



浸信會呂明才中學  
Baptist Lui Ming Choi Secondary School

11, Yuen Wo Road, Lek Yuen, Shatin, New Territories

26922161

info@blmcss.edu.hk

26915406

http://www.blmcss.edu.hk

**School Mission**

Our mission is to provide an all-round education based on Christian values that nurture individual lives and build characters. Embracing our philosophy of 'holistic education' in proclamation and service, we are committed to the provision of a comprehensive range of quality education services. We believe that all students can develop to their full capacity by nurturing their moral, intellectual, physical, social, aesthetic and spiritual skills, knowledge and attitude.

**School Information**

Supervisor / Chairman of School Management Committee	Dr. Cheung Chi Kim		
Principal (with Qualifications / Experiences)	Mr. Wan Ka Kit, Andy (B.SC, M.Ed)		
School Type	Aided	Student Gender	Co-ed
School Motto	Understanding God's teachings to become wise and intellectual.		
Name of Sponsoring Body	The Baptist Convention of Hong Kong		
Area Occupied by the School	About 4000 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	65
Total Number of Teachers in the School	73
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	99%
Bachelor Degree	100%
Master / Doctorate Degree or above	53%
Special Education Training	47%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	5 - 9 Years
14%	12%
>= 10 Years	
74%	

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

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Citizenship, Economics and Society, Physical Education, Putonghua, Religious Education
	English as the Medium of Instruction	English Language, English Literature (S.1 and S.2), Mathematics, Science (S.1 and S.2), Physics (S.3), Chemistry (S.3), Biology (S.3), History, Geography, Computer Literacy, Design & Technology, Home Economics, Music, Drama (S.1 and S.2), Visual Arts
	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, Chinese Literature, Chinese History, Citizenship and Social Development, Visual Arts, Physical Education, Religious Education
	English as the Medium of Instruction	English Language, Mathematics (Core and Extended Modules), Physics, Chemistry, Biology, History, Geography, ICT, BAFS, Economics
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Japanese Language, Korean Language, Spanish Language and French Language

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

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Citizen, Economics and Society, Physical Education, Putonghua, Religious Education
	English as the Medium of Instruction	English Language, English Literature (S.1 and S.2), Mathematics, Science (S.1 and S.2), Physics (S.3), Chemistry (S.3), Biology (S.3), History, Geography, Computer Literacy, Design & Technology, Home Economics, Music, Drama (S.1 and S.2), Visual Arts
	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, Chinese Literature, Chinese History, Citizenship and Social Development, Visual Arts, Physical Education, Religious Education
	English as the Medium of Instruction	English Language, Mathematics (Core and Extended Modules), Physics, Chemistry, Biology, History, Geography, ICT, BAFS, Economics
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Japanese Language, Korean Language, Spanish Language and French Language

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

	S1	S2	S3	S4	S5	S6
No. of Classes	5	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	Donation					
Student Union / Association Fee	\$13					
Approved Charges for Non-standard Items	Special Fee: \$1,240 (S.1 - S.5); \$641 (S.6). May adjust in 2026/27 (TBC).					
Other Charges / Fees	-					

### Remarks

The special fee is to support the curriculum development and implementation of school-based small-class teaching scheme in core subjects, the operating cost for facilities above normal standard list including repairs, maintenance and electricity. F.1-5 students pay the special fee in two installments, once in each term. F.6 students pay half of the fee in the first term. Application for the exemption of the fee is available for parents in need: 1. F.1-2 English small-size remedial classes; 2. Six classes in senior forms, about 25 students per class in core subjects; 3. Auditorium in New Annex

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

<p><b>Secondary One Admission</b></p> <p>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).</p> <p>Considering factors:</p> <ol style="list-style-type: none"> <li>1. EDB "Discretionary Places Rank Order List" and internal academic result (25%)</li> <li>2. Conduct and service (25%)</li> <li>3. Extra-curricular activities (25%)</li> <li>4. Interview performance (25%)</li> </ol>
<p><b>Orientation Activities and Healthy Life</b></p> <p><b>Orientation Activities</b></p> <ol style="list-style-type: none"> <li>1. To provide learning materials related to EMI subjects for the S.1 students</li> <li>2. Orientation Day for S.1 students &amp; parents (August)</li> <li>3. Orientation Day (September)</li> <li>4. Seminar for Parents of S.1 students (Late September)</li> <li>5. Discipline Camp for S.1 students (October)</li> </ol> <p><b>Healthy Life</b></p> <p>We try to arouse the students' attention in physical health, healthy lifestyle and mental health through sharing in the Morning Assemblies and seminars in the Weekly Assemblies. We aim at helping students to cultivate healthy life styles.</p>

<b>School Characteristics</b>
<b>School Management</b>
<p><b>School's Major Concerns:</b> We hope our students can build healthy and positive self-image. They can be thoughtful and devoted to their families. They are serious and responsible towards their studies and careers. They are harmonious and cooperative with others. They can actively participate in the society. They are committed to the country. They are genuine to the mankind and the world. They totally trust in God and are responsive to the Lord.</p>
<p><b>School Management Organisation:</b> The Principal, three Vice-principals and the Administrative Council outlines the development and the needs of the school. Members of different teams, groups and subject panels make their plans and implement them according to the blueprint. With devoted members, we believe that clear beliefs and aims are of utmost importance to the development of the school and the growth of the students.</p>
<p><b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The IMC was established on 30th August 2008.</p>
<p><b>School Green Policy:</b> In order to enhance students' environmental sense, recycling bins and waste separation facilities are provided at school; The school also promotes environmental-related policies and information to students regularly.</p>
<b>Learning and Teaching Plan</b>
<p><b>Whole-school Language Policy:</b> English is adopted mainly as the medium of instruction (please refer to the subjects offered in 2025/2026 and 2026/2027 for details). Emphasis is put on biliteracy and trilingualism.</p> <ol style="list-style-type: none"> <li>1. Native speaking-English teachers organize activities.</li> <li>2. To host exchange students from foreign countries.</li> <li>3. To organize activities in English Weeks and English Circle.</li> <li>4. To receive and organize overseas study tours.</li> <li>5. To launch Chinese and English Reading Scheme.</li> <li>6. To promote Chinese, English and Putonghua Speech Festivals.</li> </ol>
<p><b>Learning and Teaching Strategies:</b> Learning strategies: The school advocates that no limit should be set for learning. There is no specific venue, boundary or target when one wishes to learn. Students are guided to use different online resources. The school also emphasizes that students should read more by incorporating reading time in the timetable daily. It is hoped that students' knowledge base can be broadened. Teaching strategies: Various teaching strategies such as group discussions, reports, "flip-the-classroom", cooperative learning and "ShareStart" will be used based on different subjects' needs. Students are taught and equipped with high order thinking skills.</p>
<p><b>School-based Curriculum:</b> 1. Electives: 3X. There are over 100 subject combinations of 3X for F.4 - F.6 from 2012 onwards. Network programs of music, Japanese Language, Korean Language, Spanish Language, French Language and applied learning. 2. Curriculum highlights: Drama Education, English Literature, STEAM Education and Individual Students Planning.</p>
<p><b>Major Renewed Emphases in the School Curriculum:</b></p> <ol style="list-style-type: none"> <li>1. Self-regulated learning, BYOD and AI</li> <li>2. STEAM cross-subject Maker Education</li> <li>3. Value Education and National Security Education</li> <li>4. Language Across the curriculum and Reading Across the curriculum</li> <li>5. Healthy Literacy and Social Emotional Learning</li> </ol>
<p><b>Life Planning Education:</b> The Careers and Guidance Team aims to help students understand their own interests, abilities, needs and aspirations so as to make a wiser choice in further studies, vocational training and careers planning. It equips students with job-related and life skills, such as interview skills, communication skills, decision-making and social skills. It also assists students in managing and adapting to the transition from school to work, and understand their career/academic aspirations. The team conducts life planning and career education through organizing General Assembly Periods (GAPs) and Class Teacher Periods (CTPs) to fulfill the intended objectives. Team members, guest speakers from NGOs, organisations, institutions and alumni are also invited as guest speakers in GAPs and CTPs. Besides, information or news concerning a myriad of activities, courses, talks, seminars, competitions, scholarships and awards related to career education has been currently posted on our school homepage, or sent through intranet and posted on the board of the team, so that students and teachers can gain access to and share among themselves the useful information. Publications and resources concerning further studies are placed and regularly updated on the shelves in the school library.</p>
<b>Student Support</b>
<p><b>Whole School Approach to Catering for Learner Diversity:</b></p> <ol style="list-style-type: none"> <li>1. In order to implement the policy concretely, the school organizes enhancement classes which are led by professional tutors to develop students' potential and equip them with high order thinking skills.</li> <li>2. Enrichment programmes are also provided for less able students. Through a wide range of learning activities including remedial classes, F.1 Summer Bridging camp and after-school tuition groups, students' diverse learning needs are met and they can be more motivated to learn.</li> </ol>
<p><b>Whole School Approach to Integrated Education:</b> With regular meetings held by school's Student Support Team (Members include Vice-principal, Special Educational Needs (SEN) Coordinator, SEN Support Teachers, teaching assistants and school social worker), our school adopts whole school approach to support students with SEN. Some teachers have completed Integrated Education related courses and are able to support students professionally. The Student Support Team should maintain good communication for supporting the learning needs of students with SEN. The school releases Integrated Education information to teachers and shares rationales and teaching strategies regularly. To enhance teachers with more professional knowledge, the school holds thematic seminars and encourages staff members to attend "Catering for Learner Diversity" courses provided by the EDB.  The school has employed teaching assistants and supporting staff to implement various training programmes and small group activities. By flexible deployment of the "Learning Support Grant" and other school resources, the school aims to enhance students' learning effectiveness through adaptation of assignment and assessment.  To identify students with SEN for learner diversity as early as possible, the school has meetings with students in need and their parents after the F.1 students' registration. The school works closely with EDB and the School-based Educational Psychologist by holding meetings and evaluating students' progress regularly. Parents will be invited to join the meetings to set up learning plans for students and review the plans' effectiveness. To allow parents understand more about their children with SEN' learning conditions and assist students' learning and personal growth, the school arranges meetings for parents regularly.</p>
<p><b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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. After-school support for Non-Chinese Speaking Students in learning Chinese is arranged.</p>
<p><b>Measures to Provide Adaptation for Learning and Assessment:</b> Formative assessment: Each subject has arranged tests and continuous assessment. Summative assessment: Two end-of-term examinations are arranged every year. Multifaceted assessment: Other than academic achievements, students' learning behaviour and attitude are also evaluated and will be shown on transcripts.</p>

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

1. Parents play active roles in handling some administrative works as well as providing valuable opinions. Over 800 participants join the Parents Association Annual Meeting and Parents' Night every year. Their contributions strengthen the bond between parents and teachers and bring positive influence towards students' growth.
2. The school coordinates with the Parents Association to organize various activities and provides support to fellow parents by arranging regular Christian Fellowship. Through a wide array of activities, the bonding between parents can be built and they can support each other while growing with their children.

**School Ethos:**

The school has established for more than 40 years. Students are encouraged to make progress and breakthroughs in life in search of excellence.

**Future Development****School Development Plan:**

1. Major concerns in 2023-2028 school development are "Healthy Campus", "Learning Community" and "Serving School".
2. Focus on the betterment of special rooms and public area on the campus (Please refer to School Facilities for details.)

**Teacher Professional Training and Development:**

1. Through organizing Staff Retreat twice a year, it is hoped that teachers will be able to enjoy spiritual development, and thus maintain support among colleagues and enhance team spirit.
2. There are around 10 teachers' gatherings per year, namely Teachers' fellowship and Staff Development Day. These gatherings are aimed at fulfilling and developing teachers' individual needs (handling pressure, spiritual advancement, etc.), collective needs (risk management, discipline and guidance skills, etc.) as well updating them with latest education development (Education reform, new teaching techniques, etc.).

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

The school provides more than 60 extra-curricular activities for students to opt for. They are divided into four categories which include

- (i) Academic,
- (ii) Sport,
- (iii) Art & Leisure and
- (iv) Service & Religion.

Students can develop their potential based on their preference.

**School Facilities****Number of Classroom(s): 32****School Facilities:**

1. Besides enabling Wifi connection, the school is also equipped with multimedia language laboratory, drama chamber as well as other function rooms.
  2. Split type air-conditioners, visualizers and computers have been installed in classrooms.
  3. The new annex is put in formal use since September 2019. It enables students to have new classrooms, small-teaching rooms, a conference room and a roof-top playground.
  4. In 2019/2020, MakerLab was constructed. Expansion of current Library and renovation of the Roof-top Garden have also been finished. The auditorium was open in September 2021.
- All improvement projects and refurbishment works are in line with the school's development plan: "Teach for Tomorrow. Learn for Tomorrow."

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

Accessible lift and Accessible toilet.

**Others**

Please refer to school website.

**Direct Public Transportation to School**

Bus No.: 40X, 72, 72A, 80K, 80M, 81K, 83K, 85K, 85,86, 48X, 48P, 88X, 280X, 88K, 89, 296D;

Minibus No.: 810, 60K, 61S, 62K, 501S, 814;

MTR: Shatin Station.