



明愛元朗陳震夏中學
Caritas Yuen Long Chan Chun Ha Secondary School

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School Mission

Based on the Christian Values and the spirit of Caritas, dedication to "Service in the love of God", the school provides all round and diversified education to students of different abilities and aptitudes.

School Information

Supervisor / Chairman of School Management Committee	Mr Siu Sze Chuen John			Bachelor Degree		99%	
				Master / Doctorate Degree or above		59%	
Principal (with Qualifications / Experiences)	Ms Au Yeung Lai King (Master)			Special Education Training		39%	
				Years of Experience (% of Teaching Staff)			
				0 - 4 Years	5 - 9 Years	>= 10 Years	
School Type	Aided	Student Gender	Co-ed	28%	10%	62%	
School Motto	Revere God, Love Man, Be Honest, Diligent and Sincere						
Name of Sponsoring Body	Caritas - Hong Kong			Year of Commencement of Operation		1988	
Area Occupied by the School	About 5600 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				-	
4Rs Mental Health Charter		-	Whole School Health Programme		Pledged School		

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Integrated Science (S.1-S.2), Physics (S.3), Chemistry (S.3), Biology (S.3), Computer Literacy, Citizenship, Economics and Society (S.1), Geography, History, Chinese History, Ethics and Religious Studies, Music, Physical Education, Visual Arts, Creative Technology (S.1-S.2), Putonghua (S.2-S.3)
	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, Mathematics, Mathematics Extended Part-Module 1 (Calculus and Statistics), Citizenship and Social Development, Physics, Chemistry, Biology, Chinese History, Geography, History (S.4-S.5), Tourism and Hospitality (S.6), Economics, Business, Accounting and Financial Studies, Information & Communication Technology, Visual Arts, Physical Education (HKDSE) (S.4-S.5), Automobile Technology in Practice, Diploma of Health Care (S.4-S.5), Fundamental Cosmetology (S.4), Ethics and Religious Studies, Physical Education
	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	Chinese Language, Mathematics, Integrated Science (S.1-S.2), Physics(S.3), Chemistry (S.3), Biology (S.3), Computer Literacy, Citizenship, Economics and Society, Geography, History, Chinese History, Ethics and Religious Studies, Music, Physical Education, Visual Arts, Creative Technology (S.1-S.2), Putonghua (S.2-S.3)
	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, Mathematics, Mathematics Extended Part-Module 1 (Calculus and Statistics), Citizenship and Social Development, Physics, Chemistry, Biology, Chinese History, Geography, History, Economics, Business, Accounting and Financial Studies, Information & Communication Technology, Visual Arts, Physical Education (HKDSE), Automobile Technology in Practice, Diploma of Health Care, Fundamental Cosmetology (S.4-S.5), Ethics and Religious Studies, Physical Education
	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	4	4	4	4	5	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	\$30					
Approved Charges for Non-standard Items	\$350					
Other Charges / Fees	-					

Remarks

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). S.1 admission criteria: Academic Results (40%), Conduct and attitude (30%), Interview Performance (20%), Extra-curricular Activities (10%). All primary school leavers, including new comers from other countries, are welcome to apply to our school.
Orientation Activities and Healthy Life
A summer Orientation Program is provided for all S.1 new comers immediately after registration. It provides new S.1 students a chance to experience secondary school life. At the same time, all activities will help new students adapt to the school environment and facilities at an earlier stage. Parents are invited to take part in some of the activities to enhance communication with our teachers. S.1 Parents' Day is arranged to let parents know more about our school, while the school can get to know more about their concerns, expectation and children's needs. Our school emphasises supporting students in developing healthy and positive values, thus there is a focus on progressing our Life Education subject. Topics include teaching self love, self worth and gratitude; to value life, equality and honesty; and to care for communities. We use teachers' experience to influence behaviour, and to convey the message of love through classroom teaching and non-classroom activities including morning assemblies. The school will also liaise with sponsoring organisations to create activities to develop students' positive approach to life and values, so that students can recognize and understand the real meaning of life.

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School Characteristics
School Management
School's Major Concerns: 1. Let learning take root and consolidate. Enabling students to soar with ambitions. 2. Be proud of yourself, make the school your home, and share happiness.
School Management Organisation: The school is managed by the Incorporated Management Committee and School Administrative Committee. The school administration is divided into twelve domains. They are School Development, General Affairs, Academic, Counseling, Discipline, Guidance, Career and Guidance, Information Technology, Student Affairs, Religious and Moral Education, Student Activities, Promotional Group. We emphasize two-way communication and open participation. We also encourage parents and students to voice their views in order to enhance the school development.
Incorporated Management Committee / School Management Committee / Management Committee: The school supervisor is the chairman of the Incorporated Management Committee, and a total of 15 committee members including the principal, parent managers, teacher Managers, alumni manager and an independent manager. They are responsible for supervising and rendering guidance on school development.
School Green Policy: Our green school policy is to enhance student awareness of the campus environment through programs like Reduce & Recycle. Waste separation, Recycling and Energy Conservation activities aim to help students make “green” changes to their lives. Posters on waste reduction, recycling and saving electricity are posted around the school campus. We aim at creating environmental awareness among students and staff.
Learning and Teaching Plan
Whole-school Language Policy: Our school adopts mother-tongue teaching to help students build a solid foundation and enhance their thinking and expression skills. At the same time, we strengthen students' exposure to English. In addition to regular English lessons, we have conversation sessions with our Native-speaking English Teachers (NETs) and organize various English learning activities to create an ideal English-learning environment. In the Chinese Language subject at the junior secondary level, we integrate picture books and thematic teaching to enhance students' interest in reading. Complemented by diverse assignments and activities, we enable students to learn confidently in a joyful environment, aiming to make them proficient in both Chinese and English.
Learning and Teaching Strategies: We put emphasis on building learning habits and a ‘Lower Starting Point; Smaller Chucks; More Activities; Quicker Feedback’ strategy in junior forms. This strategy aims to build a solid foundation and to secure a smoother transition to the challenging Senior Secondary curriculum. Students are encouraged to play an active role in classroom learning, e-learning, extensive reading and “Other Learning Experiences” (OLE). The school also puts emphasis on catering for learning diversity. Teachers design levelled worksheets, learning activities, homework and assessments. Teachers will adopt different teaching strategies to make the classroom more interactive and interesting. In junior forms, teachers set differentiated papers to assess students more appropriately. All these strategies aim to promote teaching and learning effectiveness. To cater for learning diversity, we provide a broad senior secondary curriculum to allow students to choose subjects that suit their learning diversities, abilities and interests. To develop students' self-learning abilities, our school has Community-based Projects, after-school learning support for junior form students, and after-school and holiday tutorials for senior form students, to ensure students' continuous learning beyond school hours.
School-based Curriculum: 1. Electives: 2X and 3X. Curriculum Structure and Senior Secondary Electives: The junior secondary curriculum is broad and balanced, covering languages, mathematics, science, computer studies, technology, humanities, arts, music, and physical education. At the senior secondary level, students can choose three elective subjects from a pool of 15 according to their interests and abilities. These electives span various domains, including the arts, sciences, business, technology, and physical and artistic development, catering to their pathways for further studies and personal aspirations. 2. Curriculum highlights: (1) School-based AI Literacy and Application: Keeping pace with educational trends, we have integrated AI education into our school-based curriculum to cultivate students' information discernment and ethical awareness. We also provide practical scenarios (such as revision planning, writing assistance, data analysis, and an introduction to coding) to empower students to use AI as effective learning partners. (2) Guidance for Further Studies: Through the analysis of HKDSE data coupled with target-setting interviews, we assist students in establishing clear pathways for their further studies. This is complemented by institutional talks, a mentorship programme, and university visits.
Major Renewed Emphases in the School Curriculum: To promote holistic education and provide students with more balanced development, our school is committed to implementing various key initiatives. In terms of class structure, we have allocated resources to increase the number of teachers and expand classes, thereby facilitating small class teaching. To cultivate students' competencies and enhance learning, we organize a "Diverse Learning Week" that offers a range of local and overseas learning activities for students of all grades, further extending and applying classroom knowledge to enrich their learning experiences. We also prioritize the professional development of teachers, actively encouraging them to conduct teaching research and open classes. Through academic research and mutual observation, we aim to introduce new teaching methods and improve teaching and learning effectiveness. Regarding student growth, the school actively encourages participation in uniformed groups to develop students' resilience and positive spirit. We also introduce various positive education programs, arranging a series of positive education activities for all first-year students to lay a foundation for positive character development.
Life Planning Education: The career planning activities in our school consist of four main components: "Understanding personal interests, abilities, values, and life goals," "Industry exploration," "Preparing for the transition from secondary school to the next stage of life (higher education/employment)," and "Individual counseling for academic and career goals." These activities are conducted throughout all levels of the school, with the participation of the all student. Through these activities, students will gain knowledge and understanding of their vocational inclinations, interests, and abilities, enabling them to set goals for their career planning early on. They will strive towards these goals throughout their secondary school years, enhancing their adaptability in society and their chances of pursuing higher education. Our school also collaborates with various organizations to provide workplace experiential activities, promoting holistic student development.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. The design of curriculum is to cater for learner diversity. Differentiated worksheets and exam papers for junior form students address students' learning progress and assess their performance more accurately, help students build confidence and strength in learning. Additional counselors and social workers have been employed to provide professional support to students and parents. 2. Differentiated materials of 3 levels are designed for catering students learning diversity in each subject. Curriculum level: Tailored curriculum and differentiated worksheets Lessons level: The use of various questioning skills and a great variety of teaching strategies such as co-operative learning in groups Assessment level: Differentiated examination papers
Whole School Approach to Integrated Education: Student support team has been established for holistic coverage of students with special educational needs. The member includes Special Educational Needs Coordinator, Special Educational Needs Support teachers, social workers and counsellors. To enhance the effectiveness of Integrated Education, frequent and regular professional meetings will be conducted with educational psychologist. Teachers are encouraged to receive relevant training in special education so as to enhance the professional capacity of teaching force. With the support of the Learning Support Grant and other school funding, our school has a “360-degree student support scheme” which provides one specialist staff (social worker / counselor, teacher) for each SEN students. Different activities are also provided for SEN students to cater their academic and personal growth, including: 1) Personal Growth Education lesson 2) Training group 3) Interest group
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.
Measures to Provide Adaptation for Learning and Assessment: 1. Continuous Assessment and Teaching Adjustments: There is one examination in each of the two school terms per academic year. Daily assessments, quizzes, and assignments are administered based on the principle of being "low-stakes, small in scope, frequent, and accompanied by prompt feedback" to track learning performance in a timely manner. The curriculum and assessments are adjusted in tandem, and teaching is adapted according to student ability and progress. The focus is on providing remedial support and enhancements to help students steadily improve their learning effectiveness. 2. Examination Accommodations and Individual Adjustments: For students who require learning support, special arrangements such as language accommodations, extra time allowances, enlarged papers, screen readers, and speech-to-text software are provided. Furthermore, upon the recommendations of teachers and parents, students may use adapted assessment papers to demonstrate their true abilities in an appropriate setting.

Home-School Co-operation and School Ethos
Home-School Co-operation: Parents are undoubtedly partners of the school. To fulfil the goal of nurturing students, both the school and parents have been working closely to maintain a good rapport. An important initiative to let us know more about the needs of our students is paying home visits. The Parent-Teacher Association of the school has always been supportive of the school's development. It strives to promote bilateral communication between parents and the school. It provides the school with a reliable feedback mechanism in policy making and liaison, and developing a communication network for parents. To acknowledge students' accomplishments, various scholarships are offered by the PTA every year.
School Ethos: Our school puts enormous emphasis on our students' moral development. We are especially concerned with merging the professionalism of discipline and counseling as a means to develop both our students' psyche and physique. In order to fulfill this vision, there are programmes for character building. Moreover, there is a comprehensive syllabus on moral education to cultivate in our students a wholesome character, a sense of collaboration, and to be both civic-minded and environmentally conscious. Under the "Character Building Plan", every student is taken care of by the Form Master in order to cultivate a positive outlook towards life, and a sense of perseverance and responsibility. Teachers will follow up on students with individual needs and assist them in building self-respect, confidence and self-reliance.
Future Development
School Development Plan: 1. Offer scholarships and award schemes to recognize students' achievements. 2. Senior form students are encouraged to set their personal goals in learning, supported by classroom learning and after-school tutorial classes, to enhance their academic performances. 3. To suit students' learning abilities and interests, other extra-curricular learning experiences and training courses have been organized to provide more choice. 4. Deploy additional resources to after-school learning support programmes to better prepare students for public examinations. 5. Different paths for further education and career prospects for students are explored, such as taking post-secondary courses in Hong Kong, Mainland and Taiwan. 6. Students are encouraged to take part in activities and competitions held outside school. This sustained effort is meant to extend students' horizons and enrich their learning experience, which in turn raises their confidence. 7. Through voluntary services in the local community, students learn to care and share. They also understand why it is more blessed to give than to receive. 8. Promote students to participate in exchange programmes both within Mainland and around the world, allowing students to broaden their horizons, experience the development and achievements of Mainland in different fields.
Teacher Professional Training and Development: Our teachers take the initiative to join professional development courses, both school-based and those held by the Education Bureau or other institutions, to enhance teaching effectiveness and cater for the learning needs of our students.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Students are strongly encouraged to join ECA, which would in turn help build their confidence in classroom learning. A wide variety of activities are available in our school, ranging from academic societies to sports teams, uniform groups, choir, different interest groups and clubs. Through their active participation in activities, students' self-esteem, perseverance and organizational skills can be well developed. The school also encourages students to learn outside the classroom. Cross-curricular and life-wide learning activities are scheduled throughout the year to help broaden students' learning experiences. A Students' Activities Subsidies Scheme is available to help those in need to participate in extra-curricular activities. In addition to those activities, the school organizes study tours for students. The study tours emphasize experiential learning and offer both group and self-directed activities that enable students to explore new territories, cultures and people, to broaden their horizons and to develop their potential and confidence.
School Facilities
Number of Classroom(s): 29
School Facilities: The whole school is well equipped with air-conditioning, video projection and network systems. The special rooms include the Campus TV, CYS Talent Corner, ITLC cum Makers Common, English Corner, Music Room, Visual Arts Room, Gym Room, Technology Education Workshop, Automobile Technology Workshop, Integrated Science Laboratory, Physics Laboratory, Biology Laboratory, Chemistry Laboratory, Library, prayer room, school hall, small hall, 3 basketball courts, a covered playground, an aquarium and a rooftop garden. We provide 100 tablets for students' use, and there is a TV set for delivering information to students. Next to the garden, a newly prefabricated house has been set up as the head office of the Students' Association. On the rooftop of the school building, there is a weather monitoring station and solar panels which are operated by our students.
Facility(ies) for Supporting Students with Special Educational Needs: CYS Talent Corner, screen reader, speech-to-text software, electronic dart machine.
Others
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Direct Public Transportation to School
Our school is located at Yuen Long town centre, easily accessible by buses, minibuses, Light Rail and West Rail Line.