



香港中文大學校友會聯會陳震夏中學
CUHKFAA Chan Chun Ha Secondary School

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School Mission

The motto of the school is 'bo wen yue li': 'Bo wen' is to broaden one's intellectual horizons; 'Yue li' is to keep our behavior within the bounds of propriety.

School Information

Supervisor / Chairman of School Management Committee	Dr. Au-yeung Yu Wing, Winnie		
Principal (with Qualifications / Experiences)	Ms. Ho Suk Yin (M.Sc. M.Ed.)		
School Type	Aided	Student Gender	Co-ed
School Motto	bo wen yue li		
Name of Sponsoring Body	The Education Foundation of the Federation of the Alumni Associations of the Chinese University		
Area Occupied by the School	About 12000 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	58
Total Number of Teachers in the School	63
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	95%
Bachelor Degree	100%
Master / Doctorate Degree or above	33%
Special Education Training	54%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	21%
5 - 9 Years	16%
>= 10 Years	63%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language (Putonghua as the medium of instruction), Chinese History, History, Computer Literacy (S.3), Physical Education, Life Education, Citizenship, Economics and Society* (S.1 & S.2), Integrated Humanities* (S.3), Life Technology (S.1 & S.2), Business Education, Music, Visual Arts, Think & Tech (S.1 & S.3), Geography, Careers (S.3), Reading (S.3)
	English as the Medium of Instruction	English Language, Mathematics, Science, English Drama (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, Chinese Literature, Chinese History, History, Information and Communication Technology, Citizenship and Social Development, Geography, Tourism and Hospitality Studies, Physical Education, Visual Arts, Multi-Intelligence Course (S.4 and S.5), Careers (S.6)
	English as the Medium of Instruction	English Language, Mathematics (S.4 & S.5), Business, Accounting and Financial Studies, Biology, Physics, Mathematics Extended Part Module 1 (Calculus and Statistics), Mathematics Extended Part Module 2 (Algebra and Calculus)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (S.6), Chemistry, Economics

* 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 (Putonghua as the medium of instruction), Chinese History, History, Computer Literacy (S.3), Physical Education, Life Education, Citizenship, Economics and Society* (S.1 & S.2), Life Technology (S.1 & S.2), Business Education (S.3), Music, Visual Arts, Think & Tech (S.1 & S.3), Geography, Careers (S.3), Reading (S.3)
	English as the Medium of Instruction	English Language, Mathematics, Science, English Drama (S.2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	N/A
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese Literature, Chinese History, History, Information and Communication Technology, Citizenship and Social Development, Geography, Tourism and Hospitality Studies, Physical Education, Visual Arts, Multi-Intelligence Course (S.4 and S.5), Careers (S.6)
	English as the Medium of Instruction	English Language, Mathematics, Business, Accounting and Financial Studies, Biology, Physics, Mathematics Extended Part Module 1 (Calculus and Statistics), Mathematics Extended Part Module 2 (Algebra and Calculus)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Chemistry, Economics

* Subjects with extended learning activities (ELA) in English

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	5
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$320	\$320	\$320
Parent-Teacher Association Fee	\$25					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard Items	\$350 (S.1-S.5), \$175 (S.6)					
Other Charges / Fees	-					

Remarks

Applied Learning will be offered from S.4 to S.5 or S.5 to S.6 (Two-year program, Mode 1 is adopted for Applied Learning-tertiary institutions as the course providers). Other Learning Experiences (OLE) include Learning Courses for Gifted Students, Intellectual Development, Moral and Civic Education, Community Service or Careers-related experiences, Physical and Aesthetic Development.

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).

EDB Rank Order List and academic results (an average B or above): 40%; Conducts and comments (B or above): 20%; Interview: 25%; Service/Activities and awards: 15%.

Orientation Activities and Healthy Life

Summer bridging courses are provided for students to adapt to the secondary school life. Through the activities, language skills, information technology skills and basic learning skills of students will be consolidated.

Our S.1-S.3 students stay at school for lunch. The Catering Team, comprising parents and teachers, supervises the service quality of the lunch box provider regularly, with a view to providing students with healthy, nutritious and delicious meals for lunch.

School Characteristics
School Management
School's Major Concerns: Explore and Connect, Enrich Your Life
School Management Organisation: The school vision of providing an all-round education is based on an invitational philosophy of education which fosters the respect for individual differences and the realization of students' potential. The school has also developed a self-evaluation mechanism to ensure quality education for all.
Incorporated Management Committee / School Management Committee / Management Committee: Incorporated Management Committee was established.
School Green Policy: Our school provides students with an environment that is both healthy and pleasant, in which students place a premium on sustaining such an environment for themselves and future generations, and pursues sustainable development. We aim at planning and promoting a sustainable approach to waste management in our school, that is, we consume less, produce less waste, and reuse or recover value from waste in order to return the money back for students to organize learning activities, outdoor events and environmental work.
Learning and Teaching Plan
Whole-school Language Policy: To be in line with the EDB MOI fine-tuning policy, English is used as the medium of instruction (MOI) for Science and Mathematics in all S.1 to S.3 classes. Extended Learning Activities are conducted in English in Integrated Humanities and Citizenship, Economics and Society. Meanwhile, Putonghua is also used as the MOI in Chinese lessons in all S.1 to S.3 classes. Together with lunchtime and afterschool English and Putonghua learning activities, we aim at creating a multilingual language learning environment for our students. In addition, after-class remedial support is also provided for students to facilitate their adaptation to English as the MOI. Both CMI and EMI streams are offered at S.4 to S.6 and Putonghua may be used as the MOI of Chinese lessons.
Learning and Teaching Strategies: With a strong emphasis on student-centered Inquiry-Based Learning (IBL), students are actively encouraged to engage in pre-class preparation, collaborate with their peers, showcase their learning outcomes, and engage in critical reflection. We firmly believe that by incorporating the principles of Self-regulated Learning (SRL) and Inquiry-Based Learning (IBL), students have the potential to not only master essential learning skills but also cultivate effective learning habits and elevate their higher-order thinking abilities.
School-based Curriculum: 1. Electives: 2X and 3X. A total of 16 subjects are offered as electives. Students can choose 2 electives or 3 electives. Senior secondary students can choose to study Applied Learning, Other Languages, Music, Physical Education, etc. 2. Curriculum highlights: Through the integration of curriculum and cross-curricular learning elements, a diverse learning experience is created, such as language extension activities, moral and civic education, school-based curriculum, extracurricular activities, and Life-Wide-Learning weeks, to address students' learning needs and broaden and enrich their learning experiences. The JS STEAM curriculum incorporates elements of scientific inquiry, creative thinking, and hands-on experiences to cultivate students' creativity, collaboration, and problem-solving abilities. Through interdisciplinary collaboration, students' ability to integrate and apply knowledge and skills are enhanced. Examples are the creative thinking course for Form 1 and Form 3 students, combining scientific inquiry, technology application, and design thinking frameworks, students are encouraged to propose innovative designs addressing daily life problem, enhancing their creativity and problem-solving abilities. The drama education curriculum for second-year students is led by both English teachers and Native English-Speaking teachers in a group format, encouraging students to learn scriptwriting and experience elements of drama while providing opportunities for performances. This cultivates students' interest in English drama and boosts their confidence in learning English. Multiple Intelligences (MI) course: In the first term in Form 4 and Form 5, students can experience art and establish positive values through musical theater and expressive arts. In the second term, students can choose their own courses to develop personal potential and interests, helping them broaden their horizons, enrich diverse learning experiences, and cultivate multiple intelligences.
Major Renewed Emphases in the School Curriculum: To promote e-learning and STEAM education, "Charles Kuen Kao Future Classroom" has been established to cultivate the research and innovation spirit of our students. Tablet computers, Chromebooks and e-learning platforms have been implemented to cultivate students' information literacy and uplift their self-regulated learning skills. STEAM elements have been integrated into junior form STEAM related subjects. The STEAM Education Development Fund is established and continuous support from various professional partners and institutes helps to nurture our students' creative and innovative competence. In order to provide students with experiential learning in their daily lives, various activities are organized by our school with moral and civic education incorporated into project learning, for instance, internal and external talks, cross-border exchanges, field trips, etc. Our school has joined a pilot scheme of a cultural exchange programme with our sister school in Mainland. School visits, subject exchanges, activities about appreciating the preservation of our mutual ecosystems and cultures are arranged. To promote a culture of "Reading across Curriculum", various reading activities such as authors' talks, the Reading Carnival and book fairs are organized across the curriculum. Whole-school morning reading period, the Reading lesson and the "Subject-based Reading Scheme" are developed at junior secondary. Extensive Reading Schemes in both Chinese Language and English Language, and different Reading awards and competitions have also been introduced to develop students' interest in reading and promote better reading habits.
Life Planning Education: Our school organizes a wide range of career counseling activities through the cooperation with different colleges or universities, the support from the alumni of CUHK and the linkage of alumni of our school, which aim at helping students to better understand themselves, set achievable career goals and eventually realize their career dream.
Student Support
Whole School Approach to Catering for Learner Diversity: We believe that every student has his or her own talent, our school has established the Gifted Education Team and promotes the "Student Talent Pool", focusing on the development of students' talents and gifted education activities. For academic and student development, students' talents are identified in different ways so as to provide them diverse and appropriate learning experiences. To support inclusive education, the infrastructure of the school is specially designed to cater for student diversity. Working in collaboration with professional organizations, individualized educational programmes are designed. In addition, to ensure our students receive suitable trainings, our school regularly recommends students to participate in different gifted courses and competitions. Our school endeavours to integrate gifted education elements: Higher order thinking skills, Creativity and Social skills, in teaching material design, creative teaching strategies, tiered assignments and assessments, which can provide extended learning for students with different abilities.
Whole School Approach to Integrated Education: Our Counselling And Discipline Team is responsible for the planning, implementation and evaluation of the Integrated Education as well as setting up the 'School-based Inclusive Policy'. Members of Counselling And Discipline Team include the Vice-principal, the Counselling And Discipline Mistress, Special Educational Needs Coordinator, counselling and discipline teachers of every level and the school social worker. The concept of 'Integration of counselling and discipline' is adopted to facilitate a 'Whole School Approach', class teachers and subject coordinators, together with subject teachers, establish the support measures for the students with special educational needs. In order to create an inclusive and caring culture, the school utilizes various resources, including Learning Support Grant, the assessment service provided by Education Bureau and education psychologist at school, counselling service and school-based integrated education scheme. Our school also emphasizes home-school co-operation, teachers of the task force will communicate with parents regularly to negotiate the appropriate support strategies for the students, parents can also acquire the skills of looking after and teaching their children.
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; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.
Measures to Provide Adaptation for Learning and Assessment: Different modes of assessment practices such as projects, academic competitions, portfolios, tests and examinations are designed to assess students' academic achievements in various aspects. The provision of diverse assessment modes facilitates effective learning. Students' progress is regularly monitored and remedial and enhancement programmes are provided for students.

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

Our Parent-Teacher Association was established in 2002. Please visit our website: <http://www.cch.edu.hk/pta/> for details.

School Ethos:

The school adopts a student-centered and whole-school approach to counseling and discipline policies and strategies.

Future Development**School Development Plan:**

This year, the key development project is "Explore and Connect, Enrich Your Life". Enhance students' sense of learning efficacy by training students on learning strategies. At the same time, through deliberate planning, students are allowed to experience diverse experiences, find personal interests and the meaning of life, and continue to deepen students' positive values. This year, we will also optimize the reward mechanism to allow students to set clear goals, coordinate with the campus environment and parent education, and continue to develop a positive campus culture.

Teacher Professional Training and Development:

Teaching and Continual Professional Development Team organizes Teacher Development Sessions, Staff Development Days/Camp, Inter-school sharing sessions, Study trips and Open Classes, which aim at improving the quality of teaching and learning, have been organized for teachers to share teaching experiences and develop the professional learning community.

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

To promote the whole-person development of students and develop their leadership skills, students are provided with diverse learning opportunities via various extra-curricular activities organized at different times of the school year. The establishment of a Student Union helps to foster students' autonomy and strengthen their team spirit. To enhance students' learning experiences and facilitate the application of knowledge, various activities such as a Long Distance Running Day, field trips as well as a variety of language (Chinese, English & Putonghua) activities, are organized for students. They have become an integral part of our school curriculum. The learning experiences of students are also further developed beyond the classrooms through visits to the Mainland and foreign countries. The experiences of participating in Taiwan Dodgeball Competition and summer immersion programmes in English-speaking countries have given students a valuable opportunity to broaden their horizons and explore the cultures of other countries.

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

Facilities such as 'Charles Kuen Kao Future Classroom', the lecture theatres, the multi-functional exhibition gallery, the computerized library, the student activity room, the computer-assisted learning rooms and special rooms are provided in the standard millennium school premises. To facilitate the use of IT in learning and teaching, all classrooms and special rooms are equipped with interactive whiteboards, computers, visualizers and multimedia learning facilities.

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

Accessible lift, Accessible toilet, tactile guide path, accessible public information / service counter and visual fire alarm system.

Others**Connection with CUHK**

Owing to the close relationship between CHUK and our school, we have been fully supported by the unique resources and students are provided with special experiences in different programmes and activities, which include Meeting CUHK Professors, CUHK professors' talks, summer camps in CUHK, friendly visits to CUHK colleges, experiencing the lessons in CUHK, participating in the CUHK Alumni's Day, etc. Through various activities, students are given opportunities to explore more about CUHK and meet the outstanding CUHK professors and alumni which may help them set their goal of entering university early in their teenage years.

Direct Public Transportation to School

Buses: 43X, 81C, 85K, 86K, 87K, 89C, 89D, 680, 681, 682;

Minibuses: 801, 807A, 807K;

Ma On Shan Railway: Heng On.