



天主教培聖中學
Pui Shing Catholic Secondary School

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School Mission

Pui Shing Catholic Secondary School is committed to academic excellence in teaching and service, and to whole-person development in all these endeavours compatible with Catholicism. Students are nurtured to learn actively, think independently, pursue excellence and cultivate self-discipline ability, leading to be responsible citizens.

School Information

Supervisor / Chairman of School Management Committee	Professor Tang Wai Lan		
Principal (with Qualifications / Experiences)	Mr. Kwok Fu Wah		
School Type	Aided	Student Gender	Co-ed
School Motto	-		
Name of Sponsoring Body	The Catholic Diocese of Hong Kong		
Area Occupied by the School	About 5500 Sq. M	Religion	Catholicism
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	61
Total Number of Teachers in the School	66
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	89%
Bachelor Degree	100%
Master / Doctorate Degree or above	54%
Special Education Training	77%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	>= 10 Years
32%	47%
5 - 9 Years	21%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	S.1 to S.3: Chinese Language, Mathematics, Chinese History, Geography, History, Information and Communication Technology, Ethics and Religious Studies, Music, Physical Education, Visual Arts, Citizenship, Economics & Society S.1 and S.2: Integrated Science, Innovation Technology S.3: Physics, Biology, Chemistry
	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, Citizenship and societies development, Mathematics Extended Part (M2), Biology, Physics, Chemistry, History, Chinese History, Economics, Geography, Physical Education, Visual Arts, Tourism and Hospitality Studies, Information and Communication Technology, Japanese Language and Ethics and Religious Studies S.4: Design and Applied Technology, Business, Accounting and Financial Studies
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Theme Based Learning, Integrated Arts (S.4 and S.5), Crafting My Destiny (S.4), Literature & Culture (S.5), Numbers in Life (S.5 and S.6)

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	S.1 to S.3: Chinese Language, Mathematics, Chinese History, Geography, History, Information and Communication Technology, Ethics and Religious Studies, Music, Physical Education, Visual Arts, Citizenship, Economics and Society S.1 and S.2: Integrated Science, Innovation Technology S.3: Physics, Biology, Chemistry
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Integrated Science
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, Mathematics Extended Part (M2), Biology, Physics, Chemistry, History, Chinese History, Economics, Geography, Physical Education, Visual Arts, Tourism and Hospitality Studies, Information and Communication Technology, Japanese Language, and Ethics and Religious Studies S.4 and S.5: Design and Applied Technology, Business, Accounting and Financial Studies
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Theme Based Learning, Integrated Arts (S.4 and S.5), Crafting My Destiny (S.4), Literature & Culture (S.5), Numbers in Life (S.5 and S.6)

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	\$60					
Student Union / Association Fee	\$25					
Approved Charges for Non-standard Items	\$450 Fee for improvement of school environment, \$60 NSS Student Learning Portfolio fee (S.1), \$210 VA Stationery (S.1)					
Other Charges / Fees	1. Exam fee \$60 2. House fee \$25 3. E-class App \$30 4. Student Smart Card \$10 (S.1 and S.4) 5. Chinese I-Learner \$44.7 and Graduation Certificate with transparent plastic folder \$61 (S.6)					

Remarks

Our school introduces to F.1 students on establishment of personal portfolio while their portfolios will be kept updating at F.4 and F.5. Class placement at our school is arranged according to students' learning levels. To reduce learning disparities among junior secondary students and enhance individual support, small-class instruction is implemented when necessary. As a result, the school currently operates 14 classes at the junior secondary level and 12 at the senior secondary level, totalling 26 classes.

S.1 Admission, Orientation Activities & Healthy School Life

<p>Secondary One Admission</p> <p>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).</p> <p>Our school strives to develop our students' multiple intelligence, we evaluate students' performance in four areas: interview, academic results, conduct and non-academic performances. The scoring criteria of each area are as follows: 1. EDB Rank Order (40%), 2. Non-academic performances (15%), 3. Conduct (20%), 4. Interview performance (15%), 5. Connection with PuiShing: e.g. Siblings previously or currently studying at school/Studying in Catholic primary school (10%)</p>
<p>Orientation Activities and Healthy Life</p> <p>The school organizes orientation activities and a Parents' Day for newly admitted S.1 students, aiming to help everyone better understand student life at our school, the expectations we have for students, and the structure and organization of school activities. Through these orientation events, students can get to know one another and smoothly integrate into campus life.</p> <p>In addition, the Guidance Team and social workers will introduce relevant policies, measures, and activities that support students' physical and mental well-being, while also enhancing their sense of belonging.</p> <p>The Physical Education Department holds health-related activities every year—such as sports competitions, exhibitions, visits, and fitness training—to promote students' physical health. Through questionnaires, morning assemblies, and posters, students are educated on the importance of personal hygiene and regular exercise, encouraging both teachers and students to work together toward the goal of a "Healthy Campus."</p> <p>Our school continues to participate in the three-year Healthy School Programme organized by the Narcotics Division of the Security Bureau. At the same time, through the development of the school's fitness program, we promote school-wide fitness activities to encourage students to actively engage in sports, thereby advancing the school's healthy campus policy and fostering personal growth.</p>

School Characteristics
School Management
School's Major Concerns: 1. Enhance self-directed learning capabilities to embrace the age of artificial intelligence. 2. Strengthen all-round values education to foster students' diversified development.
School Management Organisation: The school has established an Incorporated Management Committee and a School Council, along with three major committees: the Learning and Teaching Committee, the Student Development Committee, and the School Administration Committee. These bodies are responsible for planning and formulating key policies, which are implemented by various functional teams, including: Language Across Curriculum, School-based Learning Support Team, Civic and National Education, Disciplinary Team, etc. The school emphasizes two-way communication and encourages active participation from parents and students to collaboratively advance school governance.
Incorporated Management Committee / School Management Committee / Management Committee: The Supervisor of the school serves as the Chairperson of the Incorporated Management Committee. Members include representatives of the sponsoring body, the Principal, parent manager, teacher manager, alumni manager, and an independent member. They are responsible for overseeing and guiding the overall development of the school.
School Green Policy: Environmental protection is a key trait of our students. Guided by Catholic core values and the belief that "green living is everyday living," our school adopts a whole-school approach to promote sustainable education. Students learn to practice Eco-friendly habits in daily life, cultivating gratitude and a sense of responsibility toward their families, school, society, and nation. On campus, green lunch arrangements and recycling programs help students appreciate resources and live sustainably. Beyond school, students engage in environmental activities and promote green messages in the community. Our efforts have earned recognition from various organizations, including top awards in the Hong Kong Green School Award, "Campus without Disposables" campaign, and the Hong Kong Awards for Environmental Excellence.
Learning and Teaching Plan
Whole-school Language Policy: The school adopts Chinese as the medium of instruction in order to raise students' learning interests. With the employment of a native-English speaking teacher and teaching assistant, and the establishment of the English Corner, it is hoped that it will enhance the English learning environment and atmosphere. Moreover, a variety of language-related activities including Japanese, Korean, Spanish, French courses are held every year to expose students to a diversified language environment.
Learning and Teaching Strategies: 1. Focus on "Learning to Read": Students are encouraged to read comprehensively, to think creatively, to share and to broaden their interests and visions. 2. Students' language proficiency, communication skills and learning will be greatly uplifted by reading more. 3. Chinese and English reading lessons and class teacher reading lessons are incorporated into the curriculum to train students' writing skills and raise their awareness of social issues. 4. The online reading platform "Chinese i-Learner" is adopted which allow students to read books online and to complete HKDSE reading comprehension exercises. This aims to increase their reading speed and comprehension ability as well as fostering self-learning habit. 5. Hong Kong Reading city and HYREAD platform provide a large number of electronic books adopting the reading taste of students. Students' book report results are counted in examinations to foster comprehensive reading at school. 6. Students are encouraged to subscribe to a self-learning English online platform "DSE iLearner" , "Moodle" and "SPARK English Learning Platform" to upgrade English proficiency. English morning sharing and morning reading assembly can help students to improve English vocabulary. 7. Various subsidies and funding are provided. For example, School-based Learning Support Scheme is carried out to increase less-able students' learning ability while "Life-wide Learning Grant" is used to assist students in need to join curricular activities such as field trips, overseas exchange tours and overseas study etc.
School-based Curriculum: 1. Electives: 2X and 3X. Elective Subjects: The school provides students with 15 electives for students to choose from. Students can choose up to 3 elective subjects. 2. Curriculum highlights: To cater for learner diversity, students are streamlined into different classes according to their learning abilities. Small-class teaching is implemented when necessary, particularly at the junior secondary level. Currently, there are 14 junior secondary classes and 12 senior secondary classes, making a total of 26 classes. Different teaching materials are tailor-made to suit each of the classes. Modified curriculum and examination regulations are established for SEN classes.
Major Renewed Emphases in the School Curriculum: The four key development areas of our school—learning through reading, interactive and self-directed learning using information technology and artificial intelligence, innovation and technology education, and national and civic education—continue to be the focus of our ongoing advancement and renewal.
Life Planning Education: Our Careers and Life Planning Team adopts a six-year holistic approach to help students understand themselves, set goals, reflect, and revise plans. We guide them in exploring further study, career paths, training options, and workplace ethics. Key initiatives include school-wide career activities, work-related learning experiences, applied learning courses, and individual planning support.
Student Support
Whole School Approach to Catering for Learner Diversity: To achieve establishing the culture of inclusion, we set up the student support team which comprises SENCO, three SEN support teachers, one SEN Support officer, two counsellors, School based Education Psychologist and one SEN support assistant. It is hoped that different professions can help the students by dint of their specifications in different dimensions. Form masters, subject teachers, as well as other staff in the school can offer assistance in accordance with the proposals made by the Student Support team.
Whole School Approach to Integrated Education: Apart from routine works, we have inter-group meetings monthly which consist of two Vice Principals for learning and teaching as well as student development. In addition, Team Heads including Head of Career Guidance, Head of Discipline and Counselling, etc. are invited to the meeting. In order to reinforce the support to the SENs, we also hold meetings as platforms for both teachers and the team to exchange their experience. Apart from employing extra teaching staff, we organize different training programme and activities for SENs. We efficiently spend the Learning Support Grant to purchase extra supporting services, namely speech therapy. Communication between our team and parents is also our concern. Thus, we organize different meetings with parents for different purposes so as to let parents know more about their children's academy and development.
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: There are two terms in an academic year and one examination in each term. Formative assessments including assignments, quizzes and uniform tests are conducted throughout the whole term. The SEN team collects and analyses data about "assessment adjustment" regarding SEN students at the beginning of each term to provide suitable arrangements for them. Those measures include assessment for examination time extension, enlargement of word forms, and special seating arrangement. For those students whose academic results are below average, the school provides them with summer-holiday tutorial classes and re-assessments. It is hoped to prepare students with poor academic results for a new academic year. If students still fail in the re-assessments, they need to repeat.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school maintains close ties with the Parent-Teacher Association (PTA). In addition to offering scholarships, PTA members actively participate in school events such as student leadership ceremonies and sports days. The PTA also organizes annual meetings, teacher appreciation activities, Christmas parties, family outings, and Eco-workshops, strengthening their sense of belonging to the school.

To enhance communication, the school publishes monthly newsletters to keep parents informed about school developments and upcoming initiatives, encouraging their active involvement.

School Ethos:

As a Catholic diocesan school, we uphold the spirit of Christ's love and the five core values: Love, Justice, Truth, Life, and Family. We emphasize character development and implement a unified discipline and guidance approach. Through initiatives like school lunch, lunchtime activities, after-school study rooms, and class management, we foster a strong sense of belonging and strengthen teacher-student relationships.

The school maintains high standards in student appearance and conduct, encouraging traits such as diligence, responsibility, cleanliness, discipline, and environmental awareness. We also promote an inclusive culture, encouraging students to support and respect one another, building a caring and harmonious campus.

Future Development

School Development Plan:

1. Foster students' interest and habits in reading to enhance language proficiency.
2. Leverage technology, including AI, to improve learning effectiveness.
3. Refine teaching and learning strategies to strengthen generic skills.
4. Promote all-round values education to nurture well-rounded character.
5. Support students' balanced development in body, mind, and spirit, and encourage healthy lifestyles.
6. Provide diverse curricular and co-curricular activities to support career planning.
7. Promote national and national security education to enhance students' knowledge, attitudes, and actions.

Teacher Professional Training and Development:

The school is keen on teacher professional development, apart from staff development days, cross-curricular meetings on pedagogy are encouraged to promote the learning culture among teachers. Facilitating teachers' spiritual education is another area of concern which includes teachers' mental, physical and spiritual health development. Teachers are given space to enhance subject knowledge. Moreover, peer observation plan aims to raise teachers' techniques of using information and technology in teaching. Teachers are also reminded of the importance of good classroom management skills. Through lesson observation conducted by the Principal and subject panel heads, teachers' teaching skills in various aspects including effective teaching and learning, applying IT technique in teaching and classroom management can be boosted.

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

In recent years, the school has enhanced the leading roles of Student Union Chairpersons, Head Prefects, House Captains and Monitors to unleash their potential. The following clubs and teams are set up.

- 4 physical and acting training teams: drama, dance, judo and badminton;
- 9 school P.E. teams: athletics, cross-country, basketball, soccer, volleyball, swimming, bowling, dodge ball and archery;
- 11 interest groups: photography, art group, editorial, English Musical, Band, Butterfly Garden, Creative Hub for Stage Technology, Japanese, Korean, French and Spanish interest class;
- 8 unions: scouts, prefects cum Junior Police Call, librarians and Community Youth Club, Catholic society, Choir, Flag Guards Team and Elder Academy;
- 8 academic clubs: Chinese, Reading Club, Mathematics, STEM, Computer Studies, Humanities, Debate Team and Tourism Subjects. Not only do students focus on academic performance, they can develop interests in sports and arts activities. Team activities can also train students' discipline. The school not only encourages students to participate in voluntary services such as flag-selling, tree planting, etc., but also establishes service learning curriculum to provide students more opportunities to serve the community and to organise activities in different venues such as the elderly home, hospital, kindergarten, community centre and rehabilitation centre, etc. Students can experience the meaning of "giving is more of a blessing than receiving". Life Wide Learning Activity Week is held after the final examination, students can broaden the horizons and relieve Stress by participating different activities.

School Facilities

Number of Classroom(s): 30

School Facilities:

There are 30 air-conditioned regular classrooms, 18 special rooms and 1 student activity room at school. Each classroom is equipped with 75" interactive TV, computer equipment and amplifiers for teaching purposes. 18 special rooms include Biology laboratory, Physics laboratory, Chemistry laboratory, Integrated Science laboratory, music room, Visual Arts room, Innovation Lab, Humanities room, Information Technology self-learning centre, multi-media learning centre, computer room, English Corner, Religion room, office for social workers, office for education psychologist, band room, dance room and library. A platform is installed in the student activity centre to facilitate teaching and to hold special events such as parent night and small-scale talks, etc. Student lockers are placed in every floor for the sake of student convenience.

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

Ramp, Accessible lift and Accessible toilet.

Others

To encourage students to pursue excellence in both academics and conduct, the school offers a variety of awards. These include recognition for outstanding overall academic performance, excellence in individual subjects, and commendation for students who demonstrate both strong character and scholastic achievement. Students who perform well in Religious Studies are also acknowledged by the Catholic Diocese of Hong Kong.

The Alumni Association provides scholarships that reward achievements in co-curricular activities and overall excellence. It also runs a mentorship programme that connects alumni with current students, fostering intergenerational learning and career exploration.

Additional scholarships and awards, established by alumni and the Parent-Teacher Association, serve various purposes:

Recognizing academic excellence across grade levels and in specific subjects such as History.

Encouraging students who show significant academic improvement.

Supporting graduating students in their pursuit of further education.

Rewarding outstanding performance in innovation and technology.

Acknowledging progress in language learning.

Providing financial assistance to students facing economic hardship.

Commending exemplary conduct and all-rounded development.

The school also offers awards to students who excel in public examinations and pursue university studies in fields such as History, Geography, and Education.

To broaden students' horizons, the school organizes annual exchange programs with secondary schools and universities in countries including the United States, Canada, China, Japan, South Korea, and Taiwan, promoting cultural exchange and personal growth.

Direct Public Transportation to School

Light Rail Transit:705, 706, 761P (Tin Yiu Station);

MTR Bus:K75, K75A, K76;

CityBus: 969, 969B, 969C, 969X, N969;

Kowloon Bus:69M, 69X, 269B, 269C, 269D, 276, 276A, B1, N269;

Long Win Bus:E34A, N30, N30S; New Lantau Bus:B2P;

Minibus:34A, 77, 77B, 610S