



潔心林炳炎中學 Kit Sam Lam Bing Yim Secondary School

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School Mission

Our school aims to create an atmosphere of freedom and love within the spirit of Gospel, cultivate students to have a balanced development, so that students can develop their potentials, take the initiative to learn, have their wisdom enhanced, have correct values and positive life attitudes.

School Information

Supervisor / Chairman of School Management Committee	Sr. Poon Sau King, Agatha			Bachelor Degree		100%	
				Master / Doctorate Degree or above		52%	
Principal (with Qualifications / Experiences)	Dr. Lau Yiu Hung (B.Ed., M.Ed., Ed.D.)			Special Education Training		68%	
				Years of Experience (% of Teaching Staff)			
				0 - 4 Years	5 - 9 Years	>= 10 Years	
School Type	Aided	Student Gender	Girls	19%	11%	70%	
School Motto	Rectify the hearts to manifest our virtue, purify the souls to enlighten our world.						
Name of Sponsoring Body	Sisters of the Immaculate Heart of Mary			Year of Commencement of Operation		1972	
Area Occupied by the School	About 5568 Sq. M	Religion		Catholicism			
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association		Yes	Student Union / 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				100%	
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	58	
Total Number of Teachers in the School	62	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	95%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	52%	
Special Education Training	68%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
19%	11%	70%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, History* (S.1), Citizenship, Economics & Society*(S1), Geography* (S.1), Integrated Humanities* (S.2-S.3), Computer Literacy*, Religious Education, Putonghua, Music, PE, Visual Arts, Home Economics, Life Education, Project Learning (S.2, S.3)
	English as the Medium of Instruction	English Language, Mathematics
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Science*
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese Literature, Chinese History, Geography, Economics, Information and Communication Technology, Tourism and Hospitality Studies, Business, Accounting and Financial Studies, Health Management and Social Care, Visual Arts, Ethics and Religious Studies, Religious Education, PE, Music (S.4), Competency Enrichment Programme
	English as the Medium of Instruction	English Language, Physics, Chemistry, Mathematics, Mathematics Extended Part
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Biology

* 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, Chinese History, History* (S.1-S.2), Citizenship, Economics & Society* (S.1-S.2), Geography* (S.1-S.2),Integrated Humanities* (S.3), Computer Literacy*, Religious Education, Putonghua, Music, PE, Visual Arts, Home Economics, Life Education, Project Learning (S.3)
	English as the Medium of Instruction	English Language, Mathematics
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Science*
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese Literature, Chinese History, Geography, Economics, Information and Communication Technology, Tourism and Hospitality Studies, Business, Accounting and Financial Studies, Health Management and Social Care, Visual Arts, Ethics and Religious Studies, Religious Education, PE, Music, Competency Enrichment Programme
	English as the Medium of Instruction	English Language, Mathematics, Physics, Chemistry, Mathematics Extended Part
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Biology

Class Structure & Chargeable Fees (2025/2026)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$310	\$310	\$310
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	\$300					
Other Charges / Fees	-					

Remarks

English was adopted as the MOI to teach Mathematics in all classes and Science in elite classes in Junior Forms to maximize students' opportunities in English learning. At the same time, other subjects (IH & STEAM) conduct extended English learning activities. To tap into students' potential in different aspects, there are over 14 electives in the senior curriculum, coupled with the Applied Learning and Competency Enrichment Programme for students to choose from.

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 criteria for S.1 Discretionary Places: Rank Order List provided by EDB 40%, Conduct and comments 30%, Interview performance 20%, Extra-curricular activities and awards 10%.
Orientation Activities and Healthy Life
Before the school year begins, the "S.1 Bridging Programme" is held to assist fresh S.1 students in understanding the secondary school life better. It includes a day-camp, a few days' lessons introducing the core subjects as well as the self-regulated learning method and basic e-Learning skills. Besides, the "S.1 Parents' Gathering" and "S.1 Parents' Orientation Day" can let parents know more about the school, learning mode and strategies for nurturing students at different time intervals. Big Sisters Guidance Program and S.1 Principal & Parents' Meeting are also organized at the beginning of the school year. Personal growth groups are ready for students in need throughout the year. During the S1 school year, students are able to know what a healthy lifestyle is from the school curriculum. Moreover, they are reminded of the importance of having a balanced diet, an optimum level of exercise and good interpersonal relationships. Apart from regular fitness training, students are encouraged to join a great diversity of physical activities and collaborative learning activities in their free time. Through religious and spiritual education, students are nurtured to be mindful, good at reflection, have the ability to communicate so that students can build self-confidence and are willing to offer mutual support as well as learn from one another.

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School Characteristics
School Management
School's Major Concerns: 1. Cultivate students' proactive attitudes towards learning, enabling them to become knowledgeable and thoughtful while appreciating the exploration and growth inherent in the learning process. 2. Foster a positive campus culture to help students thrive in a healthy and confident environment. Theme in this year: Girls with Vision, Hearts with Compassion, Actions with Impact.
School Management Organisation: Our school implements the committee system, consisting of the School Administration Committee, the Academic Committee, the Value and Life Education Committee and the School Ethos & Student Support Committee.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee, comprising the representatives from sponsoring body, teachers, parents, alumni and the community, takes the lead in formulating school policies. Communication between school managers and teachers is enhanced through the Staff-Management Consultative Team.
School Green Policy: Greening the school, sharing resources, saving energy and putting knowledge about environmental protection into practice are at the core of the school green policy.
Learning and Teaching Plan
Whole-school Language Policy: 1. Co-teaching is adopted in junior form English lessons whereas senior form English classes are split into groups. 2. To maximize students' opportunities in English learning and bridging the gap in senior forms, English has been adopted as the medium of instruction to teach Math in all classes and Science in elite classes in Junior Forms. Cross-curricular English learning and Extended Learning Activities in English are implemented to help students learn other subjects using English. 3. To enrich the English and Putonghua environment, a NET teacher is hired and there is an English and a Putonghua morning assembly every week, the English iZone is open regularly and organizing the English Week, arranging bilingual circulars, notices and school website. 4. English enhancement classes and bridging programmes for S1 and S4 Science Stream students are offered on Saturdays and in summer respectively. 5. Local and overseas English immersion programmes are organized during summer vacation. 6. English iZone has been set up with funding from the Quality Education Fund to provide situational English learning. 7. Students join the English and Putonghua verse speaking competitions in the Hong Kong Schools Speech Festival annually and win many awards. 8. Students read Chinese and English books in alternate months while S.4 to S.6 students read English and Chinese books in different reading time.
Learning and Teaching Strategies: 1. The Curriculum and Teaching Development Team and the eight KLAs monitor and review the school curriculum, and promote cross-subject collaboration. 2. With the following teaching strategies, student motivation is enhanced and learning performance improved: (a) peer lesson co-planning and observation as well as after-class evaluation; (b) introduce self-regulated learning (SRL), establish the peer support approach to cater for learner diversity; (c) diversified teaching activities linked to daily life to arouse students' interest and cultivate the ability of students in 'learning to learn', learning attitude and positive values; (d) diversified modes of assessment; (e) introduce e-learning elements and electronic platforms: implementing 'Bring Your Own Device' (BYOD) and AI-empowered tools to increase interaction and the level of interest in class, while also promoting individualized learning; use various electronic platforms and video software to prepare learning materials as well as offer real-time online tutoring to extend the time for learning; (f) adopt co-teaching or group teaching. 3. Learning and teaching development: (a) implement self-regulated learning to facilitate individualized learning; (b) promote cross-curricular activities to inspire students' curiosity and enhance their confidence; (c) promote teacher professional exchanges through teacher professional development week.
School-based Curriculum: 1. Electives: 3X. (1) According to students' abilities and interests, students in senior forms can take 3X with 14 electives, or take applied learning courses. (2) To enhance students' abilities and vocational development, the school also provides a school-based Competency Enrichment Course, including study skills, life skills, practical Chinese, mastering Mathematics and vocational English. 2. Curriculum highlights: (1) There are split classes in English to cater for individual learning differences. (2) The learning experiences in aesthetic development and Competency Enrichment Programme can raise students' diverse abilities as well as enhance students' attitudes and manners and pave way for the development of positive attitudes and values. (3) Students can take an Applied Learning Course Mode 1 (Vocational English) and Mode 2 as one of their chosen electives.
Major Renewed Emphases in the School Curriculum: 1. During reading time students read Chinese and English books and they do online reading at home. 2. Implement project learning, self-study and reflection lessons in junior forms to cultivate generic skills and good learning habits among students. 3. Teachers and students can use information technology, the Internet and Intranet for teaching and learning. 4. Moral, spiritual, sex, health, environmental protection and civic education help students have correct values and positive attitudes towards life.
Life Planning Education: Student Life Planning Team cooperates with Religion and InspirEd Team to map out career and life planning activities in different stages for students, to enhance value education. S.1- S.2 — start to understand students' aptitudes, abilities and interests; S3 — provides career guidance and counseling services to help students make careful subject choices, letting them recognize the relationship between further studies and careers; S.4 - S.6 — organizes diverse life planning activities to broaden students' horizons as well as to allow students to understand their aptitudes and abilities.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. To accommodate the needs of gifted students, enrichment programmes are organized and they are nominated to join training courses for gifted children. 2. A working team regularly counsels students with special education needs to find out their needs in learning. 3. An educational psychologist, a school-based speech therapist and a school social worker provide professional assistance. 4. English and different subjects offer enrichment and enhancement programmes to raise students' academic standards, using extra resources. 5. Graded assignments are designed to meet the needs of individual students. 6. Assistance and counseling are offered to students with learning difficulties.
Whole School Approach to Integrated Education: Students with special education needs are supported by the Learning Ethos and Support Team. With parents' consent, the team collects students' information so as to identify students' education needs and offer support for them. Our school also refers students who are suspected to have special education needs to the education psychologist to follow up. Our school also adopts a flexible approach in making use of the Learning Support Grant, the Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs and other school resources to provide diverse support to students, including school-based speech therapist, tutors, social workers and teaching assistants. Support also comprises homework tutoring, interpersonal skills' training and individual counselling. Services like school-based speech therapy, life planning services and relaxation groups are also provided to students with related needs. To meet students' diverse learning needs and raise their learning efficacy, curriculum design, diverse teaching strategies, graded exercise, homework and assessment accommodations are also adopted.
Education Support for Non-Chinese Speaking (NCS) Students: 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.
Measures to Provide Adaptation for Learning and Assessment: To facilitate learning, formative and summative assessments are equally emphasized, sharing the same percentage.

Home-School Co-operation and School Ethos
Home-School Co-operation: 1. Promote parent education, organize the "Parents' Academy" programme, and organise talks and activities so that parents can work to learn more about teenagers' development and growth. 2. Organize parent child activities on Parents' Day and interest groups and takes part in races held on Sports Day, etc. Parents are also encouraged to volunteer and assist in conducting school activities. 3. Hold principal-parent meetings to strengthen communication between parents and the school. 4. Assist parent manager election of IMC promoting parental involvement in education. 5. Award students scholarships to encourage improvement in academic results. 6. Organize parent volunteers to help improve the learning quality of our students and to enhance communication between parents and the school.
School Ethos: 1. The school has a good school ethos. Students are loving, caring and willing to learn and serve. 2. An atmosphere of solicitude and mutual respect prevails in the school. The relationship between teachers and students is good. 3. Student leaders have a strong sense of responsibility and are willing to serve schoolmates.
Future Development
School Development Plan: 1. Cultivate students' proactive attitudes towards learning, enabling them to become knowledgeable and thoughtful while appreciating the exploration and growth inherent in the learning process. 2. Foster a positive campus culture to help students thrive in a healthy and confident environment.
Teacher Professional Training and Development: 1. Self-evaluation workshops were conducted to gather feedback from various stakeholders and foster improved school development. Utilizing data evidence and team discussions, the school established development strategies. 2. The complete teacher appraisal system is intended for accountability and professional development. 3. Hold 'Professional Development Week' in which classrooms are open, and other colleagues are welcome to observe the lessons. This allows mutual learning, professional exchange, and sharing to strengthen teaching effectiveness. Moreover, it allows teachers and students to show their learning outcomes. 4. Engage external professionals to enhance teachers' skills and strengthen the school's learning culture and organisation. 5. Hold different events to enhance teachers' physical, mental and spiritual well-being.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
There are more than 50 clubs, including spiritual, academic, physical & artistic and interest in nature. The school activities, such as Music Festival, Sports Day, Swimming Gala, Student Union and Four Houses Election, English Week and Religion Week, are coordinated and organized by different teams/committees. Moreover, Life-Wide Learning Week, Outward Bound training for senior forms, mainland field study for S3 students and so on are arranged.
School Facilities
Number of Classroom(s): 27
School Facilities: The facilities include the English iZone, Smart Farm Laboratory, Life-planning Room, Campus TV station, Library, Students Activity Centre, IH & Geography Room, MMLC, Computer room, Multi-purpose Study Rooms, Basketball court, Chapel and Pastoral care room. All classrooms, special rooms and the school hall have IT facilities and air-conditioners.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
1. To encourage and foster the excellence of our students' achievements, the school offers several scholarships to honour our outstanding students. Most scholarships are awarded on the strength of academic merits, and some on other non-academic achievements specified by the donors, including the school supervisor, principal, former teachers, Parents and Teachers Association and alumni. 2. The "Heart-to-heart Assistantship" is established to provide immediate relief for students with financial difficulties, allowing them to concentrate on their studies. 3. Local and overseas English immersion programmes are organized every summer to enhance students' English competency and broaden their horizons.
Direct Public Transportation to School
Bus routes: 2B, 2F, 3C, 75X, E22 MTR: Lok Fu Station