



順德聯誼總會鄭裕彤中學

Shun Tak Fraternal Association Cheng Yu Tung Secondary School

9 Hok Lam Lane, Tseung Kwan O, N. T.

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School Mission

We are committed to creating a fair, open, safe, orderly, and flexible learning environment. With the support of society and parents, we provide diverse learning opportunities that foster the balanced development of students' moral, intellectual, physical, social, and aesthetic growth, cultivating a generation of outstanding talents for society.

School Information

Supervisor / Chairman of School Management Committee	Mr. To Pun Chi		
Principal (with Qualifications / Experiences)	Mr. Lee Wing Yeong (BSc, MPhil, PGDE, MSc)		
School Type	Aided	Student Gender	Co-ed
School Motto	Erudition, Propriety, Commitment, Honesty		
Name of Sponsoring Body	Shun Tak Fraternal Association		
Area Occupied by the School	About 7000 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
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	

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

Number of Teaching Posts in the Approved Establishment	58	
Total Number of Teachers in the School	63	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	89%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	64%	
Special Education Training	68%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
17%	2%	81%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics*, Science (S.1, S.2)*, Science (Biology) (S.3)*, Chinese History, History, Geography, Life and Society (S.3), Citizenship, Economics and Society (S.1, S.2*), Computer Literacy*, Technology and Living, Putonghua (S.1, S.2), Physical Education*, Music, Visual Arts, Life Education, STEAM
	English as the Medium of Instruction	English Language, Science (Physics, Chemistry) (S.3), English Language Across the Curriculum (S.2, S.3)
	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, Biology, Health Management and Social Care, Information and Communication Technology, Chinese History, History, Geography, Economics, (Business, Accounting and Financial Studies (Accounting, Business Management)), Tourism and Hospitality Studies, Visual Arts, Physical Education (DSE), Aesthetic Development (S.4), Physical Education, Life Education, STEAM (S.4, S.5), Life Planning (S.6)
	English as the Medium of Instruction	English Language, Physics, Chemistry, Mathematics (Extended part Module 2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (Compulsory Part)

* 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 (S.1, S.2)*, Science (Biology) (S.3)*, Chinese History, History, Geography, Citizenship, Economics and Society*, Computer Literacy*, Technology and Living, Putonghua (S.1, S.2), Physical Education*, Music, Visual Arts, Life Education, STEAM
	English as the Medium of Instruction	English Language, Science (Physics, Chemistry) (S.3), English Language Across the Curriculum (S.2, S.3)
	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, Biology, Health Management and Social Care, Information and Communication Technology, Chinese History, History, Geography, Economics, [Business, Accounting and Financial Studies (Accounting, Business Management)], Tourism and Hospitality Studies, Visual Arts, Physical Education (DSE), Aesthetic Development (S.4), Physical Education, Life Education, STEAM (S.4, S.5), Life Planning (S.6)
	English as the Medium of Instruction	English Language, Physics, Chemistry, Mathematics (Extended Part Module 2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (Compulsory Part)

Class Structure & Chargeable Fees (2025/2026)

* Subjects with extended learning activities (ELA) in English

	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	\$50					
Student Union / Association Fee	\$30					
Approved Charges for Non-standard Items	School Facilities Enhancement Fee S.1 - S.5: \$250; S.6: \$150					
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). 1. Rank Order List (Provided by EDB): 40%; 2. Interview Performance: 40%; 3. Academic Results and Conduct (P.5 & P.6): 20% The admission criteria and weightings have yet to be finalised. Please refer to the school's announcement on the school webpage in January 2026.
Orientation Activities and Healthy Life
Our school organises an Orientation Day for S1 parents during the summer break to introduce the school's curriculum and policies. The event includes meetings between parents and class teachers to strengthen communication. To support students' transition to secondary school life, we offer bridging courses in Chinese, English, and Mathematics, as well as adaptation workshops covering areas such as collaborative learning, self-directed learning, and discipline training. At the beginning of the school year, senior form students are assigned to assist S1 students in adapting to secondary school life. Our school participates in the "Healthy School Programme" under the Narcotics Division of the Security Bureau. Through diverse personal growth activities and voluntary school drug testing, we aim to enhance students' physical and mental health and well-being, foster their resolve to refuse drugs, and cultivate a healthy and drug-free school culture. Furthermore, our school has joined the "Beat Drugs with Sports" programme funded by the Beat Drugs Fund, which encourages students to organise sports and health-related activities and supports student athletes in participating in competitions, promoting anti-drug awareness and healthy lifestyles in secondary school.

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School Characteristics
School Management
School's Major Concerns: 1. Deepening self-directed learning to enhance academic performance. 2. Fostering a positive atmosphere and promoting students' well-being.
School Management Organisation: The School Development Committee is composed of the Principal, Vice-Principals, and Assistant Principal. Its primary responsibilities include planning the direction of school development, monitoring overall operations, and supervising various administrative committees. The school has 14 administrative committees, covering the following areas: Learning and Teaching (Academic Affairs, Teacher Professional Development, Gifted Education), Student Development (Counselling, Extracurricular Activities, Student Affairs, Student Support, Moral, Civic and National Education, Career and Life Planning, and Discipline) and School Management (Information Technology, School Environmental Management and Public Relations).
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of our school was established in 2005, comprising distinguished professionals from business, education, and engineering sectors, as well as representatives from teachers, parents, and alumni, forming a diverse and experienced team.
School Green Policy: Our school is committed to promoting environmental education and fostering sustainable development as core values among students. Each class appoints student "Eco-Ambassadors" to assist in energy conservation and the management of recyclable materials. Furthermore, we have adopted an eco-friendly lunch service model—on-site meal distribution—to significantly reduce the use of single-use plastic containers and cutlery, while also minimising food waste, in line with our commitment to building a green campus.
Learning and Teaching Plan
Whole-school Language Policy: Our school is committed to enhancing students' proficiency in "biliteracy and trilingualism." We implement "Extended Learning Activities in English" at the junior form, and conduct specific subjects in English for S2, S3, and senior form students. This approach aims to broaden the contexts in which students use English and comprehensively strengthen their English proficiency. To create a rich language environment, the Chinese, English, and Putonghua departments regularly organise diverse language activities that encourage practical application. We also actively facilitate student participation in external speech and debate competitions to enhance their language expression skills and self-confidence. Furthermore, our school offers Japanese and Spanish courses designed explicitly for S2 and S3 students. These programs aim to broaden students' global perspectives, enrich their language learning experiences, and further strengthen their future competitiveness.
Learning and Teaching Strategies: 1. Meeting the needs of diverse learners by adapting curriculum, designing tiered assignments, and implementing varied teaching strategies. 2. Implement a self-directed learning program in junior secondary levels, where students use "Self-learning Guides" for pre-class preparation. Classes incorporate group discussions, presentations, reports, and teacher feedback to encourage active learning and classroom engagement. 3. Offer both Chinese and English reading classes in the junior secondary curriculum to cultivate students' reading habits. 4. Implement interdisciplinary project-based learning to integrate diverse knowledge and skills, thereby expanding the depth and breadth of learning. 5. Enforce a Bring Your Own Device (BYOD) policy, requiring students to bring their tablets to school every day for e-learning. 6. Carry out targeted intervention and enrichment programs, including enhancement classes in Chinese, English, and Mathematics, pre-exam revision sessions for junior secondary students, advanced intensive courses for senior forms, and gifted programs, all designed to improve students' academic performance.
School-based Curriculum: 1. Electives: 2X and 3X. At the senior secondary level, in addition to the four core subjects, the school offers 13 elective courses spanning various key learning areas such as PSHE, science, technology, arts, and physical education. 2. Curriculum highlights: Our school actively implements a range of school-based programmes designed to enhance students' learning motivation and promote whole-person development. These programmes include STEAM education, English language across the curriculum, life education, and life planning, integrating academic knowledge with real-world applications to cultivate students' diverse competencies and future readiness.
Major Renewed Emphases in the School Curriculum: Our school adopts a strategic approach to systematically integrate major renewed emphases (MRE) into the school-based curriculum and student activities. These updates include: strengthening values education, learning Chinese history and culture, promoting reading across the curriculum, promoting STEAM education and information technology in education, nurturing the entrepreneurial spirit, and promoting diversity life-wide learning experience, optimised gifted education, all aimed at facilitating students' whole-person development and enhancing their capacity for lifelong learning.
Life Planning Education: 1. Establish clear life planning objectives and implement them through systematic curricula, interactive workshops, company visits, and workplace experience activities. 2. Provide individualised and small-group counselling for further education and employment to meet diverse student needs. 3. Organise parent seminars and diverse activities, such as mainland further education study tours, industrial and commercial organisation visits, and further education information sessions. 4. Strengthen the school-based career mentorship program and deepen business-school partnerships to broaden students' career perspectives.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Students are grouped into classes based on their academic abilities. In certain subjects, teaching approaches such as combined-class grouping, collaborative teaching, or small-group instruction are adopted to address learning diversity. 2. The Student Support Team adopts an inter-professional team model, collaborating with various administrative units, subject teachers and class teachers to provide comprehensive support for students' individual needs.
Whole School Approach to Integrated Education: Our school's support measures for implementing integrated education: 1. Establish a Student Support Team, with the Special Educational Needs Coordinator as the convener. Collaborate with school-based educational psychologists and a guidance mistress to promote the "whole-school approach" of integrated education and formulate inclusion policies. Team members include special educational needs support teachers, a school-based speech therapist, social workers, counsellors, and SEN teaching assistants. 2. Use the Learning Support Grant and the Grant for Supporting NCS Students with Special Educational Needs to recruit additional support staff and outsource professional services, including clinical psychological service, Jockey Club "Keen and Active Kids" Project, Project on "Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder", learning support groups, social support groups, concentration training groups, to provide students with comprehensive support. 3. Arrange for teachers to attend professional development courses on caring for SEN students and encourage them to share their knowledge with their peers. 4. Provide individualised enhanced support to students in need, including establishing an "Individualised Education Plan". 5. Implement peer mentoring programs to promote mental health and build a caring campus culture. 6. Promote equality, acceptance of diversity and inclusive culture on campus through inclusive activities. 7. To promote home-school cooperation, provide a "Student Support Summary" to parents of students with special educational needs every year and invite relevant parents to participate in case meetings to discuss and review student support strategies.
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; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.
Measures to Provide Adaptation for Learning and Assessment: 1. Our school continuously assesses students' learning outcomes through a diversified evaluation system that includes two major examinations and uniform tests each academic year, combined with assignments, quizzes, projects, and in-class performance. 2. To accommodate students' diverse learning needs, the school adapts curricula and teaching materials accordingly. Appropriate adjustments are also made during tests and examinations to ensure that every student has a fair and reasonable opportunity to demonstrate their learning achievements and attain their deserved success.

Home-School Co-operation and School Ethos
Home-School Co-operation: The Parent-Teacher Association (PTA), established in 1998, has been actively participating in and supporting various school activities. It regularly organises diverse parent events and family outings, and has formed a parent volunteer team to assist the school in the smooth implementation of large-scale events.
School Ethos: Our school maintains a wholesome ethos that balances discipline with care. Through the Life Education curriculum, we are committed to promoting values education, and we further broaden students' perspectives and enrich their learning experiences via leadership training, community service, mainland and overseas study tours, as well as diverse co-curricular activities.
Future Development
School Development Plan: Deepening self-directed learning to enhance academic performance. - Enhance students' learning motivation and self-confidence - Improve students' English proficiency - Cultivate students' interest in reading - Develop students' technology innovation capability Fostering a positive atmosphere and promoting students' well-being. - Promote a positive and uplifting campus environment - Strengthen students' sense of national identity - Cultivate healthy attitudes and habits in daily life
Teacher Professional Training and Development: Our school actively promotes teachers' professional development and encourages continuous learning to enhance teaching quality. Several subject departments participate in support programs organised by the Education Bureau and tertiary institutions to refine curriculum design and teaching practice continually. The school has established mechanisms for peer observation, collaborative lesson planning, and team teaching to foster the exchange of teaching experience and effectively improve learning and teaching efficiency in the classroom. Our teachers have received numerous prestigious professional awards, including recognition as Distinguished Teachers under the Ministry of Education's "Famous Secondary School Teachers Training Initiative for the New Era," the Chief Executive's Award for Teaching Excellence (English Language and Mathematics), the International Outstanding e-Teaching Award (Chinese Language and History), the Hong Kong Schools Creative STEM Achievement Award, and the Hong Kong Youth Science and Technology Innovation Competition Outstanding STEAM Teacher Award, among others. These accomplishments fully demonstrate the exceptional effectiveness of our teaching strategies and have garnered broad recognition from the wider community. Members of our teaching team are also frequently invited by the Education Bureau, universities, and educational organizations to serve as guest speakers at seminars, where they share successful teaching practices with primary and secondary school educators, contributing to the sharing and advancement of professional educational knowledge.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Our school is committed to promoting all-round education by offering a diverse range of extracurricular activities, which include the following categories: Uniformed Groups: Including St. John Ambulance Brigade, Flag Guard, and Junior Police Call. Sports Teams: Such as volleyball, beach volleyball, basketball, badminton, table tennis, athletics, cross-country running, dodgeball, taekwondo, and e-sports cycling. Arts Teams: Including Chinese dance, jazz dance, choir, handbell, and handchime ensembles. Academic Teams: Covering areas such as STEAM, robotics, drones, project-based learning, mathematics, debate, English debate, and speech. Other Clubs and Societies: There are over 20 student clubs available to enrich students' learning experiences. In addition, the school organises "Life-Wide Learning Day": For junior secondary students, the focus is on STEAM, arts, and humanities. For senior secondary students, the emphasis is on volunteer service and life planning, helping them explore future pathways.
School Facilities
Number of Classroom(s): 26
School Facilities: Our school features a wide range of modern facilities designed to support whole-person education and diverse learning experiences, including: MakerSpace, Innovation Lab, Creative Hub, Hydroponic Farm, CYT Garden, Fitness Centre, English Corner, Reading Corner, Library Study Room, Music Room, Home Economics Room, etc These facilities provide students with innovative environments to explore interests, develop skills, and pursue academic and personal growth.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift, tactile guide path and 1. Organise life-wide learning activities to match students' different abilities and interests and help students achieve whole-person development. 2. Use the Top-up Fund to purchase computers with speech-to-text functions to support students with special educational needs..
Others
Cheng King Yee Scholarship (2024-25 academic year): - Top 3 academic performers in each level: \$1,000-\$2,000 - Subject Award (each level): \$500-\$1,000 - Academic Improvement Award (each level), Class Service Award (each class): \$500 - Outstanding Achievement in Sports/Arts/STEAM: \$1,000 - Outstanding Student Awards: \$2,000-\$4,000 - Transfer Student Scholarship (Top 5 in academic performance by level): \$4,000 - University Scholarship: \$3,000-\$6,000 School Supervisor and Managers Scholarship (2025-26 Academic Year) - Top 10 in the first term of S1: \$5,000 Financial Assistance (2024-25 Academic year): - Top 10 in academic performers from S1 to S4(needy students): \$10,000 Subject to the information on the school website: https://cyt.edu.hk/scholarship . School awards and achievement: 1. 26th Hong Kong Youth Science and Technology Innovation Competition - Excellent STEAM School Award 2. 2021, 2022 & 2024 Greater Bay Area STEM Excellence Award (Hong Kong Region) - the Top Ten STEM School Awards 3. All HK School Jing Ying Volleyball Tournament - Girls: Champion (2022-23, 2023-24), Third Place (2024-25); Boys: Second Place (2022-23), Fourth Place (2024-25) 4. Inter-School Volleyball Competition(HK Island & Kln, Div. 1) - Girls A Grade: Champion (2022-23, 2023-24), Third Place (2024-25); Girls B Grade: Champion(2022-23), Third Place (2023-24); Boys A Grade: Fourth Place(2022-23), Third Place(2024-25); Boys B Grade: Fourth Place (2023-24, 2024-25), Boys C Grade: Fourth Place (2024-25), Boys Overall: Third Place. 5. Inter-School Volleyball Competition(HK Island & Kln, Div. 1) - Girls Senior Grade: Champion (2023-24, 2024-25); Girls Overall: Second Place; Boys Senior Grade: Second Place; Boys Overall: Third Place 6. Inter-School Badminton Competition – Kln Div. 2 Boys Team Champion (2023–24), HK & Kln Div 2 Boys Team Champion (2024–25) 7. Hong Kong Inter-School Dodgeball Championships - Boys Junior Form Championship (2023-24), Boys Senior Form Third Place (2023-24) 8. 2025 HK & Kln, and Outlying Islands Inter-School Dodgeball Competition – Multi-Ball: Boys Secondary Champion, Junior Boys Champion; Single-Ball: Boys Secondary Third Place, Junior Boys Champion 9. 61st Schools Dance Festival – Chinese Group Dance Honour Award, Chinese Solo Dance Honour Award For other awards, please refer to: https://cyt.edu.hk/awards
Direct Public Transportation to School
MTR: Po Lam Station; Mini bus: 10M.