



迦密主恩中學
Carmel Divine Grace Foundation Secondary School

Po Lam Estate Tseung Kwan O

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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	Prof. Wong Hoi Ying		
Principal (with Qualifications / Experiences)	Mr. Chui Ka Yin, Jerry (B.A., Cert. Ed., M.A.)		
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 Incorporation Ltd.		
Area Occupied by the School	About 5600 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	52
Total Number of Teachers in the School	54
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	94%
Bachelor Degree	100%
Master / Doctorate Degree or above	61%
Special Education Training	69%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	17%
5 - 9 Years	13%
>= 10 Years	70%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Biblical Knowledge, Chinese History, Social Studies/Citizenship, Economics and Society, Health Education
	English as the Medium of Instruction	English Language, Mathematics, Computer Literacy, Integrated Science, Physics, Chemistry, Biology, Geography, History, Economics, Music, Design and Technology, Home Economics, Physical Education, Visual Arts, Language Across the Curriculum
	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, Chinese History, Biblical Knowledge
	English as the Medium of Instruction	English Language, Mathematics, Mathematics (Extended Part Module 1), Mathematics (Extended Part Module 2), Physics, Chemistry, Biology, Economics, Geography, History, Business, Accounting and Financial Studies, Information and Communication Technology, Music, Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Biblical Knowledge, Chinese History, Citizenship, Economics and Society
	English as the Medium of Instruction	English Language, Mathematics, Computer Literacy, Integrated Science, Physics, Chemistry, Biology, Geography, History, Economics, Music, Design and Technology, Home Economics, Physical Education, Visual Arts, Language Across the Curriculum
	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, Chinese History, Biblical Knowledge
	English as the Medium of Instruction	English Language, Mathematics, Mathematics (Extended Part Module 1), Mathematics (Extended Part Module 2), Physics, Chemistry, Biology, Economics, Geography, History, Business, Accounting and Financial Studies, Information and Communication Technology, Music, Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

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	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$100					
Student Union / Association Fee	\$13					
Approved Charges for Non-standard Items	\$470 (S.1-S.5); \$235 (S.6)					
Other Charges / Fees	-					

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).

Admission criteria and weightings:

Conduct: B or above, Academic Performance: 50% (based on the Rank Order List provided by EDB and school academic results in P.4, P.5 and P.6), Participation and achievements in extra-curricular activities and community services: 10%, Internal & External Awards: 10% and Performance in individual interview (English and Chinese proficiency, personality, attitudes, thinking skills, value judgment, etc.): 30%.

Orientation Activities and Healthy Life

To help S.1 students adapt to secondary school life, Summer English and EMI Bridging Course, 'Fun Fun to S.1' Summer Induction Programme and S.1 Orientation Day for both students and their parents are organised.

S.1 students also take part in lunchtime orientation activities in September, the Big Brothers and Big Sisters Scheme, S.1 Education Camp and Christian Fellowship, which help them enjoy their school life academically, spiritually and socially with a positive attitude.

School Characteristics
School Management
<p>School's Major Concerns: School theme: Aspire to Learn, Soar and Strive; Forge Ahead, Lead and Thrive. Major Concerns: 1) Empowering students to be future-ready learners with the skills, knowledge and mindsets to thrive in future challenges 2) Developing students into future-ready leaders through a supportive, innovative and inclusive school culture with diverse experiential learning opportunities</p>
<p>School Management Organisation: The School Managers come from different sectors and have abundant experience in education. Adopting a school-based management approach, committees and departments, comprising teachers with expert knowledge, have been set up to oversee the development and operation of the school. The structure of the school is purposely made simple so that teachers can focus on their core duty: teaching and caring.</p>
<p>Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of Carmel Divine Grace Foundation Secondary School</p>
<p>School Green Policy: To raise the awareness of environmental protection, we nurture our students to be "Green" by emphasising the 3R concept (REDUCE, REUSE & RECYCLE). Recycling bins have been installed. Administrative measures, such as guidelines for using air conditioners, are in place to save energy. Our school has applied for the "Green Schools 2.0 - Energy Smart & Solar Harvest Project" with various initiatives to help students and staff cultivate a green school environment by adopting energy efficient systems and innovative technologies, such as LED Lighting, variable-speed air-conditioners, solar energy generation system and real-time energy monitoring systems. The project complements the curriculums to enhance students' environmental awareness and interests in science. It also promotes low-carbon living to the whole school.</p>
Learning and Teaching Plan
<p>Whole-school Language Policy: While English has been used as the medium of instruction (EMI) in all classes for most subjects, we also strive to help students become bi-literate and trilingual. The school-based subject "Language Across the Curriculum" helps S.1 students adapt to EMI learning. To cater for learner diversity, English remedial classes are organised to consolidate students' knowledge in English while tailor-made enrichment curriculums are designed for S.2 to S.3 high-achievers to stretch their potential. Our Native-speaking English Teacher and local teachers organise various co-curricular and extra-curricular activities, as well as summer English Study Tours to provide students with ample opportunities to hone their language skills to be proficient users of English, and experience life and culture in English-speaking countries. Steps have been taken to improve students' Putonghua proficiency through S.1 and S.2 Putonghua lessons and extra-curricular activities. Complementing these measures, another school-based subject "Reading Across the Curriculum" and lessons for extensive reading in Chinese and English have also been scheduled in the timetables of junior forms to promote the joy and importance of reading to learn.</p>
<p>Learning and Teaching Strategies: The primary focuses of the junior form curriculum are to develop students' competencies in Chinese, English and Mathematics, and to encourage students to read extensively, write plentifully and think creatively and analytically. There is a good interface between the junior and senior secondary curriculums. Two examples of such are our school-based junior Social Studies curriculum, which emphasizes the training of various generic skills and study skills, and the inclusion of language arts and text grammar in the formal and informal school-based English Language curriculums across all levels. In line with the curriculum reform "Learning to Learn", teachers are making strides to adopt a student-centred and skill-focused pedagogical approach in order to develop students into lifelong learners. Furthermore, assessment for learning strategies have been developed across different subjects to promote learning and teaching effectiveness. The promotion of STEAM education in our school aims at developing a solid knowledge base among students and enhancing their interest in STEAM-related subjects. STEAM elements are included in various science and technology subjects. Examples include the learning of biotechnology, 3D printing, VR, mBot as well as Design and Make projects, which are designed to nurture students' creativity, collaboration and problem solving skills. Students can extend their learning through joining enrichment programmes and activities - STEAM Club and STEAM Day. Students are also nominated to participate in STEAM-related competitions and have the chance to serve the community by sharing their learning outcomes with students of different schools.</p>
<p>School-based Curriculum: 1. Electives: 2X and 3X. Mathematics (Modules 1 and 2), Physics, Chemistry, Biology, Economics, Geography, History, Information and Communication Technology, Chinese History, Business, Accounting and Financial Studies 2. Curriculum highlights: S.1 Language Across the Curriculum, Junior Integrated Science, Home Economics, Junior Reading Across the Curriculum and Senior Biblical Knowledge are school-based curriculums.</p>
<p>Major Renewed Emphases in the School Curriculum: In response to the curriculum reform, the four key tasks have been well incorporated into the school curriculum. Moral and Civic Education is promoted through the formal curriculum of Biblical Knowledge, Health Education, Social Studies and Class Teacher Periods, and the informal curriculum offered by the joint efforts of the Religious Affairs, National and Civic Education, Guidance and Discipline and Moral Education Committees. Strategic reading skills are taught and practised in Chinese Language lessons, English Language lessons, Reading Across the Curriculum lessons, and some other subjects to reinforce students' capability in Reading to Learn. Reading across the Curriculum lessons are specially included in the junior curriculum, providing students with chances to read to learn. In addition, a series of school-based programmes including book fairs, thematic book displays, book sharing and reading award schemes are held to foster a love for reading among students. Project Learning is embodied in the junior curriculum for students' development of independent learning skills. e-Learning has been implemented. With good e-learning tools and e-devices, students are provided with different opportunities to use e-tools for interactive learning in the digital age, within and beyond the school hours. With the implementation of these four key tasks, students are expected to be well prepared for the Senior Secondary Curriculum.</p>
<p>Life Planning Education: We have organised various career and life planning activities to help students from different forms to know and develop their interests and abilities so that they could make more informed career choices and devise suitable plans for further studies. Our activities include seminars on life planning, visits to local and overseas tertiary institutions and corporations, mentoring schemes, mock interviews, individual and group counselling service as well as talks for parents.</p>
Student Support
<p>Whole School Approach to Catering for Learner Diversity: Measures to cater for student diversity include: 1. Enrichment and remedial courses to cater for learners' differences; 2. Tailor-made school-based curriculums and teaching materials; 3. Homework Support Scheme; 4. Small class teaching in English Language (S.1-S.3) and Chinese Language (S.1) to cater for learning diversity; 5. High-achievers' classes in English Language and Mathematics (S.2-S.3).</p>
<p>Whole School Approach to Integrated Education: The Student Support Working Group comprises the Principal, Vice-principal, Special Education Needs Coordinator, Guidance Master, Academic Affairs representative, Student Counsellor and School-based Educational Psychologist. This group strategically utilise the Learning Support Grant (LSG) to address the diverse needs of students with special educational requirements by organising various initiatives. These include mental health activities with the Christian Family Service Centre, the "Keen and Active Kids Project" co-organised by the University of Hong Kong and the Hong Kong Jockey Club, and access to clinical psychologist services. Moreover, the group provides instructional accommodations, counselling groups, social skills training, speech therapy services, parent-child workshops, and Individualised Education Programme (IEP). Every year, the group distributes a "Student Support Summary" to the parents of students with special educational needs, facilitating feedback and discussions regarding student progress and strategies for enhancement.</p>
<p>Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school.</p>
<p>Measures to Provide Adaptation for Learning and Assessment: S.1-S.5: There are 2 uniform tests and 2 examinations every year, with continuous assessment by coursework, class performance and tests. S.6: There is 1 uniform test and 1 examination every year with continuous assessment by coursework, class performance and tests.</p>

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

Every year, the Parent-Teacher Association organises a series of activities such as parents group, seminars on parenting and other outdoor social activities. In addition, parents participate actively in school programmes like "Salute to Teachers", Sports Days, Swimming Gala and community services. All the above have fostered home-school collaboration. Parents and teachers view one another as partners in education and a caring community is formed around the students.

School Ethos:

Our teachers and students have a close rapport. Teachers frequently meet with students after school, helping them with their studies, sharing with them their concerns and worries, and guide them through adolescence. The Discipline and Moral Education Committee, Guidance Committee, National and Civic Education Committee and the School Social Workers launch programmes like the Big Brothers and Big Sisters Scheme, the S.1 Education Camp, Sex Education activities, exchange programmes to the Mainland or other countries, etc. to instill in them self-discipline, correct values, a proper understanding of sex and high moral standards. In Morning and Weekly Assemblies and Health Education programmes, students learn about morality, family ties, emotions, interpersonal relationships and civic responsibilities, so that they may treasure their lives, respect others, and grow and mature.

Future Development**School Development Plan:**

1. Empowering students to be future-ready learners with the skills, knowledge and mindset to thrive in future challenges;
2. Developing students into future-ready leaders through a supportive, innovative and inclusive school culture with diverse experiential learning opportunities.

Teacher Professional Training and Development:

In the establishment of teachers' learning communities, the school provides various professional exchange channels like peer observation, collaborative lesson preparation, sharing of good practices and lesson study for teachers. Every year, school-based staff training such as seminars, workshops and joint school conferences are held. We have established a close partnership with universities for tapping their professional support.

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

Our students can participate in extra-curricular activities classified into 3 major categories: academic, interest and service. On top of that, they also have the opportunities to realise their potentials by taking part in programmes such as Life-wide Learning Days, English Musical, Variety Show and Overseas Exchange Programmes. Participating actively and enjoying themselves enormously in these activities, students have won many prizes and clinched numerous titles in a wide range of inter-school competitions such as language, sports, music, uniformed groups and STEAM.

School Facilities**Number of Classroom(s): 28****School Facilities:**

Assembly Hall, Library, Self-study Room, Chinese History and Culture Room, English Activity Centre: English+, Multi-purpose Activity Centre, Computer Rooms, Laboratories, STEAM MakerSpace, Music Room, Visual Arts Room, Home Economics Room, Geography Room, Design and Technology Room, Computer-aided Design Room, Multi-purpose Learning Centre, Careers & Further Studies Guidance Resources Centre, Fitness Room, Campus-TV Studio, School History Museum, Leisure Corner, Stage in covered playground and Sport Climbing Wall.

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

Accessible lift and Accessible toilet.

Others**Experiential Learning:**

Various experiential learning skills programmes are scheduled every year to help students to stretch their potentials, develop their interests and abilities, strengthen their leadership skills and enhance their class spirit and sense of belonging to school. The well-structured form-based experiential programmes include S.1 Education Camp, S.2 Training Camp, S.3 Growth Camp, S.4 Running Friends, senior form Leadership Training Programmes, senior form high quality Service Learning Programmes and S.6 Graduation Camp.

Student Exchange:

In order to encourage students to learn outside the classroom and broaden their horizons, various Mainland and overseas exchange programmes, organised either by the school or external organisations, are arranged for students. Many students have joined such programmes and visited a lot of places around the world, including the Mainland, the United Kingdom, Australia, South Korea and Singapore. In addition, together with other ESDI-founded schools, the school has organised visits to Kurmul International School in Cambodia. Through taking part in voluntary teaching, performances and community services, students learnt to cooperate with one another and understood the need of poverty alleviation in addition to serving others.

Direct Public Transportation to School

Buses: 93A, 93K, 93M, 96, 97, 98A, 98C, 98D, 290, 290A, 296M, 297, 690, 694, 798;

MTR: Po Lam Station;

Mini-buses: 10M, 12, 15, 15M, 105, 106, 111 and those that stop at Po Lam Estate.