



天主教普照中學
Po Chiu Catholic Secondary School

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School Mission

CICM is an international religious missionary institute. It is dedicated to the work of evangelization, especially among the marginated and poor.

School Information

Supervisor / Chairman of School Management Committee	Rev. Taveirne Patrick Mathieu Willem		
Principal (with Qualifications / Experiences)	Ms Yuen Yuk Lan (Master of Arts in School Guidance and Counselling)		
School Type	Aided	Student Gender	Co-ed
School Motto	Perfectio Virtutis		
Name of Sponsoring Body	Congregation of the Immaculate Heart of Mary		
Area Occupied by the School	About 6000 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	

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

Number of Teaching Posts in the Approved Establishment	59
Total Number of Teachers in the School	62
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	90%
Bachelor Degree	100%
Master / Doctorate Degree or above	46%
Special Education Training	63%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	5 - 9 Years
22%	10%
>= 10 Years	
68%	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Science, Citizenship, Economics and Society (S.1 and S.2), Life and Society (S.3), Chinese History, History (S.1 and S.2), Geography, Computer Studies, Mandarin, Music, Visual Arts, Physical Education, Religious Education, Drama Education (S.2)
	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, Economics, Geography, Tourism and Hospitality Studies, Information and Communication Technology, Physics, Chemistry, Biology, Business, Accounting and Financial Studies, Visual Arts, Ethics and Religious Studies (HKDSE Subject), Religious Education, Physical Education (not a HKDSE subject), Citizenship and Social Development, Mathematics (Module 2), Drama Education (S.4)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Science, Citizenship, Economics and Society, Chinese History, History (S.1 and S.2), Geography, Computer Studies, Mandarin, Music, Visual Arts, Physical Education, Religious Education, Drama Education (S.2)
	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, Economics, Geography, Tourism and Hospitality Studies, Information and Communication Technology, Physics, Chemistry, Biology, Business, Accounting and Financial Studies, Visual Arts, Ethics and Religious Studies (HKDSE Subject), Religious Education, Physical Education (not a HKDSE subject), Citizenship and Social Development, Mathematics (Module 2), Drama Education (S.4)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

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	\$20					
Student Union / Association Fee	\$7					
Approved Charges for Non-standard Items	\$170 (Printing fee)					
Other Charges / Fees	\$180 (School facility improvement fee)					

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). Admission criteria and weightings for S.1 DP: Rank Order List provided by EDB 30%; Conduct and attitude 20%; Interview performance 20%; Academic achievement 20%; Extra-curricular activities 5%; Services 5%.
Orientation Activities and Healthy Life
Our school places great importance on helping Primary 6 students transition smoothly from primary to secondary school. To facilitate this, our school has organized a three-day orientation program before the start of the school year. The program includes various activities to help students adapt to their new environment. With the support of teachers, social workers and peer mentors, students can enjoy the orientation activities and learning experiences. Our school places great emphasis on cultivating healthy eating habits among students. All junior form students are required to have lunch at school to reduce their chances of eating junk food outside.

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School Characteristics
School Management
School's Major Concerns: 1. Optimize teaching strategies to address the diverse learning needs of students and enhance their learning effectiveness. 2. Provide diverse learning experiences to boost students' self-confidence and support them in setting personal goals. 3. Foster a healthy and caring campus environment to cultivate a positive school culture.
School Management Organisation: The Incorporated Management Committee was established in 2013. The school consists of the school administration council, the parent-teacher association, the teachers' association, the student consultation council and the alumni association. In addition, nine functional committees arrange for responsibilities including academic affairs, religious and moral education, student affairs, discipline, student counselling, special education, extra-curricular activities, career guidance and information technology.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee was established in August 2013 for school planning and management. The members of the Incorporated Management Committee are the supervisor, the principal and representatives from the school sponsoring body, teachers, parents, alumni and a professional from the non-educational sector.
School Green Policy: The school has participated in the "Jockey Club Carbon Reduction Partnership Program" and replaced most of the school's lighting systems with LED light tubes. In addition, by participating in the "Solar Harvest" project, a solar power generation system is installed on the school rooftop, and at the same time participating in the "Fit-in Tariff" plan, the electricity fee income is used to organize educational activities to promote environmental protection which directly benefit students. The school also actively responds to various environmental protection activities in the society. In terms of curriculum, the school instills environmental awareness through different subjects, so that students will subconsciously regard environmental protection as an attitude towards life.
Learning and Teaching Plan
Whole-school Language Policy: Chinese as the medium of instruction is basically adopted. Some subjects would provide adequate extensive English learning opportunities in order to raise students' English standard. School prayers, morning assembly and Sports Day are conducted in bilingual language. Students will be taught in small classes according to their language proficiency so as to take care of students' learning differences.
Learning and Teaching Strategies: With the government's promotion of STEAM education, our school has made great efforts to improve the relevant facilities. Through cross-disciplinary and cross-curricular activities, we aim to enhance students' problem-solving skills and creativity, and cultivate their potential to meet future challenges. To enhance students' learning effectiveness, we have applied for the BYOD Programme to help students purchasing mobile computer devices to facilitate the practice of e-Learning. To promote self-directed learning, we aim to equip our students with the necessary study and learning skills to improve their learning outcomes. At the same time, we have provided various learning programmes, such as the Learning Circle for senior form students, Pre-exam Study Class for junior form students, inter-class competition for F.1 and F.2, for students to develop their habit in diagnosing their learning needs, formulating learning goals, choosing and implementing appropriate learning strategies and evaluating their learning outcomes. To promote our language education, the English Corner and the Chinese Corner have been made to strengthen our language education. Our school also has a well-equipped self-study room which provides a conducive environment for students to study. Various academic award schemes and progress awards are designed to foster students' positive learning attitudes and nurture their responsibility.
School-based Curriculum: 1. Electives: 2X. Besides the 4 compulsory subjects, students can select 2 electives from the offered subjects. 2. Curriculum highlights: Based on our students' learning abilities and interests, the school curricula in junior forms are modified to enhance their learning outcomes.
Major Renewed Emphases in the School Curriculum: To promote reading, our school implements the Morning Reading Scheme, the Reading Award Scheme, and the Extensive Reading Scheme in both Chinese and English. A number of awards are presented to commend students for their academic achievements. We provide training in thinking and learning skills to nurture students' lifelong learning abilities, along with diversified learning activities to broaden their horizons.
Life Planning Education: The Career Guidance Committee arranges for senior secondary students to complete career aptitude tests, helping them understand their characteristics, potential, and interests, which assists them in selecting suitable elective subjects. Additionally, the committee regularly organizes seminars, visits to educational and business institutions, and distributes publications to provide students with up-to-date information on further studies and career opportunities. These efforts help students understand the academic and skill requirements for future education and employment, thereby motivating their learning. Moreover, the committee frequently holds workshops, workplace experience activities, and large-scale career planning events, and provides individual support services for graduates concerning further studies and employment. These initiatives enable students to set personal goals, identify suitable educational and career paths, and appreciate the importance of life planning. Committee members also offer individual counseling to assist students with issues related to further studies and career choices.
Student Support
Whole School Approach to Catering for Learner Diversity: The Committee of Student Counselling comprises ten teachers and two social workers. By investigating students' needs, we design appropriate activities to support their growth and adaptation. We are responsible for following up on special student cases, holding regular case meetings, and establishing relevant policies. We frequently collaborate with the Discipline Committee, the Special Educational Needs Support Team, class teachers, subject teachers, the educational psychologist, and parents. The twin class teacher system at all levels ensures comprehensive care for students. The Student Guidance Team supports Form One students in adjusting smoothly to their new school life.
Whole School Approach to Integrated Education: Aiming to promote an inclusive educational culture and foster a caring campus environment, our school adopts a whole-school approach to support students with special educational needs (SEN). The Student Support Team comprises the Vice Principal, the SENCO, the Counselling Mistress, the educational psychologist, the speech therapist, counsellors, and SEN support teachers. Team members collaborate with subject teachers and other functional teams to devise tailored support programmes. To strengthen teachers' capacity to cater to SEN students, in-service training sessions are conducted throughout the school year. With the provision of the Learning Support Grant, our school can deploy resources flexibly. To enhance manpower, three SEN counsellors have been recruited to assist teachers and support students in need. Additionally, outsourced services—such as focus training groups and literacy training groups—are employed to provide individualized support for SEN students. Special arrangements are made for internal examinations and assessments. For students with severe learning needs, further assessments and referrals are provided. Members of the Student Support Team also collaborate with subject teachers to design individualized study plans. As part of the whole-school approach, students are encouraged to offer peer support to their SEN classmates. Regular meetings are held between parents and teachers to ensure consistent communication and support.
Measures to Provide Adaptation for Learning and Assessment: In addition to the three examinations, students' performance in lessons, homework, and test scores is included to assess their learning progress. Our school also provides special examination arrangements for students with special educational needs, such as designated examination venues, extended time allowances, enlarged examination papers, screen readers, and speech-to-text software, to ensure equitable assessment.

Home-School Co-operation and School Ethos
Home-School Co-operation: Our school provides support, guidance, and appropriate channels for parents, teachers, and students to express their needs and concerns. The Parent-Teacher Association plays an effective role in bridging communication between parents and the school.
School Ethos: The school fosters a simple and sincere atmosphere, accompanied by strict standards for student conduct.
Future Development
School Development Plan: School Focus Areas for 2024–2027: 1. Enhance teaching strategies to cater to the diverse learning needs of students and improve learning effectiveness. 2. Provide a variety of learning experiences to boost students' confidence and help them set personal goals. 3. Foster a healthy and caring school environment and promote a positive culture. The school actively collaborates with various groups—including parents, alumni, Project WeCan, and community organizations—to offer students diverse learning experiences. These initiatives aim to broaden students' horizons, strengthen their self-confidence, and support them in setting and pursuing life goals.
Teacher Professional Training and Development: Apart from the school-based teacher development programmes, teachers are encouraged to participate in specialized seminars, workshops and courses.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
There are a total of 41 clubs under the Extra-Curricular Activity Committee, covering areas such as the Catholic Society, Student Union, subject-based societies, sports training, uniform groups, social services, arts and creative performances, interest groups, and student organizations. Regular meetings are held to ensure smooth coordination and active participation.
School Facilities
Number of Classroom(s): 24
School Facilities: To promote IT-integrated teaching and self-directed learning, all special rooms and selected classrooms in the school are equipped with integrated smart boards, enhancing interactive learning opportunities between teachers and students and improving teaching and learning effectiveness. In addition to standard classrooms and special rooms, the school also features a chapel, a self-study room named “Starry Chamber” that accommodates up to 100 students, a well-equipped “English Corner,” a serene and classically styled “Chinese Corner,” a “Steam Lab,” and an auditorium fitted with professional lighting, sound systems, and a large LED screen. Other facilities include a basketball court with safety mats, a student union room, a canteen, a student activity center, a dance studio, a library, and computer rooms.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift, Accessible toilet and accessible public information / service counter.
Others
The school arranges for senior secondary students to participate in activities organized by the “Project WeCan” initiative by The Wharf (Holdings) Limited, such as workplace experience programs, corporate visits, the “Career Exploration Day,” and the “Blue Buddy Program,” to broaden their horizons. To boost students' confidence in taking the Hong Kong Diploma of Secondary Education (HKDSE) examination, the Career and Guidance Committee, in collaboration with the Alumni Association, organizes the “DSE Motivation Camp.” This camp includes university visits, study tips shared by alumni and teachers, JUPAS subject selection strategies, and time management workshops. Additionally, the school recommends promising students from Form 3 to Form 6 to participate in the “Ambition Youth Scholarship Program.” These students engage in various activities such as industry-sharing sessions, skills training workshops, volunteer services, and community events, fostering positive values and team spirit.
Direct Public Transportation to School
MTR Yau Tong Station; Minibuses to Kwun Tong, Mongkok, Jordan and Castle Peak Road; 5-minute walk to Yau Tong Bus Terminus.