



迦密愛禮信中學
Carmel Alison Lam Foundation Secondary School

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School Mission

To provide whole-person, quality education based on Biblical truths to students in the moral, intellectual, physical, social, aesthetic and spiritual aspects of their lives so as to: enhance their academic aptitude; realise their potentials; bring them to know God and understand His Word; and build up their character and self-discipline; that they may grow up in faith, hope and love, hence establish themselves in society, care for their country and community, serve mankind, and glorify God.

School Information

Supervisor / Chairman of School Management Committee	Mr. Chui Ki Wing, Horace		
Principal (with Qualifications / Experiences)	Ms. Wong King Shan, Ronica (B.A. (HKU) P.C. Ed. (HKU) M.Ed. (HKU))		
School Type	Aided	Student Gender	Co-ed
School Motto	Self-discipline through the understanding of the Word; Service to mankind through faithfulness to the Lord.		
Name of Sponsoring Body	Evangelical School Development Inc Ltd.		
Area Occupied by the School	About 5700 Sq. M	Religion	Protestantism / Christianity
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes
Incorporated Management Committee	Established	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	Action School

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

Number of Teaching Posts in the Approved Establishment	54
Total Number of Teachers in the School	60
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	92%
Bachelor Degree	100%
Master / Doctorate Degree or above	45%
Special Education Training	55%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	20%
5 - 9 Years	18%
>= 10 Years	62%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Integrated Science (S.1 & S.2)*, Academic Support and Positive Education*, Biology (S.3)*, Chemistry (S.3)*, Physics (S.3)*, Business Fundamentals (S.3)*, Chinese History, Geography*, History*, Life and Society (S.3)*, Citizenship, Economics and Society (S.1 & S.2)*, Computer Literacy*, Design & Technology*, Home Economics*, Music*, Physical Education*, Visual Arts*, Biblical Knowledge & Ethics*, Putonghua
	English as the Medium of Instruction	English Language, Mathematics
	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, Citizenship and Social Development, BAFS (Management), BAFS (Accounting), Chinese History, Chinese Literature, Economics, Geography, Health Management and Social Care, Information & Communication Technology, Visual Arts, Physics, Physical Education, Biblical Knowledge & Ethics, Music
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Modules
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Biology, Chemistry

* 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, Integrated Science (S.1 & S.2)*, Academic Support and Positive Education*, Biology (S.3)*, Chemistry (S.3)*, Physics (S.3)*, Business Fundamentals (S.3)*, Chinese History, Geography*, History*, Citizenship, Economics and Society*, Computer Literacy*, Design & Technology*, Home Economics*, Music*, Physical Education*, Visual Arts*, Biblical Knowledge & Ethics*, Putonghua
	English as the Medium of Instruction	English Language, Mathematics
	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, Citizenship and Social Development, BAFS (Management), BAFS (Accounting), Chinese History, Chinese Literature, Geography, Economics, Health Management and Social Care, Information & Communication Technology, Physics, Physical Education, Visual Arts, Biblical Knowledge & Ethics and Music
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Modules
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Biology, Chemistry

* Subjects with extended learning activities (ELA) in English

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$370	\$370	\$370
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	\$470					
Other Charges / Fees	House Fee \$20					

Remarks

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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).

Academic achievement (40%), Conduct (25%), Extra-curricular activities and service (15%) and Interview / Self-introduction (20%).

Orientation Activities and Healthy Life

To help Pre-S.1 students prepare for their secondary school life, we have S.1 Orientation Week, S.1 Parents' Day and S.1 Class Teacher Caring Plan for Freshmen. Students' knowledge of healthy life is our concern. We help them develop a holistic concept of health, social, physical and psychological, by means of morning assemblies, weekly assemblies, class teacher periods and school-wide special programmes through which their concepts and habits of health, life skills and interpersonal skills are nurtured.

School Characteristics
School Management
School's Major Concerns: Through a holistic learning process both inside and outside the classroom, we aim to develop students into: 1. Learn collaboratively with self-initiatives: Individuals who are confident, self-driven, and collaborative in their pursuit of knowledge. 2. Serve with talents to develop leadership: Individuals who demonstrate their talents and serve others, leading with wisdom and empathy. 3. Act with love and empathy as Alisonians: Individuals who act with empathy, integrity, and respect for others, Living by values of Alisonians.
School Management Organisation: Under the leadership of the IMC, the school management is steered through the Administrative Council, with membership as the Principal, the three Vice Principals, heads of twelve functional committees and an elected representative of teaching staff. The three Vice Principals are responsible for planning, implementation and evaluation of practices and measures related to academic development, student development and knowledge management & information technology respectively.
Incorporated Management Committee / School Management Committee / Management Committee: Our IMC was established in September 2008. Committee members are knowledgeable and experienced professionals with vision, passion and expertise in providing good education to the youth.
School Green Policy: Our school is dedicated to implementing environmental protection measures. Each classroom is equipped with a paper recycling bin, and on campus, there are distinctive recycling devices for plastic bottles and aluminium cans to facilitate waste sorting. The STEAM Team and Student Environmental Ambassadors upgrade and repurpose some items, contributing to environment conservation efforts for the planet. Annually, we organize Green School Picnic and Green Christmas Party, Resource Appreciation Day, and Green Living Week. Air conditioning in classrooms is only used above 25 degrees Celsius, aiming to reduce waste and energy consumption. Through these activities, enhance students' environmental awareness is enhanced. Solar energy systems are installed on the rooftop, and various types of flowers and trees are planted around the campus, creating an eco-friendly and comfortable learning environment.
Learning and Teaching Plan
Whole-school Language Policy: In junior forms, CMI is adopted, with Mathematics conducted through EMI and there are English-based modules across subjects. For S.4-S.6 electives, there are both Chinese and English classes offered for Biology, Chemistry and Extended Mathematics.
Learning and Teaching Strategies: Our school's teaching and learning strategy is built on the "Four Learning" (Self-Regulated Learning, Collaborative Learning, Inter-Group Learning, Teacher-Guided Learning). We foster students' self-learning abilities through the "10 Essential Learning Habits" and diverse learning experiences such as community service, field trips, and academic exchanges. We cultivate a strong reading atmosphere through activities like the Junior Reading lesson and Reading Award Scheme. Additionally, students receive homework support to overcome challenges. Interdisciplinary learning is prominent in junior forms, so there are projects involving humanity subjects in S.1, a STEAM course built upon science subjects in S.2, and technology collaboration in S.3. For STEAM education, we place emphasis on nurturing students activities, training, and competitions different skills through. Also, our school supports BYOD for blended learning, aiming to make education more engaging and meaningful. Furthermore, the school actively integrates artificial intelligence into teaching and learning to cultivate students' information literacy. Through partnerships with various organizations and institutions, students receive for further studies and careers opportunities.
School-based Curriculum: 1. Electives: 3X. With over one hundred elective combinations available in Form 4, students can select subjects from HKDSE Category A and B subjects, as well as school-based enrichment courses, according to their personal interests, abilities, and future academic and career development. 2. Curriculum highlights: The school continually refines its curriculum by designing the most appropriate teaching, learning, and assessment strategies, and utilizing a wide range of learning materials. In this way, learning, teaching, and assessment are closely integrated, providing students with rich learning experiences to accomplish the goals of holistic development and lifelong learning. At the junior secondary level, the humanities curriculum aims to enhance students' sensitivity to their surroundings, broaden their horizons, and foster critical thinking. Students are encouraged to explore independently and to express their views in a well-reasoned and responsible manner, thereby building self-confidence.
Major Renewed Emphases in the School Curriculum: Through formal curriculum, life-wide learning activities, reading lessons, student award schemes, extracurricular activities, and cross-curricular collaboration, the school helps students achieve the seven learning goals and cultivate their nine generic skills and twelve core values and attitudes, while strengthening their sense of national identity.
Life Planning Education: The school's career planning education is designed to inspire students to explore themselves and plan their future pathways. The key focuses are: 1. providing school-wide and class-based programmes to cater to students' developmental needs at different stages. 2. broadening students' horizons through diverse activities and work experiences. 3. offering information on further study and employment opportunities, so that students can make informed and responsible choices regarding their learning, career goals, and other aspects of life. 4. providing personal guidance and enhancing students' learning profiles to empower them in pursuing personal/ career goals and realizing their potential.
Student Support
Whole School Approach to Catering for Learner Diversity: Through "Positive Education Curriculum@CALFSS", our school nurtures students with positive attitude towards life and their future and a growth mindset, passion and preparation to actualize their unique potential and aspirations. We aim at bringing out students' potentials and training the gifted systematically with the aid of school-based courses and those offered by tertiary institutions. Through various training and student support programmes, we unleash students' potential and foster their personal growth. We are determined to build a culture of care and mutual respect with substantial social integration.
Whole School Approach to Integrated Education: The SEN Support Committee consists of Vice Principal, the Chairperson of the Counselling Committee, SEN Coordinator, SENST, social workers, educational psychologists, experienced language teachers and Student Development Assistants. Responding to the different learning needs of students, CALFSS provides SEN students with academic support such as learning strategies courses in Chinese, English, Mathematics, and after-school remedial classes. Regarding exam accommodation, apart from the individualized exam room and time accommodation, the SEN group provides particular adjustments in the exam syllabus and assessment methods to enhance students' learning motivation and effectiveness. For personal development and interpersonal skills, we arrange speech therapy, occupational therapy, A-Connect Autism Support Programme, attention focus training, executive functioning training, art course, tabletop game group and so forth. Through various training programmes and peer-support, we sincerely hope that students' potentials are unleashed and their personal growth fostered. It is our aim to build up an inclusive and caring school culture. Through organizing talent shows, exhibitions (Art and Culture), drama, Inclusive Fun Day and voluntary services, students learn to embrace, appreciate and accept others. In order to promote teachers' supporting skills, the teaching staff are provided with guidelines and training catering for the needs of SEN students. Other than these, Student Development Assistants are additionally hired to coordinate different activities and carry out student counselling work.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: organising activities to create an inclusive learning environment in the school. We have a teacher coordinator to organize support measures for them. We aim to provide diverse learning which assist them to participate at ease in their school life and to co-construct a culture of inclusion and care.
Measures to Provide Adaptation for Learning and Assessment: In addition to the two term-end examinations, daily assessments, quizzes, project work, lab reports, and other activities are all considered within the assessment scope, contributing to the evaluation of students' learning outcomes.

Home-School Co-operation and School Ethos**Home-School Co-operation:**

Home-School Partnership is of vital importance in the growth of teenagers, as it can help nurture students' personal growth, positive attitude towards life, moral development and academic achievement. Our Parent-Teacher Association (PTA) aims to provide opportunities for teachers and parents to work together in a supportive atmosphere to improve students' welfare and enhance the quality of teaching. This ensures students' healthy development in moral, intellectual, physical, social, aesthetic and spiritual aspects.

School Ethos:

Students are nurtured with good virtues including humbleness, respect and integrity. Students demonstrate positive attitude, self-discipline and have good peer relationship. They love the school and respect their teachers. They are keen to serve and are responsible. There are projects that promote positive culture. There are special coaching classes, tutorial classes, study sessions to assist students in learning; award schemes and subsidies to promote whole-person education and to recognize their achievements.

Future Development**School Development Plan:**

Our school is devoted to the comprehensive development of students in academics, leadership, and character through "Cherish learning", "Showcase talents", and "Live by values".

【Cherish learning】

Implement the "Four-Learning" approach—Self-Learning, collaborative Learning, Intergroup Learning, and Guided-Learning—to encourage active learning. Integrate AI elements to foster independent thinking and problem-solving abilities. Renovate the library and establish a Reading Café to cultivate a reading culture. Deepen "10 Essential learning habits" to strengthen teaching confidence.

【Showcase talents】

Nurture students into future leaders who can serve others. Optimize leadership development courses to strengthen leadership and team management skills. Create diverse platforms for showcasing students' talents and encourage their participation in internal and external activities and competitions. Strengthen volunteer training and connect with external organizations to provide service opportunities, cultivating empathy, responsibility, and a sense of obligation among students.

【Live by values】

Foster a loving and caring school environment that supports character development. Build the "4R Happiness" framework of Rest, Relationships, Resilience, and Relaxation to promote and strengthen teacher-student and community bonds. Launch the "Alisonian Award Scheme" to motivate students to practice character, empathy, and self-discipline building. Enhance the "Merit offset-demerit" Scheme program so students who make mistakes can build responsibility, self-discipline, and self-reflection through service.

Teacher Professional Training and Development:

There are annual events for teachers, from Staff Development Days to Staff Retreat Camp. Our teachers, new and experienced, conscientiously engage in professional exchanges, from Lesson Walk to action researches, so as to build a positive culture of L&T development. Teachers partake actively in various professional development programmes in both academic domain and student development. In fact, our colleagues have been frequently invited by Education Bureau, HKEAA and other professional bodies to share their experiences and innovative practices with local and overseas educators.

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

There are over 30 groups or teams covering seven areas: academic, STEAM, interest, sports, social services, religious and counselling-oriented activities. Students have obtained a number of awards in the following events: Hong Kong School Speech and Music Festival, Joint-school Drama Competition, Joint-school Robotic Competition, swimming, track and field events, basketball, volleyball, badminton, football, table tennis, rope-skipping Competition, etc.

School Facilities

Number of Classroom(s): 27

School Facilities:

STEM Space, Maker Zone, Coffee corner & Multi-Function Space, Boulderling Area, Aquaponics Learning Area, Biotech Workshop, English Room, 2 Computer Rooms, Counselling Room, Student Guidance Centre, Positive Education Space, Drama & Dancing Rehearsal Room, Fitness Gymnasium, Philharmonic Instrument Room, Prefect Room. Air-conditioners and Interactive Whiteboards are installed in all rooms.

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

Ramp, Accessible lift and The SEN Support Team co-ordinates expertise and resources among teachers and specialists to provide diagnosis, training and tailored support to students in need.

Others

The Alison Lam Foundation Scholarship recognizes students' outstanding performance in nine areas: Moral Development, Intellectual Development, Physical Development, Social Development, Aesthetic Development, Spiritual Development, Environmental Protection, STEAM and Volunteer Services.

Direct Public Transportation to School

Bus: 31B, 32, 35A, 36B, 38, 40P, 42C;

Minibus: 47M, 92M, 93, 93A, 97A.