



**觀塘功樂官立中學**  
**Kwun Tong Kung Lok Government Secondary School**

90 Kung Lok Road Kwun Tong

23435059

23044668

ktklgss@edb.gov.hk

http://www.ktklgss.edu.hk

**School Mission**

Our school emphasizes all-round education that aims to empower our students to construct knowledge and acquire skills. We strive to cultivate their critical thinking skills so that they can become life-long learners with positive attitudes and values. It is also our mission to provide students with balanced learning opportunities in moral, intellectual, physical, social, and aesthetic aspects of development, which help them build a positive outlook on life and values.

**School Information**

Supervisor / Chairman of School Management Committee	Ms. Ho Mo Ki, PEO (Education Commission and Planning)		
Principal (with Qualifications / Experiences)	Ms. Yim Suk Ching, Suzanne		
School Type	Gov't	Student Gender	Boys
School Motto	Veritatem Facimus		
Name of Sponsoring Body	Education Bureau		
Area Occupied by the School	About 8000 Sq. M	Religion	Not Applicable
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes
Incorporated Management Committee	Not Applicable	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Pledged School

**Teaching Staff Information (Including School Head) in the 2025/2026 School Year**

Number of Teaching Posts in the Approved Establishment	48
Total Number of Teachers in the School	52
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	96%
Bachelor Degree	100%
Master / Doctorate Degree or above	39%
Special Education Training	61%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	18%
5 - 9 Years	8%
>= 10 Years	74%

**Subjects Offered in the 2025/2026 School Year**

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua (S.1-S.2), Mathematics*, Geography*, Chinese History, History*, Citizenship, Economics and Society*, Computer Literacy, Music, Physical Education, Visual Arts, Design & Technology, Science*
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, M2, Biology, Chemistry, Physics, Chinese History (S.4, S.5), History (S.4), Economics, Geography, Tourism & Hospitality Studies, Business, Accounting and Financial Studies, Design & Applied Technology, Information & Communication Technology, Physical Education, Other Learning Experiences (S.4, S.5), Applied Learning (Mode 1, Mode 2)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

\* Subjects with extended learning activities (ELA) in English

## Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Mathematics*, Geography*, Chinese History, History*, Citizenship, Economics and Society*, Computer Literacy, Music, Physical Education, Visual Arts, Design & Technology, Science*
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, M2, Biology, Chemistry, Physics, Chinese History, History (S.4, S.5), Economics, Geography, Tourism & Hospitality Studies, Business, Accounting and Financial Studies, Design & Applied Technology, Information & Communication Technology, Physical Education, Other Learning Experiences (S.4, S.5), Applied Learning (Mode 1, Mode 2)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

### Class Structure & Chargeable Fees (2025/2026)

\* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	2	3	3	3	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	-	-	-
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	Extra Curricular Activity Fund: \$153 (S.4-S.6)					

### Remarks

Our school provides a variety of learning activities to support NAC students' integration into local school life and their understanding of Hong Kong's cultural. In addition to after-school enrichment classes in Cantonese and English, our school also provides small-class teaching in English to help students improve their Chinese and English learning skills, enhance their self-confidence, and actively participate in campus life. Group counseling activities help teachers and students understand each other and teach students how to accept and get along with others.

### S.1 Admission, Orientation Activities & Healthy School Life

#### Secondary One Admission

Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026).

The Admission criteria for S.1 discretionary places: academic results 30%, conduct 20%, interview 30%, extracurricular activities 10%, others 10% (including family member(s) who is (are) our past or present student(s) and awards obtained).

#### Orientation Activities and Healthy Life

An orientation program is offered to new students and their parents before the start of the school year. A bridging program is also tailor-made to consolidate the learning foundation skills of new students. In October, Parents' Night is held so that class teachers can meet parents to share information and foster better communication. S.1 students are required to take part in the "One Student One uniform Scheme" to develop their self-discipline and to nurture the team spirit. Our school stresses healthy living by disseminating messages on healthy lifestyles and encouraging students to attend healthy activities.

<b>School Characteristics</b>
<b>School Management</b>
<b>School's Major Concerns:</b> 1. Comprehensive Enhancement of Student Learning Effectiveness; 2. Enhancing self-confidence, broadening perspectives.
<b>School Management Organisation:</b> Our School Management Committee was set up in 2000 and is responsible for policy making and monitoring. The committee's key concerns are to effectively implement the school's policies and enhance the effectiveness of teaching. To align closely to the senior secondary curriculum, there is a coordinator responsible for each Key Learning Area. The Policy Board is set up with experienced teachers. This structure enables the planning and implementation of policies for the future development of the school.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The School Management Committee comprises a Chairperson (Principal Education Officer appointed by the Permanent Secretary of the EDB), the Principal, 2 Independent Members, 2 Parent Members, an Alumni Member and 2 Teacher Members.
<b>School Green Policy:</b> We have a green and pleasant environment. Our school emphasizes environmental education and students are always encouraged to lead a green and sustainable lifestyle. We have received various honours such as the Green School Award and Environmental Achievement Award.
<b>Learning and Teaching Plan</b>
<b>Whole-school Language Policy:</b> 1. Our school emphasizes the development of biliterate and trilingual literacy of our students. The 'Project WeCan' programme provides extended English learning activities for our students, which creates an English-rich learning environment for them to enhance their English proficiency. 2. Our school offers split classes. Students are grouped according to their English proficiency in junior forms. Teaching materials and assessments are also tailor-made to help them build their confidence in learning English. Our split classes policy are extended to senior forms in Chinese, English and Maths.
<b>Learning and Teaching Strategies:</b> 1. Catering for Learning Diversity: (1) Our school hires TAs, organizing and promoting various forms of learning activities. Through academic support programs, we aim to support both high-achieving and struggling students, enhancing their learning effectiveness. (2) We utilize formative assessments to understand students' learning progress and provide timely feedback to improve their learning effectiveness. (3) Our school curriculum is tailored to meet the diverse abilities and learning needs of students, fostering their interest and learning effectiveness. (4) Our school arranges school-based courses or activities for gifted students. 2. Utilizing IT for Interactive Learning: (1) We use IT to enhance learning and teaching effectiveness, strengthening classroom interaction and improving students' self-directed learning, problem-solving, and collaboration skills. (2) The school is equipped with a campus-wide wireless network, enabling students to use their mobile devices for learning. 3. Nurturing Values and Personal Growth: (1) We implement school-based curriculum to enhance students' self-worth. (2) Our Value Education Committee, composed of members from various departments, plans, and organizes a variety of learning activities, aim to foster students' character and independent thinking skills. Through these experiences, students develop confidence, leadership abilities, and a strong sense of belonging and responsibility towards their nation and community. 4. Stepping Out of the Classroom and into the Real World: We arrange for students to step out of the classroom and experience diverse learning methods. For example, we built a pool on campus for students to learn canoeing during PE classes. We also take students beyond Hong Kong to broaden their horizons. In the 2023-24 school year, we took students to Zhongshan, Shanxi, Shanghai, and even Japan and England, last school year, we arranged for all teachers and students to visit several cities in the Greater Bay Area to learn about different cultures and technological advancements.
<b>School-based Curriculum:</b> 1. Electives: 2X and 3X. We offer 11 subjects, with a total of 30 combinations for our students to choose from based on their interests and abilities. 2. Curriculum highlights: Our school offers Applied Learning Courses (ApL). We currently offer both Mode 1 and Mode 2 of ApL for Form 4 and Form 5 students, based on their learning needs and interests. Each student is entitled to choose a maximum of two ApL courses in their senior secondary curriculum. ApL aims to enable students to understand fundamental theories and concepts, develop their beginner skill sets, understand career-related competencies and generic skills. ApL helps students explore their career aspirations and prepare for lifelong learning.
<b>Major Renewed Emphases in the School Curriculum:</b> Our school has submitted application for the QE Fund: (1) The project "Revitalizing Library, Igniting Reading Vibe" aims to cultivate a strong reading culture in the school by reading promotion programme and book club, and to optimize the school library to create a space that is conducive to learning. (2) The School-based Docent Training Program empowers students by equipping them with valuable skills. Through inquiry-based learning, students develop critical thinking and problem-solving abilities. E-learning platforms enhance their information literacy, preparing them for the digital age. Guided tour skills not only provide valuable career experience but also help students build confidence and communication skills. By broadening their horizons and fostering a love for learning, the program ultimately aims to enhance their overall learning effectiveness.
<b>Life Planning Education:</b> 1. Setting up and optimizing school-based Other Learning Experiences curriculum. Inculcating personal qualities, positive values and attitudes, equipping students with knowledge and skills and motivating students to pursue their dreams. 2. Building up external relations and collaborating with external organizations to provide students with career-related experiences.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Our school implements the "Award Scheme", which motivates students to strive for excellence through appropriate and timely awards. In addition to commending students with outstanding academic achievements and conduct, this scheme also encourages students to set goals based on their personal aptitude, and ability in different aspects. 2. We endeavour to take a huge step forward in web-learning by setting up a Google Classroom for each subject in every class. Learning materials and assignments are continuously uploaded onto the platform, creating a rich learning database for our students to learn at their own pace. 3. To further develop students' potential, challenging questions are included in the test papers for core subjects in junior forms to sharpen their higher order thinking skills.
<b>Whole School Approach to Integrated Education:</b> 1. Our school has received additional funding from the EDB for the Learning Support Grant and the Grant for Supporting Non-Chinese Speaking Students with SEN. This funding is being used to assist students with SEN and those with lower academic performance. 2. Our school employs a 3-tiered support model to help students integrate into school life and develop their multiple intelligences. This model addresses students' individual growth needs, enabling those with diverse aspirations and abilities to access a variety of pathways. We design differentiated lesson plans and tiered worksheets, ensuring high-quality teaching that promotes effective learning for all students. We also provide after-school support for students with SEN and develop personalized learning plans and guidance programs for them, with regular reviews. 3. We effectively utilize Learning Support Funding to hire a multidisciplinary team to provide appropriate support for SEN students. In addition to the regular visits of school-based speech therapists and educational psychologists, we also outsource various treatment services including social skills training, focus and attention training, interest-based group activities. 4. Many of our SEN students have achieved recognition outside of school for their accomplishments in areas such as English drama, sports, technology, community service, and leadership. They serve as role models for others, fostering an appreciation for each other's strengths and promoting mutual respect.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.
<b>Measures to Provide Adaptation for Learning and Assessment:</b> Our assessment criteria strike a balance between academic performance, extra-curricular activities, school service and conduct. To ensure a fair assessment, special moderation arrangements are available for those in need.

## Home-School Co-operation and School Ethos

### Home-School Co-operation:

1. Our Parent-Teacher Association was established in 1994 and has become an important bridge between the school and parents.
2. S.1 student-parent orientation is organized to introduce our school to parents.
3. A wide range of parent education activities are organized to inform parents about the recent education trends.
4. Through the parent-teacher annual meetings, parents can learn more about students' performance and learning progress, which facilitates home-school operation.
5. Parents' Day and Academic Achievement Ceremony are held right after the Half-yearly Examination so that parents can discuss students' performance with their class teachers. For those who achieved remarkably, their parents will be invited to attend the ceremony to show support and encouragement.
6. Parent-teacher activities were held to promote communication between parents and school.
7. By inviting parents to join our school events such as the Swimming Gala, Athletic Meets, Annual Prizegiving Ceremony and Open Day, parents can have a deeper understanding about the school.

### School Ethos:

Our school puts emphasis on whole-person development. Our ethos of simplicity and sincerity has been upheld throughout our history. Self-discipline is the key value that our school nurtures in our students. We inculcate students with positive values and attitudes and promote a culture of caring for each other.

### Future Development

#### School Development Plan:

The two major concerns of the School Development Plan for 2024-2027 are:

Major Concern 1: Comprehensive Enhancement of Student Learning Effectiveness

One of our major concerns in 2024-2027 is enhancing students' learning effectiveness. We aim to enhance their learning effectiveness in five major ways:

1. Teach students effective note-taking methods to enhance their learning effectiveness.
2. Utilize e-learning platforms effectively, encourage students to engage in self-directed learning, and enhance their self-study abilities.
3. Establish a sharing platform to allow students to exchange their learning experiences and insights, thus boosting their learning confidence.
4. Showcase students' outstanding work and promote reading in the school campus to cultivate an academic atmosphere.
5. Develop a school-based classroom framework, optimize the school-based curriculum and teaching methods, and strengthen professional exchange among teachers.

Major Concern 2: "Enhancing self-confidence, broadening perspectives"

In order to enhance students' self-confidence and broaden their horizons, the school will implement a 3-year development plan with the theme "Enhancing self-confidence, broadening perspectives" starting from 2024. The key focuses of the plan are:

1. Understanding "Transferable skills" and developing potentials: Through a variety of activities, students have the opportunity to fully understand themselves, learn to appreciate and develop their personal abilities and strengths in the long run.
2. Understanding oneself and daring to try: By participating in different activities, competitions, leadership and talent training programs, students can expand their learning experiences and perspectives, thereby enhancing their self-confidence and sense of self-efficacy. This will enable them to transform their achievements and experiences into a courageous and proactive attitude, further increasing their enthusiasm for learning and participation.
3. Organizing diverse activities, broadening horizons, and developing national and global perspectives: Through the life-planning curriculum, the school will strengthen students' understanding and grasp of career education.

#### Teacher Professional Training and Development:

By fostering teachers' professional development, promoting cross-curricular collaboration, engaging in educational research activities, and sharing teaching experiences with the community, we aim to enhance teachers' professional knowledge, build a high-quality teaching team, and ultimately improve the quality of teaching and learning. Regular professional development courses are assigned to teachers to enhance the professional level of the teaching team.

#### Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)

1. Our school allocates resources to provide comprehensive learning experiences. We offer programs such as homework enrichment classes, "One Student, One Uniform" initiatives, and cross-curricular learning activities to broaden students' horizons and provide diverse opportunities for growth.
2. We view extracurricular activities as platforms for experiential learning, placing students at the heart of the educational experience. Through hands-on learning, students take the lead in their learning journey outside traditional classroom settings. Activities such as chess, photography, magic, hydroponics, volunteer service, 3D and visual design, fencing club, etc., equip students with essential soft skills for future careers, foster positive values and attitudes, and enhance their interest in learning through engaging content, ultimately achieving the goal of holistic development.
3. Our school has dedicated OLE for S.4-5 students. These experiences encompass a range of areas including artistic creation, music development, Chinese traditional arts and career planning. We have organized courses such as electronic music, special effects makeup, seal carving and Chinese shadow puppetry creation. Additionally, all students have participated in activities like sand painting performances, Chinese traditional art performances, themed musical productions, Turkish cultural lectures, and mosaic creation workshops. This academic year, we have introduced new courses on AI-generated creation and career guidance, aiming to broaden students' diverse perspectives, promote holistic development.
4. Our STEAM programs such as "AI Robotic Arm Learning Plan", "Drone Multi-machine Choreography Learning Plan" and "AI Unmanned Vehicle Learning Plan", aim to establish students' understanding of AI, learn to apply AI in real life, and cultivate creative thinking and problem-solving abilities through developing AI solutions.

### School Facilities

Number of Classroom(s): 22

#### School Facilities:

All classrooms, special rooms and the school hall are well-equipped with Wi-Fi network and multi-media teaching facilities to enhance learning and teaching effectiveness. To provide a quiet and comfortable learning environment, all indoor areas are air-conditioned. There are Learning Commons, MMLC, ITLC, CAP/CAM Lab, Student Physical Fitness Training Centre- XR Studio and a Careers and Life Planning Resource Centre to cater for students' learning needs in different key learning areas. We are renovating school library and setting up student self-learning centre to cater for the diversified needs of our students.

#### Facility(ies) for Supporting Students with Special Educational Needs:

Ramp, Accessible lift and Accessible toilet.

#### Others

Scholarship: Subject Prizes, Extra-curricular Activities and Service Awards, Scholarship of Parent-Teacher Association, Alumni Association Scholarship, "Veritatem Facimus" Scholarship.

Exchange Programs: Exchange programs to the Mainland, English-speaking countries are arranged with reference to students' interests and abilities to expand their horizons.

#### Direct Public Transportation to School

Direct transport to school: minibus 22M or 22A from Kwun Tong MTR station (Exit A1: Yue Man Square) or minibus 35 or 106 from Ngau Tau Kok MTR Station (next to Hay Cheuk Lau, Garden Estate).