



嶺南衡怡紀念中學

Lingnan Hang Yee Memorial Secondary School

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School Mission

Building upon the traditional mission of Lingnan education, the School dedicates to providing quality whole person education, and encouraging its students to lead a rich and meaningful life with the School Motto - Witnessing God, Acquiring Knowledge and Serving the Community.

School Information

Supervisor / Chairman of School Management Committee	Mr. Chiu Ernest Tin Chung		
Principal (with Qualifications / Experiences)	Mr Wong Wai Hou (B.Ed, M.Ed, M.A.)		
School Type	Aided	Student Gender	Co-ed
School Motto	Witnessing God, Acquiring Knowledge and Serving the Community		
Name of Sponsoring Body	Lingnan Education Organization Ltd.		
Area Occupied by the School	About 6700 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
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	Pledged School

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

Number of Teaching Posts in the Approved Establishment	59	
Total Number of Teachers in the School	64	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	75%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	34%	
Special Education Training	17%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
36%	6%	58%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics*, Integrated Science*, Citizenship, Economics and Society*, Geography*, History*, Chinese History, Computer Literacy*, Junior Business*, Putonghua (Mandarin), Religious Studies, Music, Visual Arts, and Physical Education.
	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, Citizenship and Social Development, Chinese History, History, Economics, Geography, Tourism and Hospitality Studies, Biology, Chemistry, Physics, Business, Accounting and Financial Studies, Information and Communication Technology, Visual Arts, Physical Education.
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics

* 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, Mathematics*, Integrated Science*, Citizenship, Economics and Society*, Geography*, History*, Chinese History, Computer Literacy*, Junior Business*, Putonghua (Mandarin), Religious Studies, Music, Visual Arts, and Physical Education.
	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, Citizenship and Social Development, Chinese History, History, Economics, Geography, Tourism and Hospitality Studies, Biology, Chemistry, Physics, Business, Accounting and Financial Studies, Information and Communication Technology, Visual Arts, Physical Education.
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics

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	-	-	-	\$320	\$320	\$320
Parent-Teacher Association Fee	\$120					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	IT equipment and maintenance in the classroom (S.1 to S.5 \$300), (S.6 \$150)					
Other Charges / Fees	-					

Remarks

Since 2010/11, English Extended Learning Activities have been offered in key junior secondary subjects. To better meet diverse needs, the school has added one extra class in S.1–S.3 and, from 2024–2025, will group S.4–S.6 students by language proficiency.

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 and weightings for Secondary 1 Discretionary Places of SSPA are: internal academic results (35%), conduct (35%) and interview (30%). The language proficiency, analytical power, family support, extra-curricular activities, voluntary service inside and outside school, and awards are taken into consideration in the interview assessment.
Orientation Activities and Healthy Life
The School is providing a two-week summer course for S.1 students, which includes Chinese and English bridging classes, computer application courses, school rules and team building, in order to help students adapt to the new secondary school life. The School puts emphasis on the development of students' balanced and healthy diet and awareness of nutritional value. Also, all S.1 students are required to have lunch in their classroom, under the monitoring of their class teacher, with the purpose of cultivating students' basic dining etiquette.

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School Characteristics
School Management
School's Major Concerns: 1. Boosting students' learning efficacy; 2. Enhancing students' sense of achievement, fostering a positive learning attitude.
School Management Organisation: It is the School's culture to encourage "whole school participation". In the course of proactive teaching, counseling and disciplinary work, all teachers of the School have been contributing to the establishment of a rigorous but caring school image. Various working groups work out measures in accordance with the set directions. Due to harmonious work relationship and consensus among the staff, school policies can be implemented smoothly and effectively. It also greatly enhances students' learning.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee was established in the 2012-2013 school year.
School Green Policy: The school prioritizes environmental education through a Values Education Team and diverse on/off-campus activities. It's a green tech pioneer: joined the Community Weather Information Network in 2007, supplies rooftop weather data to the Hong Kong Observatory, runs solar and wind power with a renewable energy monitoring system, joined HK Electric's Feed-in Tariff in 2019, and in 2024 students built astronomy/light pollution apps and collect related data. These efforts foster students' care for nature, environmental protection, and sustainability.
Learning and Teaching Plan
Whole-school Language Policy: Having Chinese as the medium of instruction, the School provides Cantonese teaching across all junior forms. Yet, the school emphasizes greatly the development of bi-literacy and tri-lingualism. The school has made good use of the policy of the EDB's Fine-tuning the Medium of Instruction for Secondary Schools and has allocated 25% of the teaching time to implementing English extended learning activity in junior forms in subjects including Mathematics, Integrated Science, History, Geography, Computer Literacy and Business, in a gradual and progressive manner. It is in our intention that the extensive exposure and application of English language can help build up students' ability in English language learning, and prepare them for their further studies and careers. Furthermore, our school is keenly creating an English rich language environment by means of putting in new policies and activities such as the School English Day and Newspaper Reading Session on Friday, with the hope that students can all acquire the bi-literacy and tri-lingualism effectively.
Learning and Teaching Strategies: Our school has always aimed to enhance students' learning abilities. In recent years, we have boosted classroom engagement through Reading to Learn and junior-form project studies, and offered after-school and holiday remedial classes and homework support in Chinese, English, and Mathematics to strengthen foundations. Teachers actively pursue professional development and adopt innovative pedagogies to foster self-directed learning. Currently, BYOD is implemented from S1 to S6, and multiple AI platforms are used to further improve teaching effectiveness and learning outcomes.
School-based Curriculum: 1. Electives: 2X and 3X. Our school offers eleven elective subjects at the senior secondary level, as well as Applied Learning courses, which students may choose based on their individual needs. 2. Curriculum highlights: Our school implements an interdisciplinary curriculum at the junior secondary level, using project-based learning to cultivate students' creativity, problem-solving, collaboration, and communication skills. The curriculum emphasizes integrations such as Computer with Visual Arts, applying design thinking and Tinkercad for 3D modeling; Computer with Principles of Accounting and Finance, creating simulated business environments to develop business literacy and data application skills; and Computer with Science, conducting cross-disciplinary inquiry and project studies to strengthen scientific inquiry and computational thinking. In addition, the school regularly holds Life-wide Learning Days to implement school-based cross-curricular activities, enabling students to integrate knowledge across subjects.
Major Renewed Emphases in the School Curriculum: 1. Flight Simulation Course: Since 2024, an introductory simulation course is part of the regular timetable, giving interested students hands-on flight simulation to broaden horizons and interests. 2. Life Mentor Program: Integrates life education into Religious Studies, with activities and church volunteers in class to foster positive values and outlook. 3. EdTech and Self-Directed Learning: Provides e-learning/AI platforms, flipped classrooms, and real-time online assessment; joins the QEF support scheme to equip needy students with tablets for home learning. 4. Diversified Reading: Runs online reading lessons, themed booklists, cross-curricular workshops, author talks, and parent–child reading; trains Reading Ambassadors to lead sharing and picture-book recommendations. 5. Moral and Civic Education: Blends curricular and co-curricular learning (morning assemblies, form-teacher periods, community service) to cultivate positive attitudes and values, aligning knowledge with action.
Life Planning Education: Our school emphasizes whole-person development. Through diverse explorations combined with students' understanding of social developments, we help them grow with confidence, hope, and good health, enabling them to face future life challenges and become talent for society. In 2025, our school became one of the pilot schools in the “Leap. Move Up YUP Program.” The program aims to enhance youth motivation through a guidance-based approach and will equip future Secondary 1–6 students via curricula and measures at all levels.
Student Support
Whole School Approach to Catering for Learner Diversity: To fully cater to individual differences, our school reallocates resources to open additional classes—adding one more class than originally assigned for Secondary 1–3. From the 2024–2025 school year, Secondary 4–6 students are progressively grouped by language proficiency, enabling teachers to better address learning needs. Our students make good use of various e-learning tools alongside pre- and post-lesson self-directed strategies, integrating flipped classrooms, interactive e-learning platforms, and AI platforms. These are implemented before and after lessons, during regular classes, and in holidays to both stretch high achievers, support those who need reinforcement, and enhance students' self-directed learning.
Whole School Approach to Integrated Education: Our school adopts a whole-school approach to inclusive education, building on the “form teacher progressing with the class” model to foster a caring classroom and campus atmosphere. Led by the vice principal, the support team includes the SEN Coordinator, school social workers, core-subject teachers, and teaching assistants, and works with external specialists to provide school-based speech therapy, educational psychology services, study-skills groups across subjects, and clinical counseling. The school also collaborates with social service organizations to run the AIM Project, career-planning groups, and self-management groups. Since 2019, our school has joined the “Medical–Education–Social” initiative, forming a cross-disciplinary team of a psychiatric nurse, a designated school teacher, and a school social worker to provide comprehensive on-campus support for students with mental health needs.
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; and organising activities to create an inclusive learning environment in the school. The school has been committed to building an inclusive campus culture. For details of the relevant support measures, please refer to the Education Bureau's guidelines.
Measures to Provide Adaptation for Learning and Assessment: We adopt a diversified and continuous assessment policy on students' academic performance. There are two uniform tests and two examinations in each academic year. Other assessment tools include quizzes, homework, special reports, special projects and class participation.

Home-School Co-operation and School Ethos
Home-School Co-operation: Apart from promoting home-school co-operation, the School encourages parents to participate in large-scale school activities and Life-wide Learning activities, and develop common learning experiences with their children.
School Ethos: Our school has long implemented a junior-form “form teacher progressing with the class” system, whereby class teachers accompany students through their growth and build deep, close relationships with both students and parents. Thanks to this effective approach, we received the EDB’s 2nd “No One Left Out” Commendation in 2007, and the Hong Kong Christian Service “Caring School” honors repeatedly from 2009 to 2016 and again in 2020. We also earned the Thematic Grand Award for “Promoting Career Planning” in 2017, and Merit Awards in 2018 and 2019. In recent years, we have launched training initiatives such as the Discipline Cadet Program, Civic Ambassador Pioneer Team, and National Ambassador scheme to develop students’ leadership and help them become responsible citizens. Through the “One Student, One Post” school service policy and various volunteer programs, students learn self-discipline, rule compliance, and to lead by example throughout their growth.
Future Development
School Development Plan: Our teachers are committed to providing quality teaching and care to every single student. We believe that everyone is teachable and is capable of making progress and becoming successful. It is also in our beliefs that our students can serve their school, their family, their society as well as their nation. The school will continue to modify its pedagogy, teaching content, assignment and assessment, and learning activities including e-learning platforms, flipped classroom and other self-directed learning strategies; in order to cater for learning diversity, which ultimately boosts students’ learning competence. With the whole-school participation and the efforts of the Student Support Team, our school aims to inspire students’ diversified potentialities so that they are keen to face new challenges and develop a proactive attitude to plan for their future life.
Teacher Professional Training and Development: The Teacher Professional Development Committee promotes teacher professional training and development. The teachers in our school actively participate in various in-service training courses, education conferences and seminars to keep them abreast of the latest development of education including the changes brought by the senior secondary curriculum. The School started to trial run ‘Open Class’ in 2017 to facilitate teaching practice and professional development of teachers. In 2018, the School made ‘Open Class’ public and has introduced a new mode in lesson observation and teaching analysis since 2019 so as to enhance professional interaction among teachers. In 2025, one of our teachers was selected for the Education Bureau’s “i-Journey” Pilot Scholarship Scheme to participate in overseas professional development activities, enhancing their professional competencies.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.) Our school is committed to implementing a comprehensive range of life-wide learning activities—including values education, intellectual development, community service, sports and arts development, and work-related experiences—so that students achieve balanced growth and rich outcomes across all learning domains. Student activities are organized into major categories such as religious, service, interest-based, sports, academic, and leadership training. There are more than 30 student activity groups, including Samuel Fellowship, Community Youth Club, Scouts, STEAM Society, Computer Society, Circle Creative Film, Heng Drama, Dance Society, Coffee Society, Arts Hub, Freehand Drawing, Athletics Society, Football Society, Basketball Society, Badminton Society, Fencing Society, Chinese Society, English Society, Mathematics Society, Science Society, Chinese History Society, Geography Society, Pioneer Leadership Training, and the Student Union. In addition, the school has introduced the Form One “Path Finder” Scheme within the regular Form One timetable. Every Friday on full school days, Form One students are given opportunities to explore and develop their potential. Through focused training provided by the “Path Finder” key learning societies, students hone their abilities, participate in public competitions or performances, and thereby gain a sense of achievement, strengthen their confidence and motivation to learn, and become more engaged in school life with an enhanced sense of belonging. The “HANG YEE SHOW TIME” fair day held during the school term and the “HANG YEE SHOW TIME” performance day at the end of the term further provide platforms for students to showcase themselves and present their learning outcomes over the past year.
School Facilities
Number of Classroom(s): 32
School Facilities: All rooms on campus are equipped with air conditioning. In addition to standard secondary school facilities, the school is also furnished with a lift, an English Café, a campus TV studio, a STEAM learning room, a computer-assisted learning room, and a flight simulation training center. In 2021, a Renewable Energy and Sustainable Development Learning Resource Center was added to advance STEM and environmental education. All classrooms and special rooms are equipped with interactive e-learning boards, computers, visualizers, intranet access, and projectors. Meanwhile, the school implements a BYOD policy across Forms One to Six, supported by campus-wide Wi-Fi, to facilitate e-learning.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
In addition to offering multiple scholarships to encourage students’ learning, our school actively nominates students for external scholarship awards. Our students have also garnered numerous distinctions in various inter-school competitions. Moreover, the school organizes study tours with different themes each year, enabling students to travel abroad for exchange and learning experiences that broaden their horizons. Destinations have included the United Kingdom, Australia, New Zealand, Japan, Seoul, Thailand, Taipei, Taichung, and Vietnam. In recent years, our students have achieved outstanding results in the Hong Kong Diploma of Secondary Education (HKDSE). In 2025, the total number of students meeting the general entrance requirements for local universities reached a new high, with many graduates being admitted to institutions such as the University of Hong Kong, the Chinese University of Hong Kong, the Hong Kong University of Science and Technology, the Hong Kong Polytechnic University, and Hong Kong Baptist University. This year, the pass rate for the four core subjects reached a new high of 95.4%. Among 15 subjects, 11 recorded pass rates well above the territory-wide average, and four subjects achieved a 100% pass rate: Biology, Tourism and Hospitality Studies, Chinese History, and Mathematics (Extended Part—Module 2). The proportion of our students meeting the minimum entrance requirements for associate degree programmes (22+222) is 78.2%, while the progression rate to local universities and Hong Kong higher education institutions this year is approximately 73.6%.
Direct Public Transportation to School
Bus: 82, 85, 780, 788, 789, 8P, 8X, 106, 106P, 118, 118P, 606; MTR: Exit in Chai Wan or Hang Fa Chuen and transit to minibus; Mini Bus:47M, 62.