

Canadian International School of Hong Kong
香港加拿大國際學校

SUSTAINABILITY REPORT 2022



**IN RESPONSE TO GLOBAL CHALLENGES FACING THE FUTURE OF
HUMANITY AND OUR PLANET, WE MUST JOIN TOGETHER
IN PARTNERSHIP TO CREATE A BETTER FUTURE FOR ALL.**



FOREWORD

Since 1991, CDNIS has earned its reputation as an innovative and progressive institution of learning. We draw on the strength of our Canadian and Chinese traditions to nurture a unique educational environment in which our diverse community continues to flourish and grow.

FROM MODEST BEGINNINGS

This year, as we advance past the milestone of 30 years on our school's extraordinary journey, we can reflect with pride on our achievements; emerging from modest beginnings into a leading International Baccalaureate World School and a centre of educational excellence and leadership once again recognised as an Apple Distinguished School for 2022-2025.

CDNIS is strong and vibrant with student enrolment at an all-time high and a fresh cohort of dual-diploma graduates boasting an impressive array of academic credentials and university acceptances. We are especially proud of the way in which our community continues to overcome challenges from the COVID-19 pandemic. From our ground breaking Bilingual Early Years Programme through the Transition Years to our Dual Diploma that combines the International Baccalaureate Diploma (IBDP) and Ontario Secondary School Diploma (OSSD), we continue to pioneer signature approaches to balanced, cross-cultural learning.

FOCUSED ON OUR PRIORITIES

The CDNIS Strategic Framework outlines our school's strategic goals in four priority areas: Programme, Facilities, Students & Community and Resources for the Future. Sustainability and our community's contribution to sustainable development, including all 17 Sustainable Development Goals adopted by the United Nations, is interwoven within this framework.

During this period of social and economic uncertainty, the school's leadership maintains a posture of financial conservatism while continuing to invest prudently in our vision for the future. As online learning becomes an even more important and regular tool in our educational suite, we have bolstered data and cyber security with investments in hardware, software and training over the past academic year.

Our Eco-Smart campus also continues to evolve. We have recently unveiled two newly renovated cafeterias and a brand new learning space for Grade 5 and Grade 6 students in addition to expanding our rooftop garden. Moving forward, we are committed to undertaking all campus development projects in accordance with robust standards for green building energy management and sustainability. Our recent projects have achieved Platinum ratings for BEAM Plus Interiors (BI) v1.0 and are being showcased by the Hong Kong Green Building Council.

SETTING OURSELVES APART

In respect to our academic programme, we will continue to set ourselves apart through signature approaches to equipping CDNIS students with future-ready skills. The provision of engaging and challenging learning opportunities outside of the classroom continues to be a strategic planning priority. In the context of the ongoing COVID-19 pandemic, we have designed a sequential and intentional framework of Hong Kong-based learning experiences for Grades 3 - 12.

From August 2022, the Head of Local and Global Engagement has joined the Senior Administration Team with responsibility for our whole-school approach to service and experiential learning, as well as development and management of local and global partnerships. We have appointed a full-time Experiential Learning Coordinator and part-time Sustainability Coordinator to further support the implementation of relevant initiatives, including integration of sustainability policies, principles and practices throughout the school.

CULTIVATING A CLIMATE OF INCLUSION

CDNIS values Diversity, Equity and Inclusion (DEI). Our newly established DEI committee has been tasked with delivering on an articulated mission for DEI at CDNIS; building on our vision of what academic inclusion means from Early Years to Grade 12 in order to develop a clearer understanding of what diversity means in the CDNIS context. CDNIS strives to cultivate a climate of inclusion. Towards this end, the Principals are working together to enhance our Learning Support and Inclusion Teams at all grade levels and to prioritize adequate resources for additional staffing.

A WORD OF THANKS

It feels as if we are finally emerging from the trauma and anxiety of the past few years to enjoy a “new normal” but whatever the future may bring, keeping our community safe and well will always be of paramount importance. As leaders of the school, we would like to extend our special thanks to our nimble team and outstanding teachers who have excelled in adapting their strategies and pedagogy to our changing environment.

It is remarkable to reflect upon what the school has achieved over the past three decades. We are cautiously but optimistically excited about our future.



Godwin Hwa
Chairperson



Dr. Jane Camblin
Head of School

CDNIS AND THE GLOBAL GOALS

CDNIS is proud to support the United Nations Sustainable Development Goals (SDGs), which are also commonly known as the Global Goals. We have structured this Sustainability Report to provide an update on our contribution in four areas: **Peace & Partnerships**, **Planet**, **People** and **Prosperity**.

PEACE AND PARTNERSHIPS

Living up to the SDGs means working together.

PLANET

Waste management is a huge problem.

Climate change is happening.

The natural world is not separate from humanity.

PEOPLE

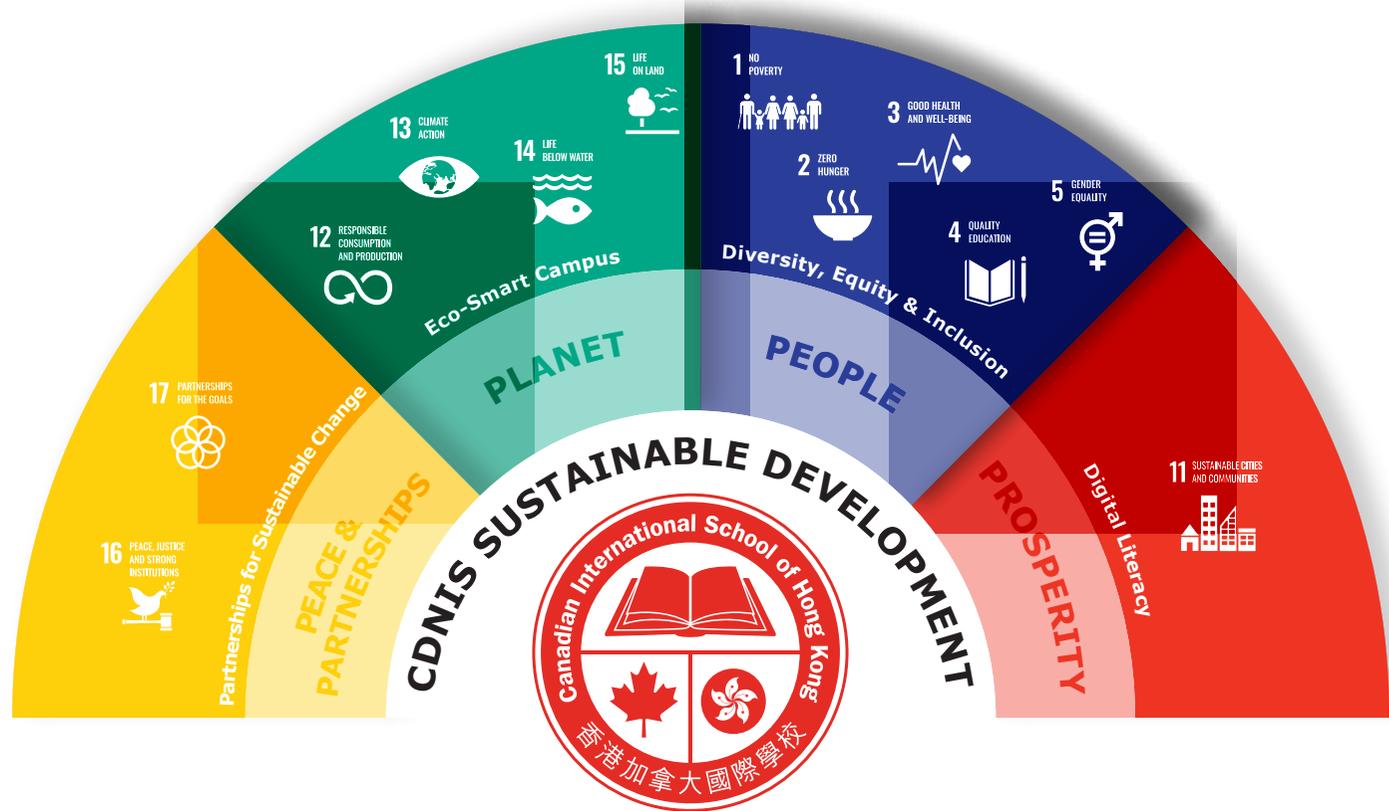
Although it's hidden, poverty is all around us.

Good education promotes well-being.

Every child should have the same opportunities we do.

PROSPERITY

We are taking time to take action.



TOUCH THE MULTIMEDIA LINKS (LEFT) TO HEAR FROM MEMBERS OF OUR COMMUNITY ABOUT SUSTAINABLE DEVELOPMENT ISSUES THAT MATTER TO THEM.

TOUCH THE GRAPHIC TO JUMP DIRECTLY TO RELEVANT CONTENT IN THIS REPORT.





One of the school’s strategic goals is to continue to set ourselves apart through signature programmes that uniquely equip our students for success in an increasingly complex world. We are exceedingly proud of our Global Goals Council (GGC), which is committed to empowering youth to contribute to sustainable development. It is composed of Upper School student leaders from 17 student clubs, each of which is working in its own way towards one or more of the Sustainable Development Goals.

The 2022 HK SDG Summit was the second annual event organised by the GGC for internal and external stakeholders. It was attended this year by more than 250 participants representing over 50 schools, universities and NGOs from nine countries. Due to the ongoing COVID-19 pandemic, the full-day programme featured interactive virtual experiences led by local and international facilitators.



PARTNERSHIPS FOR SUSTAINABLE CHANGE

‘Partnerships for Sustainable Change’ was the theme of the 2022 HK SDG Summit organised by the CDNIS Global Goals Council (GGC) on Saturday, March 12, 2022.



NGO PARTNERS FOR THIS EVENT



Crossroads
Foundation
國際十字路會



樂餉社
Feeding
Hong Kong



基督教勵行會
Christian Action



The Nature
Conservancy



ITS
Foundation

In the aftermath of this summit, GGC members were invited to assist other schools in Hong Kong on establishing similar programmes. This is a wonderful example of how our school's commitment to sustainable development can have a wider impact.



PARTNERSHIPS FOR SUSTAINABLE CHANGE



GLOBAL GOALS CLUBS

CDNIS Global Goals Clubs are integral to our sustainability learning programme in the Upper School because they provide invaluable experiential and service-learning opportunities for our students.

This academic year, the CDNIS Global Goals Clubs expanded in number from 13 to 17. Each student-led committee defines its own mission and vision, which is aligned with one or more of the SDGs. With the support of a designated faculty advisor, they elect their leadership, recruit their members, and design and implement their work programmes. All clubs who receive or spend money also need to maintain clear financial records and produce end of year financial reports.

PEACE & PARTNERSHIPS 	
 <p>Interact Club is associated with Hong Kong's Rotary Organisation. It tackles local and global issues through monthly service activities.</p>	 <p>UNICEF Club shares its focus with the United Nations agency of the same name; striving to provide humanitarian aid for children in need.</p>
 <p>Orbis Club is inspired by the Hong Kong chapter of an international NGO of the same name. It combats avoidable blindness by raising awareness and improving access to quality eye health.</p>	 <p>Mother's Choice is aligned with a local charity of the same name; focused on improving sex education and supporting single teenagers and their families through crisis pregnancy situations in Hong Kong.</p>
PLANET 	
 <p>Animal Welfare Club fundraises for local NGOs focused on animal welfare such as Animals Asia, Hong Kong Dog Rescue and Hong Kong Alley Cats Watch.</p>	 <p>E-Club bridges service with advocacy for the environment. It is focused on finding and implementing sustainable solutions for conserving and restoring the natural environment at local and global levels.</p>



PARTNERSHIPS FOR SUSTAINABLE CHANGE



PEOPLE



SAGE advocates for gender equality.



Mind's Aligned promotes dialogue and awareness around mental health issues.



The Reading Tree delivers educational support for non-native English language learners in Hong Kong and elsewhere.



The Alliance is our official club for LGBTQIA+ students with the mission of promoting understanding and inclusion.



World Health Club focuses on educating members of the CDNIS community about good physical and mental health.



Neurodiversity Club works to raise awareness about variations in the human brain and cognition with the aim of promoting inclusion.

PROSPERITY



Cooking for a Cause prepares and serves meals for refugees at a local soup kitchen.



Social Frontline addresses a range of social issues in Hong Kong.



Love for our Elders reaches out to elderly people offering comfort and companionship.



Habitat for Humanity CDNIS chapter seeks to find solutions for substandard housing in Hong Kong and around the region.



Sunshine Action is dedicated to helping the underprivileged and advocating for social justice.



PARTNERSHIPS FOR SUSTAINABLE CHANGE



SOME HIGHLIGHTS FOR THE YEAR



ANNUAL GGC LEADERSHIP WORKSHOP

The GGC hosted its 3rd Annual Leadership Workshop to build capacity for effective leadership of the Global Goals Clubs. A full day of keynotes, workshops and seminars was attended by more than 100 students and teachers.

[To learn more, click here](#)



INTERACT FAMINE 12 EVENT

Interact Club organised a 12-hour fast with participants abstaining from food and drink for one school day. It aimed to raise awareness about 1.35 million people living in poverty in Hong Kong and others around the world who struggle to satisfy their basic needs for good nutrition and shelter.



THE CHILDREN'S INSTITUTE

Neurodiversity Club connected with The Children's Institute at The Harbour School, which provides services for neurodiverse students and their families in Hong Kong. The club hosted an online presentation for neurotypical students at The Harbour School to promote understanding about neurodiversity.



READING CLUB

Reading Tree overcame the challenges of social distancing to help improve literacy and build community in-person and online. In addition to designing and implementing differentiated programmes for our own students in Grades 2, 3 and MYP Transition Years, volunteers worked with local NGO Kids4Kids to deliver reading programmes outside of school.



PARTNERSHIPS FOR SUSTAINABLE CHANGE



COMMUNITY CONNECTIONS

CDNIS supports and collaborates with many partnering organisations to achieve shared goals. Our Community Connections Database continues to grow as we develop relationships with NGOs and other service providers around Hong Kong. This is the go-to resource for faculty and students seeking to engage with organisations on a range of sustainable development issues spanning social justice and environmental protection, to youth empowerment, local culture and outdoor education.

LOWER SCHOOL HOUSE NGO PARTNERS 2021-22



NGO PARTNERS RECEIVING SERVICE, DONATIONS OF ITEMS AND/OR FUNDS FROM CDNIS



PARTNERSHIPS FOR SUSTAINABLE CHANGE



PEACE & PARTNERSHIPS

- HandsOn Hong Kong
- Happy Baton
- The Salvation Army
- Royal British Legion
- Royal Canadian Legion
- Christian Action



PLANET

- The Nature Conservancy



PEOPLE

- Feeding Hong Kong
- Branches of Hope
- Box of Hope
- Room to Read



PROSPERITY

- Crossroads Foundation
- Habitat for Humanity
- ImpactHK
- Missionaries of Charity – Home of Love



STUDENT COMMUNITY LEADERSHIP POSITIONS

We are especially proud to showcase several CDNIS students who have been invited to serve in official positions with some of our community partners.

UNITED NATIONS INSTITUTE FOR TRAINING AND RESEARCH (UNITAR) - YOUTH AMBASSADORS



MICHELLE | GRADE 10

Michelle’s passion for service stems from her desire to help marginalised communities. She is especially passionate about tackling gender inequality in local culture and assisting children who are living in poverty. In addition to serving as co-vice president of CDNIS Global Goals Club Interact, she works with an organisation that provides tutoring and support for young women in partnership with a local recruitment company. No stranger to the United Nations, Michelle has participated in Model United Nations and is also a HKUNESCO certified ‘youth tutor’ and ‘green talent’.



BRYAN | GRADE 10

Bryan is a design thinking enthusiast with an extreme interest in STEM. Inspired by his own life-changing experience with the “Designing Your Life” framework created for adults by Stanford University professors, Bill Burnett and Dave Evans, he is the co-founder and president of “[Design Your Life at 25](#)”—a student-led organisation and website that provides resources for teenagers to identify and achieve their own life goals.

ITS EDUCATION ASIA FOUNDATION YOUTH ADVISORY BOARD



MIRA | GRADE 10

As a member of the ITS Education Asia Foundation Youth Advisory Board, Mira provides a student perspective on the activities of this NGO and helps to organise youth events. Her passion for inspiring others to take action on sustainable development began with her role on the CDNIS GGC, where she has been instrumental in delivering some of Hong Kong’s largest youth-led sustainability conferences, including the 2022 HK SDG Summit.



PARTNERSHIPS FOR SUSTAINABLE CHANGE



HandsOn HONG KONG YOUTH ADVISORY BOARD



YOYO | GRADE 11

Yoyo is a member of the HandsOn Hong Kong student council, where she contributes as a youth leader for education of disadvantaged children. In this role, she has collaborated with The Martha Boss Lutheran Center to develop and promote lesson plans for teaching English to migrant children. She is also the president of CDNIS ORBIS Club.



JING | GRADE 11

Jing is a HandsOn Hong Kong youth leader for food assistance to low-income families. In this role, she has worked with Feeding Hong Kong to design drop off boxes for food donations during the pandemic and helped to organise volunteers at food assortment sessions. She is also the president for CDNIS UNICEF Club.



RICCA | GRADE 11

Ricca is a HandsOn Hong Kong youth leader for rights of domestic workers. As part of this team, she has engaged with domestic workers and youth volunteers to implement the MeHeal Yoga Programme in partnership with HELP HK and to promote outreach on World Mental Health Day. She is also a member of CDNIS Global Goals Club SAGE and a senior mentor for Youth Empowered 3.0.



SOHANA | GRADE 10

Sohana is a HandsOn Hong Kong youth leader for refugees and asylum seekers. In this role, she has worked as part of a team to develop the BlueBridge tutoring programme for secondary student refugee clients in partnership with Christian Action. She is also a member of the CDNIS GGC and founder of [HerLegacy HK](#).



PARTNERSHIPS FOR SUSTAINABLE CHANGE



LOWER SCHOOL STUDENT COUNCIL

The Lower School Student Council (LSSC) is made up of 16 students aged 10 and 11 years old. Its mission is to develop character, promote well-being and build community, which it achieves by promoting awareness about local and international sustainable development issues among Lower School students and taking action through fundraising, donation drives and other service learning activities.

During the reporting period, the LSSC made videos that were played in every classroom to promote their mission, organised Dress Down Days and costume competitions to raise funds for house charities, visited with younger students and spoke at school assemblies. More gifts in kind were received than ever before during its annual Home of Love and Box of Hope donation drives.



**PARTNERSHIPS
FOR SUSTAINABLE
CHANGE**



SOME HIGHLIGHTS FROM LSSC FOR THIS YEAR



BEACH CLEAN-UP

A team of dedicated eco-ambassadors joined forces with local NGO Plastic Free Seas to collect and remove rubbish on Lantau Island.



HALLOWEEN COSTUME CONTEST

Raven House won this year's Halloween charity event with the spookiest, most creative costumes in school. In doing so it proudly raised \$1,000 for the Raven House charity, Feeding Hong Kong.



DONATION DRIVE FOR MISSIONARIES OF CHARITY - HOME OF LOVE

With generous support from our whole community, LSSC collected, packed and hand-delivered over 450kg of food and other important items to Sham Shui Po in time for Christmas.



BOX OF HOPE GIFT COLLECTION FOR CHILDREN IN NEED

In another collection exercise, we were able to send over 750 boxes of books, toys and other gifts to children in Hong Kong, Cambodia and the Philippines.



PARTNERSHIPS FOR SUSTAINABLE CHANGE





Our campus, located in Aberdeen on the south side of Hong Kong Island occupies 42,337 square metres on 14 levels. It is a big building featuring state-of-the-art facilities such as the Leo Lee Arts Centre, Chinese Cultural Centre, swimming pool, gymnasium, Early Years Environment and outdoor space that leave a big footprint.

Environmental education is an essential part of our sustainability learning programme, which helps to promote and achieve the school's objectives for environmental protection. Our School Environmental Education Development (SEED) Committee leads the way in designing and implementing campus-based initiatives to mitigate and control environmental impacts from our daily operations. It is co-chaired by two faculty members, the Head of Local and Global Engagement and the Sustainability Coordinator, and comprises students, parents, teachers and other staff.

This academic year, we employed an Environmental Management and Technology major from the Hong Kong University of Science & Technology (HKUST) to support the SEED Committee as a part-time intern. We are grateful for Winky Mok's contribution to enhancing various programmes such as composting, recycling and energy-efficiency during her tenure with us while simultaneously completing her final year of undergraduate studies.



"It has been an honour to gain work experience at CDNIS. I hope more schools will follow the example set by CDNIS to devote more time and resources on taking action to achieve sustainable development."

WINKY MOK
ENVIRONMENTAL MANAGEMENT & TECHNOLOGY MAJOR, HKUST



ECO-SMART CAMPUS

The CDNIS Eco-Smart Mission and Sustainability Commitment reflects our long-held conviction to value and protect the natural world around us.



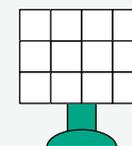
Our Eco-Smart campus is constantly evolving. Following the addition of our new Early Years Environment and rooftop Photovoltaic Farm in recent years, over the past academic year, we have unveiled two newly renovated cafeterias together with a brand-new learning space for Grade 5 and Grade 6 students and expanded our rooftop garden.

RENEWABLE ENERGY

The rooftop solar system was fully commissioned in October 2019 with 88 panels on the Lower School Tower and 261 panels on the Leo Lee Arts Centre. Under the Feed-in-Tariff (FIT) scheme, CDNIS receives a rebate on our energy bill from Hong Kong Electric for every kWh of solar energy produced.

The solar system generates on average between 9,000 kWh per month in winter to more than 16,000 kWh per month in mid-summer, thereby helping to offset our consumption of purchased electricity and reduce the school's Scope 2 carbon footprint by an estimated 85 metric tonnes of carbon dioxide equivalent per year.

RENEWABLE ENERGY



349
SOLAR PANELS
installed at CDNIS



140.5 MWh
Solar Energy
GENERATION



ECO-SMART CAMPUS

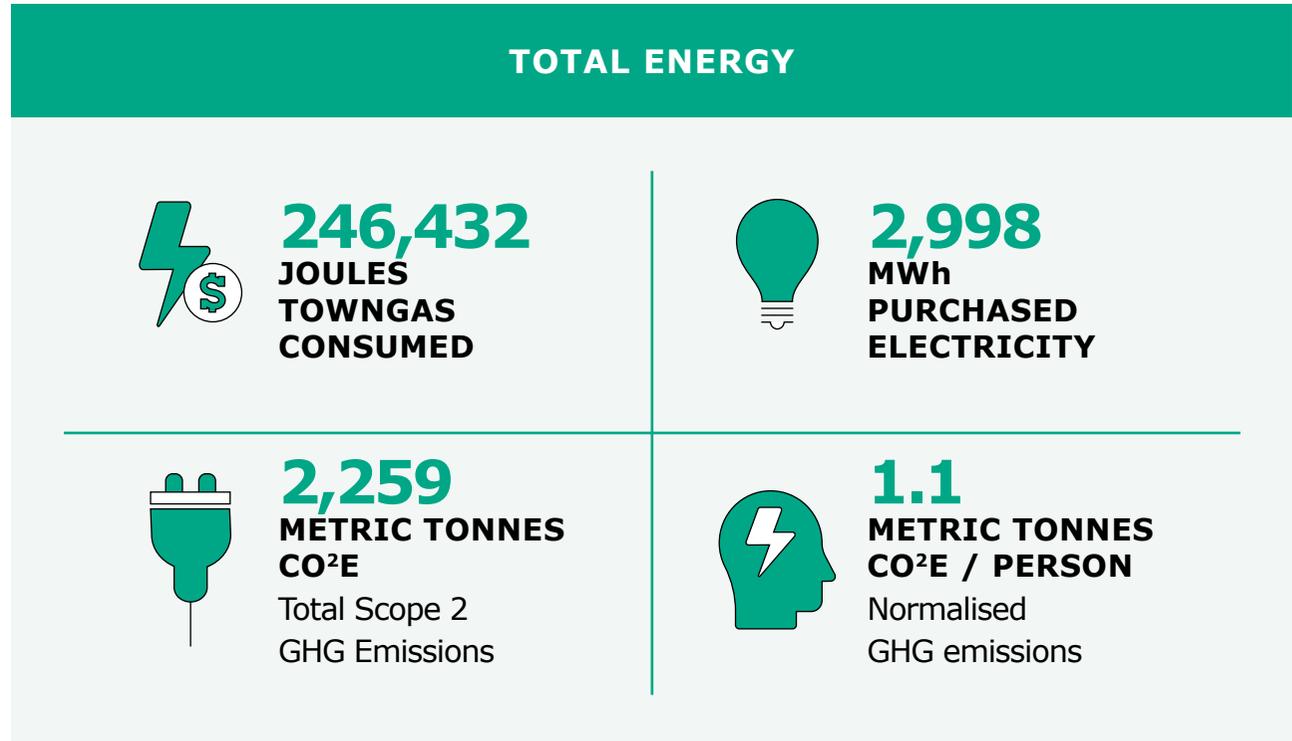


ENERGY MANAGEMENT

CDNIS is a signatory to the Government's 4T Charter for energy efficiency, which encourages 4T partners to set energy saving targets and timelines and to disclose their existing and planned energy saving measures.

In line with this initiative, CDNIS is committed to maintaining centralised air conditioning at 22°C and split-unit air conditioning at 25°C. Our En-trak energy management system monitors whole-school electricity consumption as well as Scope 2 Greenhouse Gas (GHG) emissions from electricity with a real-time display located in the main foyer.

In accordance with the Government's Guide on Low Carbon Schools, we recognise the importance of calculating and reporting on the GHG footprint of our campus. Due to the impact of the pandemic, we have not experienced a 'normal' year of school operations for several years. This undermines our ability to undertake performance benchmarking and target setting until the situation stabilises.



**ECO-SMART
CAMPUS**



GREEN ROOF

Apart from contributing pockets of natural beauty in our urban cityscape, green roofs have numerous environmental benefits such as helping to reduce roof surface temperature and thereby air conditioning demand. At CDNIS, our green roof also continues to blossom into an invaluable experiential learning space for our community.



URBAN GARDEN

In response to increasing demand from classes and clubs for access to this resource, we have expanded the available planting area with 12 new planter boxes containing 8,256 cubic meters of soil volume.

We are grateful to Nespresso for providing generous financial support towards this endeavour.




香港天文台
HONG KONG OBSERVATORY

COMMUNITY WEATHER INFORMATION NETWORK

In March 2022, CDNIS joined the Community Weather Information Network (Co-WIN), a joint public education programme between the Hong Kong Observatory (HKO) and local universities and schools.

We plan to install an automatic weather station on our green roof to collect and share real-time weather data with the network.



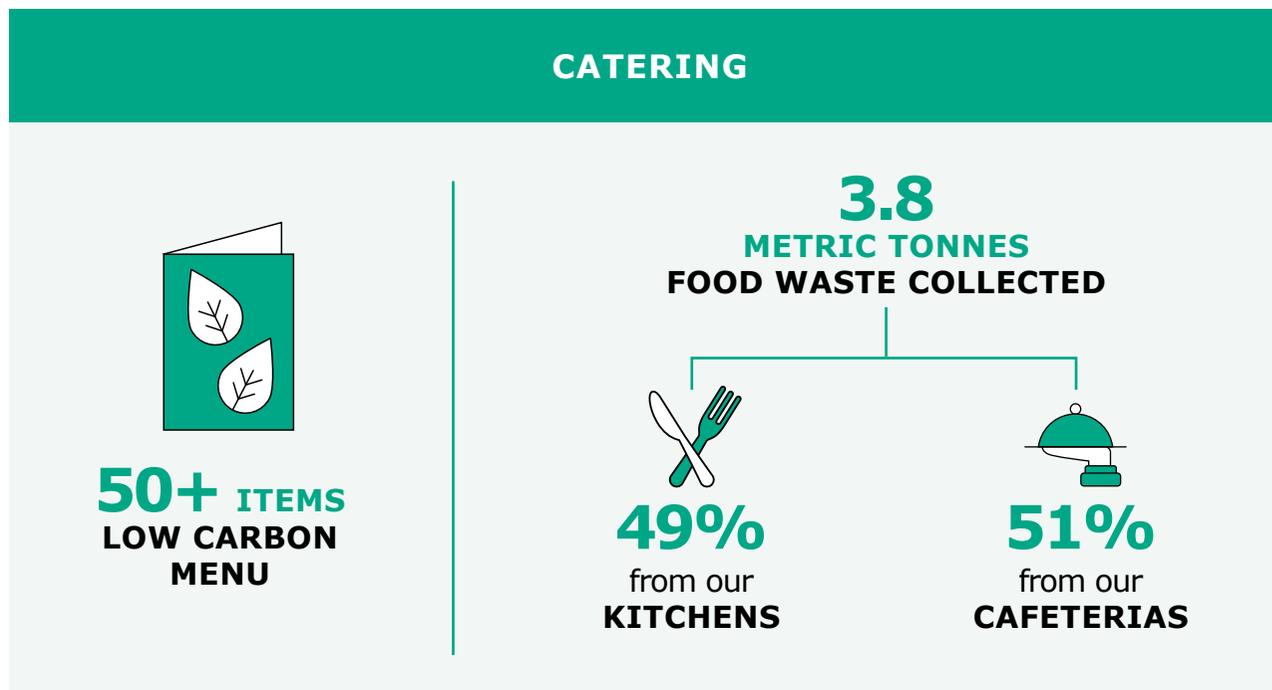
ECO-SMART CAMPUS



CATERING

The school's two cafeterias on Level 6 and Level 12 can collectively accommodate up to nearly 600 diners for each sitting in the indoor area and enclosed patio. We have carefully designed our cafeteria menus to promote vegetarian and low carbon options that are as healthy for our students as they are for the planet. In addition to an array of delicious fresh salads, other mouth-watering hot meal items include eggplant and minced tofu bolognese, mixed bean goulash, omnipork tomato ragu and lion's mane mushroom and tempeh kebab.

We work with our cafeteria operator, Maxim's, to reduce food waste from our kitchens and cafeterias and to ensure that unwanted food trimmings and excess food are properly sorted for responsible disposal. We encourage our students to select only the types and amount of food they are going to consume. In addition to providing training for our cafeteria workers on food waste reduction, separation and recycling, we collect data on food waste from our kitchens and cafeterias separately in order to keep track of contributions from these different sources.



**ECO-SMART
CAMPUS**



WASTE MANAGEMENT

The best sort of trash is the kind that never gets produced in the first place. We encourage our students and staff to reduce waste and dispose of unavoidable waste responsibly by eliminating standalone general waste bins from our campus.

The “Trash Lab” is our school’s centralised waste collection and sorting depot, from where all our recycling programmes are organised and facilitated. In addition to waste separation for plastic bottles, cans and paper/cardboard, we also have collection points for e-waste and used Nespresso capsules, other clean plastics, Tetra Pak and styrofoam.

This academic year, the SEED Committee implemented several additional measures to improve the school’s performance on waste management, recycling and data collection, including clearer signage and better education about how to avoid contaminating our waste separation bins with unwanted items.

Tetra Paks have been a major focus. The SEED Committee worked with Mil Mill, Hong Kong’s first pulp mill and recycling education centre, to introduce a new recycling programme on campus for Tetra Paks and to raise awareness among our community. Students from Green Leaf Gang were engaged to help track and report on in-school consumption and recycling of these materials.



**ECO-SMART
CAMPUS**



GREEN INTERIORS

We are committed to undertaking all new renovations and campus development projects in accordance with robust standards for green building energy management and sustainability.

Over the past 12 months, our Level 6 cafeteria, Level 8 classrooms and Level 12 cafeteria renovation projects have achieved Platinum ratings for BEAM Plus Interiors (BI) v1.0 certification. In addition to upholding prescribed standards for green building attributes and responsible building management, the BEAM Plus Interiors assessment criteria also specify sustainable materials for flooring, ceiling, walls, doors and other fixtures, energy efficiency, water use and Indoor Environmental Quality (IEQ).



LEVEL 6 CAFETERIA

With its stunning green wall, daylight sensors and energy efficient appliances, our Level 6 cafeteria has been showcased by the Hong Kong Green Building Council as a prime example of a comfortable, eco-friendly space for students, staff and other users.



LEVEL 8 CLASSROOMS

Our Level 8 classrooms have also been awarded BEAM Plus Interiors (BI) v1.0 – Platinum certification and are showcased on the website of the Hong Kong Green Building Council.



ECO-SMART CAMPUS



GREEN INTERIORS

We are in the process of obtaining BEAM certification for another recent renovation project of our Level 2 classrooms.

LEVEL 12 CAFETERIA

Certified BEAM Plus Interiors (BI) v1.0 - Platinum



LEVEL 2 CLASSROOMS

Recently renovated, pending BEAM certification



**ECO-SMART
CAMPUS**

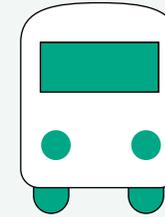


BUSSING PROGRAMME

Higher utilisation of school buses rather than private vehicles contributes to less congested roads and fewer emissions.

We implemented a new comprehensive bussing programme for all full day students. Half-day students in Early Years 1 and 2 are also highly encouraged to ride the school bus. To ensure smooth implementation of the programme, we have arranged tailored pick up and drop off points as well as one way ridership options. In addition to servicing nearly 1,170 bus stops on Hong Kong Island and Kowloon, there is also a free shuttle service between our campus and the Wong Chuk Hang MTR station.

BUSSING



150
BUS ROUTES
1,170
BUS STOPS



87%
OF STUDENTS
ride the school bus

SCHOOL BUS FLEET IN USE FOR CDNIS

54	97	100% EURO 4 (OR HIGHER)	4,624 KILOMETRES	141,312 LITRES	378.7 METRIC TONNES CO ₂ E
COACHES	COASTERS	EMISSIONS STANDARD	TRAVEL DISTANCE Daily Estimate	DIESEL CONSUMPTION Annual Estimate	GHG EMISSIONS Annual Estimate

Conventional school buses contribute to local air pollution and generate GHG emissions by consuming diesel. We have started to liaise with our school bus service provider, Kwoon Chung Motors, to estimate the emissions impact of their bus fleet. In future, we look forward to working with them to implement emissions reduction initiatives such as optimising bus routes for our school to minimise travel distances and upgrading their fleet to lower emissions vehicles.



**ECO-SMART
CAMPUS**



AWARDS AND RECOGNITION

CDNIS has been recognised as one of the city's greenest schools by Hong Kong's Environmental Campaign Committee through its Hong Kong Awards for Environmental Excellence (HKAEE) scheme.



香港環境卓越大獎
Hong Kong Awards for Environmental Excellence

At the time of publication, HKAEE results for 2021 have not yet been announced.

HONG KONG AWARDS FOR ENVIRONMENTAL EXCELLENCE

2017

Schools (Primary) **Bronze Award**
Schools (Secondary) **Certificate of Merit**

2018

Schools (Primary) **Bronze Award**
Schools (Secondary)
Certificate of Merit: "Outstanding Award"
Green School Green Lunch Award

2019

Schools (Primary) **Silver Award**
Schools (Secondary) **Bronze Award**

2020

Schools (Primary) **Merit Award**
Schools (Secondary) **Silver Award**



ECO-SMART CAMPUS



DIVERSITY, EQUITY & INCLUSION

Cultivating a climate of inclusion is a strategic goal of our school. We are committed to actively creating and sustaining an inclusive environment in which every member of our community feels respected and safe.

Intercultural competence is the ability to communicate with, understand, and collaborate with people of different backgrounds, world views and behaviours, all of which are undoubtedly essential skills for success in today’s increasingly integrated and interrelated world. As educators, we must constantly assess and challenge our performance on promoting Diversity, Equity and Inclusion (DEI) to ensure we are doing our best for students, staff, parents and the wider community.

DEI COMMITTEE

In September 2021, we established a DEI Committee chaired by the Head of School and consisting of 30 staff members from both divisions, Senior Leadership and Business & Operations. The committee has been tasked with delivering on an articulated mission for DEI at CDNIS building on our vision of what academic inclusion means from Early Years to Grade 12 in order to develop a clearer understanding of what diversity means in the CDNIS context; aligning with the expectation of parents, students and faculty members in order to ensure the needs of all individuals—local and international—are fully met.

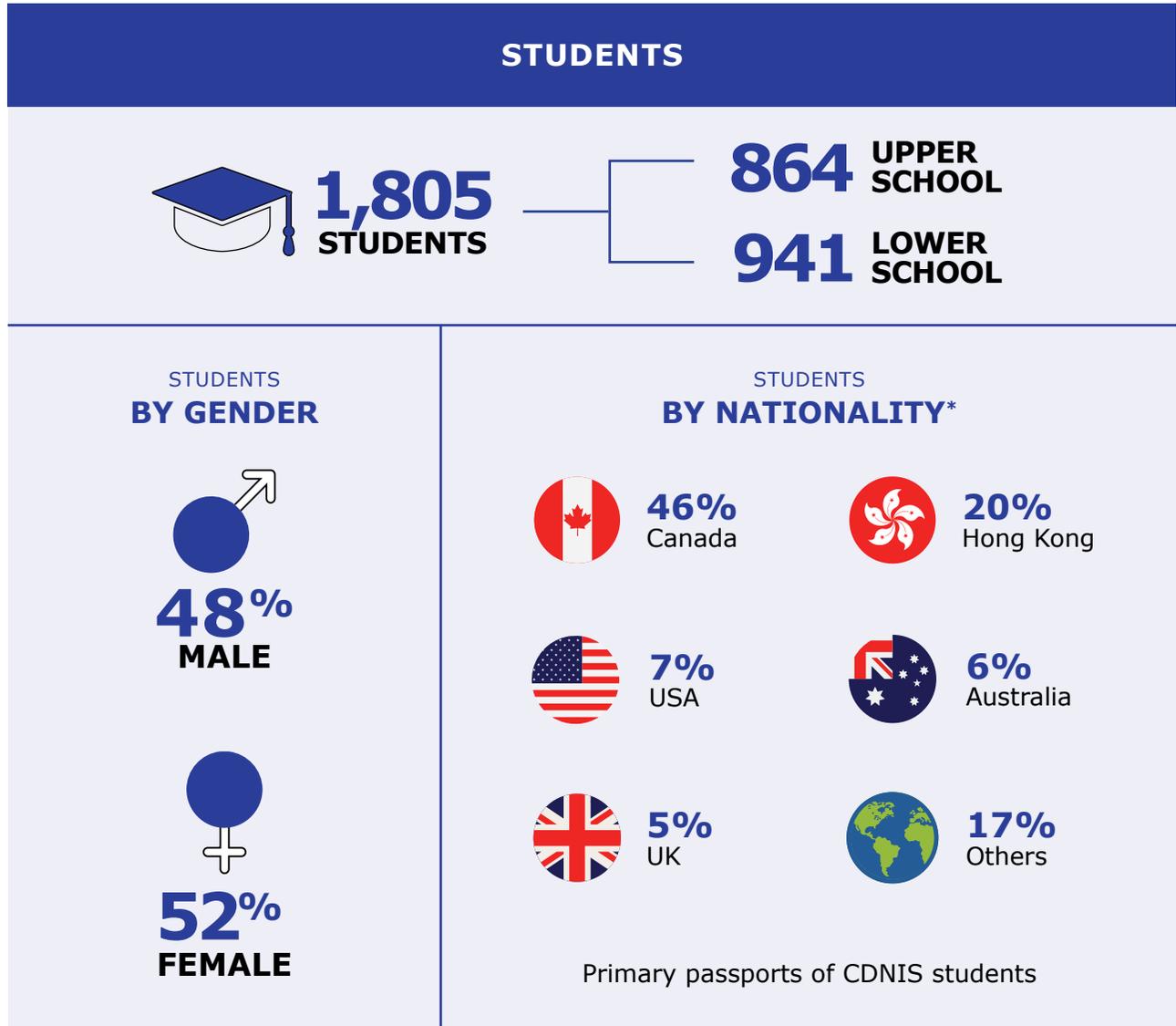
Since October 2020, we have engaged external experts, Dr Josephine Kim and Dr Derrick Gay, to help us investigate and reflect on what DEI means for our community. Although this is still a work in progress, the Senior Leadership Team has participated in several constructive sessions to identify and develop relevant skills and four professional development workshops were well-received by faculty and other staff.

DEI COMMITTEE			
DR JOSEPHINE KIM		DR DERRICK GAY	
3	2	2	2
MEETINGS WITH SENIOR LEADERSHIP TEAM	PROFESSIONAL DEVELOPMENT WORKSHOPS	MEETINGS WITH SENIOR LEADERSHIP TEAM	PROFESSIONAL DEVELOPMENT WORKSHOPS
October 2020 November 2020 April 2021	November 2020 April 2021	May 2021 October 2021	August 2021 October 2021



PROFILE OF OUR COMMUNITY

While almost half of students and 29% of staff hold Canadian passports, the composition of our school community reflects the wonderful diversity of life in Hong Kong with more than 40 nationalities represented.



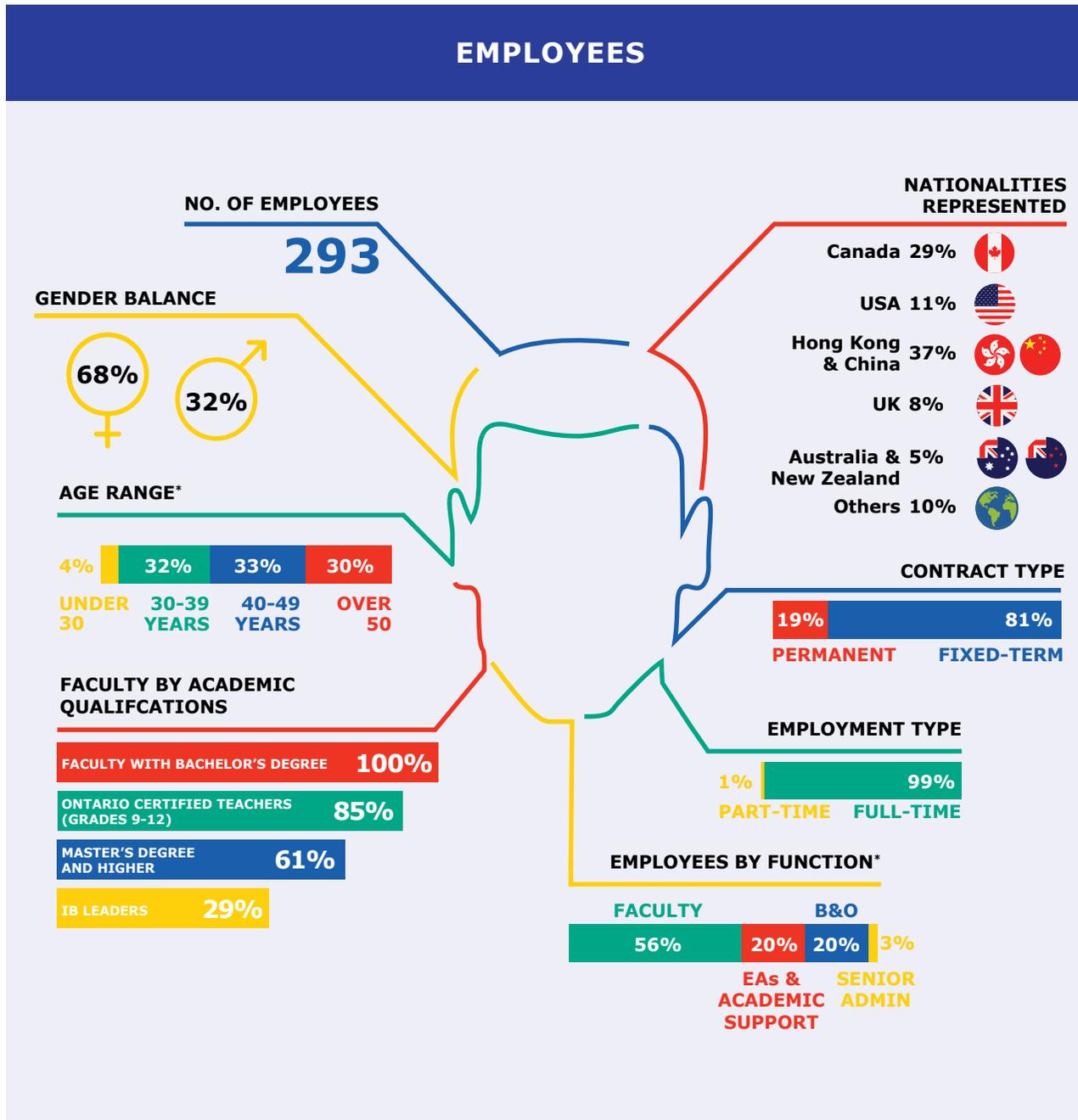
*Percentages may not total 100 due to rounding.



**DIVERSITY,
EQUITY &
INCLUSION**



DIVERSITY, EQUITY & INCLUSION



*Percentages may not total 100 due to rounding.





DIGITAL LITERACY

At CDNIS, we have always maintained a holistic, far-reaching vision that places technology within a broad and mutually beneficial context of human development.

If 'Sustainability Literacy' is the acquisition of knowledge, skills and mindsets that will guide our students to contribute to sustainable development and support them to take informed and effective action, then 'Digital Literacy'—the ability to use technology for efficient and effective learning—is an essential element of this process.

As an Apple Distinguished School since 1998, CDNIS has a long history of integrating technology with education in all grade levels. We were one of the first K-12 schools in Hong Kong to adopt 1-to-1 iPad and MacBook programmes and to equip our classrooms with Apple TVs, enabling all teachers and students to share their teaching and learning seamlessly using personalised devices.

In addition to Apple, we work with a range of digital technologies from web-based and computer-based applications to professional software and virtual classrooms such as our 1-to-1 robot programme in Grades 3–5 and App development using Xcode in Grades 8-10. To support our multi-language environment, we have created bespoke interactive iBooks and we are in the process of migrating these into in-house apps that will provide our students with the next level of learning resources both at school and at home.

IT EQUIPMENT



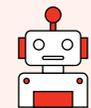
6
3D PRINTERS



13
DRONES



1,079
IPADS



130
1-TO-1 ROBOTS



1,616
MACBOOKS



66
VR HEADSETS



10
APPLE
DISTINGUISHED
EDUCATORS

APPLE PRODUCTS AND SERVICES

- Grades 1-3 1-to-1 iPad
- Grades 4-12 1-to-1 MacBook
- MacBooks for all teachers
- AppleTV in all classrooms
- iPads for Lower School and Specialist teachers
- On-site Apple Certified Engineer
- Apple School Manager



Our comprehensive Digital Literacy and Design curriculum guides our students to find, evaluate, and communicate information and present solutions in innovative ways such as coding and robotics, virtual reality (VR), augmented reality (AR), 3D modelling and printing, film production and digital animation.

DATA PROTECTION

As educators, we must support our students to develop higher-level critical and creative thinking skills as they become autonomous users of networked technology and we also have an essential role to play in keeping them safe and secure as they do so.

CDNIS takes its data protection responsibilities very seriously. Our newly approved Data Protection Policy sets out the school's management approach to these responsibilities; ensuring compliance with the standards outlined in the Hong Kong Personal Data (Privacy) Ordinance (PDPO) and furthermore demonstrating best practice by meeting the recognised standards of the General Data Protection Regulations (GDPR).

The new policy sets clear standards on how personal data should be processed, including for those who process data on behalf of CDNIS, and minimises the risk of personal data protection breaches or other infringements of data protection law.



DIGITAL LITERACY

SUMMARY OF KEY PERFORMANCE INDICATORS

The reporting period for data in this report is our 2021/22 academic year
August 2021 through to July 2022.

SCHOOL GOVERNANCE			
	2021/22	2020/21	2019/20
BOARD MEMBERS	16	15	16
Male	11	11	11
Female	5	4	5
30-50 Years	5	6	6
Over 50 Years	11	9	10
OUR STUDENTS			
	2021/22	2020/21	2019/20
NUMBER OF STUDENTS	1,805	1,786	1,778
STUDENTS BY GENDER			
Male	863	857	860
Female	942	929	918
STUDENTS BY DIVISION¹			
Lower School	941	927	1,041
Upper School	864	859	737
STUDENTS BY NATIONALITY			
Canada	825	829	806
Hong Kong	354	321	306
USA	128	132	134
Australia	103	108	113
UK	83	96	114
Others	312	300	305
GRADUATING CLASS			
Number completing IB DP	96	101	110
Average IB DP score	39	40	37.8
Number of IB Bilingual Diplomas	6	13	20

NOTES

1. Lower School students as those enrolled in Early Years thru Grade 5 and Upper School students as those enrolled in Grades 6-12.

SUMMARY OF KEY PERFORMANCE INDICATORS

OUR PEOPLE									
	2021/22			2020/21			2019/20		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
NUMBER OF EMPLOYEES¹	94	199	293	104	190	294	102	196	298
EMPLOYEES BY TYPE²									
Permanent Contract	25	32	57	27	29	56	30	32	62
Fixed-term Contract	69	167	236	77	161	238	72	164	236
Full-time	94	196	290	104	186	290	102	193	295
Part-time	0	3	3	0	4	4	0	3	3
EMPLOYEES BY AGE GROUP³									
Under 30 Years	1	10	11	4	8	12	3	11	14
30-39 Years	31	64	95	31	53	84	33	56	89
40-49 Years	34	64	98	39	64	103	32	64	96
50 Years And Above	29	60	89	30	65	95	34	65	99
EMPLOYEES BY FUNCTION									
Senior Administration	6	4	10	6	5	11	5	6	11
Faculty	56	107	163	59	106	165	56	107	163
Educational Assistants & Academic Support	8	52	60	12	50	62	11	51	62
Business & Operations	25	35	60	27	29	56	30	32	62

NOTES

1. Employees are individuals in an employment relationship with CDNIS in accordance with Hong Kong law.
2. Permanent contracts apply to Business & Operations employees. Senior Administration, Faculty, Educational Assistants and Academic Support are typically employed on temporary (fixed-term) contracts for one year, two years or three years, but in practice, fixed-term contracts may be renewable. Full-time employees work full-time as specified in their employment contracts. Part-time employees, such as supply teachers, work fewer hours per week, month, or year than full-time employees.
3. Age at the end of reporting period.

SUMMARY OF KEY PERFORMANCE INDICATORS

OUR PEOPLE			
	2021/22	2020/21	2019/20 ³
NEW HIRE RATE¹	7%	10%	10%
NUMBER NEW HIRES	21	28	29
NEW HIRES BY GENDER			
Male	6	10	5
Female	15	18	24
NEW HIRES BY AGE GROUP			
Under 30 years	3	5	7
30-39 years	12	13	10
40-49 years	5	7	8
50 years and above	1	3	4
TURNOVER RATE²	17%	9%	10%
NUMBER LEAVING EMPLOYMENT	50	26	30
TURNOVER BY GENDER			
Male	15	10	9
Female	35	16	21
TURNOVER BY AGE			
Under 30 years	2	3	6
30-39 years	18	6	8
40-49 years	13	7	5
50 years and above	17	10	11

NOTES

1. Number of employees commencing employment during the reporting period divided by number of employees at the end of the reporting period.
2. Number of employees leaving employment during the reporting period divided by the number of employees at the end of the reporting period.

SUMMARY OF KEY PERFORMANCE INDICATORS

SUMMARY OF KEY PERFORMANCE INDICATORS

OUR PEOPLE					
		2021/22	2020/21	2019/20	
NUMBER OF FACULTY		163	165	163	
FACULTY (ACADEMIC QUALIFICATIONS)					
Bachelors (BA/BEd)		63	65	68	
Masters and above (MA/MEd/EdD/PhD)		100	100	95	
FACULTY (YEARS OF EMPLOYMENT WITH CDNIS)					
0-3 Years		34	62	91	
4-10 Years		92	71	46	
11+ Years		37	32	26	
Average Years Of Employment with CDNIS		6.7	6.8	6.6	
FACULTY (NATIONALITY)					
Canada		73	75	80	
USA		27	25	21	
HK & China		24	20	19	
UK		18	18	18	
Australia & New Zealand		12	13	14	
Others		9	14	11	
CAMPUS					
		UNIT	2021/22	2020/21	2019/20
Purchased Towngas		'000 Joules	246.4	Not disclosed	Not disclosed
Purchased Electricity		'000 kWh	2,998	3,121	2,891
		HK\$ million	3.7	3.6	3.4
Solar Energy Generated ¹		'000 kWh	140.5	141.9	111.9
Income from Feed-in-Tariff		HK\$	563,540	506,960	498,420
Scope 2 GHG Emissions (Electricity) ²		'000 kg CO ₂ e	2,259	2,346	2,208
Scope 2 GHG Emissions (Towngas) ²		'000 kg CO ₂ e	144.9	Not disclosed	Not disclosed
Purchased Water ³		Mega litres	7.6	6.0	5.5

NOTES

- This is renewable energy generated by our rooftop solar system.
- Scope 2 GHG Emissions are indirect Greenhouse House Gas emissions arising from consumption of purchased electricity and Towngas.
 - » Emissions factor for Electricity supplied by Hong Kong Electric (2021): 0.71 kgCO₂e/ kWh
 - » Emissions factor for Towngas (2021): 0.588 kgCO₂e/ Joule
- Changes from last year's report: We have restated purchased water data for 2020/21 and included purchased water data for 2019/20.

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