



仁濟醫院第二中學
Yan Chai Hospital No. 2 Secondary School

Standard Secondary School Area 31 NT

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School Mission

To revere benevolence and to serve the world

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	66	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	86%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	52%	
Special Education Training	80%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
29%	6%	65%

School Information

Supervisor / Chairman of School Management Committee	Supervisor Chen Chou Mei Mei, Vivien		
Principal (with Qualifications / Experiences)	Principal Chung Wai Shing (BA, M.Phil)		
School Type	Aided	Student Gender	Co-ed
School Motto	To revere benevolence and to serve the world		
Name of Sponsoring Body	Yan Chai Hospital		Year of Commencement of Operation
Area Occupied by the School	About 6580 Sq. M	Religion	Not Applicable
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	100%
4Rs Mental Health Charter	Yes	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*, Science*, History*, Geography*, Chinese History, Computer Studies & Information Technology*, Putonghua, Visual Arts*, Music*, Physical Education*, Innovation & Technology*, Home Economics*, Citizenship, Economics and Society (S.1-S.2)*, Moral, Civic and National Education
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics*, Science*, Other Languages (Japanese) - Elective
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, Health Management & Social Care, Information & Communication Technology, Business, Accounting & Financial Studies, Chinese History, History, Economics, Visual Arts, Physics, Chemistry, Biology, Geography, Chinese Literature, Tourism and Hospitality Studies, Certificate in Applied Learning (Vocational English), Physical Education, Moral, Civic and National Education, Math Extended Part Module 2
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Other Languages (Japanese) - Elective

* 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*, Science*, History*, Geography*, Chinese History, Computer Studies & Information Technology*, Putonghua, Visual Arts*, Music*, Physical Education*, Innovation & Technology*, Home Economics*, Citizenship, Economics and Society (S.1-S.2)*, Moral, Civic and National Education
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics*, Science*, Other Languages (Japanese) - Elective
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, Health Management & Social Care, Information & Communication Technology, Business, Accounting & Financial Studies, Chinese History, History, Economics, Visual Arts, Physics, Chemistry, Biology, Geography, Chinese Literature, Tourism and Hospitality Studies, Certificate in Applied Learning (Vocational English), Physical Education, Certificate in Applied Learning (Vocational English), Moral, Civic and National Education, Math Extended Part Module 2
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Other Languages (Japanese) - Elective

* Subjects with extended learning activities (ELA) in English

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	-	-	-	\$300	\$300	\$300
Parent-Teacher Association Fee	\$20					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	Student Card Fee (Junior Form/ Senior Form): \$13					

Remarks

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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).

Academic results (50%), conduct and attitude (20%), Other learning experience (20%) (including social services, extra-curricular activities, awards) and performance in interview (10%).

Orientation Activities and Healthy Life

- Multiple Intelligences: A two-phase bridging programme covering basic knowledge (Chi., Eng. and Maths), third language, e-learning and literacy.
- Healthy growth: Our school attaches great importance to the healthy growth of students' body and mind, and has established the "One School, Three Social Workers" policy at its own expense to provide comprehensive support for students to face the challenges of growth.

School Characteristics
School Management
School's Major Concerns: The 2024-27 School Development Objectives are set as follows: (1) Cultivate Awareness of Proactive Learning; (2) Promote Professional Development of Teachers; and (3) Create a Positive and Healthy Campus Culture.
School Management Organisation: 1. Participation of key stakeholders: Teachers' group review meetings are held annually, and representatives of the Alumni Association, the Student Union and the PTA are invited. 2. Our school is devoted to introducing the mechanism of External School Review to promote quality improvement.
Incorporated Management Committee / School Management Committee / Management Committee: Our school is one of the first schools to set up an incorporated management committee. Its members are composed of six categories of people.
School Green Policy: There is a green rooftop and an eco-friendly flower garden, and Chinese herbs are planted on all floors to cultivate the concept of environmental protection in all aspects through different disciplinary programmes.
Learning and Teaching Plan
Whole-school Language Policy: 1. Overseas Sister Schools: Through international education links, students can enjoy foreign language learning opportunities in Japan, New Zealand, and Germany. 2. International exchange students: Exchange of overseas exchange students from Italy, Japan and Russia to create the language learning atmosphere on campus. 3. Teaching in English: English is used as the medium of instruction for Mathematics and Science in some classes at junior secondary level, with additional lesson time to enhance students' confidence and adaptability. 4. Comprehensive Language Learning Context: Our school employs additional NET at our own expense and organises a series of cross-curricular English programmes in all subjects, integrating English into fun activities, including English equestrianism, football, Western calligraphy, air rifle, etc. 5. Introduction of International English Examinations: Subsidies are provided for all students to sit for TOEFL Junior and TOEIC. Most of the English learning activities are offered to all students on a free-of-charge basis. 6. Third Language: With more than 10 years of experience in organising 'Japanese language' programme for junior and senior secondary students, the programme aims to develop students' awareness and ability to communicate with the world's advanced economy.
Learning and Teaching Strategies: All of our academic activities are planned according to the five principles: 1. Practice-based: Creating opportunities to put knowledge into practice and creating profound learning experiences. 2. Student-centredness: To examine academic difficulties from the students' perspective and to plan quality learning. 3. Universal access: Design all-round learning activities at different ability levels and accessible to all. 4. Quality resources: No expense has been spared; universities and professional bodies have been brought together to bring innovation into the curriculum. 5. Global Perspective: The curriculum is designed with reference to the international advanced level, with the country in mind and the world in view.
School-based Curriculum: 1. Electives: 2X and 3X. (1) Wide range of subjects: Nearly all the subjects required for post-secondary education are available, and 16 elective subjects are offered at senior level, which are more than those offered in other schools, including Chinese Literature, Japanese Language, and Health Management and Social Care. (2) Professional partners: To deepen subject knowledge through cooperation with professional organisations and individuals. 2. Curriculum highlights: (1) Offer all subjects that are required for further studies in traditional tertiary institutions and universities. (2) Innovation and Technology in junior forms to prepare students for the new economic era. (3) Through the cultivation of artistic attainments, students are shaped to be irreplaceable by technology.
Major Renewed Emphases in the School Curriculum: 1. Flexible integration of knowledge from different subjects through a cross-curricular approach. Knowledge is broadened and deepened appropriately. The Education Bureau has produced a programme for the Science Week in our schools and publicly promoted the experience gained from the Science Week. 2. Our underwater robotic archaeology project, which integrates the knowledge of six HKDSE subjects, has been invited by the Maritime Museum for sharing. In the new academic year, we have purchased professional grade robotic dogs to further deepen the topics of different subjects. 3. Introduction of the HKEAA's Data-driven Assessment Enhancement Programme to understand students' learning needs and enhance the effectiveness of senior secondary examination questions with the help of the Assessment Quality Assurance Platform assessment data.
Life Planning Education: 1. Role Models: Our proposal 'Life Story Gallery' has successfully applied for QEF. 20 outstanding alumni have been interviewed with an aim to set up role models for our students, including Ng Cheuk Kwong (PhD in Physics from HKU, one of the first batch of gifted students cultivated by our school), Wan Yuk Fai (medical data expert in Oxford) and Yeung Shing Hin (the first student to obtain 5* s in both Chinese and English DSE exams). 2. Enriching travelling experience: We plan overseas exchanges with different learning themes, including Shanghai (Shanghai Jiao Tong University), New Zealand (English-speaking sister school), Dunhuang (Chinese history and Virtual arts), Xinjiang (Physical education), Japan (Nagoya University Affiliated Upper and Lower Secondary Schools) and Singapore (National University of Singapore). 3. Visits to corporations: Visits to well-known Chinese and foreign corporations to learn about professional work on-site.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Our school has obtained a passing rate of 100% in the Foundation Course for Teachers in Gifted Education and over 60% of our teachers have completed the special learning needs courses. 2. Major subjects are taught in groups according to students' abilities and Homework Guidance Classes are provided in junior forms. 3. Organises elite classes to provide additional resources for the training of gifted students. Our Learning Support Team is directly led by the Vice-Principal and composed of representatives of administration, Academic Team, Guidance and Discipline Team, and the school social workers. It supports students with special educational needs in an all-round way. 4. Healthy Mind: We attach great importance to the overall physical and mental development of students. Employ the third social worker with the school's own fund.
Whole School Approach to Integrated Education: 1. Integrating the mainstream and adjusting strategies: Providing appropriate, low-profile and all-round support for students with special learning needs, and making transitional preparations for students' successful integration into the mainstream. 2. Adhering to the concept of multiple intelligences: The whole-school approach was established years ago to promote inclusive education. Through the four core modules of "gifted education", "special learning needs support", "career planning" and "innovation and technology", all admin groups and subjects assisted students with different abilities and learning needs to build academic achievements and explore valuable directions for development. 3. Focusing on Home-School collaboration: Provide enhanced professional support for parents, organise a group of parents and educational psychologists, invite parents to try out speech-to-text software, and arrange case report meetings with parents on Parents Day. 4. Learning Support Grant: using the grant to hire additional teachers, outsource professional services.
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; and organising activities to create an inclusive learning environment in the school. Some Chinese teachers have taken the training course of Certificate in Professional Development Programme on the Teaching of Chinese Language for Non-Chinese Speaking Students.
Measures to Provide Adaptation for Learning and Assessment: 1. We participate in the "Data-driven Assessment Enhancement Programme" of Hong Kong Examinations and Assessment Authority (HKEAA), inviting curriculum experts and assessors to visit our school to enhance "learning, teaching and assessment". 2. Adaptation depends on learning topics and students' needs. Common measures include adjusting the amount of homework, changing the form of answering/asking questions, providing additional guidance/ tools, adjusting methods of marking, etc. 3. All subjects provide students with higher-level learning opportunities. If students are confident, they can choose to increase their learning content or participate in extended learning activities. Last year, more than 100 students were willing to take gifted education courses in Chinese, English, Mathematics, Science and special subjects in their spare time. The participants included students with special learning needs.

Home-School Co-operation and School Ethos
Home-School Co-operation: 1. Since 2000, parents' representatives have been invited to serve as IMC members. We are one of the first schools in Hong Kong to do so. 2. Every year, we hold a "Whole-school Work Plan and Review Conference", which we invite representatives of the PTA, the Student Union and alumni to attend. 3. Heads of all administrative groups attend PTA meetings in turn to understand parents' views and opinions in the process of drafting and refining school policies.
School Ethos: 1. Our Guidance and Discipline Team was awarded the Certificate of Merit in "Chief Executive's Award for Teaching Excellence" and "The Excellent Teacher" by Hong Kong Federation of Education Workers. 2. All students are required to keep a "Personal Learning Profile" to help them set their learning goals and accomplishment.
Future Development
School Development Plan: With reference to the Secondary Education Curriculum Guide, the trend of socio-economic and industrial development, and based on the characteristics of our students, our school has formulated a three-year development plan, which is as follows: (1) Cultivate Awareness of Proactive Learning; (2) Promote Professional Development of Teachers; and (3) Create a Positive and Healthy Campus Culture.
Teacher Professional Training and Development: 1. Overseas study: For three consecutive years, a total of four middle-level teachers were selected to go on overseas educational study tours under the Education Bureau's i-Journey Scheme. The destinations include the United Kingdom, Germany, the Netherlands and Finland, with the topics of further study including assessment literacy, curriculum planning and independent learning. 2. Cross-professional collaboration: In response to the needs of different students, the Special Education Team invited educational psychologists, clinical psychologists and speech therapists from the Education Bureau to collaborate with our teachers in professional exchanges on learning objectives, teaching methods and assignment design.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.) There are more than 50 clubs in the school, which are categorised into six major groups: Discipline, Academic, Physical Education, Arts, Interests and Service. The school offers a wide range of learning opportunities for students of all abilities. 1. Leadership Development: The Leo Clubs and the Immigration Department Youth Leaders Corps are set up to develop leadership skills. 2. Overseas exchanges: There are different themes of exchanges, including: Shanghai (Shanghai Jiao Tong University), New Zealand (English-speaking sister school), Dunhuang (Chinese history and Virtual arts), Xinjiang (Physical education), Japan (Nagoya University Affiliated Upper and Lower Secondary Schools) and Singapore (National University of Singapore). 3. Diversified cultivation: In addition to the scholarships, advanced learning programmes are planned for each subject. Students may choose to increase the amount of learning or participate in extended learning programmes if they are confident, and the school provides a huge amount of financial assistance so that students with different financial conditions can have equal opportunities to participate in the programmes.
School Facilities
Number of Classroom(s): 25
School Facilities: Innovation and Technology Studio, Multimedia Language Learning Centre, Language Laboratory, Rooftop Garden, English Funland, Gymnasium, Campus Radio, Innovation and Technology Room, Computer Room, Student Activity Centre, Social Worker Room, English Café, Environmental Education Centre, Health Education Resources Centre, Music and Information Technology Learning Room, Computer Centre, Library and so forth.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift, Accessible toilet and accessible public information / service counter.
Others
1. Outstanding student: Wong Hau Ying Sammi has just been notified by the Consulate-General of Japan in Hong Kong that she has successfully passed the selection and been awarded the full scholarship (Arts) from the Japanese Government, Ministry of Education, Culture, Sports, Science and Technology (MEXT). 2. Comprehensive training: Encourage and recommend students with different potential to receive training, including: Summer Programme organized by Tsinghua University, Dual Study Programme under the University of Science and Technology and CUHK Gifted and Talented programme. 3. Substantial Financial Support: Students are subsidised to sit for international English exams, and there is a well-established mechanism to recommend and subsidise students to participate in quality programmes organized by other organizations. Additional subsidies are provided for students from poor families to join learning activities organized by the school.
Direct Public Transportation to School
LRT (615P, 615, 610) and LRT feeder bus route 506.