



聖公會白約翰會督中學
S.K.H. Bishop Baker Secondary School

10, Fung Yau Street South Yuen Long

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School Mission

The school is set up to provide whole-person quality education, endeavouring to empower our students to pursue healthy growth as well as academic excellence to lead a joyful life with faith, hope and love. Through establishing good rapport between parents and children, schoolmates and alumni, teachers and students, family and school, community and school, God and people, our school ensures that our students receive diversified learning opportunities which help them (1) nurture positive values, (2) foster physical, mental, social and spiritual health, (3) persevere in talent development and (4) pursue a purpose-driven life so that they can contribute to the world.

School Information

Supervisor / Chairman of School Management Committee	Mr. Lai Daniel		
Principal (with Qualifications / Experiences)	Ms. Ng Yau Mei, Shirley [B.A.(CUHK), PGDE (EdUHK), MEd(HKU)]		
School Type	Aided	Student Gender	Co-ed
School Motto	DAT DEUS INCREMENTUM		
Name of Sponsoring Body	Anglican (Hong Kong) Secondary Schools Council Limited		
Area Occupied by the School	About 4600 Sq. M	Religion	Protestantism / Christianity
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	Pledged School

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

Number of Teaching Posts in the Approved Establishment	55
Total Number of Teachers in the School	59
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	90%
Bachelor Degree	100%
Master / Doctorate Degree or above	75%
Special Education Training	64%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	17%
5 - 9 Years	10%
>= 10 Years	73%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language; Putonghua; Chinese Literature (S.3); Chinese History; History & Culture; Well-being and Values Education (S.2); Moral and Civic Education (S.3); Religious Studies
	English as the Medium of Instruction	English Language; Mathematics; Geography; Citizenship, Economics and Society (S.1, S.2); Economics and Principles of Accounts (S.3); Integrated Science & STEAM Education (S.1, S.2); Physics(S.3); Chemistry (S.3); Biology (S.3); Computer Literacy; Visual Arts; Home Economics (S.1, S.2); Music; Physical Education
	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 Literature; Chinese History; History; Business, Accounting and Financial Studies (Business Management); Visual Arts; Religious Studies; Career and Life Development
	English as the Medium of Instruction	English Language; Mathematics; M1; M2; Geography; Economics; Business, Accounting and Financial Studies (Accounting); Physics; Chemistry; Biology; Information and Communication Technology; Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Japanese

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language; Putonghua; Chinese Literature (S.3); Chinese History; History & Culture; Well-being and Values Education (S.2); Religious Studies
	English as the Medium of Instruction	English Language; Mathematics; Geography; Citizenship, Economics and Society; Economics and Principles of Accounts (S.3); Integrated Science & STEAM Education (S.1, S.2); Physics (S.3); Chemistry (S.3); Biology (S.3); Computer Literacy; Visual Arts; Home Economics (S.1, S.2); Music; Physical Education
	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 Literature; Chinese History; History; Business, Accounting and Financial Studies (Business Management); Visual Arts; Religious Studies; Career and Life Development
	English as the Medium of Instruction	English Language; Mathematics; M1; M2; Geography; Economics; Business, Accounting and Financial Studies (Accounting); Physics; Chemistry; Biology; Information and Communication Technology; Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Japanese

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	-	-	-	\$370	\$370	\$370
Parent-Teacher Association Fee	\$150 (One-off payment)					
Student Union / Association Fee	\$25					
Approved Charges for Non-standard Items	\$470					
Other Charges / Fees	-					

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).

Admission criteria and weightings: Academic Performance (40%); Performance in interview (30%); ECA Participated, Services and Awards (20%); Conduct (10%)

Orientation Activities and Healthy Life

S.1 Students' Orientation, S.1 Parents' Day, Growth Programme, S.1 Bridging Programmes.

Before every new school year commences, the school holds an S.1 Orientation Day in which both junior and senior students are provided with good opportunities to build friendships for better social support and integration. S.1 Parents' Day is set to familiarise parents with the school mission, policies and strategies, thus encouraging them to help their children develop healthy habits at school and home. S.1 Bridging Programmes are usually scheduled in July to help S.1 students adapt to learning in English. 'Subject-based Bridging Handbooks', 'Learning to Learn Handbook' and related school-based programmes are also introduced to systematically cultivate positive attitudes and growth mindset in students, thus empowering them to learn in English with confidence. From September to November on odd Days of Learning Cycles, mentors from senior forms will help S1 juniors become increasingly involved in secondary school life via various interactive activities offered at 9th period and after school by the Peer Coaching Scheme with support for adaptation and after-school learning support.

School Characteristics
School Management
School's Major Concerns: 1. To enhance the learning and teaching effectiveness with digital education. 2. To nurture global citizens with healthy lifestyles and positivity.
School Management Organisation: The school continues seeking collective wisdom from staff and stakeholders to provide quality whole-person education. Through clear division of labour and strong cooperation, our teaching staff, parents, students and alumni are empowered to take part in mapping out and implementing our school policies.
Incorporated Management Committee / School Management Committee / Management Committee: Incorporated Management Committee of the school includes 14 members: Supervisor, Treasurer, Secretary, Principal and other School Managers.
School Green Policy: To strengthen the school community's sense of environmental protection, we have formulated energy-saving policies as well as measures, joined Greening School Scheme, and designed different activities for both students and teachers to put convictions into practice. Every year, students actively participate in the Keep the Classroom Clean Campaign to promote environmental protection.
Learning and Teaching Plan
Whole-school Language Policy: English is the main medium of instruction in our school. (Please refer to the latest online information of subjects offered for details.)
Learning and Teaching Strategies: Our school adopts the strategy of "Gifted Education for All" and "Education for the Gifted" to help students cultivate learning interests, foster positive and constructive feedback, and develop effective study habits. We reinforce the self-directed learning cycle of "pre-lesson preparation, in-class engagement, and post-lesson revision" to enhance teaching and learning efficacy. In the junior forms, we actively promote cooperative learning. Students are assigned into groups of five to six, each group being led by two academically competent and supportive peer leaders who receive training through our school-based "Peer Mentoring Programme" and serve as learning companions, providing timely assistance and care during lessons. To strengthen digital education, we integrate information literacy into the curriculum for students to develop personalized learning strategies through e-learning resources. We also enrich health education to help students balance well-being and academic growth, nurturing self-management skills. We actively foster students' interest in science and technology. Our hands-on, inclusive junior secondary STEAM curriculum allows students to develop their potential, with the aim of sustaining and deepening their engagement in scientific and technological research. For cultural and creative education, we integrate the related subject curricula and co-curricular activities to cultivate a culturally-enriched environment where students connect with traditional culture and national development. Through understanding, appreciation, and inheritance, students creatively engage with cultural heritage while aligning their learning with the Holistic National Security Perspective, fostering innovation and creativity.
School-based Curriculum: 1. Electives: 3X and 4X. S4 students are allowed to study three or four electives under the new Senior Secondary Curriculum. 2. Curriculum highlights: Our school-based curriculum is diverse and flexible to meet our goal of providing student-centred and all-round education. Our 'Life Education' is implemented through different subjects to help students nurture positive values of affirming and treasuring life with emphasis on social participation. Furthermore, the activities for students' learning and development designed by different Subjects and Sections not only enhance students' mental and physical competence, but also help them further attain a fulfilling and flourishing life. Our 'Gifted Education' is implemented through Parallel Curricula, Tiered Assignments, Gifted Tours, Good Mentor Scheme, training courses and competitions inside and outside the school.
Major Renewed Emphases in the School Curriculum: 1. Values Education inside and outside Classroom: Our holistic approach includes different subjects to actively promote Moral and Civic Education, Basic Law education and National Security Education. Learning experiences organized by Sections belonging to the Student Guidance Committee to promote holistic well-being (physical, mental and spiritual) with cultivation of positive values and national identity and global citizenship. 2. English proficiency through systematic reading programs and cross-disciplinary language initiatives: The "Morning English Reading Scheme" and "Cross-curricular English Program" foster a rich reading environment, enabling students to advance their English acquisition and application skills. We implement the "Extensive Reading Reward Scheme" and subject-based co-curricular reading activities to broaden students' horizons, cultivating their interest in wide-ranging reading and developing discipline-specific research habits. Notably, our interdisciplinary collaboration features a "Project Maker" public speaking program for S.2 students to boost their confidence and competence in English oration. 3. STEAM education and use of IT: Students explore their potential and creativity through S.1 & S.2 STEAM lessons by participating in various training sessions, activities, local competitions, and national and international contests. Funding from QEF projects and the IT Innovative LAB has also supported further development in these areas. 4. Understand the Chinese History and nurture appreciation for Chinese culture: With interdisciplinary collaboration and diverse learning opportunities, students can better explore the essence of Chinese culture, create culture-related learning outcomes and optimise the innovative use of Chinese culture in contemporary era.
Life Planning Education: With a view to helping students develop a more positive and global outlook on careers and life, our school adopts a whole school approach to support the Careers Section for implementing the Career and Life Planning Education (CLPE). The Parallel Curriculum Model implemented in different subjects not only helps students acquire basic knowledge and learning skills, but also enables them to seek their personal identities and values. Different sections have been holding a wide variety of activities. For example: 1. The Careers Section organizes a Career and Life Planning Curriculum for S.1, S.2, S.4 students together with careers talks for all forms, visits to tertiary institutes and workplaces of some professions, on the job experiences and individual as well as group career counselling, etc. Students can access information about career paths and equip themselves proactively to plan for their future. 2. The MCE Section has been endeavouring to train up ambassadors for running community services programmes as well as overseas exchange programmes in order to let schoolmates enrich their life experiences, broaden their horizons and establish positive life goals. 3. The CLAP@JC programme has been adopted to foster a sustainable ecosystem that unites the education, business, and community sectors to create a cross-sectoral but youth-owned support platform. It therefore promotes better career and life development for students, which facilitates their smooth transition from school to work. 4. Our school has become a resource school under the CLAP@JC Programme to lead our network Hub's direction and foster a community of good practices for students, teachers and parents, thus contributing to the sustainable development of CLPE.
Student Support
Whole School Approach to Catering for Learner Diversity: We set up enrichment and remedial programmes in every subject to serve our students in accordance with their abilities and therefore cater for learner diversity. Besides, we carry out a school-based Peer Coaching Scheme in which senior students are empowered to help their juniors brush up their learning in English and other subjects.
Whole School Approach to Integrated Education: The Integrated Education (IE) Section (Student Support Team) with different professionals develops an all-round inclusive education plan for supporting students with Special Education Needs (SEN) strategically. All teachers are encouraged to attend the related SEN courses successively to enhance their professional capabilities. Outsourced training services help furnish diversified support for students with SEN. Moreover, the school adopts diverse teaching strategies, offers after-school individualized remedial teaching and makes special arrangements for assignments, tests and exams to cater for learner diversity. Regular SEN meetings, student assessments and close liaison with their parents help devise Individual Education Plans for students with SEN, collect opinions and evaluate progress, thus promoting good home-school collaboration. Furthermore, collaborating with the district social service units, the school strives to promote the inclusive culture actively in order to help all students understand and respect their individual differences in a school ethos of care and communion. Besides, the school has participated in the Student Mental Health Support Scheme and 4Rs Mental Health Charter to conduct more mental health programmes by hiring external services for different forms of students, thus cultivating their positive attitude towards life and build their resilience.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their 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: The school's assessment policy enables students to continuously understand their own strengths and weaknesses in learning and reflect on the feasible strategies as well as practices for improvement. The school, teachers, and parents can also better understand the students' learning abilities, provide constructive feedback and suggestions for improvement, and adapt the curriculum design in a timely manner to cater for students' learning needs. Each mid-term assessment report shows the student's learning performance and attitude while the Academic Report provides the results of both formative assessment and summative assessment, thus helping evaluate the student's learning outcomes and progress.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school stresses the importance of home-school cooperation. Through diverse means of communication with parents, we have been trying to let parents know more about the school life of their children, willing to listen to parents' opinions and making prompt responses to their concerns. Our Parent-Teacher Association is well-established. The committee members are always active and helpful in organizing different kinds of activities to contribute a lot to the school development. In addition to serving as bridges between families and school, our parent committee members participate in the administration of school affairs and discuss with other parents about the issues they concern.

School Ethos:

We aim to develop pragmatic, genuine, proactive and caring school ethos. We pay attention to all-round growth and development of our students by providing them with diverse learning experiences to lay the foundation for lifelong learning.

Future Development

School Development Plan:

The school aspires not only to showcase the healthy development of values, policies, personnel, pedagogies and mechanisms, but also promote continuous optimization of the three-tiered implementation of gifted education. The school continues to tap resources from the QEF and other fundings to create opportunities for teachers' professional development, empowering teachers to serve as motivators of learning who facilitate students to develop the 6C competences for deep learning, namely Communication, Collaboration, Critical thinking, Creativity, Character and Citizenship. Strengthen digital education and practice healthy habits, the school integrates AI technology to support personalized learning while fostering students' digital literacy and critical thinking skills. Students can grow in good relationships with their families, peers, teachers, professionals and God. With goals, strategies and perseverance, they can serve, learn and play in a balanced manner. Positive Education has been one major concern for promoting professional development of teachers and healthy growth of students. Growth mindset and character strengths are mutually enriching and, together with the ongoing reinforcement of gifted education and AI-enhanced learning, help nurture students into good, loyal and wise stewards of life to make their contribution in the local, national and global contexts. In order to help students pursue academic excellence geared to their career & life planning, the school will explore and adopt more professional practices of staff development, including AI-assisted teaching applications, to boost Classroom Teaching and Self-Regulated Learning with Optimal Experience for developing the habit of lifelong learning in students.

Teacher Professional Training and Development:

Referring to the T-standard as the Professional Standards for Teachers of Hong Kong, we have formulated a comprehensive Teacher Development Scheme to encourage and engage teachers in lifelong learning so that they can enhance their quality of teaching and professional competence to become the Caring Cultivators, Inspirational Co-constructors and Committed Role Models. The Scheme embraces coordination among school-based, subject-based and self-development-based training. With a view to helping youngsters benefit from gifted education, we are honored by the Hong Kong Gifted Education Academy (HKAGE) to serve as one of the three pioneering Gifted Education Satellite Centres in Hong Kong. Students from different districts can enjoy the convenience of joining the gifted programmes offered by HKAGE in our school premises while our serving teachers may enhance their professional expertise by creating innovative curriculum for gifted students to satisfy their craving for learning beyond the traditionally approved syllabus. Having joined the 'Gifted Education School Network', teachers can gain encouragement from network schools' sharing to promote their professionalism for sustainable development of school-based gifted education and help students explore their talents to achieve their life goals.

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

With reference to the five essential learning experiences (notably intellectual development, values education, physical & aesthetic development, career-related experiences and community services) and major renewed emphases, different subjects actively collaborate to provide related co-curricular activities for broadening students' horizons. Every year, two Diversity Learning Days are scheduled to provide students with experiential learning from co-curricular activities conducted outside the classrooms. Our school has a Student Union and four Houses - Modesty, Love, Diligence and Sincerity - to which all the students are allocated. Moreover, there are 25 clubs which include 4 academic clubs, 8 arts clubs, 6 sports clubs, 3 service clubs and 4 interest clubs. To provide our students with different types of sports and arts training, "Lifelong Sports/Arts Programme" is launched throughout the year.

School Facilities

Number of Classroom(s): 24

School Facilities:

Chung Yick Man Gifted Education Centre, St. Matthias' Life Education Centre, Health Education Resource Centre, Biotechnology Centre, STEAM Learning Centre, Covered playground (Shared Space for Innovation and Creative Arts), Lecture Theatre, Guidance Room, Multi-purpose Activity Centre, Interactive Learning Centre for Innovative Information Technology, Life Planning Resource Centre, computer room, student activities room, student union room, conference room, tuck shop, volleyball court, basketball court. All the classrooms, special rooms, school hall and covered playground are air-conditioned.

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

Accessible lift, Accessible toilet and Wheelchair Lifting Platform.

Others

1. We offer scholarships to honour the contributions of students who have outstanding achievements in academic areas, arts, sports and/or community services.

2. Open and Inter-schools competition awards:

- "76th Hong Kong Schools Speech Festival" First in English Speech Solo Verse Speaking S6 Boys
- "FIRST LEGO League World Festival 2025 FIRST Championship Houston, Texas, USA" 4th Place in Robot Performance Award
- "2024-25 FIRST LEGO League Hong Kong Championship" Secondary School Division Overall Champion and 2nd Place in Robot Performance Award
- "New Century Robotics Challenge 2025" Best Strategy & Grade 1 Programming Awards
- "Off-school Advanced Learning Programme Generative AI & AIoT Coding Skills Education for Gifted Students" Best Innovation Award
- "The 5th China Mobile OneNET Innovation Competition" Outstanding award
- "Hong Kong Turkic International Mathematical Olympiad 2025" Gold Award
- "2025 Hong Kong Mathematics Kangaroo Contest" Elite Award
- "2025 Asia International Mathematical Olympiad Open Contest (Heat)" Gold Award
- "2025 AIOM (MMC) World Open Competition Trial Round" Gold Award, S.3 Group Winner
- "HuaXia Cup Mathematics Competition (Heat) 2025" First Honour
- "Greater Bay Area Gifted Math Competition 2025, Preliminary (Macau) & Semi-Final (HK)" Gold Award, Outstanding School Award
- "SEAMO Southeast Asian Mathematical Olympiad 2024-2025" Gold Award
- "2024 Mathematics Elite Cup Championship for Guangdong-Hong Kong-Macau Greater Bay Area (Hong Kong Division)" Champion
- "Hong Kong Schools Mathematics & Math Olympiad Elite Competition 2024" Gold Award
- "Hong Kong Budding Scientists Award 2024/25" Champion of Senior Division
- "Hong Kong Student Science Project Competition 2024" Visitor's Favorite Award and Social Innovation Award
- "2024-25 Yuen Long Inter-school Volleyball Competition" 1st in Girls Grade C
- "2024-25 Outreach Coaching Squash Team Competition" Champion in Secondary Girls Senior
- "The 11th China (Nanjing) Cheerleading Open Competition" Champion in Children's Group - All-Female Small Group Stunt Level 2
- "Inter-school Rope Skipping Competition 2024" Champion in Secondary School Mixed Team
- "All Hong Kong Age Group Rope Skipping Competition 2024 (Team)" Overall Champion
- "HK Student Judo Championships 2024" Champion in Girls -44KG
- "ThaiTae Open International Taekwondo Championship 2024" Champion in Girls Cadet F -44KG
- "Hong Kong St. John Ambulance Brigade Youth Command N.T. Inter-divisional Competition 2024" Group Champion, Uniform Inspection Champion, Foot drill Champion
- "The 19th Yuen Long District Outstanding Students Selection 2024" Senior Form Top 10, Senior Form, Junior Form, Team Cooperation Award
- "TYT Outstanding Model Student Awards 2025" All-around Best Student

3. Exchange programmes organized by school:

- Sister School and Sports & Arts Exchange Tour for School Anniversary
- CLAP@JC Resources' School & Network Schools Exchange Programme
- Ireland 23-day Technology and Culture Tour
- Hangzhou, Shaoxing, Wuzhen Study Tour
- Shenzhen Arts and Culture Study Tour

Direct Public Transportation to School

KMB: 276P, 68M, 68X, 268X, 268B, 268C, 269D, 968, E36;
LRT (Yuen Long Terminus), Tuen Ma Line (Yuen Long Station).