



School Mission

We will endeavour to provide whole-person education with balanced emphasis on moral, intellectual, physical, social and aesthetic development, to help our students to achieve their full potential and to instill in them a commitment to serve our country and society.

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

Number of Teaching Posts in the Approved Establishment	60	
Total Number of Teachers in the School	64	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	86%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	45%	
Special Education Training	69%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
45%	14%	41%

School Information

Supervisor / Chairman of School Management Committee	Ms. Au-Yeung Wai Yin					
Principal (with Qualifications / Experiences)	Mr. Au-Yeung Sing Leung (Bachelor of Science (The University of Hong Kong), Bachelor of Language Studies (English)(The Open University), Postgraduate Certificate of Education (The University of Hong Kong))					
School Type	Aided	Student Gender	Co-ed			
School Motto	Study extensively, inquire accurately, deliberate carefully, discern clearly, practise earnestly					
Name of Sponsoring Body	Cognitio College Foundation Limited				Year of Commencement of Operation	1962
Area Occupied by the School	About 3800 Sq. M	Religion	Not Applicable			
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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		

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics (S.1 & S.2)*, Putonghua, Chinese History, Science (S.1 & S.2)*, Geography*, History*, Citizenship, Economics and Society (S.1 & S.2)*, Life & Society (S.3)*, Computer Literacy*, Visual Arts*, Physical Education, Music, Chemistry (S.3)*, Physics (S.3)*, Biology (S.3)*
	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 (Compulsory Part, Extended Part M2), Citizenship and Social Development, Physics, Chemistry, Biology, Chinese History, History, Geography, Economics, Information and Communication Technology, Business, Accounting and Financial Studies and Visual Arts
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* 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 (S.1 & S.2)*, Putonghua, Chinese History, Science (S.1 & S.2)*, Geography*, History*, Citizenship, Economics and Society, Computer Literacy*, Visual Arts*, Physical Education, Music, Chemistry (S.3)*, Physics (S.3)*, Biology (S.3)*
	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 (Compulsory Part, Extended Part M1 & M2), Citizenship and Social Development, Physics, Chemistry, Biology, Chinese History, History, Geography, Economics, Information and Communication Technology, Business, Accounting and Financial Studies and Visual Arts. From the academic year 2024-2025, we will nominate senior forms students with sports talent to enroll in the HKDSE Physical Education course offered by an external service provider.
	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)

* 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	\$20					
Approved Charges for Non-standard Items	-					
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).

Interview Performance 25%; Academic Achievement 25%; Conduct & Attitude 35%; Extra-curricular Activities 10%; Award 5%

Orientation Activities and Healthy Life

Orientation Day for parents of S.1 students is organized before the commencement of the new academic year. All S.1 students have to attend a two-week Bridging Program (Chinese, English, Mathematics) and a 3-day Team-building Course in the summer. It aims to strengthen students' self-confidence and team spirit. Apart from providing PE lessons to all forms, a wide range of activities are organized to promote the importance of healthy living. Through form periods, morning assemblies, seminars, workshops, parent education and group activities, the positive impact of good habits as well as the need to bear the right attitudes, skills and values to face challenges in life are instilled into the students' minds. S.1 students are encouraged to take up an interest in playing a musical instrument. In addition to normal lessons, students can have a chance to have extra lessons after school, doing homework and joining an interest group. Every Monday, Secondary 1 students have extra-curricular activities after school. They have the opportunities to do sports, voluntary work and activities related to values education with the aim to help students maintain a study life balance.

School Characteristics
School Management
<p>School's Major Concerns:</p> <ol style="list-style-type: none"> 1. Strengthen support for student diversity and enhance learning effectiveness. 2. Enhance students' biliteracy and trilingual skills. 3. Foster holistic growth and enable a fulfilling life.
<p>School Management Organisation:</p> <p>The IMC is responsible for managing the school. The School Steering Committee formulates school policies and guides the development of different subject panels and departments. The composition of the Committee includes the principal, vice-principals, department heads and teacher representatives. Our school has various departments, including the Office of Perfect Studies, Discipline and Counselling Department, Career Section, Extracurricular Activities Department, Student Development Section and etc. These functional groups collaborate with each other to foster the holistic growth of students.</p>
<p>Incorporated Management Committee / School Management Committee / Management Committee:</p> <p>The Incorporated Management Committee was established on 20th August 2007. The composition of the committee includes the sponsoring body managers, the school principal, the teacher managers, the parent managers, the alumni managers and the independent managers.</p>
<p>School Green Policy:</p> <p>The school establishes policies to boost environmental awareness and promote green living. We comply with environmental regulations, prevent pollution, and continuously improve the environment through education.</p> <p>We implement our eco-friendly campus policy by managing resources, developing curricula, and organizing activities. Annual sustainability initiatives engage students, staff, parents, and the community. These include workshops, green campaigns, recycling drives, energy-saving actions, and tree planting—all encouraging sustainable living through practical action.</p>
Learning and Teaching Plan
<p>Whole-school Language Policy:</p> <p>Learner diversity is well taken care of through group teaching in Chinese and English Language. The design and provision of a rich language environment and an English Language Centre can maximize our students' exposure and use of the target languages. Non-language subject teachers design tasks for students to review the concepts and contents covered in the mother tongue in English. Reading programs are organized to enhance students' interest in language learning.</p>
<p>Learning and Teaching Strategies:</p> <p>Our teachers design scaffolding activities to help our students to construct their subject knowledge, to apply and reinforce their knowledge learnt. We teach them appropriate learning strategies, and encourage them to make good use of diversified modes of learning (e.g. e-learning, online learning platforms, extensive reading and project work, etc.) to facilitate their learning. We promote and implement self-directed learning and life-wide learning. Teachers adapt the curriculum, learning activities and teaching pace according to students' prior knowledge, abilities, interests and needs, in order to embrace learner diversity.</p>
<p>School-based Curriculum:</p> <ol style="list-style-type: none"> 1. Electives: 2X. Students can choose according to their own interest an Applied Learning course in any one of the six areas of studies. 2. Curriculum highlights: Curriculum highlights: School-based curriculum is developed to suit students' interest and abilities in learning. Our teachers have been adapting and designing teaching materials to arouse students' interest in learning. We also offer a variety of Other Learning Experiences to our students.
<p>Major Renewed Emphases in the School Curriculum:</p> <ol style="list-style-type: none"> 1. Moral and Civic Education: Strengthening values education through Life-wide Learning (LWL), including moral education, civic education and national education (including Constitution, Basic Law and national security education) to cultivate positive values and attitudes in students. 2. Reading to learn: Promoting Reading across the Curriculum (RaC) and organizing various reading-related activities such as morning reading periods, sharing sessions among teachers and students and book fairs further developing students' reading skills and broadening their knowledge base. 3. Project Learning: Conducting subject-based or cross-curricular projects, including those related to STEAM education, to enhance students' self-learning abilities and other generic skills. 4. Information Technology for Interactive Learning: Enhancing e-learning through various learning activities and initiatives inside and outside the classroom, including the implementation of the "Bring Your Own Device" (BYOD) policy in different levels of junior secondary education and senior secondary education.
<p>Life Planning Education:</p> <p>Aims:</p> <ol style="list-style-type: none"> 1. To cultivate students' abilities on self-understanding, life planning, goal-setting and self-reflecting; 2. To enhance students' understanding of multi-pathways of further studies and career development. <p>Implementation Strategies:</p> <ol style="list-style-type: none"> 1. A school-based life planning education curriculum is implemented with different themes for each form. a) The main focus for the junior forms is on self-development. Lessons are conducted to help students explore their career interests, identify their potential and set goals for the future. b) As for the senior forms, we target on enhancing students' understanding towards further studies and careers pathways. Through various activities, we widen students' horizons and prepare them to make responsible choices for their future. 2. Careers teachers meet with F5 and F6 students every year to give them adequate guidance on knowledge and skills in preparing for further studies and career development. 3. Teachers of other key learning areas and activity groups also help facilitate students in making connection between their study and academic or career aspirations. Careers teachers guide students in understanding their life-planning plans. The English Department opts for the Workplace Communication module to teach students workplace English. 4. Apart from teachers, we seek support from parents. Talks are held to provide them with information of the latest employment trends and directions. Careers teachers also frequently attend life planning education and career guidance activities to equip themselves for providing quality service to students.
Student Support
<p>Whole School Approach to Catering for Learner Diversity:</p> <p>Measures are implemented to support academically more able and less able students such as split class teaching. Our counselling team works closely with parents to support the development of students. We employ teacher assistants and collaborate with voluntary organizations to run courses for our students in enhancing their learning. The Student Support Team has been set up to offer extra help to students with special educational needs. Since 2008-09 academic year, our school has received the EDB School-based Educational Psychology Service. An educational psychologist visits the school regularly to assist the team.</p>
<p>Whole School Approach to Integrated Education:</p> <p>Our school adopts a "whole-school approach" to inclusive education, utilizing a "three-tier support model" to cater to students with special educational needs (SEN). The Student Support Group—comprising the principal, vice-principal, coordinator, career guidance staff, and counselors—plans, implements, and reviews support measures. We flexibly utilize the Learning Support Grant, SEN Support Grant for Non-Chinese Speaking Students, and internal and external resources to provide diversified assistance. This includes hiring counselors to offer individual or group training, as well as organizing school-based speech therapy, occupational therapy, and social skills groups.</p> <p>To address diverse learning needs, we employ varied teaching strategies, tiered assignments, and adapted assessments and homework. Early identification and referral services—such as educational psychologist assessments—are also provided. We collaborate closely with professionals and parents through regular meetings to develop and review individual learning plans. Parent-teacher communication is enhanced through year-end feedback forms and surveys. Teachers also receive ongoing professional development in inclusive education.</p>
<p>Education Support for Non-Chinese Speaking (NCS) Students:</p> <p>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; and organising activities to create an inclusive learning environment in the school.</p>
<p>Measures to Provide Adaptation for Learning and Assessment:</p> <p>Common tests and exams are given twice respectively per academic year. Different modes of assessment are employed to examine students' performance and assessment data are analyzed to identify the learning difficulties of the students. Teachers make use of the information to readapt the curriculum and teaching strategies to suit their students' needs.</p>

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association actively assists in planning and promoting various parent education and home-school activities. This academic year, a number of distinctive events were organized, including the Positive Parenting Workshop, New Year Narcissus Planting Workshop, Narcissus Photography Contest, Happy Fruit Day, parent-child relay races at the sports meet, and family fun days, among others. These activities combined fun with educational value, effectively enhancing parent-child relationships. Some parent committee members also supported the school by participating in the Eastern District Secondary School Fair, introducing the school's unique features and campus culture to primary school teachers, parents, and students in the district, thereby increasing external understanding of our school. Parents handmade gratitude cakes for teaching staff on Thanksgiving Day, reflecting the strong bond between home and school. The school also actively collected feedback from parents through multiple channels such as the IMC meetings, PTA meetings, parent-teacher conferences, parent evenings, parent surveys, and daily communication, further promoting home-school collaboration. This year, the school was recognized at the HK Outstanding Home-School Volunteer Awards 2025, with several parent committee members and teacher receiving awards, fully demonstrating the exceptional outcomes of home-school cooperation.

School Ethos:

Our school is distinguished by its sincere and nurturing ethos, committed to inspiring each student's unique potential and dedicated to providing holistic education. Guided by the core values of gratitude, care, and service, we adopt a moral education model characterized by whole-school participation and integration of discipline and guidance to cultivate students' integrity and positive attitudes. The school emphasizes both character and academic development, offering consistent and effective learning and personal growth support. We actively identify students' strengths, provide individualized instruction, and help them fully realize their talents. Over the years, the school has been repeatedly honored with the Caring School Award, demonstrating our outstanding educational achievements. Our teaching team is professional and student-loving, attentively supporting the all-round development of each student. The relationship between teachers and students is harmonious and warm, fostering a strong sense of belonging among the student body. For over two decades, the school has continuously implemented an alumni-led mentoring program, where graduates selflessly dedicate their spare time to guiding and supporting younger students. This tradition of mutual assistance has greatly benefited generations of students and continues to be passed down with pride.

Future Development

School Development Plan:

Major Concerns in 2025-28 school year:

1. Strengthen support for student diversity and enhance learning effectiveness.
2. Enhance students' biliteracy and trilingual skills.
3. Foster holistic growth and enable a fulfilling life.

Teacher Professional Training and Development:

Our school coordinates professional development for all teaching staff through the Teacher Professional Development Team. Newly joined teachers are enrolled in a two-year mentoring program, with two designated mentors providing guidance in subject teaching and administrative operations respectively, helping them fully adapt to the school environment and meet institutional expectations. Furthermore, based on annual focus areas and previous feedback, the school arranges relevant professional development activities for all teachers, fostering continuous growth and ensuring that educational practices remain forward-thinking. The school regularly organizes collaborative lesson planning and teaching seminars to encourage peer observation and professional exchange, building a vibrant learning community. Various departments also hold professional development workshops and sharing sessions to support teachers in updating their educational knowledge. Additionally, the school actively encourages teachers to participate in diverse external training opportunities, such as symposiums, practical workshops, and short-term courses, to further enhance teaching effectiveness.

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

Activities Office offers more than 30 clubs and groups, categorized into academic, service, sports, and interest-based activities. Students can choose to participate according to their personal interests. The school hires professional instructors and coaches to guide students and enhance their skills. Throughout the year, events such as Activity Day, Chinese Culture Week, Gratitude Month, and STEAM activities are organized. Additionally, the school arranges whole-form volunteer services for Secondary 2, and 4 students; Careers Section is responsible for planning life planning activities for different forms, helping students understand their career aptitudes and make early preparations for their future.

School Facilities

Number of Classroom(s): 28

School Facilities:

Our school is fully equipped with air-conditioning in all classrooms, the hall, the tuck shop, and special rooms. Campus-wide Wi-Fi coverage is provided. Each classroom and special room is installed with large interactive touchscreen TVs, visualizers, and computers to facilitate interactive teaching and learning. The school features a variety of dedicated spaces, including an English Activity Centre, a Maker Space, a Campus TV Studio, a Student Activity Centre, computer rooms, a language laboratory, counseling rooms, meeting rooms, interview rooms, a social worker's office, and a parent-alumni-teacher common room. A distinctive feature of our campus is the over 40 adventure-based facilities, such as a climbing wall, abseiling, a zip line, and high-level challenge courses. More than ten teachers have obtained relevant qualifications to instruct and lead activities that enhance students' self-confidence, teamwork, and mutual care. Furthermore, the school has a Reptile Study Room housing various reptiles, including bearded dragons, chameleons, tiliqua and gecko. Through life education activities involving animal care, students develop respect for life, responsibility, and a sense of commitment.

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

Ramp, Accessible lift, Accessible toilet and tactile guide path plan.

Others

1. Scholarships: Cognito College Jubilee Education Bursary, Cognito College Foundation Scholarship, Cheung Wing In Memorial Scholarship and Cognito Matriculation Evening Institute Scholarship
2. Awards: a) Champion of the Most Eco-Friendly Design Award (Secondary School Division) Eco-Model Tournament 2025 b) First Prize, Junior Division Challenge Group in Fun Science Competition 2025 - "Marble Paper Scissors" video highlights c) Champion (Secondary School Division) of 3rd Annual Sci-Dream Cup Science Creativity Poster Competition d) 3rd Runner-up of Junior Police Call Inter-District Robotics Competition e) 2nd Runner-up of PilotX Teen Drone Formation Challenge "Light of Wisdom 2025" f) 2nd Runner-up of Inter-School Cup, Hong Kong and Macau Digital Reading Award Scheme 2024-25 g) Bronze Prize of 2024-25 China Secondary School Student Essay Competition (Hong Kong Region) h) Vocal Champion in the Secondary School Division, 1st Runner-up in Percussion, and the Gold Prize in Chinese Music of HKAOAC 18 Districts Music Competition (Hong Kong Island East Region) i) 1st Runner-up (S4-S6 Chinese Orchestra Ensemble Group), Champion (S1-S3 Chinese Orchestra Ensemble Group) & Champion (S4-S6 Grand Chorus Group) of HKYCTA The 5th Youth and Children Music Competition j) Champion of Boys C Grade, 2nd Runner-up of Boys Overall, 3rd Runner-up Girls B Grade and Girls Overall in Inter-School Badminton Competition. k) One Champion, two 1st Runner-up, one 2nd Runner-up and two 3rd Runner-up of Inter-School Athletics Competition l) One 1st Runner-up and two 3rd Runner-up of Inter-School Cross Country Competition m) Three Champion, two 1st Runner-up and 1 3rd Runner-up of Joint Schools Athletics Training Programme n) 1st Runner-up (Boys B Grade) of Inter-schools Basketball Competition o) 2nd Runner-up (U14 Plate) & 3rd Runner-up (U18 Plate) of FHKCCC Five-a-side football Competition p) Silver Award of Jazz Dance (Open Group) in HKDCAC Pegasus Cup Dance Competition q) Three Champion, three 1st Runner-up and 2nd Runner-up in Secondary School Potted Plant Growing / Nursing Competition (HK/KLN) of HK Flower Show 2025 r) 1st Runner-up of CYC Greening for the Chest-Cleaning/ Hiking/ Green Acts for Charity 2024-25.
3. Guided by the gravity of positive value, manner and behaviour cultivation, schemes and programmes of various nature are introduced to cater for our students' needs in different developmental stages:
a) Cognito Spartans: Our school counselling team and the student support group joined together in running an experiential development program for our students. Through various team activities, they work to boost students' sense of achievement and motivation to strive for a breakthrough in their personal goals.
b) Life Visit: Our school's guidance team with more than 30 university alumni, jointly designs and implements a positive developmental programme namely "Life Visit", which aims to allow participants to understand and develop themselves through different forms of activities such as camping, hiking, and group competitive activities. Through this programme, the participants can ultimately achieve the goals of team building, goal setting and career interest development.
c) Adolescent Health Programme: The Programme focuses on promoting S2 students' psychosocial health in self-understanding and acceptance, emotion and stress management as well as harmonious interpersonal and problem-solving skills.

Direct Public Transportation to School

Bus Route: 106, 694, 682, 8X, 82, 118, 606, 780; MTR: Get off at the Chai Wan MTR Station and exit at the Exit E/Hing Wah Estate Exit; Minibus Route: 66.