



新亞中學
New Asia Middle School

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School Mission

1. To carry on the spirit of a broad humanities education of New Asia College and to promote Chinese culture.
2. To cultivate good conduct in students and to foster in them a correct value system and a sense of responsibility toward their family, society, nation and the world.
3. To take the responsibility to educate students to act as a sincere Chinese.

School Information

Supervisor / Chairman of School Management Committee	Mr. Fan Siu Wai		
Principal (with Qualifications / Experiences)	Ms. Leung Suk Ching (BA, DipEd)		
School Type	Aided	Student Gender	Co-ed
School Motto	Sincerity and Intelligence		
Name of Sponsoring Body	New Asia Educational Cultural Association Ltd.		
Area Occupied by the School	About 13000 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	Pledged School

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

Number of Teaching Posts in the Approved Establishment	57
Total Number of Teachers in the School	65
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	85%
Bachelor Degree	100%
Master / Doctorate Degree or above	40%
Special Education Training	55%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	5 - 9 Years
37%	11%
>= 10 Years	52%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Geography, Chinese History, History, Science*, Computer, Music*, Physical Education, Design and Technology (S.1-S.2), Putonghua, Citizenship, Economics and Society (S.1-S.2), Life and Society (S.3), Visual Arts, Business (S.3)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Physics, Biology, Chemistry, Information and Communication Technology, Business, Accounting, and Financial Studies, Chinese History, History, Geography, Economics, Visual Arts, Citizenship and Social Development, Mathematics (Extended Part M1/M2)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, School-based Programme for All-round Development (S.4-S.5)

* 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, Chinese History, History, Science*, Computer, Music*, Physical Education, Design and Technology (S.1-S.2), Putonghua, Citizenship, Economics and Society, Visual Arts, Business (S.3)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Physics, Biology, Chemistry, Information and Communication Technology, Business, Accounting, and Financial Studies, Chinese History, History, Geography, Economics, Visual Arts, Citizenship and Social Development, Mathematics (Extended Part M1/M2)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, School-based Programme for All-round Development (S.4, S.5)

* 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	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$290	\$290	\$290
Parent-Teacher Association Fee	\$20					
Student Union / Association Fee	\$15					
Approved Charges for Non-standard Items	Accident Insurance, eClass App, Student card					
Other Charges / Fees	House Fee \$14					

Remarks

1.The school has a comprehensive plan for students of senior form students for their Other Learning Experiences. There are activities such as concerts, arts appreciation, visits, talks, workshops, fun fairs and social services organized to further students' all-round development. 2.For both junior and senior form students to have directions in further studies and future careers, the school also offers many Life-Planning activities. 3.Our whole-person development school-based curriculum takes students out of the classroom, promotes diversity learning, and unleashes their potential.

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 S1 discretionary places: (No written examination)

- (1) Interview performance (20%)
- (2) Academic performance in P.5 & P.6 (30%)
- (3) Conduct in P.5 & P.6 (30%)
- (4) Extra-curricular activities (20%)

Orientation Activities and Healthy Life

1. Orientation activities, including S.1 Parents' Day, Orientation Week and Bridging Course, are held during the summer holiday. A training camp named NA TEEN is held for S1 in the first term.
2. Healthy School activities raise students' health awareness and foster in them a healthy lifestyle, including taking regular exercise.
3. The school promotes healthy eating through the provision of healthy lunchboxes prepared by commissioned lunch supplier and the annual Fruit and Vegetable Day.
4. Sex education is carried out through themed sessions and talks.
5. Students' multiple intelligence is developed through the curriculum as well as various school activities.

School Characteristics
School Management
School's Major Concerns: 1. Developing students' generic skills and positive learning attitudes. 2. Developing students into good citizens and future leaders.
School Management Organisation: The school is managed through seven administration committees, namely Academic Affairs, Discipline, Counselling, Student Affairs, Life Planning, Extra-curricular Activities and Teachers' Professional Development. Committees and panels operate in careful P-I-E-P cycles, with regular meetings and various means of evaluation to ensure effectiveness. Their work is supervised and coordinated by principals and middle managers to form an all-round and coherent plan to nurture "New Asians".
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of New Asia Middle School
School Green Policy: In terms of environment, the school strives to maintain its large amount of greenery on campus, with designated areas for different plant species, and it currently runs a project on aquaponics. As for waste management, the 3Rs are practised by students and teachers alike on a daily basis, such as reducing paper use through e-learning. The commissioned lunch supplier uses environmentally-friendly containers.
Learning and Teaching Plan
Whole-school Language Policy: 1. The school seeks to nurture students that are biliterate and trilingual, with Chinese as its main medium of instruction. It has a Medium of Instruction (MOI) committee responsible for (a) formulating school-based language policies; (b) coordinating and supervising extended learning activities (ELAs); (c) organising English-related activities outside lesson time. 2. Subjects using English as MOI: (a) English Language; (b) Mathematics (for some groups). 3. ELAs: (a) Revision of concepts and content in Science; (b) Reading exercises based on subject-related English texts; (c) Project learning. 4. English enhancement activities: (a) Variety performances (e.g. singing, drama); (b) Reading English news; (c) Cross-curricular radio broadcast; (d) "New Asia, New World": Cultural Exchange Student Forum; (e) English Enhancement Programme by Yale Teaching Fellows; (f) Language and culture workshops. 5. Catering for learner diversity: (a) Enhancement and remedial classes; (b) Homework Q&A Programme; (c) Summer Bridging Course.
Learning and Teaching Strategies: 1. To improve the learning and teaching on a day-to-day basis, the school runs an "Excellent Lesson Programme", which specifies the key stages and criteria of a quality lesson (e.g. well-linked preparation and consolidation work, high-order thinking elements). 2. The school adopts the "Sharestart" approach, which emphasises students' active role as explorers and co-constructors of knowledge. 3. Blended learning has been adopted across all subjects and levels. 4. The school seeks to develop students' generic skills and positive values in lessons and beyond. For example, it enhances students' problem-solving skills and information literacy through school-based STEAM education.
School-based Curriculum: 1. Electives: 2X. The school offers Biology, Chemistry, Physics, Business, Accounting and Financial Studies, Visual Arts, Chinese History, History, Geography, economics and Information and Technology, Mathematics (Extended part M1/M2). 2. Curriculum highlights: The school offers Citizenship, Economics and Society, Geography, History to broaden students' scope of knowledge and through cross-subject project learning to develop high-level thinking skills in them. In junior forms, adapted materials are used to cope with learning diversity in English, Chinese and Mathematics. In other subjects, materials are also designed according to students' ability and lessons are carried in collaborative mode to raise learning motivation and effectiveness.
Major Renewed Emphases in the School Curriculum: 1. The school specifies key values for each school year, which are highlighted in the curriculum as well as activities. 2. Students' learning time is utilised through blended learning and cross-curricular learning. 3. The school-based STEAM curriculum integrates learning of different subjects to enhance students' cross-curricular learning and problem-solving capabilities. 4. The development of MIL is holistically planned, with progressive targets set for each level. MIL is fostered through the curriculum and themed sessions run by the Academic Affairs Committee. 5. The school adopts a whole-school approach in the promotion of reading. (a) The library promotes reading across the curriculum and work closely with different subject panels. (b) In addition to reading paper books, students are encouraged to access e-books on various platforms. (c) Each class has its own class library. (d) There are afternoon reading sessions. (e) Apart from the annual Reading Festival, there are a wide range of activities to arouse students' interest in reading, like reading award schemes, talks by local authors and sharing of book reviews in afternoon assemblies.
Life Planning Education: The school believes that the basis of good life planning lies in students' thorough self-understanding and a good grasp of the P-I-E cycle. Good life planning is essential to the growth of students as it enhances their confidence and self-efficacy. To achieve the above, the school raises students' awareness of their own development in terms of values, attitudes, skills and knowledge (VASK) so that they can understand their own interests and personalities and develop aspirations. In the meantime, the school helps students learn about the different further education opportunities and arranges meaningful contact with the workplace. These enable students to make informed decisions regarding further studies and their career, make preparations for their future and become all-round, lifelong learners.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. The school makes effective use of information and data from various means, like observation, the Stakeholder Survey, APASO III and school-based surveys, to identify students' needs. 2. Class teachers provide all-round care to students, tending to their cognitive, mental, emotional and social needs. Each class in S1 to S4 is assigned two class teachers. 3. There are group teaching arrangements in subjects such as Chinese, English and Mathematics to cater for learner diversity. 4. After-school enhancement and remedial classes are organised. 5. The student-led Support Team for the Newly Arrived helps students from the mainland settle in.
Whole School Approach to Integrated Education: The school seeks to provide apposite and diversified support services to enhance students' learning efficacy and level of engagement in their school life. To this end, the Student Support Committee, comprising vice principals, the counselling mistress, the SEN Coordinator, the educational psychologist, the speech therapist, SEN Support Teachers and teaching assistants, plans and coordinates such efforts. It works closely with different administration committees and subject panels to ensure students' needs are catered for. Major duties of the Committee include assessments and training/therapy sessions by the educational psychologist and the speech therapist, specially-designed group activities, and adjustments in lesson arrangements, assignments and school assessments. The school also employs extra teaching personnel using the Learning Support Grant to facilitate integrated education.
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: 1. Teachers incorporate a variety of learning and teaching activities in lessons and assign tasks of varying formats and levels of difficulty. 2. Teachers offer student-specific instructions to help individuals attempt learning tasks and assignments. 3. Teaching assistants are assigned to support individuals in lessons. 4. All tests and exams include both foundation and challenging elements at set proportions. 5. Students with SEN are entitled to extra time and special arrangements in school tests and exams.

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

Parents show great support to the school and its work. The Parent-Teacher Association (PTA) offers help at many events throughout the school year, like the Sports Day, the Fruit and Vegetable Day and the School Expo. The PTA also organises parent education courses and parenting workshops, as well as leisure activities like the annual PTA trip.

School Ethos:

Students are generally well-behaved and well-mannered, and have a strong sense of belonging to the school. The campus is a friendly and caring environment where students bond with their peers and teachers as well as strive towards their goals. Student leaders serve the school and the community with eagerness.

1. Dual class teacher system. Growth activities are regularly organised by class teachers.
2. Several award schemes are run in S1 and S2 to boost students' self-confidence and encourage them to challenge themselves.
3. A school-wide leadership training programme is run from S2 onwards to develop students' leadership qualities.
4. Outstanding Students receive additional training nurturing their generic skills and eagerness to help others.

Future Development**School Development Plan:**

The major concerns of the current 3-year development cycle (2023-26) are

1. Developing students' generic skills and positive learning attitudes
2. Developing students into good citizens and future leaders.

The school believes learning is not only about academic excellence. It is also an important process of personal growth and a key step towards self-actualisation. For this reason, the school strives to equip students with the values, attitudes, skills and knowledge (VASK) necessary for future success, particularly the "Qualities of New Asians": judiciousness, diligence, benevolence, self-discipline, commitment and self-compassion.

Teacher Professional Training and Development:

1. The school arranges a wide range of professional training and development sessions in line with its developmental needs and initiatives set out by the Education Bureau.
2. Teachers actively participate in professional development events in Hong Kong and abroad, and form professional learning communities within the school and with other schools.
3. There are regular lesson observations for various purposes, such as lesson study and peer evaluation.
4. School-based support schemes are run for consecutive years to enhance professional capacity.
5. The school promotes self-evaluation at personal, committee/panel and school levels to enhance continuous improvement.

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

1. The school offers a diverse range of extra-curricular activities (ECA), including activities and competitions related to sports, music, arts and STEAM, as well as themed whole-school events, such as the annual Chinese Culture Day.
2. Service learning is a compulsory element in senior secondary education.
3. Students in S.1 and S.2 have a weekly ECA session, while students in S.4 and S.5 attend weekly courses in the School-based Programme for All-round Development.
4. Apart from mainland study tours, students participate in activities abroad, like subject-based study tours, summer training camps offered by mainland/overseas institutions, Sister School Scheme and the annual Model United Nations Conference organised by Nan Shan High School in Taiwan.
5. Students plan their own learning activities on Life-wide Learning Day.
6. All senior secondary students go on workplace visits.
7. There are Business-School Partnership Programmes (BSPP) available to senior secondary students.

School Facilities

Number of Classroom(s): 33

School Facilities:

Badminton court, basketball court, covered playground, library, auditorium, computer rooms, iStudio, IOT Intelligent Space, language training center, design and technology room, student activity center, multipurpose classroom.

The school is equipped with intranet, internet, central broadcasting system and WiFi network. Interactive whiteboards are installed in all classroom.

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

Ramp and Accessible lift.

Others

Major awards won:

- (a) Grade C Champion and Overall 2nd runner-up, Inter-school Basketball Competition
- (b) Champions and Medals in Inter-school Athletics Competition and Cross Country Competition, Inter-School Dodgeball Competition, Inter-School Indoor Rowing Competition
- (c) Prizes in HKSMSA Music Festival and Joint-school Music Competition
- (d) First Place in Hong Kong Schools Speech Festival (Solo Verse Speaking)
- (e) IoT and Overall Champion in Secondary School Section, International Youth Tech Olympics
- (f) 2nd runner up in Secondary School Section, STEAM Education: 3D Chinese Cultural Architectural Design Competition
- (g) Gold Awards in Kowloon City District Youth Reading Award Scheme
- (h) Champion of Secondary School Section, Greening School Project Award

Direct Public Transportation to School

MTR: Exit B To Kwan Wan Station

Bus: 5, 5A, 11, 11X, 14, 15, 17, 26, 28, 75X, 85, 85B, 93K, 101, 107, 108, 111, 116, 297, 796X, A22, E23

Minibus: 2, 2A, 13, 27M, 28M, 105