



BEACON HILL
SCHOOL

Annual Report 2025/26





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Mission

ESF

Our mission is to inspire creativity and nurture global citizens and leaders of the future.

Beacon Hill School

At BHS, we support all of our learners to be the best that they can be. Getting to know themselves as learners and selecting the best supports and strategies is part of this process.

As an inclusive school, we aim for all of our learners to feel a great sense of belonging, independence, success and engagement.

Vision

ESF

Our vision is for every student to be the best that they can be.

Beacon Hill School

To be a happy, diverse and inclusive community where everybody has confidence to aspire to be the best they can be, now and in the future.

Values

Beacon Hill School

Belonging: Students have a genuine connection and sense of belonging within the Beacon Hill Community

Independence: Students demonstrate independence in their attitudes and approaches to learning

Success: Students articulate and celebrate their strengths, stretches and achievements

Engagement: Students are active participants in purposeful learning to the Community

In order to support our learners we have a dedicated Inclusion team of teachers and educational assistants who work alongside a team of therapists to provide support across all dimensions of learning.

Principal Message

Thank you to our students, teachers, educational assistants, support and site staff, families, the PTA and our wider BHS family community for another wonderful year at BHS. Your care, encouragement and commitment continue to make our school such a special place. This year, our work was shaped by a shared focus on personalisation and by the strong support of our community, which helped our students and staff learn, grow and thrive together.

Across the year, we made teacher learning more visible to students so that they could better understand how learning happens and apply this to their own next steps. We also strengthened inquiry through the use of generalisations, helping students answer conceptual questions, make connections and transfer their understanding across contexts. In writing, the introduction of Writer's Workshop in almost all classrooms created a more consistent and personalised approach, supported by professional learning, mini-lessons, conferencing, mentor texts and moderation.

It was also a valuable year for receiving and acting on feedback through our first ESF School Enhancement Review. This process affirmed much of our work and helped us identify clear next steps, including strengthening formative assessment, impact tracking and student voice, and deepening writing conferences beyond editing towards craft.

Thank you to all staff members, the PTA and the BHS family community for your partnership throughout the year. We look forward to building on this strong foundation in the year ahead.

Dr Jamie Schmitz
Principal





Supporting Our Communities

Inclusion at BHS continues to be at the heart of our school culture, beliefs and practices. Our aim is to foster an inclusive and supportive learning environment at BHS that acknowledges and caters to the diverse strengths, needs, and identities of all students. We define Inclusion at BHS as Belonging, Independence, Success and Engagement. We are thrilled to see how closely these align with the ESF's priorities of Belonging, Personalisation and Engagement.

By prioritising inclusivity, we ensure that every student receives the support they need to thrive in and out of school. Behind the scenes, this means that Inclusion teachers, class teachers and specialists prioritise getting to know each student at the start of the year. We use student surveys, parent questionnaires and conversations in class to collect data. There is a genuine interest in learning each student's interests and identities. From this we develop an appreciation of each learner's strengths and stretches and help them to know themselves as a learner and what strategies and supports are helpful to them. Removing barriers, providing support, allowing for different means to share learning and utilising student interests are some of the many approaches widely used.

A day in the life of a Beacon Hill Student will vary depending on their individual profile. For some learners, their first stop is Ninja Club in the hall to help regulate minds and bodies. Here they are met by a team of Inclusion teachers and EAs who can support emotionally with a check-in and friendly smile. A range of activities provide opportunities to balance, jump, pull, push, climb, aim and throw- all before registration! Other students join academic support groups first thing where they get specific targeted support for an area of challenge- this might be a group spelling or phonics support or a 1:1 time to build number confidence.

All children at BHS, spend the majority of their time in the classroom

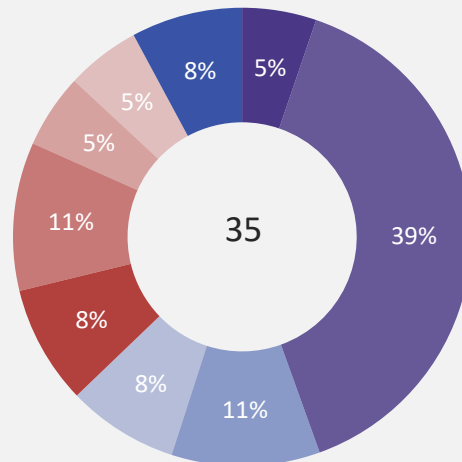
developing relationships with their peers and learning how to become increasingly independent. Our teaching team have clever ways to support within the classroom from individual visual timetables, specific social stories, a range of fidget tools, sensory breaks, priority seating and scaffolds for learning. We are always looking for new ways to support student's sense of belonging and wellbeing. Often the supports are always available to all children. Sometimes we direct children towards choices that better suit their individual learning style.

During less structured times, some children can become overwhelmed and find it challenging to initiate play and make positive choices. Our staff offer quieter play options such as zen den, and teach the skills needed in social skills groups. Some students are supported on the playground with encouragement to join a new group of friends or to use their WITTS to solve small problems for themselves.

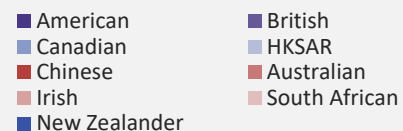
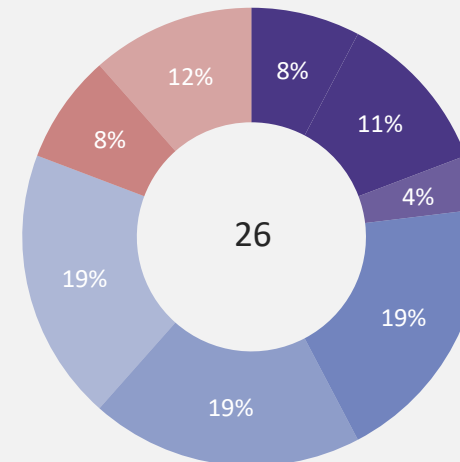
Our teaching team meet regularly to discuss children that might be having difficulties. Our child study meetings and class reviews then lead to targets and strategies used to support next steps. Parents are a vital part of this support system and are included in Individual Education Plans and invited to contribute to our increased understanding of their child. Our growing group of therapists are called upon to support children individually or in small groups and also to guide our teachers in considering a multidisciplinary approach.

Our students are learning about neurodiversity, race, ethnicity, and gender alongside acceptance and celebration of diversity. All students have Social and Emotional learning lessons explicitly taught as well as woven into the culture of the school. We continue to develop our skills to help all of our children be able to thrive.

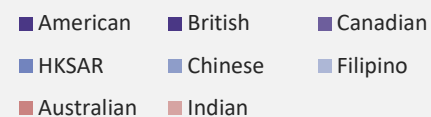
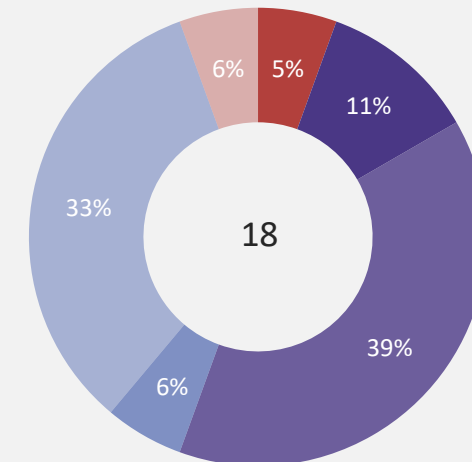
About Our School



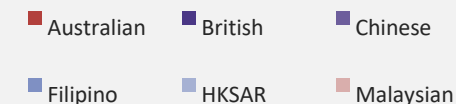
Teaching Staff



Educational Assistants



Support Staff



Our Strategic Priorities



Visible Professional Learning — Personalisation

We focused on making teacher learning more visible to students, helping them reflect on how learning happens and apply this to their own strategies.

What worked: structured dialogue, visible documentation, learning partnerships and planning time helped teachers share their learning journeys clearly.

What we will refine: make formative assessment and impact tracking more consistent across classes.



Inquiry and Generalisations — Personalisation

We strengthened the use of generalisations in inquiry, helping students answer conceptual questions, connect ideas and show transfer across learning.

What worked: tracking systems, curriculum leader modelling, moderation and review processes improved feedback and made student thinking more visible.

What we will refine: gather more teacher and student voice, and keep the approach consistent and sustainable across year levels.



Strategic Priority: Writing — Personalisation

Writer's Workshop was adopted in almost all classrooms, creating a more consistent and personalised approach to writing.

What worked: professional learning, mini-lessons, conferencing, mentor texts and moderation supported implementation and gave students clearer next steps.

What we will refine: move conferencing further beyond editing towards craft, build shared resources and continue tracking impact over time.

PYP Framework

To maintain momentum in Concept-Based Inquiry (CBI), we established a structured timeline of initiatives and moderation opportunities across the year. The initial focus centred on professional development, where teachers engaged in a dedicated session on conceptual generalisations. The Curriculum Leader introduced and modelled tracking systems while collecting examples of generalisation feedback to establish consistent practices early on.

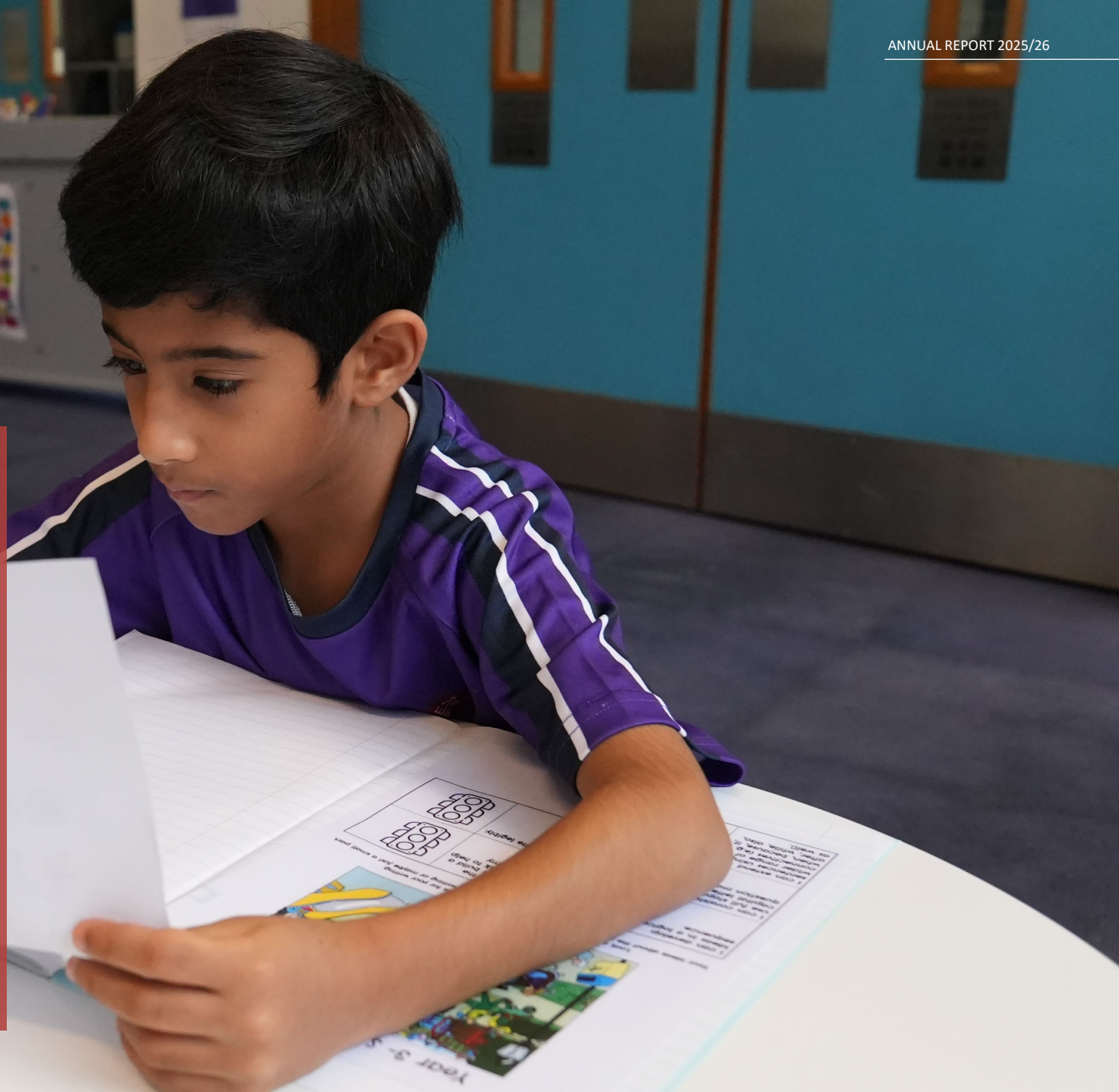
Mid-year efforts prioritised reflection, coaching, and moderation to refine the delivery of feedback to students. Teacher moderation sessions, paired with targeted support from the Curriculum leader, ensured that feedback remained responsive to specific classroom needs. Interactive opportunities were also created to engage the wider community, such as highlighting the "Big Ideas" book during Student-Led Conferences. Toward the end of the year, data collection expanded to incorporate both teacher and student voices, offering a detailed picture of how the generalisation process impacted learning. The Curriculum Leader shared feedback with the Senior Leadership team, and, due to its positive impact, the Big Ideas Book is now part of tracking and celebrating students' conceptual understanding.

English

This year marked significant progress in literacy teaching and learning at Beacon Hill School, with a primary focus on refining writing conferences and integrating high-quality mentor texts. Building on the foundation established by the previous year's focus group, staff participated in targeted professional development, which included observing modelled conferencing lessons led by Marie-Claire Mulligan. To further elevate practice, Charlotte Fennelly and Marie-Claire attended the English Writing Summit in Korea, led by Matt Glover and Carl Anderson, and brought back invaluable insights to share with the team. Additionally, a group of enthusiastic teachers deepened their understanding of the Writing Process through specialised professional development with Lucy Calkins.

To support consistent classroom practice across the school, a dedicated Google Site was launched, featuring a curated collection of mentor texts paired with mini-lesson ideas, along with new recording sheets to track student conferencing goals and monitor progress.

Beyond day-to-day instruction, student creativity was celebrated through our first-ever Fantasy unit, which culminated in a vibrant week-long celebration. Throughout Fantasy Week, students participated in engaging quizzes, inspiring book-sharing sessions, a special assembly, and a memorable Book Character Day, during which pupils proudly showcased their published pieces. Creativity was further extended through the Writing Club ECA, offering students an inspiring space to continue developing as expressive writers beyond the classroom.



A photograph of several young students in a classroom setting, focused on practicing Chinese calligraphy. They are seated at a white table, using brushes to write on sheets of paper with red grid lines. In the foreground, a yellow and red bowl is visible. The background shows other students and a teacher, all engaged in the activity.

Chinese Language

The Mandarin Programme at BHS continued to develop in 2025-26, building language acquisition and cultural understanding across all year groups.

A primary focus this year was strengthening student literacy through the implementation of Writer's Workshop pedagogy. Following school-wide professional development, teachers introduced structured drafting and editing frameworks to support character acquisition, writing stamina, and creative expression. Adaptive digital platforms were also integrated to support independent home practice and monitor ongoing student progress.

Cultural events continued to foster authentic language use and community engagement. In collaboration with the BHS PTA, the Mandarin department hosted the annual Mid-Autumn Festival market, where students practised conversational Mandarin with parent volunteers while exploring traditional festival stalls. Chinese New Year celebrations similarly featured student-led performances, arts, and cultural activities.

Using differentiated instruction and visual supports, staff ensured all learners could access the curriculum and work towards their individual progress goals. Looking ahead, the department remains committed to supporting student confidence, communication skills, and global awareness.

STEM

BHS continues to nurture a growth mindset by empowering students to become capable problem solvers across all grade levels. Students gain regular opportunities to apply Science, Technology, Engineering, and Mathematics through hands-on making and critical problem solving. Core to this effort is our **Maker's Program**, which integrates the **Agency by Design** framework from Harvard Project Zero. This approach enables students to hone essential skills—such as close observation and noticing intricate design elements—which serve as the fuel to build their own insights and theories. Students then apply these theories using school-taught construction techniques to build tangible objects, establishing the foundational building blocks for critical thinking and complex problem solving.

Key Grade-Level Focus Areas:

Years 1 & 2: Emphasize physical making and tactile construction, working primarily with paper and cardboard to explore fundamental structures and design.

Years 3 & 4: Experiment with coding and physical computing, utilizing Micro:bits and robotics to bring their digital projects into the physical world.

Year 5: Engage directly with the design cycle and prototyping. Students learn to empathize with real-world problems, designing and creating targeted solutions that make a positive impact on others.

Year 6: Focus on digital media and communication, learning the art of podcasting through the use of BOYA microphones to produce high-quality audio projects.





Mathematics

This year, Beacon Hill School has continued to build on its commitment to high-quality mathematical learning, embedding hands-on experiences deeply into daily practice while furthering the use of visual and tactile tools across all year groups.

In Years 1 and 2, the focus was on broadening the use of Numicon across all units of inquiry, ensuring it was seamlessly integrated to build strong foundational number sense from an early age. Building on this foundation, Years 3 to 6 expanded their use of Numicon, with a specific focus on teaching and learning fractions. Teachers across these year groups explored creative and practical ways to make abstract fraction concepts come to life, helping pupils gain a clearer, more intuitive understanding of mathematical ideas.

Beyond the classroom, student engagement remained strong, with the 24 Game Competition now in its second consecutive year. The initiative continued to serve as a valuable outlet for pupils to practise their mental agility, recall, and strategic problem-solving skills in a fun and interactive environment, reinforcing a positive attitude towards mathematics across the school.

Sports

2025/26 was another fantastic and exciting year for PE at Beacon Hill School. The students were offered a diverse curriculum with units focussed on adventure challenge, fundamental movement skills (FMS), individual pursuits (athletics and swimming), movement composition (gymnastics and parkour), health related activities and games (invasion, net/wall, striking and fielding and target). A large number of sports extra curricular activities were offered to the students.

The emphasis for PE lessons this year was on concept-based learning. A number of units were structured around three central concepts words per unit. This enabled the students to use those words in their tactical preparation, communication, reflections, skill learning and game play.

Sports day was held once again at the fabulous KCC. The Year 3s to 6s enjoyed a variety of competitive events trying to score points for their team. The pleasing aspect of the day was the camaraderie and sportsmanship shown by the students. The Year 1 and 2s sports day focussed on showcasing your child's fundamental skills in a variety of physical activities. Thanks to the parents who came along to support their children. A highlight of the year was a visit to the rugby sevens at the new Kai Tak stadium. The rugby club got to see high-quality rugby being played in a world class stadium.

The school participated in a wide range of sporting events and the highlight was winning the HKPSSA Kowloon Girls' basketball tournament. The girls played outstanding offensive and defensive basketball throughout the tournament. During the season the girls' team only lost one game.

The following students were Beacon Hill All Stars for 2025/26. In order to be an All-Star, you have to been picked for at least 4 school teams: Adrian, Colton, Emelia, Emmeline, Gemma, Hans, Jude, Karis, Klaus, Mateo, Matheo, Parris and Tia. Well done to those students for their fantastic sporting achievements in representing the school in a diverse range of sports.



Arts & Music

The Expressive Arts programme at BHS offers a vibrant, immersive environment where students explore their creative potential, refine their performance skills, and cultivate a rich understanding of artistic forms as both creators and audience members. Utilizing the Orff-Schulwerk pedagogical framework, the curriculum introduces students to the fundamentals of music, dance, and drama through active, hands-on exploration. This progressive methodology allows learners to build upon initial concepts year on year, deepening their artistic capabilities while internalising vital life skills such as teamwork, discipline, flexibility, and intercultural understanding.

In line with our inquiry-based learning model, each year group undertakes three major units of study throughout the academic year, with one unit intentionally designed to bridge the arts with other subject areas. Although public and peer performances remain integral touchpoints within every project, the primary educational focus remains firmly on the journey of learning: exploring initial ideas, testing creative choices, and revising work through critical reflection.

Key Curriculum Highlights Across Year Levels:

Year 1: Foundational storytelling through movement, vocal expression, and dramatic play.

Year 2: Exploring visual narrative and non-verbal communication through mime and silent movie creation.

Year 3: Developing rhythmic understanding, ensemble listening, and technique via nonpitched percussion.

Year 4: Character analysis and dramatic interpretation through the performance of fractured fairy tales.

Year 5: Instrumental proficiency, music theory, and group harmony through ukulele instruction.

Year 6: Collaborative composition, staging, and presentation for the prestigious PYPx Opening Ceremony.

Inclusivity remains a guiding principle of the Expressive Arts framework. We actively design our learning spaces and performance tasks to ensure that every student can participate meaningfully and achieve personal success. By removing barriers to expression, the programme fosters an empathetic, collaborative community where children learn from one another's unique strengths, establishing a joyful, confident arts culture across the entire school.

Technology

BHS exemplifies an evolving institution, embracing technological advancements with an open-minded and collaborative approach. In line with the broader English Schools Foundation (ESF) transition, BHS has successfully shifted from Seesaw and Google Classroom to **Toddle**, innovating our platform ecosystem with our ongoing 1:1 iPad programme to deliver media-rich, engaging learning experiences.

Rather than teaching technology in isolation, our hybrid model pairs dedicated Learning Technology lessons with targeted co-planning between class teachers and the Learning Technology Coach. This structure ensures digital tools and hardware are integrated directly into Units of Inquiry, empowering teachers to adopt innovative methodologies and enrich day-to-day learning.

Robotics, Hardware & Computational Thinking

To cultivate logical reasoning and problem-solving skills, students engage with a progressive range of physical computing equipment across the school:

- **Sphero Indi & Dash Robots:** Introduce early learners to block-based coding, spatial logic, and cause-and-effect sequences through hands-on navigation challenges.
- **VEX IQ:** Enables older students to tackle complex engineering, mechanics, and advanced algorithmic thinking through robotics design and competitive problem-solving.

Digital Applications & Content Creation

Students leverage a diverse suite of specialised apps to move from passive consumers to active digital creators:

- **Interactive Simulations & 3D Design:** Utilising platforms like **Delightex (CoSpaces Edu)** to construct immersive 3D environments, virtual simulations, and interactive storytelling experiences.
- **Coding & Animation:** Applying **Scratch** to design custom video games, logical algorithms, and dynamic animations.
- **Digital Media & Production:** Harnessing **Stop Motion** software for creative visual storytelling, alongside podcasting tools to develop high-quality multi-media artifacts across disciplines.



A group of students in purple uniforms and navy caps are outdoors, engaged in an activity. They are looking at a large sheet of paper held by one of the students. The background shows greenery and other students in similar uniforms.

Environmental Education

Our students continued to engage in hands-on environmental stewardship, deepening their connection to nature and building on our school's strong culture of sustainability. By expanding our outdoor learning spaces and embedding student-led action across year groups, we empowered our learners to become active, responsible advocates for the environment.

At the start of the year, the school once again took part in the *"One Person, One Flower"* initiative, nurturing seedlings at home and sharing their growing journeys with our school community. A major highlight of this year was the transformation of our school grounds through the renovation of our Butterfly Garden. Designed to create dedicated spaces for students to plant, explore local wildlife, and immerse themselves in nature, the revitalised garden has become a vibrant hub for outdoor learning and biodiversity.

Our Eco Squad met weekly after school, taking a leading role in managing the garden spaces and spearheading sustainability drives across the school. Our school community continued to support established green traditions, including the PTA's pre-loved uniform store, sustainable event practices, and our popular *Green Stall* featuring student-grown plants and herbs.



Student Experience

Camps and Excursions

At BHS, we have continued to offer a combination of BHS Staff Clubs, ESL Clubs and clubs offered by external agencies, as well as camps and excursions. Clubs were again impacted during term 3 due to our renovation programme, focusing on our Early Years spaces, and so most clubs during this term were run during lunchtimes, rather than after school.

These were the camps and excursions run for each year group:

Year 1	Jordan Valley Park Cornwall Street Park Clearwater Bay Country Park HKAPA Theatre Art Jam
Year 2	HKAPA Theatre Victoria Peak Clearwater Bay Beach Kowloon Tong Fire Station
Year 3	Trio Beach Bride's Pool Tai Po Kau Forest School Crossroads
Year 4	Ark Eden Hong Kong Art Museum Tai Po Kau 3-Day Residential Camp in South Lantau
Year 5	Science Museum 4-Day Residential Camp run by Oceanic Sports in Sai Kung Swimming lessons
Year 6	Visit to Island School for Performing Arts Performance Visit to Island School to see Year 11 Community Projects Visit to Island School to participate in Gecko Maths Competition 5-Day Residential Camp run by Outward Bound in Sai Kung



Student Experience

Extra-Curricular Activities

Teacher Led Clubs

These were the BHS staff-led clubs offered over the course of the year:

BHS Staff-Led Clubs

- Aquathon Club
- Art - Printing
- Art & Craft Club
- Basketball Club
- Battle of the Books
- Book Club
- Book Worms
- Card Games Club
- Cricket Club
- Crochet Club
- Dungeons and Dragons Club
- Eco-Squad
- E-Sports
- Football Club
- Geography Club
- Junior Choir
- Kindness Clubhouse
- Maths Prodigy Club
- Netball Club
- Ping Pong Club
- Running Club
- Senior Choir
- Strings Ensemble
- Tag Rugby Club
- The 24 Game
- Writing Club
- Y1 Choir
- Y4 Dance Club
- Y5 Dance Club
- Y6 Dance Club

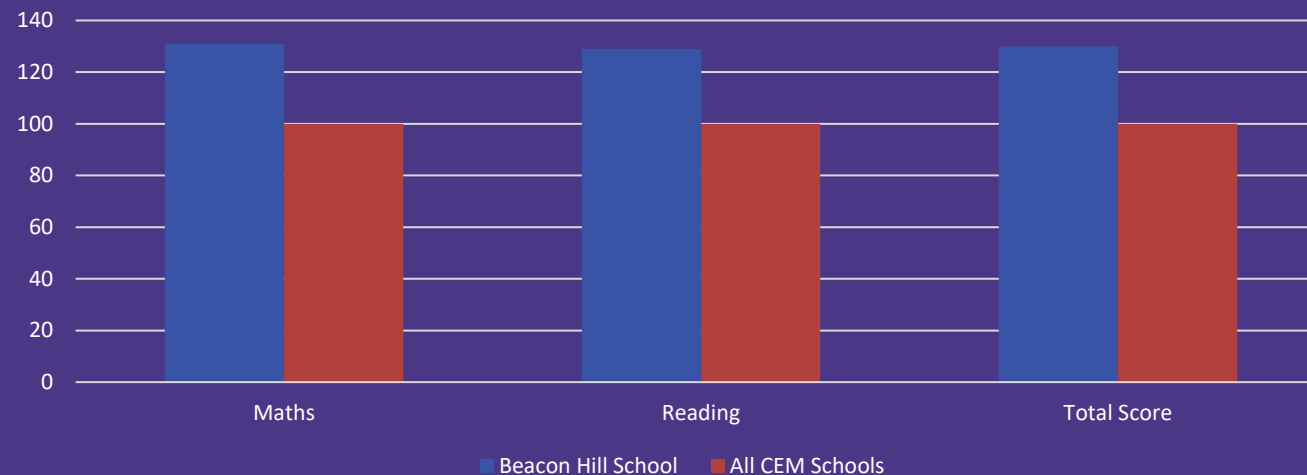
BASE Result

The BASE assessment is administered by the Centre for Evaluation and Monitoring (CEM), which is part of Cambridge Assessment. More than 600,000 students worldwide have taken CEM assessments over the last five years. The BASE assessment was taken by all ESF students at the start of Year 1 and is designed to give a snapshot of where a student is when they start their schooling. Year 2 students also took an extended version of the assessment at the start of Year 2 to help measure their progress over their first year of schooling.

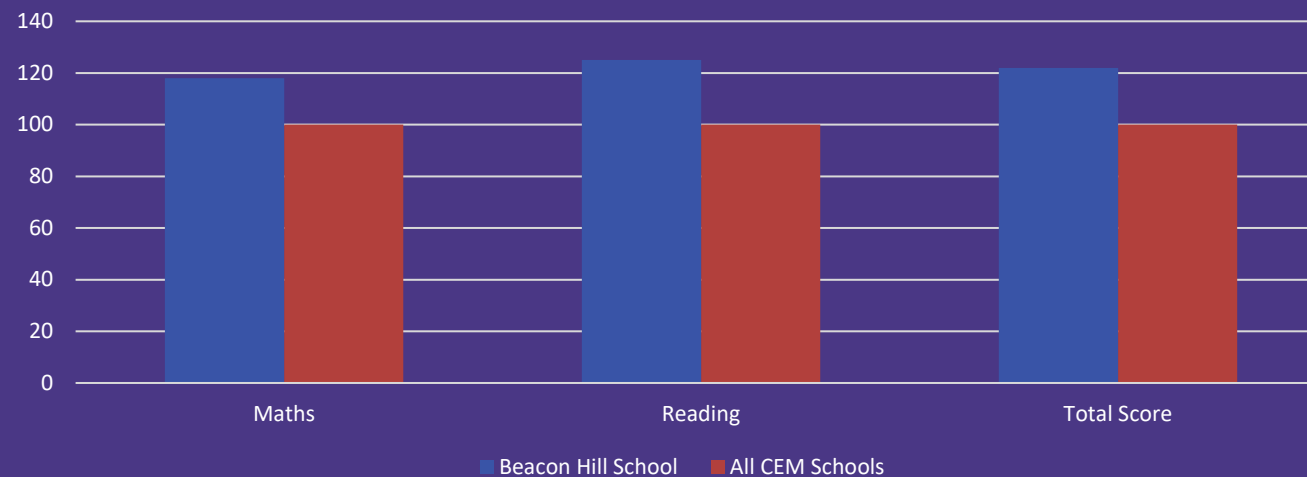
The BASE assessment covers the following specific areas of learning and development:

- **Literacy** – including handwriting; vocabulary acquisition; understanding reading fundamentals; phonological awareness; letter, word and pattern recognition; and comprehension.
- **Numeracy** – including ideas about maths; quantity and spatial position; identifying numbers; counting; identifying shapes; problem solving; and simple arithmetic.

Year 1 BASE (Mean Standardised Score)



Year 2 BASE (Mean Standardised Score)

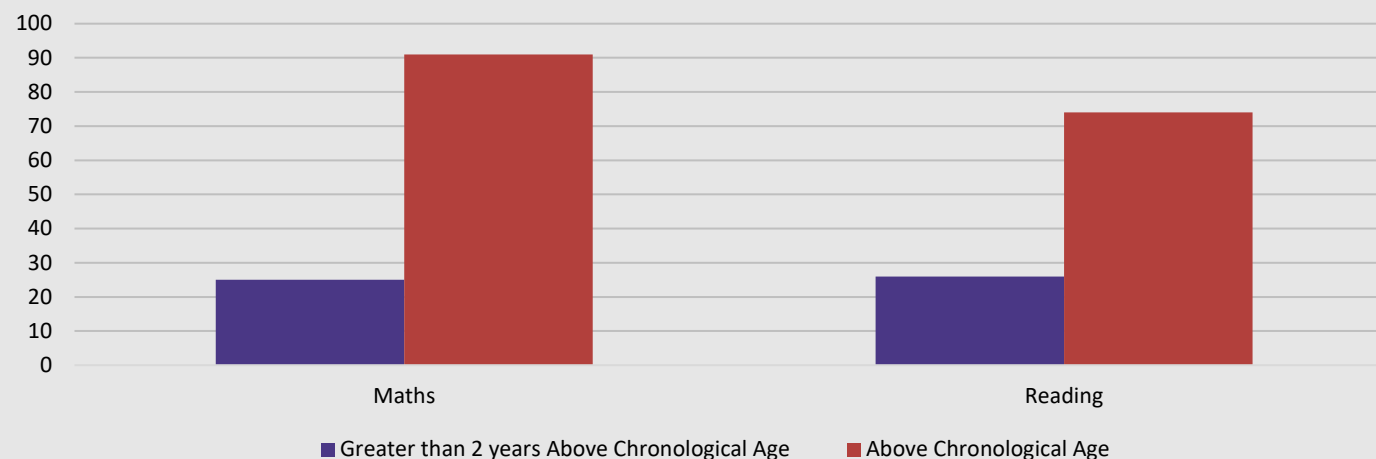


Primary Insight

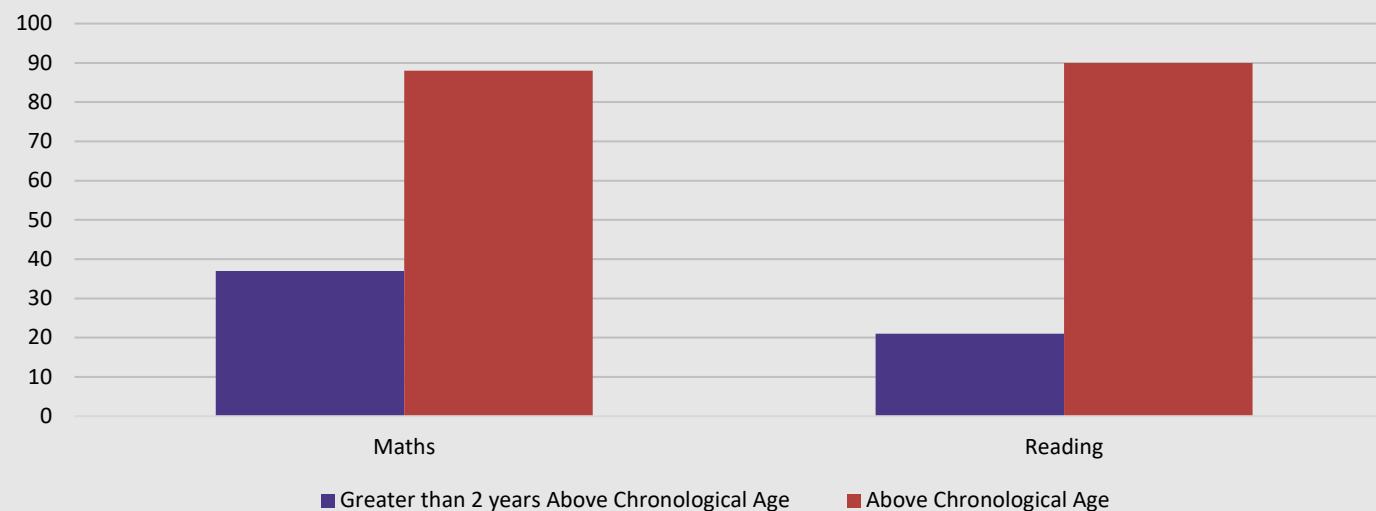
Students in Year 3 also participated in the Primary Insight, a program developed at Cambridge University (UK). Year 3 in September 2024. The children undertook standardised tests in English, which included word recognition, word decoding, reading comprehension and spelling, and in Mathematics, which included Mental Mathematics.

The Primary Insight tests give an age-related score. The tests indicate how well the child achieved when compared with children of the same age. For example, a child who performed at or above their chronological age would be considered to be learning well. High scores were attained in the Primary Insight tests, as the following data show.

Year 3 Primary Insight Results



Year 6 Primary Insight Results



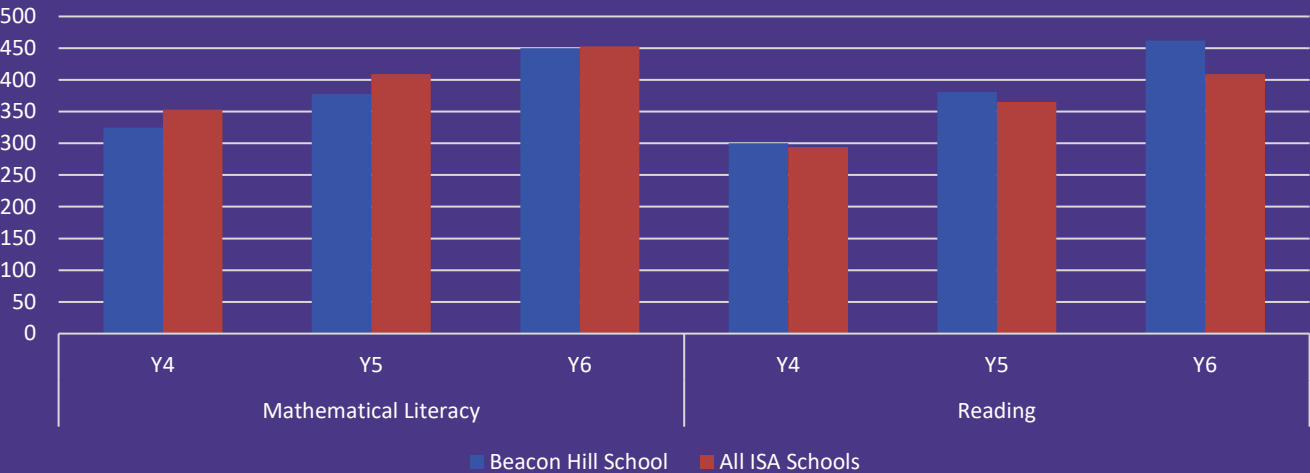
ISA Result

In 2025-26, all Year 4, 5 and 6 sat the International Schools' Assessment (ISA) in late September. The ISA assessment has been specially developed to measure skills in mathematical literacy, reading and writing of students in international schools. The ISA has been developed by the Australian Council for Educational Research.

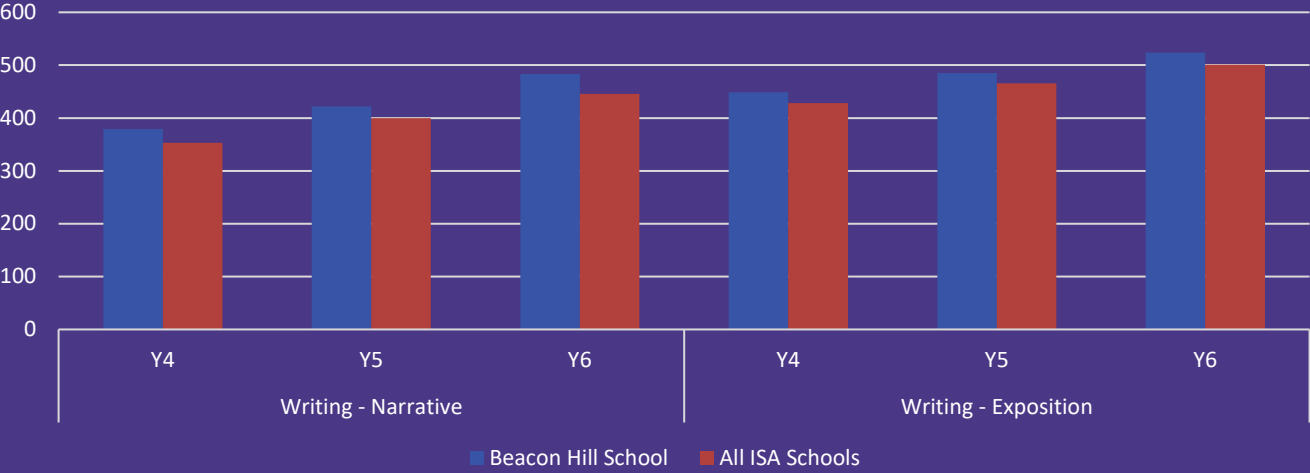
The assessments included a reading literacy test, a mathematical literacy test and two writing tests. The tests included both multiple-choice and open-ended tasks. The scores are reported using the ISA Scale Score which ranges from 0-800. The scores on any single scale are comparable regardless of which level of assessment is taken. For example, a score of 325 on the Year 4 Mathematical Literacy assessment indicates the same level of proficiency as a score of 325 on the Year 6 Mathematical Literacy assessment.

However, the ISA scale scores are not comparable across subjects. For example, a score of 325 for Mathematical Literacy does not necessarily indicate the same level of proficiency as a score of 325 for Reading Literacy. The charts below show that the average Beacon Hill School student in each year group attained higher than the average student in the corresponding ISA cohort.

ISA: Mathematical Literacy and Reading (Mean Score)



ISA: Writing (Mean Score)





Academic Awards

Beyond the core curriculum, our students actively pursue a wide range of academic opportunities, supported through family involvement and school clubs. Among these, our Chess Club brings together pupils from Years 3 to 6 who regularly represent the school in tournaments throughout Hong Kong.

In creative writing and art, students participate in the Hong Kong Young Writers Awards, submitting original fiction, non-fiction, poetry, or book cover designs tailored to an annual theme. Others perform in events organised by the Hong Kong Schools Speech and Music Association, demonstrating their talents in public speaking and musical performance.

Meanwhile, our older pupils took part in the Battle of the Books—a quiz-based contest challenging teams on a set reading list of 20 titles—and successfully fought their way to the finals.

We frequently celebrate these achievements and highlight our students' ongoing success on our social media channels.

Sports Tournaments

The school proudly participated in a diverse range of sports. This broad athletic program not only promotes physical fitness and teamwork but also provides students with exciting opportunities to compete against other schools in inter-school competitions. Through these inter-school matches, students gain valuable experience, build confidence, and forge lasting friendships, all while representing their school with pride and sportsmanship.

Thanks to all the coaches who coached the students in the various sports:
Football: Mr Pheasant, Mr Richardson, Mr Teahan and Mr Thompson
Netball: Mr McKegg and Mr Teahan. We also had an ex-student and current Hong Kong under-18 player, Rachel, help with coaching.
Basketball: Coach Andy from ESF Sports, Coach On from ESF Sports and Mr Teahan
Tag Rugby: Miss Baldwinck and Mr Teahan
Aquathon: Ms King and Mr Teahan

A new trophy was created between Shatin Junior School and Beacon Hill School for inter school competitions called the Lion Rock trophy. We managed to win at the first event it was contested, the HKPSSA cross country and held it for 2 more tournaments until we were beaten by them at the HKPSSA aquathon.

Tournament	Results
Peak School Girls Football	3 rd =
Kowloon Netball Friendlies	Friendly Competition
HKPSSA Kowloon Schools Netball Championship	Boys – 5 th Girls – 2 nd
HKPSSA Boys Netball Championships	4 th Hans was chosen as a netball MVP by the HK Men's Netball Coach
HKPSSA Football Championship	Boys – 4 th Place Bowl Competition Girls – Bowl Semi-Final
HKPSSA Girls Netball Championship	A Team – 7 th = B Team – 11 th
HKPSSA Kowloon Schools Cross Country Championships	2 nd Place Overall Under 8 Girls 3 rd Under 8 Boys 3 rd Under 9 Girls 3 rd Under 9 Boys 3 rd Under 10 Boys 3 rd
HKPSSA Kowloon Schools Basketball Championships	Boys – 6 th Girls – Champions
HKPSSA Kowloon School Tag Rugby Championships	Boys – 7 th Girls – 5 th =
HKPSSA Cross Country Championships	Team – 7 th
HKPSSA Tag Rugby Championships	Boys – 14 th Girls – Bowl Semi-Final
HKPSSA Basketball Championships	Boys – Semi-Final Girls – Runner-Ups
HKPSSA Aquathon Championships	A Team – 17 th B Team – 22 nd



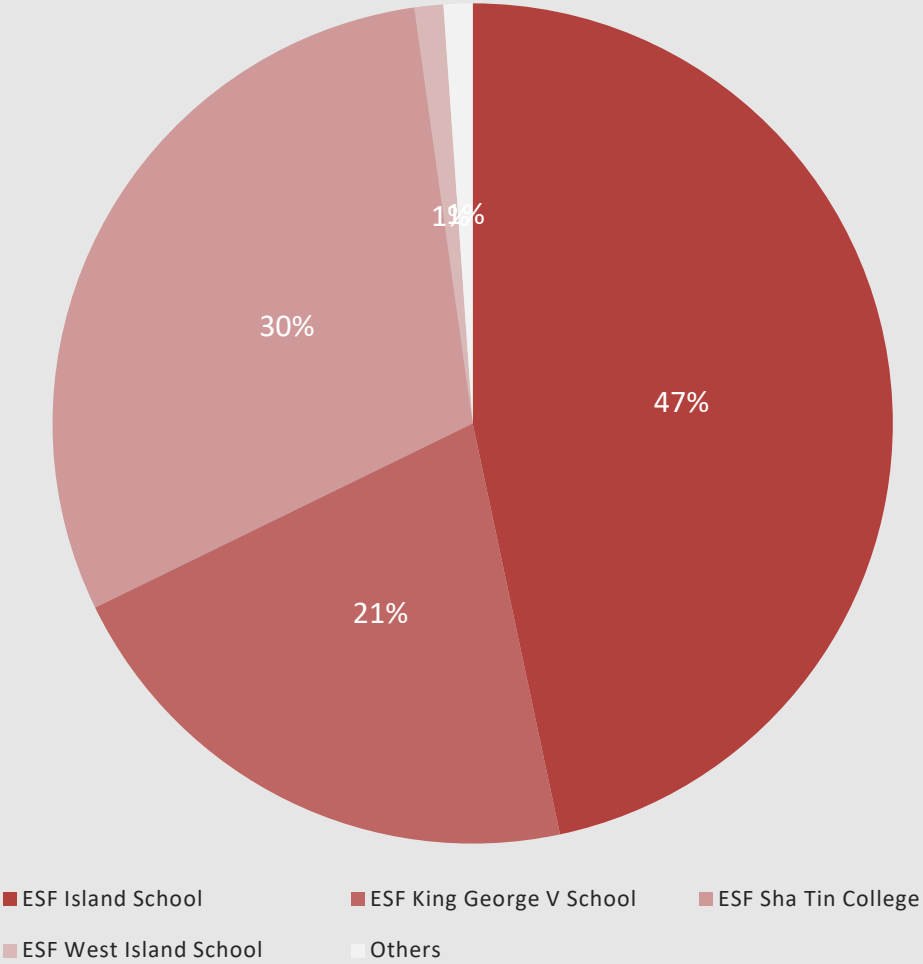


Arts Performances

Expressive Arts clubs offer a vibrant platform for individuals to showcase their passions and talents. Operating year-round, these clubs offer multiple opportunities for students to perform both on campus during BHS events and at external venues across Hong Kong. In the 2025-2026 school year, the Expressive Arts clubs included the Year 1 Choir, Junior Choir, Senior Choir, Year 4 Dance Club, Year 5 Dance Club, the Y6 Dance Club and Strings Ensemble. Each group showcased their talents at the Winter, Spring, and Summer concerts held at BHS.

Notable external performances included: The Senior Choir's appearances at the Tong Chong Street and the ESF Primary School Concert. The BHS Dance Club's performance at the ESF Evening of Dance, along with the Strings Ensemble's participation in the ESF Primary School Concert. Broadening perspectives by witnessing artists at work within the walls of BHS is another way students connect with their own artistic expression.

Year 6 Graduates Student Destinations



Enrollment – Number of withdrawals	
Year 1	3
Year 2	3
Year 3	2
Year 4	2
Year 5	1
Year 6	0

Student Nationalities

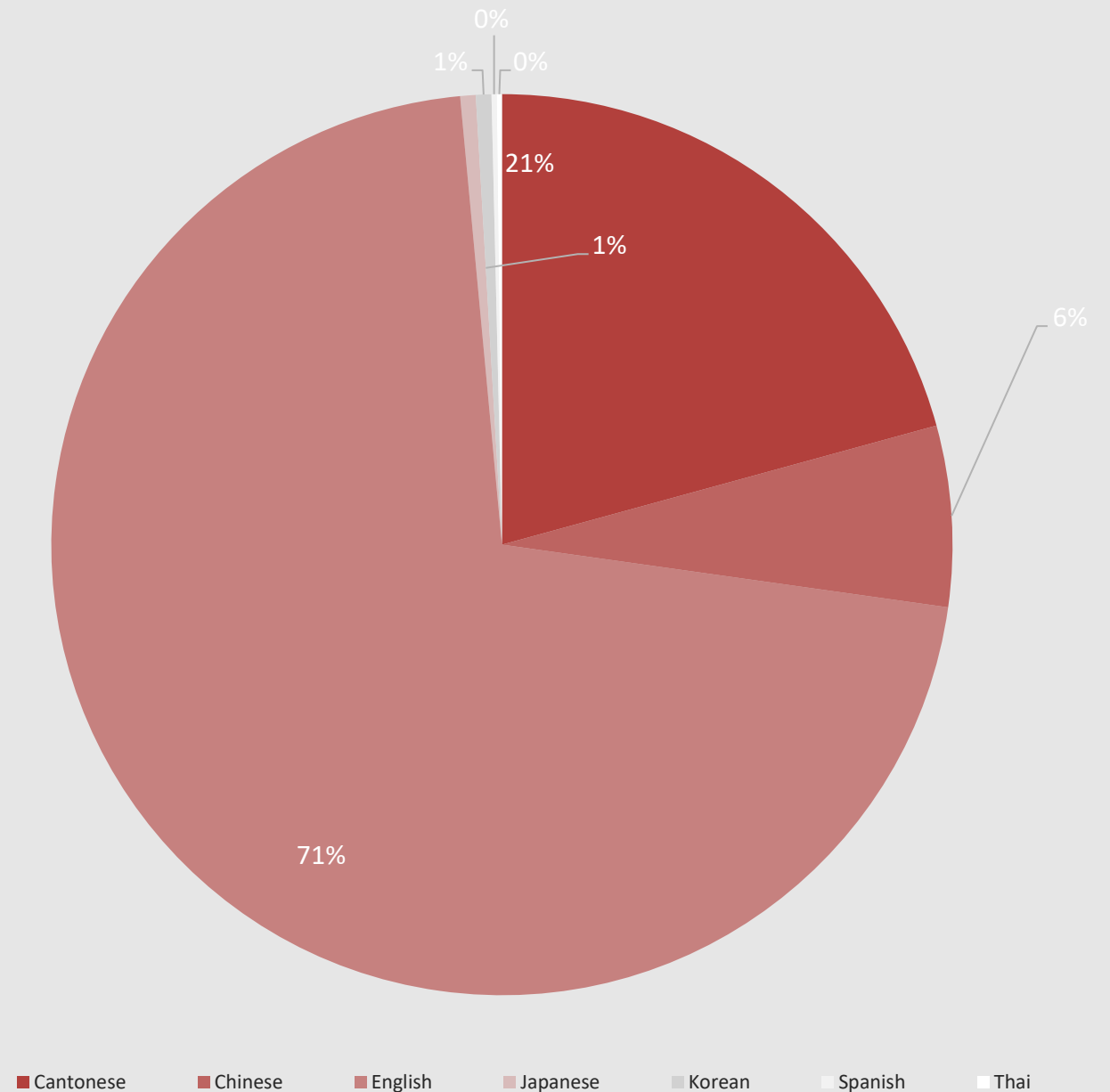
American	32
Australian	50
Brazilian	1
British	42
Canadian	103
Chinese	231
Dutch	6
Filipino	3
French	2
German	2
Indian	12
Indonesian	1
Irish	3
Italian	1
Japanese	7
Korean	10
Malaysian	5
New Zealander	9
Portuguese	3
Singaporean	1
South African	2
Swedish	2
Taiwanese	11
Thai	1



First Language

First languages play a crucial role in shaping a student's identity, cognitive development, and cultural heritage, serving as a vital bridge for deep emotional connection and communication within their families.

Across Year 1 to Year 6, with each year group consisting of 90 students (totaling 540 students), English is by far the most predominant first language, accounting for 385 students. Cantonese represents the second-largest group with 112 students, followed by Chinese with 35 students. The remaining languages are spoken by small numbers of students: Japanese and Korean each have 3 students, while Spanish and Thai are spoken by 1 student each.



Facilities and Buildings - Renovation

We are pleased to report the successful completion of Phase 2 of our facility upgrade master plan, which reached full completion in August. These strategic capital improvements reflect our continued investment in creating modern, inspiring, and functional educational environments tailored to the evolving needs of our student body.

Strategic Highlights & Operational Impact

- **The Discovery Den:** The flagship development of Phase 2 is the launch of the Discovery Den—four expansive, light-filled spaces designed specifically for play-based early years learning. Engineered to foster curiosity, self-expression, and cognitive growth through experiential play, these purpose-built environments significantly elevate our early childhood pedagogy and foundational student development.
- **Refreshed Reception Area:** The main administrative entry has been comprehensively renovated to enhance security, optimize operational efficiency, and provide a welcoming, professional entrance for parents, visitors, and campus stakeholders.

Enhancing the BHS Community Experience

These updated assets complement our core classroom infrastructure, substantially enhancing the broader educational experience at Beacon Hill School and strengthening our competitive position as a leading primary education institution.





School Council Annual Report 25/26

With support and contribution from all stakeholders, Beacon Hill School continues to provide the best care for its students this year.

We remain focused in Inclusion and Sustainability. To-date, we are one of the leading schools in helping students with various learning needs come together, learning as a group. In the process, they also learn to work and thrive together.

This year, from our school renovation planning, our staff and students have discovered that sustainability can be found in many different scopes that can directly impact our teaching and learning environment. This invaluable opportunity has given our students a brand new spectrum towards sustainability and we hope this will help them advance even further in the future.

As always BHS is committed to supporting its students to become the best that they can be and I have full confidence that our school will wholeheartedly provide the best education to everyone in our school.

School Council Members 2025/26

Chairperson	Kenneth Wong
Principal	Jamie Schmitz
ESF Representative	Rob Shorthouse
PTA Parent Representative	Christine Field-Hall
Parent Representative	Paul Fu
Community Representative	Joseph Law & Lillian Lee
Teacher Representative	Charlotte Fennelly & Colette Davis
Support Staff Representative	Priya Chainani

Student Council Annual Report 25/26

Overview & Leadership Philosophy

Open to all pupils in Years 4 through 6, the Student Council represents a core element of BHS's commitment to student agency and inclusive leadership. Designed to be accessible and collaborative, the Council provides pupils with structured opportunities to develop communication, organisation, and team-building skills while working collectively to enrich campus life.

Key Achievements & Charitable Initiatives

Over the course of the academic year, these young leaders spearheaded a wide range of impactful projects that strengthened both internal community bonds and external outreach:

- **Social Responsibility & Philanthropy:** Organised and led targeted fundraising campaigns for major charitable partners, including ImpactHK, Feeding Hong Kong, The Community Chest, the Terry Fox Run, and Redress Asia, raising both vital funds and community awareness.
- **Sustainability & Environmental Action:** Marked Earth Day through hands-on campus planting projects aimed at promoting biodiversity and long-term environmental awareness among the student body.
- **Inclusion & Wellbeing:** Championed neurodiversity awareness by hosting an Odd Socks Day, creating an accessible entry point for conversations around individual differences, empathy, and mutual respect.

Peer Mentorship & Campus Engagement

In addition to scheduled events, Council members took on active, ongoing operational roles to support student wellbeing and peer cohesion:

- **Playground Support & Clubs:** Served as trained playground monitors to facilitate positive, inclusive play during breaktimes, and created lunch-hour interest clubs to foster inter-year connections.
- **Event Operations:** Managed stage, backstage, and logistical support for the school's Talent Quests, ensuring fellow pupils had a supportive platform to showcase their unique talents.
- **Community Building:** Led the planning and execution of the signature "Build Our Community" event, bringing staff and students together through shared interests to reinforce school spirit and unity.

Regional Collaboration & External Representation

Extending their impact beyond BHS, Student Council representatives participated in the ESF ESG Symposium. Interacting with student delegates from across the foundation, our council members engaged in high-level discussions surrounding environmental sustainability, social responsibility, and institutional governance—bringing valuable insights back to inform our school's internal sustainability strategy.

By combining practical action with reflective leadership, the Student Council continues to ensure our pupils leave BHS not only as successful learners, but as proactive, empathetic contributors to society.

PTA Reports



PTA Reports

Established under the ESF ordinance, the Beacon Hill School Parent-Teacher Association (PTA) unites all parents, teaching staff, and the school principal. Our mission is to collaborate as a school community to foster an inspiring, supportive environment that enriches learning experiences, promotes personal growth, and helps every student thrive.

Fundraising Events

Thanks to the incredible dedication of our volunteers and the generous support of our families, the PTA organized a diverse range of fundraising events that brought immense joy to BHS while directly enriching the educational experience. Over the past year, our popular Mid-Autumn Market brought families together to celebrate tradition, Pizza Day added a delicious twist to lunchtime, and our Bake Sales showcased the wonderful culinary talents of our community.

Meanwhile, our Christmas Night Market captured an inspiring spirit of giving by raising funds for the Tai Po Fire tragedy relief. Closing out our major events, the School Fair stood out as a magnificent celebration of our students' achievements and talents, with all proceeds directly funding enhanced learning materials and facility improvements.

Community Engagement

Building a warm, connected community remains at the heart of everything the PTA does. We welcome new families with a special social evening that allows them to meet one another, share insights, and foster meaningful relationships. In support of the school's sustainability initiatives, we hosted pre-loved uniform sales to promote recycling and responsible consumption across our community. Furthermore, we hosted PTA Parent Talks with guest speakers specializing in educational technology, addressing key topics relevant to today's parents. We also reintroduced our PTA Bowling Day, providing a fantastic opportunity for families to connect while students enjoyed sharing laughter and making great memories together. Highly valued by our community, these efforts continue to build open communication and strong partnerships between families and the school.

Additionally, the PTA oversees the school lunch program, ensuring our students enjoy nutritious meals that support their health and well-being every day.

Sponsorships

Proceeds from PTA initiatives directly fund a rich array of educational resources that enhance our students' school experience. Over the past year, we proudly sponsored the Lunar New Year Lion Dance to celebrate cultural traditions, funded digital learning applications to boost classroom engagement, and supported the school's recycling program to promote environmental responsibility.

Furthermore, our Silent Auction, featuring student artwork alongside generous donations from parents and local businesses, raised funds for an exciting Artist-in-Residence project. Through this program, students will collaborate with a professional artist to create artwork for our newly renovated first floor. We also sponsored snacks and drinks during Christmas parties and the School Disco. Finally, we provided special souvenirs for our Year 6 graduates to honor their accomplishments and celebrate their transition.

Volunteer Participation

Parent involvement is at the heart of the PTA's success. During the 2025–26 school year, over 140 parents stepped up as event volunteers, class representatives, and generous supporters of our fundraising efforts. Beyond supporting our school, these dedicated volunteers built lasting friendships and forged strong connections with fellow parents, teachers, and staff. This vibrant sense of community inspires ongoing involvement and keeps our school family closely connected.

Through these diverse activities and active parent partnerships, the PTA continues to strengthen our school community. We look forward to building on this momentum—fostering growth, enriching learning, and supporting student well-being in the years ahead. Together, we are creating a nurturing environment where our children can truly thrive.

PTA Financial Report

Proceeds from PTA events, such as School Fair ticket sales, bake sale contributions, preloved uniform sales, and Silent Auction donations, represent our primary source of funding. Alongside these event proceeds, the annual \$200 PTA membership fee per family required under the ESF Ordinance and government grants provide essential financial support, enabling us to consistently fund vital school initiatives throughout the year.

In 2025–26, these funds directly enriched our school through diverse resources and initiatives. Highlights included our Artist-in-Residence project, where the entire school will collaborate with a professional artist to decorate our newly renovated first floor, and school-wide subscriptions to Mathletics and EPIC for English and Mathematics. We also funded Mandarin learning materials and supported a recycling education program to foster sustainability. Finally, the PTA sponsored vibrant social events to strengthen our community and provided special souvenirs for our Year 6 graduates.

Income

	HK\$	%
PTA Events Proceeds	323,646	74
PTA Membership Fee	90,302	21
Government Grant	26,044	5
Total Income	439,992	100

Expenditure

	HK\$	%
Sponsorships And Donations:	289,182	76
Mathletics and EPIC Subscriptions	106,915	
Artist-In-Residence Project	69,950	
Event Sound and Lighting Equipment	23,800	
Recycling Programme	19,500	
Y6 Graduation Bears	16,920	
Donation to Mandarin Department	10,028	
Others	42,069	
Preparations of PTA Events	82,624	22
Other Operational Expenses	9,260	2
Total Expenditure	381,066	100

School Financial Summary

The annual financial report indicates that the school has maintained a stable financial position. Phase 1 of the campus redevelopment was successfully completed during Fiscal Year 2025/26 (FY25/26). All first-floor offices were relocated to the 7th floor, and both the staff room and the conference/planning room were fully refurbished, totaling HK\$1.23 million in capital costs. Combined with the upfront expenditure of HK\$1.56 million for playground equipment in FY24/25, total investment in campus infrastructure reached HK\$2.79 million. Additionally, a staff cost overrun of HK\$0.60 million was incurred to support the final year of a curriculum leader position. Consequently, total related expenditure amounted to HK\$3.39 million, which was fully funded by the school's reserve fund.

Looking forward, the school redevelopment program continues through 2026–2028, focusing on the strategic relocation and upgrade of the 1st floor, IN, and ICT offices. These facility improvements enhance the overall administrative efficiency and learning infrastructure, ultimately benefiting the students. Overall, disciplined fiscal stewardship enabled these necessary facilities modernizations and academic supports without compromising core operational liquidity or long-term financial stability.

Furthermore, the school is actively exploring new fundraising initiatives to secure additional resources, ensure long-term financial stability, and deliver expanded enrichment opportunities for the entire student body.



2025/26 Budget & Expenditure

Non-Cash Funding

	Actual 2025/26	Budget 2025/26
Staff Funding	49,782,703	49,782,703
Adjustments on Non-Cash Funding	-	-
Total Non-Cash Funding	49,782,703	49,782,703

Cash Funding

	Actual 2025/26	Budget 2025/26
Capitation & ICT Funding	5,218,442	3,611,735
Grants	-	5,438
Rental and Other Income	669,217	330,000
School Activities	23,474	614,120
Donation	343,779	308,000
Total Cash Funding	6,254,912	4,869,293
Total Funding	56,037,615	54,651,996

Expenditure

	Actual 2025/26	Budget 2025/26
Staff Expenses	52,219,233	49,797,703
Other Expenses - Operational	4,103,979	4,353,252
Other Expenses – Capital	2,610,833	130,000
Total Expenditure	58,934,045	54,280,955
Surplus / (Deficit)	(2,896,430)	371,041



BEACON HILL SCHOOL

*"Be the best you can be,
now and in the future."*