



香港教師會李興貴中學
Hong Kong Teachers' Association Lee Heng Kwei Secondary School

Wan Tau Tong Estate Tai Po

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School Mission

In order to realize the school motto "Personal and academic formation with wisdom, benevolence and bravery", multifarious learning and student growth activities are implemented in addition to subject knowledge and skills acquisitions, with the aim of nurturing self-disciplined, understanding and responsible citizens and future leaders.

School Information

| | | | |
|--|--|---|----------------|
| Supervisor / Chairman of School Management Committee | Mr. Li Wing Hung | | |
| Principal (with Qualifications / Experiences) | Ms. Tan Sze Chi (MA, BSS(Hons), PGDE) | | |
| School Type | Aided | Student Gender | Co-ed |
| School Motto | Personal and academic formation with wisdom, benevolence and bravery | | |
| Name of Sponsoring Body | HK Teachers' Association Edu. Dev. Co. Ltd. | | |
| Area Occupied by the School | About 6000 Sq. M | Religion | Not Applicable |
| 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 | 52 |
| Total Number of Teachers in the School | 54 |
| Qualifications and Professional Training (% of Teaching Staff) | |
| Had Received Teacher Training | 87% |
| Bachelor Degree | 100% |
| Master / Doctorate Degree or above | 51% |
| Special Education Training | 30% |
| Years of Experience (% of Teaching Staff) | |
| 0 - 4 Years | 28% |
| 5 - 9 Years | 12% |
| >= 10 Years | 60% |

Subjects Offered in the 2025/2026 School Year

| | | |
|-----------|--|--|
| S.1 - S.3 | Chinese as the Medium of Instruction | Chinese Language, Mathematics*, Citizenship, Economics & Society, Integrated Science, History*, Chinese History, Geography*, Computer Literacy*, Design and Technology*, Putonghua, Visual Arts, Music*, P.E., Resources Management (S.3), Values Education |
| | English as the Medium of Instruction | English Language, ELA Lesson* (S.1 & S.2) |
| | 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 Social Development, Biology, Physics, Chemistry, Information and Communication Technology (S.5 & S.6), Design and Applied Technology, Economics, BAFS, Visual Arts, History, Tourism and Hospitality Studies, Chinese History, Geography, Music, P.E., P.E. Elective (S.5 & S.6), STEM & Enhancement Programme, Value Education |
| | English as the Medium of Instruction | English Language, English Enhancement Programme |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | Chinese Enhancement Programme, Mathematics Enhancement Programme |

* 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, Citizenship, Economics and Society, Integrated Science, History*, Chinese History, Geography*, Computer Literacy*, Design and Technology*, Putonghua, Visual Arts, Music*, P.E., Resources Management (S.3), Value Education |
| | English as the Medium of Instruction | English Language, ELA Lesson* (S.1 & S.2) |
| | 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 Social Development, Biology, Physics, Chemistry, Information and Communication Technology, Design and Applied Technology (S.6), Economics, BAFS, Visual Arts, History, Tourism and Hospitality Studies, Chinese History, Geography, Music, P.E., STEM & Enhancement Programme, P.E.(Elective) (S.6), Value Education |
| | English as the Medium of Instruction | English Language, English Enhancement Programme |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | Chinese Enhancement Programme, Mathematics Enhancement Programme |

* Subjects with extended learning activities (ELA) in English

Class Structure & Chargeable Fees (2025/2026)

| | S1 | S2 | S3 | S4 | S5 | S6 |
|---|------|----|----|-------|-------|-------|
| No. of Classes | 3 | 3 | 3 | 3 | 4 | 4 |
| School Fee | - | - | - | - | - | - |
| Tong Fai | - | - | - | \$340 | \$340 | \$340 |
| Parent-Teacher Association Fee | \$30 | | | | | |
| Student Union / Association Fee | \$20 | | | | | |
| Approved Charges for Non-standard Items | - | | | | | |
| Other Charges / Fees | - | | | | | |

Remarks

Based on our students' learning abilities, English will be utilized to teach certain aspects of non-language subjects. Additionally, we will strongly promote students' English learning through various school activities. This approach provides students with more opportunities to engage with the English language beyond the classroom setting.

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).

The weighting are as follows: academic performance (20%), conduct (10%), ranking by the Education Bureau (20%), interview performance (30%), and performance in extra-curricular activities and service (20%). For further details, please refer to our school website.

Orientation Activities and Healthy Life

Our school places great emphasis on the physical and mental well-being, as well as the social development, of our students. With our commitment to foster a vibrant campus culture centered around health, we have established a dedicated entity known as the Health Education Committee. This committee is tasked with designing relevant courses and activities that promote wellness. In partnership with the Physical Education Department, the Health Education Committee has initiated the "LHK Family Sports and Health Growth Journal" project. This initiative aims to encourage students to track their levels of physical activity while offering a wealth of diverse health information to inspire them to embrace an active and healthy lifestyle.

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| School Characteristics |
| School Management |
| <p>School's Major Concerns:</p> <ol style="list-style-type: none"> 1. Inspiring students' academic potentials, Enhancing the effectiveness of teaching and learning; 2. Promoting students' holistic development, cultivating positive and shining talents. |
| <p>School Management Organisation:</p> <p>The Incorporated Management Committee of the school is structured into four major areas, all coordinated and managed by the Principal. These areas include the Administrative Committee, National Security Education Committee, School Financial Committee, and the Crisis Management Committee, each of them is responsible for the comprehensive coordination and development of the school. The Vice principal and Assistant Principals oversee the school's Academic Affairs, Student Affairs, and School Affairs through three major administrative divisions. This structure ensures the efficient and coordinated operation of the school, ultimately providing a higher quality learning environment for our students.</p> |
| <p>Incorporated Management Committee / School Management Committee / Management Committee:</p> <p>Our IMC was established in August 2010.</p> |
| <p>School Green Policy:</p> <p>To encourage sorting of rubbish, coloured waste separation bins are placed in the classrooms. Our school was once awarded the Gold Award in the Hong Kong Green School Award organised by the Environmental Campaign Committee.</p> |
| Learning and Teaching Plan |
| <p>Whole-school Language Policy:</p> <p>In our school, all levels of the Chinese and English languages are taught in groups to cater for learning diversity. Our school primarily uses the mother language as the medium of instruction; however, we place great emphasis on English language education. In addition to regular English classes, we offer a variety of supplementary activities such as morning reading programs, English assemblies, English Days and overseas tours to provide students with ample opportunities to engage with the language.</p> <p>For S.1 and S.2 students, we have introduced extended learning activities that focus on teaching key concepts in various subjects through English. Additionally, the Chinese Language and Putonghua departments have begun collaborating in the same time to enhance students' speaking and listening skills in Chinese through the Putonghua curriculum, thereby elevating their proficiency in the language.</p> |
| <p>Learning and Teaching Strategies:</p> <p>We believe that every student can achieve higher through our strategies. We always implement curriculum reforms in accordance with the policies of the Education Bureau. In recent years, we have promoted blended learning and assessment literacy in various subjects. Starting from the academic year 2023-2024, our school participated in the Quality School Improvement Program (QSIP) organized by The Chinese University of Hong Kong, which aims to strengthen the professional leadership capacity of school leaders and middle management, thereby optimizing teaching quality and supporting the school's continuous development.</p> <p>National Security Education Committee was established in 2021 and our school has planned National Security Education through various subjects. As for STEM education, the school has developed a number of school-based programmes and has also won multiple awards in STEM competitions. In recent years, a STEM Education Co-Ordinator has been appointed to lead our students to cooperate with universities and scientific research institutions to expand their horizons.</p> <p>In addition to academic performance, our school also places significant focus on the development of students in music, arts, and sports. With the implementation of the Creative Explorer Outreach (CEO) Program, we have established various clubs and interest groups, such as choir, dance society, clay modeling class, basketball team, and dodgeball team, all aimed at achieving whole-person development for students during their growth.</p> |
| <p>School-based Curriculum:</p> <ol style="list-style-type: none"> 1. Electives: 2X and 3X. . 2. Curriculum highlights: To enhance the effectiveness of teaching and learning, our school adapts the curriculum according to the students' levels and abilities. For our gifted students, teachers will design additional learning activities such as Language Enhancement Program (LEP), Mathematics Enhancement Program (MEP), aimed at elevating their achievements to new heights. Meanwhile, for those who may require more support, teachers will provide appropriate materials to foster their interest in learning and help them improve. |
| <p>Major Renewed Emphases in the School Curriculum:</p> <p>Our school is committed to strengthening students' identities as both citizens and global citizens based on seven learning objectives. We aim to provide students with a broad knowledge foundation and enhance their language skills, interpersonal skills, information literacy, career planning, and healthy lifestyle choices through a variety of inter-school and outside school activities.</p> |
| <p>Life Planning Education:</p> <p>With the whole-school approach (from S.1 to S.6), our school organizes a series of talks and activities designed to help students identify their strengths, weaknesses, personalities, interests, and abilities. This process enables them to begin planning their lives and exploring their developmental pathways. Even after students have established a direction, our school provides ongoing support through group counseling and individualized guidance to help refine and adjust their perspectives. Teachers actively listen to students' concerns and offer valuable advices. As students approach subject selection and future career planning, teachers are dedicated to providing the latest information for their consideration.</p> |
| Student Support |
| <p>Whole School Approach to Catering for Learner Diversity:</p> <p>Our school designs a tailor-made teaching curriculum based on the individual learning capabilities of each class. In certain forms, we implement streamed teaching, grouping students according to their abilities. Some classes even adopt a small group teaching model. These arrangements significantly enhance students' learning abilities. Additionally, our school has established a Student Support Group, which primarily focuses on discussing policies and providing care for students with special needs.</p> |
| <p>Whole School Approach to Integrated Education:</p> <p>Our school adopts an integrated education under the whole-school approach. This initiative is coordinated by the Special Educational Needs Coordinator and involves a team comprising special education support teachers, educational psychologists, social workers, subject teachers, and teaching assistants.</p> <p>Additionally, our school effectively utilizes the Learning Support Grant and other internal resources to provide a diverse range of services for students with special educational needs. These services include social skills training groups, speech therapy, music therapy, and art therapy. We also organize learning festivals outside school hours, specifically designed to offer a variety of engaging activities for students with special learning needs, thereby enhancing their interest in learning.</p> <p>To address the diverse learning differences among our students, we implement tailored curriculum designs, varied teaching strategies, differentiated assignments, and adaptive assessment methods to improve the learning outcomes of students with special educational needs. With parental consent, we gather information on new students with special educational needs from their previous schools to identify their requirements early and arrange appropriate support.</p> <p>We collaborate closely with educational psychologists and regularly invite parents to participate in student assessment meetings to jointly develop Individual Education Plans (IEP). We continuously review the effectiveness of these plans and provide summaries of student support to keep parents informed about their child's situation at school and equip them with effective strategies for supporting them.</p> |
| <p>Measures to Provide Adaptation for Learning and Assessment:</p> <p>Three formal examinations are conducted each year, in addition to regular tests for each subject. Continuous evaluation is carried out through various types of assignments and exercises, ensuring a comprehensive understanding of student progress.</p> |

Home-School Co-operation and School Ethos**Home-School Co-operation:**

Our school organizes regular parent-child activities, such as trips and workshops, fostering a close connection with parents. We host two Parent Days each year, providing parents with timely insights into their children's growth and development. These initiatives not only strengthen the bond between families and the school but also promote collaborative engagement in the educational journey of our students.

School Ethos:

The school emphasizes the enhancement of personal qualities, as well as experiential learning, solidifying knowledge and broadening horizons through first hand experiences, to cultivate young individuals with the qualities of the "4C".

The first C: Caring Youths

We teach students to approach people and situations with positive values, fostering kindness and goodness within them, making society vibrant and positive.

The second C: Continuous Learners

We constantly strive for progress, developing a growth mindset and seizing learning opportunities to acquire knowledge and essential skills.

The third C: Creative Explorers

We firmly believe that each student has unique strengths and qualities. By combining their individual brilliance with others, their light can shine together, mutually illuminating one another.

The fourth C: Change Leaders

We teach students to equip themselves, courageously facing the challenges and difficulties of a changing society and life, with the resilience to embrace change. Through various activities, students strengthen their cooperation, creativity, and team spirit, broadening their perspectives.

Future Development**School Development Plan:****1. Nurturing Students' Learning Potential and Enhancing Teaching Effectiveness**

Our school is committed to improve the effectiveness of classroom learning and the quality of students' academic work, enabling them to acquire knowledge more efficiently and strengthen their confidence in learning. We foster positive study habits to help students build a solid learning foundation. At the same time, we cater to the diverse learning needs of students, ensuring that learners of different abilities can progress continuously according to their levels.

2. Fostering Students' Holistic Development and Cultivating Positive and Outstanding Individuals

We place strong emphasis on addressing students' diverse learning needs, enabling them to advance and achieve continual growth at their own pace. Our school is also dedicated to nurturing positive values and attitudes, with particular attention to students' mental well-being and resilience. Through civic education activities and the integration of national security education elements into the curriculum, we aim to enhance both teachers' and students' sense of citizenship and national identity.

Teacher Professional Training and Development:

Our school emphasizes the professional development of teaching and non-teaching staff, encouraging all staff to participate in a variety of seminars, workshops, and courses each year. In response to major concerns and educational reforms, we conduct relevant workshops on campus, ensuring that teachers are well-informed about the school's development. This empowers them to equip themselves with the necessary skills to lead students in realizing their potentials.

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

All students are required to participate in at least one school club or group, with a maximum of two, to ensure their comprehensive development. Through competitions and activities, students cultivate a sense of belonging to the school and showcase their achievements, enriching their overall campus life. In recent large-scale competitions, our students have excelled in various areas, achieving remarkable results such as First Prize (Champion) of the Secondary School Section – 3rd Guangdong-Hong Kong-Macao Greater Bay Area Innovation and Technology Competition 2024, Champion of Electrical and Mechanical Services Department "Little Painters, Big Changes" Carbon Neutrality: Hydrogen-powered Street Washing Vehicle Naming and Drawing Competition, Champion of the Boys' U15 Category – Hong Kong Dodgeball (Single Ball) New Stars Tournament and Youth Writer Award of the 13th Hong Kong Literature Awards.

In daily classes, various subject groups incorporate diverse activities into their teaching. We also arrange comprehensive life-wide learning days, allowing students to step outside the classroom to understand the dynamic nature of society and connect their learning to the development of essential skills. In recent years, we have expanded our horizons beyond Hong Kong by organizing overseas exchange programs. Students have not only visited various regions in China, such as Tianjin, Fujian, and Sichuan, to learn about their culture, but have also travelled to countries like Australia and Japan to broaden their perspectives and enhance their awareness as global citizens.

School Facilities**Number of Classroom(s): 30****School Facilities:**

Our school campus has been in operation since September 2004. Each of the 30 standard classrooms is equipped with air conditioning, state-of-the-art LED display screens, and robust computer networking facilities. These features collectively create a conducive and comfortable learning environment that promotes academic achievement and enhances the overall student experience.

In addition, the campus boasts three computer rooms, a computer-assisted learning center, the self-study center, a Café, a library, counseling rooms, a STEM laboratory, a leadership room, a student council room, and a fitness room. These facilities are designed to foster an enriching educational experience.

In recent years, the school has established the G.R.I.T. zones, which are divided into four key areas: the Zone of Gratefulness, located outside the school main entrance; the Zone of Recognition, situated next to the hall entrance; the Zone of Inspiration, found inside the main entrance; and the Zone of Togetherness, located at the back entrance of the school. These G.R.I.T. zones have become iconic locations within the school, allowing students and visitors to gain a deeper understanding of the school's education belief and the various achievements of our students to inspire students to showcase their talents.

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

Ramp, Accessible lift, Accessible toilet, tactile guide path and accessible public information / service counter.

Others

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Direct Public Transportation to School

Just a three-minute walk from the Tai Po Market Station. Welcome to visit us!