



余振強紀念第二中學  
Yu Chun Keung Memorial College No. 2

1 Chi Fu Close Pokfulam

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**School Mission**

We aim at providing an environment of love and care of Catholic values for distinctive youngsters to be individuals who are responsible, self-confident, and can appreciate their achievements.

**School Information**

Supervisor / Chairman of School Management Committee	Ms. Chau Suk Man, Eva		
Principal (with Qualifications / Experiences)	Mr. Li Tak Fai (Cert. Ed., B. Ed., M. Ed., Prof. Dip. in Health)		
School Type	Aided	Student Gender	Co-ed
School Motto	Spiritus Docebit Vos Omnia (Latin) comes from Gospel of John (16:13) 'But when he the Spirit of truth comes, he will guide you into all the truth.'		
Name of Sponsoring Body	Catholic Diocese of Hong Kong		
Area Occupied by the School	About 4800 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	Pledged School

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

Number of Teaching Posts in the Approved Establishment	49
Total Number of Teachers in the School	58
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	81%
Bachelor Degree	100%
Master / Doctorate Degree or above	41%
Special Education Training	56%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	43%
5 - 9 Years	2%
>= 10 Years	55%

**Subjects Offered in the 2025/2026 School Year**

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Religious Studies, Citizenship, Economics and Society, Information Technology, Putonghua, Visual Arts, Physical Education, Music, History, Geography, STEAM Education
	English as the Medium of Instruction	English Language English is adopted as the MOI for Non-Chinese speaking students: Religious Studies, Citizenship, Economics and Society, Information Technology, Visual Arts, Physical Education, Music, History, Geography, STEAM Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Integrated Science
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, Ethics and Religious Studies, Religious Studies, Biology, Physics, Chemistry, Economics, Chinese History, Information and Communication Technology, Physical Education, Visual Arts, Geography, History, BAFS, Mathematics Module 1 & 2, Applied Learning Studies
	English as the Medium of Instruction	English Language English is adopted as the MOI for Non-Chinese speaking students: Mathematics, Citizenship and Social Development, Ethics and Religious Studies, Religious Studies, Biology, Physics, Chemistry, Economics, Information and Communication Technology, Physical Education, Visual Arts, Geography, History, BAFS, Mathematics Module 1 & 2, Applied Learning Studies
	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, Chinese History, Religious Studies, Citizenship, Economics and Society, Information Technology, Putonghua, Visual Arts, Physical Education, Music, History, Geography, STEAM Education
	English as the Medium of Instruction	English Language English is adopted as the MOI for Non-Chinese speaking students: Religious Studies, Citizenship, Economics and Society, Information Technology, Visual Arts, Physical Education, Music, History, Geography, STEAM Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Integrated Science
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, Ethics and Religious Studies, Religious Studies, Biology, Physics, Chemistry, Economics, Chinese History, Information and Communication Technology, Physical Education, Visual Arts, Geography, History, BAFS, Mathematics Module 1 & 2, Applied Learning Studies
	English as the Medium of Instruction	English Language English is adopted as the MOI for Non-Chinese speaking students: Mathematics, Citizenship and Social Development, Ethics and Religious Studies, Religious Studies, Biology, Physics, Chemistry, Economics, Information and Communication Technology, Physical Education, Visual Arts, Geography, History, BAFS, Mathematics Module 1 & 2, Applied Learning Studies
	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	2	2	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$30					
Approved Charges for Non-standard Items	\$450					
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).

Academic 30%,

Conduct 30%,

Extra-Curricular Activities 15%,

Interview 25%.

#### Orientation Activities and Healthy Life

Orientation Day for Parents: To let parents understand the curriculum, life, extra-curricular and co-curricular activities of school.

Orientation Day for Students: To let students know about the environment, facilities and life of school.

Summer S.1 Bridging Courses: Chinese, English, Mathematics, Integrated Science, Technology, Physical Education, Personal Growth Education, Class Teacher Period and field-trips.

Healthy school policy:

It is our policy to promote healthy life in our school through encouraging students to cherish life, set learning goals, establish healthy lifestyles. Besides constructing an inclusive community with love and care, we promote the habit of having a balanced diet and provide rich experience for students' spiritual and physical development.

<b>School Characteristics</b>
<b>School Management</b>
<b>School's Major Concerns:</b> 1. Deepen students' learning to learn and cultivate perseverance and self-confidence. 2. Promote positive values & life education and unleash personal potential and whole person development. 3. Appreciate different cultures and diversity; promote caring and inclusive environment.
<b>School Management Organisation:</b> The Incorporated Management Committee consists of experienced educators, priests, members from the community and representatives from teachers, parents and alumni. The chairman of the Incorporated Management Committee (IMC) is the School Supervisor appointed by the Bishop of the Hong Kong Catholic Diocese. Members of the IMC include appointed School Sponsoring Body (SSB) Managers, elected Parent Managers and elected Teacher Managers as well.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee comprises 15 members, including 7 Sponsoring Body Managers, 1 Alternate Sponsoring Body Manager, 1 Teacher Manager, 1 Alternate Teacher Manager, 1 Alumni Manager, 1 Parent Manager, 1 Alternate Parent Manger, 1 Independent Manager, and 1 Ex-officio Manager.
<b>School Green Policy:</b> 1. We encourage recycling by placing recycling bins in the school campus. 2. Trees are widely planted to provide a green environment. 3. An energy-saving air-conditioning system which always keeps the indoor temperature at 25.5°C has been installed to reduce power consumption.
<b>Learning and Teaching Plan</b>
<b>Whole-school Language Policy:</b> The policy of bi-literacy and tri-lingualism is implemented in our school. English is adopted as the MOI for Non-Chinese speaking students so as to set up an English-rich environment. Junior Form students (S.1-S.3) are taught in their mother tongue while some Senior Form students (S.4-S.6) are taught in English according to their individual abilities. Some classes of two non-language subjects, namely, Mathematics and Integrated Science in Junior Forms are taught in English.
<b>Learning and Teaching Strategies:</b> The whole school year is divided into two terms. To cater for learning uniqueness, streaming arrangement and small class setting are adopted. Some classes are taught in different ability groups for English, Chinese and Mathematics subjects. A variety of teaching approaches, e.g. collaborative learning, project-based learning, e-learning and etc, are employed to facilitate teacher-student interaction as well as student-student interaction and to encourage students to think, express themselves or do self-learning. Continuous assessment is used in all levels to facilitate learning and monitor learning progress. In common periods, teachers meet to design teaching materials and activities for lessons, evaluate students' progress and reflect on their teaching effectiveness so as to seek improvement in teaching. We also strive to develop a "school-based curriculum" to cater for students' needs & abilities.
<b>School-based Curriculum:</b> 1. Electives: 2X. Our school is committed to providing a broad and balanced curriculum for our students. There are 12 elective subjects for Senior Form students to choose. The elective subjects are assigned to S.4 students so as to maximise the satisfaction rate of students' choices and to meet their learning needs. 2. Curriculum highlights: The school focuses on the development of the STEAM Education Aviation and Robotics Curriculum. Besides Science, Technology, Engineering and Mathematics, we have added on the elements Art and Aviation. Through STEAM, students can learn physics and astronomy knowledge. Through assembling robots and writing programs, students can also develop their knowledge in computer programming and engineering. Art is an indispensable element of STEAM education because any product would become raw and lifeless without it. As for Aviation, it helps students join the aviation industry by learning UAV operating skills and aviation knowledge. To meet the senior secondary curriculum and the needs of our students, we develop a school-based curriculum which includes: Ethics and Religious Studies, English Drama. Learning beyond the classroom, our curriculum provides students life-wide learning opportunities, which includes visits, excursions, voluntary work and study tours, so as to extend and enrich their learning experience.
<b>Major Renewed Emphases in the School Curriculum:</b> 1. Reading to Learn: There are morning reading sessions of different themes for students and teachers to read together. Seminars on sharing of reading experience are held on a regular basis. To encourage writing, we invite famous writers to our school to share their writing experience. Extensive reading is promoted in each Key Learning Area (KLA) so as to expand students' knowledge. Strategies to promote extensive reading have been carried out by different subjects in addition to the class-based reading award schemes of language subjects, so as to promote Reading across the curriculum. 2. Information technology for Interactive learning: E-learning is used to promote self-directed learning among students. 3. Moral and Civic Education: Values Education is promoted through morning assemblies, class-teacher lessons, Ethics and Religious Studies, Chinese Language lessons, Chinese History lessons, volunteer work, as well as social services. In doing so, students are also encouraged to care about the disadvantaged in society.
<b>Life Planning Education:</b> The Career and Life Planning Committee aims at helping students to understand the relationship between personality traits and career options before setting their goals. Career planning is the continual process of managing their learning and work to progress through their lives. It includes gaining and using the skills and knowledge needed to plan and make informed decisions about studying and work. With so many choices, it can be challenging to know what direction to take. The committee makes the best use of resources from both universities and professional organizations to have diversified life-planning education programmes, which include workshops on self-exploration, study and career talks. Career aptitude tests, mock interview workshops, visits and support are provided for students with special needs and S.6 students. We also support teachers and parents in helping students set their goals and career paths.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> Our school has both a core and an extended curriculum to cater for students' different learning abilities. We provide after school learning support for junior form students in need. Senior form students can choose academic, physical education, practical or Applied Learning courses according to their abilities and interests. For students with special education needs, we have an Individualized Education Program (IEP) which provides personal assistance for their learning. For students with lower abilities, we provide after-school guidance and adaptation in both the curriculum and assessments for them.
<b>Whole School Approach to Integrated Education:</b> Our school SENCO leads a support team to implement students with special educational needs policies at school. The team includes an educational psychologist and a guidance mistress who strategically plan, implement, monitor, review and evaluate various support measures for students with special educational needs. We stress on early identification and intervention. We devise holistic support programmes, curriculum adaptations, and special exam and assessment arrangements for students with special educational needs. The team supports teachers to enhance learning effectiveness through collaborative lesson planning and co-teaching. We work together with the guidance team to cater for the learning needs of students with mental illness. We work with parents to support students with special educational needs. The team also ensures teachers have received enough training on special education, as well as organises professional development activities and strengthen liaison with external parties. Our school utilizes the Support Grant for Non-Chinese Speaking Students with special educational needs to hire teaching assistants to conduct small group learning.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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.
<b>Measures to Provide Adaptation for Learning and Assessment:</b> We adopt continuous school-based assessments with a variety of methods and put the different aspects of students' performance into consideration. There are two terms in each school year and there is a uniform test and an exam in each term. Teachers adjust the teaching progress and strategies according to the assessment results.

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

Our school has established a parent-teacher association and we value parents' participation. Workshops are held occasionally to help parents establish a good relationship with their kids and school. We take parents as our partners and are willing to listen to them and respond to their opinions.

**School Ethos:**

We have a simple ethos. Our teachers and students strive to excel and there is a good teacher-student relationship. Through the class management, mentorship scheme, Life Education, interview with students, award schemes, Student of the Month Program and Lunchtime Program, student-teacher communication is increased. Students can grow in an environment filled with Christ's love and hence establish an ethos of love and care.

**Future Development****School Development Plan:**

Under the "Blueprint for School's Strategical Development", we focus on:

1. Pushing forward with Catholic Education.
2. Improving the quality of teaching and learning.
3. Students' development and establishing a school ethos of love and care.
4. Establishing good partnership with the community and making good use of community resources.

"Humility, Service, Love" is the theme of this year. This year, we will

1. Deepen students' learning to learn and cultivate perseverance and self-confidence.
2. Promote positive values & life education and unleash personal potential and whole person development.
3. Appreciate different cultures and diversity; promote caring and inclusiveness environment.

**Teacher Professional Training and Development:**

Common periods for lesson preparation, peer lesson observations, professional sharing of good practices in classrooms/homework design are measures to optimize teaching. To meet the needs of students and curriculum development, teachers participate actively in various seminars and workshops for professional development. Furthermore, some of our teachers have taken the Master of Education course and other courses for professional development.

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

At YCK2, Life-wide Learning plays a significant role in students' learning, specifically learning in authentic situations which break through the traditional classroom settings. The emphasis of 'Experiential Learning' facilitates students to pursue whole-person development and help build up a habit of self-directed learning that are the essential qualities in this era of ever-changing society. Such unconventional way of learning experiences effectively motivates our dynamic and multinational students to explore and acquire knowledge from different perspectives.

Our Life-wide learning activities touch on five key learning area. They consist of:

1. Intellectual Development (e.g. visits to exhibitions and field trips)
2. Moral and Civic Education (e.g. leadership trainings, experiential learning camps and military camps)
3. Community Service (e.g. service learning and uniform groups)
4. Physical and Aesthetic Development (e.g. sports competitions and English drama performances)
5. Career-related Experiences (e.g. work experience programmes and visits to enterprises)

**School Facilities**

**Number of Classroom(s):** 24

**School Facilities:**

The school campus are fully air-conditioned and covered by broadband wireless network. In each classroom, there is a computer and projector. Also, teachers and students are equipped with tablet computers to carry out e-learning. Besides the 24 standard classrooms, there are also Amazing classrooms, special rooms such as Science laboratories, Humanities Room, Visual Arts Room, Arts Corridor, Music Room, Design and Technology Room, Student Activities Room and Student Self Study Room. The newly renovated library provides students with a comfortable place for reading, studying and interacting with each others. Two STEAM CENTRES have been established recently to promote STEAM Education\*.

\*STEAM is an acronym that refers to the academic disciplines of Science, Technology, Engineering, Arts/Aviation and Mathematics collectively.

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

Ramp, Accessible lift, braille and tactile floor plan and tactile guide path plan.

**Others**

1. Our students would have the opportunity to participate regularly in training activities in the Guangzhou Huahui Senior High School, Hui Zhou Sport School, Tianjin No.1 Middle School, Zhaoqing College, Zhaoqing Phoenix Sanli School, our sister schools in the Mainland.
2. To encourage students to get involved actively in their school life, get the best in academic results, cultivate good virtues and develop multi-intelligence and leadership skills, there are a number of scholarship available for our students.
3. We also provide students with Life-wide learning opportunities in which many local and overseas study tours are organized for them to enrich their learning experiences.
4. Non-Chinese Speaking (NCS) students took part in "Project Lighthouse" organized by the Security Bureau, in which the NCS students could learn about the job requirements of different jobs through visits or seminars.
5. Students are encouraged to complete school-based service activities like "Class One Person One Role," "Peer Mentorship," and "Christ Followers" aimed at promoting charity.

**Direct Public Transportation to School**

Bus: 4 4X 7 30X 37A 37B 37X 38 40 40M 43X 71 90B 91 95C 970X 970 973

Green Minibus: 22 22S 23 31