr George Tibbets
Chief Executive Officer (ex officio)		Ms Belinda Greer

MEETING ATTENDANCE

In 2018/19, the Board met six times, with an average attendance rate of 81%. Attendance records of individual members are as follows:

Abraham Shek	4/6	Connie Liu	6/6
Pauline Ng	2/2	Francis Carroll	3/6
Paul Varty	6/6	Shareen Hellen	5/6
Sam Houston	6/6	Craig Sanderson	5/6
Alec Tong	6/6	Marcos Bertamini	4/6
Denise Kee	4/6	Tom Patton	5/6
Kumar Ramanathan	6/6	Dayna Lim Cheung	5/6
Benny Ng	6/6	Christine Meaney	6/6
Nirmala Rao	4/6	Harry Brown	6/6
Neville Shroff	2/4	Sean Wray	6/6
York Chow	4/6	Paul Anderson	5/6
Virginia Morris	5/6	George Tibbets	5/6
Gregory Lo	4/6	Belinda Greer	6/6
Mike Hudson	4/6		

STANDING COMMITTEES

The Board of Governors is supported by sub-committees: Audit, Finance and Remuneration. Each committee advises on matters relating to ESF's business, the management of finances, staff remuneration and terms and conditions of service.

Audit Committee

The Audit Committee met four times during the 2018/19 academic year. During the year, the committee fulfilled its responsibilities as stipulated by the English Schools Foundation (General) Regulation. The committee reviewed audit projects for schools and organisational processes, including IT audits. The committee also met with our statutory auditors, KPMG, at a joint meeting with the Finance Committee to review and endorse the Foundation's financial statements.

The committee continued to have an overview of management actions' implementation status by reviewing issue tracking and progress reports. Results of special reviews during the year were also brought to the committee's attention.

The members of the Audit Committee in 2018/19 were:

- Alec Tong, Chairman and Independent Board Member
- Pauline Ng, Independent Board Member (left on 18 November 2018)
- Denise Kee, Independent Board Member (joined on 20 November, 2018)
- Benny Ng, Independent Board Member (joined on 20 November, 2018)
- Dilys Cheng, Co-opted Member
- Horace Chu, Co-opted Member

Belinda Greer, Chief Executive Officer, Vivian Cheung, Chief Financial Officer, and Eva Pang, Internal Auditor, attended all meetings.

Finance Committee

The Finance Committee met seven times in 2018/19, including a joint meeting with the Remuneration Committee to discuss fees and pay increases for the following year, and a joint meeting with the Audit Committee to review and endorse the audited accounts. In addition to fulfilling its primary responsibilities as stipulated by the English Schools Foundation (General) Regulation, the committee also reviewed a number of proposals, including the setting up of an Endowment and disposal of properties, and made recommendations to the Board where appropriate. Investment strategy, including the Properties Strategy, were formulated during the year.

The committee continues to review the performance of the property portfolio bi-annually, being the largest asset base of the Foundation. It also monitors the performance of the various elements of the long-term capital funding strategy to ensure it is meeting the targets set.

The members of the Finance Committee in 2018/19 were:

- Samuel George Houston, Chairman and Treasurer
- Paul Varty, Independent Board Member
- Alex Tong, Independent Board Member
- Malcolm Keys, School Council Chairman

Belinda Greer, Chief Executive Officer, and Vivian Cheung, Chief Financial Officer, attended all meetings.

Remuneration Committee

The Remuneration Committee met four times during the 2018/19 year, and also held a joint meeting with the Finance Committee as part of ESF's financial planning process. The main responsibilities of the Remuneration Committee are to review the salaries and benefits of ESF employees while at the same time being mindful of the financial implications of any proposed revisions. The Committee also advises on amendments to the ESF remuneration policy and employee benefits and ensures the appropriate arrangements are made for consulting employees at each stage of the process.

In addition to the annual pay adjustment for staff, the 2018/19 year discussions included the reserve set aside to address support staff pay competitiveness in the market and desk research on ESF teachers' pay position against external job applicants to ensure the competitiveness of teacher's pay. The Committee also discussed the medical and dental insurance scheme renewal for 2019/20 to implement the Flexible Benefits for the second year, support staff pay, the best use of ESF resources for employment-related issues, and long-run human capital trends (both internal and external) that could impact ESF. The Committee increasingly focused not only on tangible pay and conditions issues but also intangible factors that impact ESF's employer of choice position.

The members of the Remuneration Committee in 2018/19 were:

- Paul Varty, Chairman
- Kumar Ramanathan, Independent Board Member
- Anne Choi, School Council Chairman
- Frankie Lam, Committee Appointed Member

Belinda Greer, Chief Executive Officer, and Charles Caldwell, Director of Human Resources, attended all meetings.

ADVISORY COMMITTEES

The Chief Executive Officer is supported by five advisory committees, representing principals, school council chairmen, parents, teaching staff and support staff.

Committee of School Council Chairmen

The Committee of School Council Chairmen comprises the Chairmen of all the School Councils. The Chairman in 2018/19 was Mike Hudson, who represented Kowloon Junior School.

Other members of the committee:

Primary Schools	
Beacon Hill School	Malcolm Keys
Bradbury School	Sasha Kalb
Clearwater Bay School	Gregory Lo
Glenealy School	Andy Lowe
Kennedy School	Martin Franks
Kowloon Junior School	Mike Hudson
Peak School	Duncan Pescod
Quarry Bay School	Jan Blaauw
Sha Tin Junior School	Annie Ho
Secondary Schools	
Island School	Michael Lok
King George V School	Jeremy Ip
Sha Tin College	Vincent Ng
South Island School	Nick Phillips
West Island School	Tim Storey
Special School	
Jockey Club Sarah Roe School	Virginia Morris
All-through Schools	
Discovery College	Simon Wong
Renaissance College	Anne Choi
ESF	
Chief Executive Officer	Belinda Greer

Committee of Principals

The Committee of Principals comprises the principals of all ESF kindergartens, primary, secondary and all-through schools; the Chief Executive Officer and the school development advisers for secondary and primary. The Chairman in 2018/19 was Harry Brown, Principal of Renaissance College. Other members of the committee during 2018/19:

Primary Schools	
Beacon Hill School	Susan Chung
Bradbury School	Sandra Webster
Clearwater Bay School	Chris Hamilton
Kennedy School	John Brewster
Kowloon Junior School	Neill O'Reilly
Peak School	Bill Garnett
Quarry Bay School	Mina Dunstan
Sha Tin Junior School	Perry Tunesi
Secondary Schools	
Island School	Stephen Loggie
King George V School	Mark Blackshaw
Sha Tin College	Carol Larkin
South Island School	Tom Vignoles
West Island School	Chris Sammons
Special School	
Jockey Club Sarah Roe School	Karin Welselaar
All-through Schools	
Discovery College	Mark Beach
Renaissance College	Harry Brown
ESF International Kindergartens	
Abacus	Frances Hurley
Hillside	Audrey Tang
Tsing Yi	Vicky Bewsey
Tung Chung	Allison Banbury
Wu Kai Sha	Chris Coyle
ESF	
Chief Executive Officer	Belinda Greer
Director of Education	David Whalley

Committee of Parents

The Committee of Parents comprises the Chairman of each of the parent-teacher associations (PTAs), one elected parent member of each school council, and the parent members of the Board of Governors.

The Chairman in 2018/19 was Christine Meaney, representative of the Glenealy School Parent-Teacher Association. Other members include:

Primary Schools	
Beacon Hill School	Rosa Tse, Susan Ho
Bradbury School	Khyati Mehta, Kelly Booth
Clearwater Bay School	Tara Delaney, Kate Baldwin
Glenealy School	Christine Meaney, Sam Guthrie
Kennedy School	Nicola Apostolis Schorr, Hannah Shepherd, Jyoti Shah
Kowloon Junior School	Siew Fong Leung, Saloni Melwani
Peak School	Robert Ramsay, Lldiko Fecser
Quarry Bay School	Nicola Perkins
Sha Tin Junior School	Haris James
Secondary Schools	
Island School	Christine Meaney, Alefiyah Ebrahim, Manju Anand
King George V School	Kim Gan, Madeleine Lok, Stephen Hon
Sha Tin College	Connie Wong, Stephanie Choy, Lily Wong
South Island School	Karla Fung
West Island School	Karen Johnston, Mike Botelho
All-through Schools	
Discovery College	Nick Wade, Sapna Harris
Renaissance College	Mehul Tanna, Yvonne Tse
Special School	
Jockey Club Sarah Roe School	Sandra Lee, Sandra Feran
Parent Members of the Board	
	Marcos Bertamini, Francis Carroll, Shareen Hellen, Connie Liu, Tom Patton, Craig Sanderson
ESF	
Chief Executive Officer	Belinda Greer
Director of Education	Adam Hughes

Committee of Teaching Staff

The Committee of Teaching Staff comprises elected representatives from each school and the school development advisers for secondary and primary. The Chairman in 2018/19 was Sean Wray, teacher of King George V School. Other members of the committee:

Primary Schools	
Beacon Hill School	Charlotte Fennelly
Bradbury School	Rebecca Ryder
Clearwater Bay School	Rachel Bryan
Glenealy School	Sharon Matthews
Kennedy School	Claire Robinson, Matthew King
Kowloon Junior School	Paul Anderson
Peak School	Felix Auld
Quarry Bay School	Mina Dunstan, Miranda Raulis
Sha Tin Junior School	Paul Campbell
Secondary Schools	
Island School	Pete Sims, Melanie Newby
King George V School	Tom Phillips, Sean Wray
Sha Tin College	Tony Webster, Paul Clarke
South Island School	Nat Webster, Sally Stanton
West Island School	Joanna Besisira
All-through Schools	
Discovery College	Jason Boon, Kevin McDavid
Renaissance College	Aisling Fahy
Special School	
Jockey Club Sarah Roe School	Sandra Gee
ESF International Kindergartens	
Abacus	Olivia Kotyck
Hillside	Rebecca Smith
Tung Chung	Sarah Green
Wu Kai Sha	Helen Brighton
ESF	
Chief Executive Officer	Belinda Greer
Director of Education	Adam Hughes
School Development Advisers (Primary)	Derek Pinchbeck
School Development Adviser (Secondary)	David Findlay
School Development Adviser (Post-16)	Stewart Redden
School Development Adviser (SEN)	Belinda McLaughlin
Director of Communications	Rob Shorthouse

Committee of Support Staff

The Committee of Support Staff comprises elected representatives from each school and the Human Resources Director. In 2018/19, Bob Priest from Discovery College (DC) was the Chairman until March 2018 and was succeeded by George Tibbetts, also from DC. Members of the committee of Support Staff:

Primary Schools	
Beacon Hill School	Gabriel Wu
Bradbury School	Bertina Yuen
Clearwater Bay School	Menzi Dacuycuy
Glenealy School	Rekha Mahbubani
Kennedy School	Jyotika Channa
Kowloon Junior School	May Chiu
Peak School	Kylie Loggie
Quarry Bay School	Simon Kan
Sha Tin Junior School	Minnie Ling, Monica Chan
Secondary Schools	
Island School	Jacqueline Archer, Kiera Sims
King George V School	Tracy Li
Sha Tin College	Sandra Grey
South Island School	Cynthia Chui
West Island School	Pok Cheung, Saffron Brown
Special School	
Jockey Club Sarah Roe School	Leanne Wu
All-through Schools	
Discovery College	George Tibbetts, Dorothy Ng
Renaissance College	Katherine Evans, Deng Yanyi
ESF International Kindergartens	
Hillside	Faith Baguisa
Wu Kai Sha	Gloria So
ESF	
Chief Executive Officer	Belinda Greer
Human Resources Director	Charles Caldwell

English Schools Foundation

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