



**寶覺中學**  
**Po Kok Secondary School**

9 Choi Ming Street, Choi Ming Court NT

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**School Mission**

1. We aim to help students to explore the Buddha's spirit of "Benevolence and Fraternity".
2. We aim to cultivate students' independent thinking skills and creativity so that students can pursue life-long learning.
3. We aim to provide student-centred education, focusing on Wuzi jiaoyu ("Five-self" education), which includes establishing self-esteem, developing students' self-confidence and self-evaluation ability, enhancing self-discipline and self-learning abilities.

**School Information**

Supervisor / Chairman of School Management Committee	Ven. Sik Yen Tsun		
Principal (with Qualifications / Experiences)	Ms. Chan Shuk Man (B.A., Dip. Ed., M.Phil.)		
School Type	Aided	Student Gender	Co-ed
School Motto	Benevolence and Fraternity		
Name of Sponsoring Body	Tung Lin Kok Yuen		
Area Occupied by the School	About 6698 Sq. M	Religion	Buddhism
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	60
Total Number of Teachers in the School	65
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	88%
Bachelor Degree	100%
Master / Doctorate Degree or above	43%
Special Education Training	59%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	20%
5 - 9 Years	17%
>= 10 Years	63%

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

S.1 - S.3	Chinese as the Medium of Instruction	Buddhist Studies, Chinese Language, Putonghua, Citizenship, Economics and Society, Computer Literacy, Integrated Science (S.3 Biology Module), Chinese History, History, Geography, Home Economics (S.1 and S.2), Design and Technology (S.1 and S.2), STEAM (S.3), Music, 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, Integrated Science (S.1, S.2, S.3 Physics and Chemistry Module)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese History, History, Geography, Biology, Information and Communication Technology, Economics, Business, Accounting and Financial Studies, Visual Arts, Travel and Hospitality Studies, Physical Education, Health Management and Social Care.
	English as the Medium of Instruction	English Language, Physics, Chemistry, Mathematics (Extended Module 2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics

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

S.1 - S.3	Chinese as the Medium of Instruction	Buddhist Studies, Chinese Language, Putonghua, Citizenship, Economics and Society, Computer Literacy, Integrated Science (S.3 Biology Module), Chinese History, History, Geography, Home Economics (S.1 and S.2), Design and Technology (S.1 and S.2), STEAM (S.3), Music, 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, Integrated Science (S.1, S.2, S.3 Physics and Chemistry Module)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese History, History, Geography, Biology, Information and Communication Technology, Economics, Business, Accounting and Financial Studies, Visual Arts, Travel and Hospitality Studies, Physical Education, Health Management and Social Care
	English as the Medium of Instruction	English Language, Physics, Chemistry, Mathematics (Extended Module 2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics

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

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$40					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

## Remarks

Other subjects, such as Buddhism and Life, Zen Photography, STEAM, Life Planning, Morning Reading, along with activities in assemblies and Guidance periods provide students with comprehensive and quality learning experiences.

## 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). Admission through discretionary places is based on applicants' academic results (65%), conduct grades and performance in interview (30%), extra-curricular activities and other abilities (5%).

### Orientation Activities and Healthy Life

1. During the summer holidays, an orientation program is organized for S.1 students, which includes a bridging course, discipline training, and life education.
2. The S.1 Parents' Night at the beginning of the semester allows parents to gain a better understanding of how their children are adjusting to the new school environment.
3. Our school places a strong emphasis on athletic and artistic activities, aiming to develop a healthy, well-rounded, and multi-dimensional character in our students.
4. Join the Education Bureau's "4Rs Mental Health Charter" and implement the various measures outlined in the charter to promote student mental health.
5. Recognized by the Department of Health's "Whole School Health Programme" as an "Action School".
6. Our school encourages a healthy eating habit. The tuck shop and lunch provider offer a wide selection of food promoting healthy and balanced diet, with meat and vegetarian options for students to choose from. The school has successfully obtained a grant from the Environmental and Conservation Fund to refurbish the school tuck shop. This will enable us to serve hot lunch meals on site, dramatically cutting down the amount of kitchen waste and helping us to do our bit for the environment.

<b>School Characteristics</b>
<b>School Management</b>
<b>School's Major Concerns:</b> Our school aims to provide student-centred education, focusing on Wuzi jiaoyu ("Five-self" education), which includes establishing self-esteem, developing students' self-confidence and self-evaluation ability, enhancing self-discipline and self-learning abilities.
<b>School Management Organisation:</b> 1. The Principal leads the school and oversees the Administrative Committee, School Development and Self-Evaluation Committee and Finance Committee. She also delegates authority and duties to panel heads and committee leaders. 2. Our vice-principals and assistant principals are responsible for various areas, such as teaching and learning, student development, resource management, and the National Security Education Committee. All staff members are stakeholders in deciding school policies by providing their valuable suggestions in various meetings.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Our school is among the first batch of schools to be managed by an Incorporated Management Committee. The members include professionals in different fields, parents, alumni and teachers. They are responsible for guiding and supervising the development of our school.
<b>School Green Policy:</b> 1. We integrate conservation efforts into our daily operation and spread the message of environmental protection to our teachers and students through various channels. 2. A lot of activities, such as 'Earth Hour', 'No Air Con Day' and 'No Plastic Bottle Day' are organized annually to raise students' awareness about saving energy and environmental protection.
<b>Learning and Teaching Plan</b>
<b>Whole-school Language Policy:</b> Bilingual education is adopted in junior secondary. English is used as the medium of instruction in some classes in Mathematics and Science in junior forms. The medium of instruction used in senior classes is in contingent on the language ability and the curriculum needs of the students.
<b>Learning and Teaching Strategies:</b> 1. Our curriculum is designed to foster students' self-regulated learning abilities and enhance their analytical skills. 2. A wide range of activities is organised so that students can consolidate and apply their knowledge. Activity days are organised every year in which different types of life-wide learning activities can be conducted. 3. Our school adopts the 'Bring Your Own Device'(BYOD) policy with a view to boosting students information literacy and self-regulated learning.
<b>School-based Curriculum:</b> 1. Electives: 2X and 3X. Students can take Mathematics Extended Part (Module 2) or Applied Learning courses as Elective 3. 2. Curriculum highlights: Our school has launched curriculum reform to keep pace with the latest educational developments. We have developed a series of school-based curriculums, including Buddhism and Life, STEAM, Zen Photography and Historical Treasures in Po Kok.
<b>Major Renewed Emphases in the School Curriculum:</b> 1. Implement a cross-curricular reading programme to teach students reading strategies. In the light of nurturing students' reading habits, our school has reading lessons and a reading awards scheme. We also organize authors' talks, new book exhibitions, and book recommendations. 2. The setting up of the intranet, Google Classroom, etc. enables students to use Information Technology for interactive learning. 3. Project learning is conducted in a whole school approach. Students can develop their generic skills by inquiry-based learning. 4. We attach great importance to students' moral development. Students are instilled with positive values and attitudes through assemblies, Guidance periods, and the subject "Buddhism and Life".
<b>Life Planning Education:</b> 1. Our school provides life planning education through a whole-school approach involving the Career Guidance Team and class teachers. It is delivered in different modes in assemblies, Guidance periods, Life Planning lessons and on Activity Days to cater to the needs of different year groups. 2. S.1 and S.2 students focus on understanding their personal interests, characters, and abilities, in order to encourage them to set goals. Whereas S.3 students are instilled with a positive perspective on life, values and work attitude. We provide personal guidance for every S.3 students under a whole-school approach, which empowers them to make informed and responsible choices with respect to their studies and other aspects of life. 3. Life Planning Lessons are incorporated in the senior form curricula, comprising of 4 different domains. Introducing the concepts of life planning provides a solid grounding for students. Sharing job experiences by our alumni from different fields certainly broadens our students' minds. Moreover, learning about possible paths of further studies enables our students to consider their tertiary education and career options from a wider perspective. Finally, through visits and excursions, students have a clearer understanding of the workplace and educational institutes. Being equipped with the theory and practice, students are expected to work out a comprehensive plan for their future development.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. 37 teachers have received training in integrated education. 2. Training programmes for "inclusion instructors" and related activities are organized to build a caring environment.
<b>Whole School Approach to Integrated Education:</b> To offer full support to special educational needs (SEN) students, the 'Whole School Approach' has been adopted. The Student Support Team, including Special Educational Needs Coordinator (SENCO), Special Educational Needs Support Teachers (SENST), School Social Worker, Student Counsellor, Educational Psychologist and Speech Therapist, organize regular Individual Education Plans (IEP) and have case meetings with teachers, parents and students so as to devise feasible support programmes, teaching adaptations, and assessment arrangements for students with SEN.  Our school has successfully applied for 'The refined School-based Educational Psychology Service'. The Educational Psychologist (EP) will pay regular visits to our school for 30 days, providing case follow-up and intervention services to students and implementing prevention measures at school. At the same time, the Learning Support Fund provided by the EDB not only allows our school to recruit more teaching staff, such as teaching assistants, teachers and student counsellors, but also purchase appropriate professional services from other organisations in a view to strengthening the support given to students with SEN in different areas, like curriculum adaptation, learning strategies, peer support and after-school tutorials. Our school is also devoted to cultivating the culture of Integrated Education, boosting students' learning effectiveness and helping them to respect individual differences as well as integrating them into school life.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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; and organising activities to create an inclusive learning environment in the school.
<b>Measures to Provide Adaptation for Learning and Assessment:</b> 1. Continuous assessment (including class performance, homework, project, tests and exams) is used to evaluate students' performance at school. 2. Two formal tests and examinations are conducted each year to evaluate students' eligibility for promotion.

## Home-School Co-operation and School Ethos

### Home-School Co-operation:

1. Our school values the contribution of the Parent-Teacher Association. Through home-school cooperation, we expect to exchange views with parents, expand the parent network and collect their opinions for reference regarding the school's development.
2. School activities such as the S.1 Parents' Day, S.1 Parents' Night, and Parents' Day effectively promote cooperation and communication between parents and the school. Together we work towards the students' well-being and the community's benefit.
3. Make Sunshine Calls to strengthen home-school communication and affirm students' efforts.

### School Ethos:

1. We attach great importance to students' moral development. The Wuzi jiaoyu ("Five-self" education), which includes establishing self-esteem, developing students' self-confidence and self-evaluation ability, enhancing self-discipline and self-learning abilities, foster a simple and caring ethos on our campus. This concerted effort is acknowledged by parents and the community.
2. The Discipline Committee, Counseling Committee, Moral and Civic Education Committee and the Extra-curricular Activities Committee have organized various leadership training courses and award schemes to promote moral education.
3. To promote invitational education and cultivate a growth mindset in students, enhancing their sense of belonging and confidence.
4. Implement peer counseling and mentoring programme to strengthen interpersonal connections and foster a warm and caring school environment.

### Future Development

#### School Development Plan:

Major concerns of the current school year:

1. Cultivate students into self-regulated learners who are eager to reflect and skilled at employing effective strategies.
2. Foster a growth mindset in students, encouraging them to embrace challenges and persevere.

#### Teacher Professional Training and Development:

1. Our school has participated in the Self-regulated Learning Schools Charter organized by The Hong Kong Association of the Heads of Secondary Schools, in order to enhance the effectiveness of teaching.
2. To develop a professional learning community actively. Besides regular peer observations, co-planning meetings and educational research, open lessons are organized every year so that teachers can share their methodologies with other colleagues from different schools.
3. A mentor system is implemented to help new teachers facilitate their teaching and classroom management.

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

We provide various extra-curricular activities covering four aspects, such as academic activities, sports & art, interests as well as social services, with a view to developing well-rounded students. Each student is required to enroll in one activity related to art, sports and social services.

### School Facilities

#### Number of Classroom(s): 30

#### School Facilities:

1. Adopting the Year 2000 design, our school is equipped with 30 classrooms, 5 laboratories, special rooms, 2 computer rooms, a library, a multi-purpose activity centre, a Chinese room, an English room, a Mathematics room, a School History room, a Meditation room, a Counselling room, 2 Social workers' rooms, a Student Union room, a School Hall, Campus TV, Cultural Square and playgrounds.
2. Taking students' personal growth as well as school-based curriculum planning and development into account, our school has built a roomy auditorium which can accommodate over 100 people and a fitness centre equipped with advanced facilities. With the multi-purpose learning centre and WiFi network, an effective teaching and learning environment has been created at Po Kok.

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

Ramp, Accessible lift, Accessible toilet, tactile guide path and accessible public information / service counter.

### Others

1. Our school achieved outstanding results in the 2025 HKDSE, with 11 subjects boasting a pass rate higher than the territory-wide average. Among these, five subjects achieved a perfect 100% pass rate. The distinction rate for Business, Accounting and Financial Studies reached 61.5%, while History achieved an exceptional 100% distinction rate, both significantly higher than the Hong Kong average.
2. Our students have won numerous inter-school competitions, with both the boys' and girls' basketball teams advancing to Division 1. Last year, the senior boys' team secured third place in the Division A competition, reached the semi-finals of the "2024-2025 NIKE Jing Ying Basketball Tournament," and won the "Zurich Insurance Hong Kong Inter-school 3x3 Basketball Challenge" in the boys' category. Additionally, our students have achieved outstanding results in karate, the Hong Kong Schools Speech Festival, and various music and drama competitions.
3. The mission of the school is to motivate students to be actively engaged in language learning. Those who excel in their academic work with good conduct are rewarded, as they can participate in overseas Chinese and English study tours which are fully funded by our sponsoring body, Tung Lin Kok Yuen.

#### Direct Public Transportation to School

1. Bus route: 792M, 796C, 796S, 796X;
2. MTR: Tiu Keng Leng Station Exit A1.