



閩僑中學 Man Kiu College

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School Mission

Our school motto is "Filial Piety, Fraternity, Loyalty and Trustworthiness". We emphasize students' whole-person development and they are educated to develop a healthy personality, to love their families, and to be good citizens who are willing to contribute to the future well-being of the society, the nation and the world.

School Information

Supervisor / Chairman of School Management Committee	Mr. Chan Boon Teong			Bachelor Degree			100%		
				Master / Doctorate Degree or above			40%		
				Special Education Training			33%		
				Years of Experience (% of Teaching Staff)					
				0 - 4 Years	5 - 9 Years	>= 10 Years			
Principal (with Qualifications / Experiences)	Mr. Pang Chi Yuen (BSc [Lancaster University, U.K.], MEd [University of HK], BTh [Moore Theological College, Australia], MDiv [Lutheran Theological Seminary, HK])			13%			13%	74%	
School Type				Aided	Student Gender	Co-ed			
School Motto				Filial Piety, Fraternity, Loyalty and Trustworthiness					
Name of Sponsoring Body				Man Kiu Association Limited			Year of Commencement of Operation		1977
Area Occupied by the School				About 7000 Sq. M	Religion		Not Applicable		
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					-		
4Rs Mental Health Charter		-	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	8	
Total Number of Teachers in the School	16	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		93%
Bachelor Degree		100%
Master / Doctorate Degree or above		40%
Special Education Training		33%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
13%	13%	74%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	-
	English as the Medium of Instruction	-
	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, Mathematics, Citizenship and Social Development, Physics, Biology, Chemistry, Information and Communication Technology, Economics, Geography, Chinese History, Visual Arts, Tourism and Hospitality, P.E.
	English as the Medium of Instruction	English Language
	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	-
	English as the Medium of Instruction	-
	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, Mathematics, Citizenship and Social Development, Physics, Biology, Chemistry, Information and Communication Technology, Economics, Geography, Chinese History, Visual Arts, Tourism and Hospitality, P.E.
	English as the Medium of Instruction	English Language
	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	-	-	-	-	-	2
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$320	\$320	\$320
Parent-Teacher Association Fee	\$60					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	Specific purposes fee S.6: \$100					
Other Charges / Fees	-					

Remarks

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission
Our school will not accept discretionary places. Our school will not participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026).
Orientation Activities and Healthy Life
"Creating Tomorrow" Programme including summer courses and day camp, and an Orientation Day are exclusively tailor-made for S.1 students. We care about the healthy development of our students in physiological, psychological and social spheres. We are proceeding in the following 6 areas of development: Healthy School Policies, School's Physical Environment, School's Social Environment, Action Competencies for Healthy Living, Community Links and School Health Care and Promotion Services, for promoting a healthy school culture for Man Kiu.

School Characteristics
School Management
School's Major Concerns: 1. Help students find their unique strengths to build self-confidence. 2. Cultivate students' self-learning ability and achieve lifelong learning. 3. Establish a healthy lifestyle and enhance happiness.
School Management Organisation: We apply the principle of School-based Management which emphasizes both Autonomy and Accountability. With an efficient administrative framework as well as policies and procedures being geared to the needs of students and resources being efficiently allocated, we strive to actualize our school mission through classroom teaching, and other education-related activities.
Incorporated Management Committee / School Management Committee / Management Committee: IMC has been established on 29th June 2010.
School Green Policy: We support "Going Green" through various promotional activities, such as energy conservation, waste separation and recycling within campus grounds. Every year, we participate in Territory-wide Clean-up operations of country parks.
Learning and Teaching Plan
Whole-school Language Policy: 1. Chinese as the Medium of Instruction (CMI) is mainly applied. 2. In line with the fine-tuned MOI policy, students are streamed into different groups according to their English proficiency. We adjust curricula and develop related materials for junior forms, and help the students to have a better transition to the senior secondary curriculum. 3. To enrich the English learning environment, we display bilingual posters on campus. Also, students can learn English around campus via the English Gallery and the English Avenue. English teachers organize a number of activities including weekly "English Thursdays", "English Breakfast" in morning assembly, English Enhancement Programmes, English Week, English Day Camp, live broadcast of English programmes on campus TV and Support International Speak Programme which is led by a group of international school students, etc. 4. To enhance students' English level, except Chinese Language and Chinese History, other CMI subjects are required to incorporate English terms / phrases / vocabulary items into teaching. Besides, we encourage students to read widely in English.
Learning and Teaching Strategies: Practising our principle of "Success Education", together with other effective learning techniques, such as e-Learning, brain-based learning and assessment for learning, etc., we develop lessons with high effectiveness, high participation and high motivation to build up students' confidence through experiencing success in various learning settings and processes; and raise their study motivation to become enthusiastic learners. Our school curriculum follows the framework established by the Curriculum Development Council, and makes adjustments to cater to students' ability, need and interest.
School-based Curriculum: 1. Electives: 3X. To provide a diversified curriculum, S.4 & S.5 students may take Applied Learning subjects. 2. Curriculum highlights: a. Catering for Learner Diversity Streaming in all forms is based on students' proficiency in English, while in senior forms, students' academic performance. Each subject curriculum is adjusted according to students' abilities. Teaching strategies of Success Education, E-learning, and Assessment for Learning are adopted to provide students with a diversified curriculum and a wide range of learning activities, which further enhance students' learning effectiveness. b. Foster Language Learning Morning reading sessions are arranged on Monday, Wednesday and Friday to foster a reading atmosphere. Students can also choose one English and one Chinese reader by using the school subsidy. c. Diversified Learning Curriculum To promote an all-round development of all students, we integrate diversified learning activities into our regular class timetable. These include Moral and Civic Education, Life Guidance and Career Planning Education and a wide range of interest classes. Every week, students enjoy interest classes like English Boardgames, Balloon Sculpting course, Model Making Class, Go Interest course, Chinese and Western Cuisine, Rugby Class, and K-Pop Dance. These not only can realize students' potentials and arouse their motivation, but also inspire them to develop their generic skills and promote self-directed learning.
Major Renewed Emphases in the School Curriculum: 1. "Reading across the curriculum" has been implemented through departmental collaborations so as to integrate the contents of different subjects and to enhance student's reading skills. 2. e-Learning programme has been introduced and implemented in various subjects to promote the class interaction and self directed learning of students. 3. S.3 STEAM Project Learning has been carried out aiming at cross subject integration for student's application of knowledge and skills. 4. Generic skills and positive values & attitudes are fostered through multiple pathways, which include diversified learning curriculum, moral education activities and ECA activities etc.
Life Planning Education: 1. Implementing a school-wide, school-based Career and Life Planning Education curriculum in a vertical curriculum framework, with the aim of helping students understand themselves, identify their life goals, connect their knowledge to the workplace, and make personalized career and life planning. 2. Providing group and individual counselling services to assist and guide students to become aware of and explore their further education opportunities and career options. 3. Organizing different career and life planning related experiencing activities, such as internship/job placement programmes and trial lessons in colleges, to strengthen students' understanding of post-secondary programmes and future careers. 4. Conducting a school-wide career aptitude test scheme to assist students in making contemplation, self-reflection and wise decisions towards their interests, capabilities and aspirations. 5. Organizing career and life planning workshops with reference to students' learning diversity and individual needs. 6. Helping junior form students develop their Term-end Individual Learning Portfolio and enhance their self-reflection and self-observation accordingly. 7. Implementing a school-wide Mentorship Scheme for all students, allowing teachers to provide individualized guidance to their mentees.
Student Support
Whole School Approach to Catering for Learner Diversity: We believe: "Every student has sparkling talents. Just try harder, all students will progress to success." We dedicate ourselves to providing the best education for our students. Modifications are made in curriculum and homework policies to cater for the diverse learning needs of students. Guidance teachers, school social workers and Educational Psychologist cooperate to investigate and follow up cases, and to seek outside assistance when necessary.
Whole School Approach to Integrated Education: Our school has adopted the Whole School Approach to Integrated Education. This enables all school teaching staff, students and parents to understand and care for the students with special educational needs (SEN) in order to build a caring and inclusive school culture. The details of the implementation please refer to the column of "Others" in this school Profile.
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; and organising activities to create an inclusive learning environment in the school.
Measures to Provide Adaptation for Learning and Assessment: Examinations and Uniform Tests are held in both school terms. In addition to term tests, all subjects conduct continuous assessments.

Home-School Co-operation and School Ethos
Home-School Co-operation: Our Home-School's Mission Statement: "Caring is the motivation of success and progress - We shall join hands wholeheartedly to polish the shining points of our children, and to let every child shine."
School Ethos: We aim to create a harmonious, accepting and caring atmosphere with respect for other people in our society and around the world. We emphasize internalizing self-discipline, ethical values and positive values of life and expressing them in actions. A Dual-Class-teacher System enables teachers to care about their students with more interaction; to understand more about their students, and to help them immediately in accordance with the students' needs by both preventive and instructional measures, and to enable our students to have an all-round and unique development.
Future Development
School Development Plan: 1. Enhancing the Effectiveness of Learning and Teaching - establish study habits of the students through guiding them to take initiatives in preparing and planning for their study; - help students to strengthen their study skills through using concept maps and note-taking to organize and synthesize their learning materials; - encourage students to build up their reading skills and reading atmosphere; - using iPad to enhance self-directed learning; - continue the open lessons across subjects to strengthen teachers' teaching skills and strategies. 2. Cultivating Students' character by putting virtues in practice. - create opportunities and platforms to let students be leaders; - students can show their confidence, leadership and virtues through leading and organizing school activities; - practice virtues through serving the community. 3. Establishing Cross-subject STEAM Curriculum with school characteristics - develop students' potential in creating STEAM products through the cooperation of a variety of subjects; - a whole school approach in STEAM development can help students explore their talents in different aspects.
Teacher Professional Training and Development: Other than the 3 Staff Development Days for each year, peer lesson planning and observation, IT training courses, workshops and experience sharing meetings in and outside school are regularly held. Our teachers are active in attending various training courses and seminars offered by various organizations outside school. Open lessons were established. Teachers can enhance their teaching effectiveness through observing and discussing teaching strategies and across subjects through joining the open lessons.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.) We offer a wide variety of Life-wide Learning Activities. Every student is expected to take part in at least two cross-border study tours in their 6-year secondary school life. To further enrich students' learning experiences, we also provide them with a number of activities outside school such as visits, talks, workshops, camping, inter-school competitions and community services. There are four Houses promoting sports competitions in our school. A total number of 22 student organizations, including academic societies, interest groups, service groups and sports clubs, offer a wide range of activities. In particular, our Diversified Interest Classes, Life Technology Cub, Dance Club and Magic Marching Band are special features of our school. Every year, we organize Language Week, Academic Week, School Picnic, Christmas Party and Talent Shows. In addition to Leadership Training Camps and the Student Ambassador Scheme, we offer a Constitution and Basic Law Student Ambassadors Training Scheme to develop their leadership skills and promote community services.
School Facilities
Number of Classroom(s): 52
School Facilities: There are 26 classrooms and 26 special rooms, including a Chinese Room, an English Room, a Mathematics Room, a Dance Room, a Gymnasium, a Multimedia Learning Centre, a Computer Assisted Learning Room, STEAM Zone, a Multi-purpose Room, 4 Laboratory Rooms, 2 Music Rooms, a Design and Technology Room, a Home Economics Room, a Visual Art Room, a Campus TV Room, a Conference Room, a Student Activity Center, a Students' Corner, WeCan Zone, the School Library and the School Hall. All rooms are air-conditioned and equipped with computers, touch screens or LCD projectors, computer network, WIIFI network and public address system. We also provide disabled-friendly facilities such as an elevator, stair lifts and lavatories.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
1. We are "Student-oriented". Our "Man Kiu SuperTeens" program aims to raise our students' self-confidence, self-esteem and motivation in learning. 2. We set up "Star of Man Kiu" and "Star of Man Chung" Scholarship to encourage students to broaden their horizons and study for excellence.
The details of the implementation of the Whole School Approach to Integrated Education are as follows: Our school has adopted the Whole School Approach to Integrated Education. This enables all school teaching staff, students and parents to understand and care for the students with special education needs (SEN) in order to build a caring and inclusive school culture. To provide support for students with SEN, our school has obtained a Learning Support Grant from the Education Bureau (EDB) and has established a student support team. The core members of the student support team include the Special Education Needs Coordinator, the Perfect of Studies, the Guidance Master and the Language teachers. This student support team has been set up to effectively allocate and utilize manpower and resources, meanwhile, collaborating and interacting with different stake holders such as parents, teachers, social workers and educational professionals etc. In addition, the school has employed a student counsellor to specifically take care of SEN students. To cater for the needs of students with SEN, our school provides appropriate support. Specific measures comprise early detection, the interface between Primary and Secondary levels, learning adaptation (including curriculum, teaching, homework, examinations, and assessment accommodation), professional therapies (such as language therapy services), and running of groups of learning life planning and social skills. Diversified and inclusive activities are also organized to meet the needs of the SEN students. The teacher-in-charge of SEN students adapts suitable curriculum for Tier-3 students (students with more severe learning difficulties) and follows up their individual education plans (IEP). Our school has developed a mechanism for soliciting parents views and holding discussions on students' progress. We are also in line with the teacher professional development plan of the EDB by actively encouraging and assigning teachers to attend courses related to integrated education in order to provide support for students with SEN.
Direct Public Transportation to School
Buses: 23B, 25, 25A, 27, 41A, 85, 85A, 85P, 108; Minibuses: 25, 49M.