



東華三院甲寅年總理中學
TWGHs Kap Yan Directors' College

Choi Yuen Estate Sheung Shui

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School Mission

Tung Wah Group of Hospitals Kap Yan Directors' College is a secondary school that is student-oriented and totally dedicated to the provision of quality education. To this end, we strive to build a happy and ideal learning environment that enables all-round development of our students. We devote ourselves to nurturing our students' various potentials and abilities, so as to equip them for a fast- and ever-changing future. We lay emphasis on developing in our students the capability for independent thought and on fostering a forward-looking attitude towards life, that they may acquire the right values to serve the society and the country.

School Information

| | | | |
|--|---|---|----------------|
| Supervisor / Chairman of School Management Committee | Mr. Tam Chun Kwok | | |
| Principal (with Qualifications / Experiences) | Ms. Yau Chun Yin Ranny (BA (Hons), HKU; MEd (School Leadership and Management); Chief Executive's Award for Teaching Excellence (Moral and Civic Education)) | | |
| School Type | Aided | Student Gender | Co-ed |
| School Motto | Diligence, Frugality, Loyalty and Trustworthiness | | |
| Name of Sponsoring Body | Tung Wah Group of Hospitals | | |
| Area Occupied by the School | About 4600 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 | 64 | |
| Total Number of Teachers in the School | 69 | |
| Qualifications and Professional Training (% of Teaching Staff) | | |
| Had Received Teacher Training | 90% | |
| Bachelor Degree | 100% | |
| Master / Doctorate Degree or above | 38% | |
| Special Education Training | 54% | |
| Years of Experience (% of Teaching Staff) | | |
| 0 - 4 Years | 5 - 9 Years | >= 10 Years |
| 24% | 22% | 54% |

Subjects Offered in the 2025/2026 School Year

| | | |
|-----------|--|---|
| S.1 - S.3 | Chinese as the Medium of Instruction | Chinese Language, Chinese History, Putonghua, Citizenship, Economics and Society, Physical Education |
| | English as the Medium of Instruction | English Language, Mathematics, Science, Geography, History, Computer Literacy, STEM, Home Economics, Music, Visual Arts |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | Japanese, German |
| S.4 - S.6 | Chinese as the Medium of Instruction | Chinese Language, Citizenship and Social Development, Chinese Literature, Chinese History, Tourism and Hospitality Studies, Other Learning Experiences (e.g. Physical Education, Art Education, Social Entrepreneurship Programme) |
| | English as the Medium of Instruction | English Language, Mathematics, Economics, Geography, History, Biology, Chemistry, Physics, Information and Communication Technology, Business, Accounting & Financial Studies, Music, 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 | Japanese |

Subjects to be Offered in the 2026/2027 School Year

| | | |
|-----------|--|---|
| S.1 - S.3 | Chinese as the Medium of Instruction | Chinese Language, Chinese History, Putonghua, Citizenship, Economics and Society, Physical Education |
| | English as the Medium of Instruction | English Language, Mathematics, Science, Geography, History, Computer Literacy, STEM, Home Economics, Music, Visual Arts |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | Japanese, German |
| S.4 - S.6 | Chinese as the Medium of Instruction | Chinese Language, Citizenship and Social Development, Chinese Literature, Chinese History, Tourism and Hospitality Studies, Other Learning Experiences (e.g. Physical Education, Art Education, Social Entrepreneurship Programme) |
| | English as the Medium of Instruction | English Language, Mathematics, Economics, Geography, History, Biology, Chemistry, Physics, Information and Communication Technology, Business, Accounting & Financial Studies, Music, 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 | Japanese |

Class Structure & Chargeable Fees (2025/2026)

| | S1 | S2 | S3 | S4 | S5 | S6 |
|---|-----------------------------------|----|----|-------|-------|-------|
| No. of Classes | 5 | 5 | 5 | 5 | 5 | 5 |
| School Fee | - | - | - | - | - | - |
| Tong Fai | - | - | - | \$340 | \$340 | \$340 |
| Parent-Teacher Association Fee | \$70 | | | | | |
| Student Union / Association Fee | \$10 | | | | | |
| Approved Charges for Non-standard Items | \$200 School-based Management Fee | | | | | |
| Other Charges / Fees | - | | | | | |

Remarks

Our school encourages students to develop holistically and actively participate in various extracurricular activities, enabling them to excel in academic, sports, music, art and social service.

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 S.1 Discretionary Places:

- (a) Rank Order; student's academic performance: 56%
- (b) ECA, Services and Awards: 14%
- (c) Interview Performance: 30%

Orientation Activities and Healthy Life

Orientation Activities: S.1 Orientation Day, Summer English Bridging and Enhancement Course, S.1 Life Skills Camp, Various programmes organised by Peer Counselors and Lunch-in-School Scheme

Healthy Life:
Providing a safe and healthy school environment to students through joining the Whole School Health Programme; The curricula of Home Economics introduce to students the importance of having healthy diet. All students are encouraged to participate in the 'School Physical Fitness Award Scheme'. Discipline, Guidance and Moral Education Board organise a variety of activities to help students develop a healthy lifestyle as well as the positive values and equip them to become informed citizens with positive values.

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| School Characteristics |
| School Management |
| School's Major Concerns: 1. Cultivating Self-directed Learners with Confidence and 21st-Century Skills 2. Empower students' physical and mental wellness and resilient mindsets to confidently navigate future obstacles. 3. Promote patriotic education through a whole-school approach to enhance students' awareness and sense of belonging to the nation. |
| School Management Organisation: The Incorporated Management Committee has been set up to implement School-Based Management. There are various administrative boards to oversee the school in areas of Teaching & Learning, Administration, Student Affairs and Pastoral Care. |
| Incorporated Management Committee / School Management Committee / Management Committee: IMC was established on 1 February 2006 with sponsoring body, parents, teachers, alumni and independent managers. |
| School Green Policy: Our school received the Hong Kong Awards for Environmental Excellence (HKAEE) (Secondary Sector) GOLD AWARD in 2021. Through Environmental Protection Week, environment conservation related activities, the School Gardening Project and the Student Environment Protection Ambassador Program, we hope to promote environmental protection and green education. |
| Learning and Teaching Plan |
| Whole-school Language Policy: The school is adopting English as the medium of instruction in all subjects except Chinese Language, Chinese History, Putonghua, Citizenship, Economics and Society (S.1-S.3), Citizenship and Social Development (S.4-S.6), Tourism and Hospitality Studies, Library Lesson, Physical Education and Social Entrepreneurship Programme. The school is also taking measures in line with the "Bi-literate, Tri-lingual" Policy. Morning assemblies and ECA activities are conducted mainly in English. |
| Learning and Teaching Strategies: A holistic curriculum has been designed to promote all-round education. We implement a school-based junior-form curriculum to nurture students' generic skills and study skills. Students have a variety of choices in subject selection. We also arrange overseas study tours every year to countries such as England, Singapore, Australia, Germany and New Zealand to widen students' horizons. As an EMI school, the school endeavors to build up an environment conducive to learning in English through English Speaking Day, English Week etc. |
| School-based Curriculum: 1. Electives: 3X and 4X. Chinese Literature, Chinese History, Economics, Geography, History, Biology, Chemistry, Physics, Information and Communication Technology, Business, Accounting & Financial Studies, Tourism and Hospitality Studies, Music, Japanese, Mathematics Extended Part Module 1 & 2. 2. Curriculum highlights: (a) Language Across the Curriculum (LAC) is implemented in S.1 and S.2 to help students learn better in English under Science, Geography and History. (b) S.1 to S.3 will have Life and Society: contents include personal growth, Hong Kong, China and global issues. (c) School-based cross-curriculum STEM Projects for S.1 to S.3 students. Self-directed Learning (SDL) is implemented in S.2 STEM Education. (d) School-based Social Entrepreneurship Program for S.4 and S.5 students. Students will acquire practical social entrepreneurship concepts and facts. (e) School-based Moral and Civic Education and S.1-S.3 Tung Wah Group of Hospitals Moral Education Curriculum are implemented in form periods. (f) S.1 to S.6 students have to complete Kap Yan Whole Person Development Award Scheme every year and report the progress and results to parents and form teachers. S.6 students have to prepare their self-account. |
| Major Renewed Emphases in the School Curriculum: Moral, Civic and National Education: Our school puts great emphasis on positive education. For example, 'law-abidingness' and 'Empathy' are the focus of all forms. Kap Yan Whole Person Development Award Scheme helps students set higher goals and develop positive life attitude. Sense of accomplishment, positive emotions and concepts of leading a healthy life are cultivated through cross-curricular activities and other learning experiences; Reading to Learn: Promotion of Reading Culture via Morning Reading Session for whole school, Library Reading Scheme, Extensive Reading Schemes in English Language and subject-based reading to help students form a reading habit. We create a favourable reading environment and atmosphere and provide a wide range of reading-related activities, such as book fair, teachers' book recommendation. Besides, our library collaborates with other subjects to design theme-based reading : S.1 to S.3 students have to complete a STEM and AI group project every year. Through group discussion, searching information, data analysis, hand-on experience, modification and evaluation, they learn inquiring and collaborating skills which are essential for future needs; Self-directed learning: Our school has implemented 'Bring Your Own Device' (BYOD) scheme. S1 to S5 students are equipped to apply self-directed learning strategies, use AI platform and various study skills in their subjects. Students use their own devices to take notes and manage the progress of their own learning. |
| Life Planning Education: 1. Our school aims at facilitating students to make rational decisions over academic and career choices in different developmental stages by providing them with career information, guidance and assistance. This helps students develop a sense of self-understanding about their own career and academic aspirations, increase their knowledge about opportunities in the environment, and develop positive attitudes towards work and learning. 2. A whole-school approach is adopted and life planning education elements are integrated in the school curriculum. Various subjects and departments make joint efforts to implement life planning education which is aligned with students' developmental needs at different stages of growth. Programmes and strategies will be employed to prepare students to make informed and responsible choices on their learning, career goals and other aspects of life. Some of these programme highlights include Career Awareness & Exploration Programme, Subject Selection, Mock Release of HKDSE Results, Mock Interview, etc. 3. Professional development activities for teachers to deliver life planning education and career guidance service. Teachers involved will be briefed with information and skills required to support students in terms of career and life planning. Parent talks and seminars are jointly organized with our PTA. |
| Student Support |
| Whole School Approach to Catering for Learner Diversity: Chinese, English and Mathematics remedial and enhancement classes are provided after school. Small class size gives room for students to polish their language skills. This year, F1 and F2 students are divided into groups according to their English proficiency. Study skills enhancement classes are also organised on Saturdays for students. We make use of the Diversity Learning Grant to organise various school-based Gifted Education programmes to enable students to excel their talents. The Peer Counselors plan and organise various activities such as 'Lunch Activities' and S1 Study Skills Enhancement Programmes for S.1 students. The Peer Counsellors also help S.1 students to adapt to secondary school life through sharing and activities. The whole-school 'Student Support Net' is implemented to promote collaboration among Moral Education, Guidance, Discipline and Academic teachers in each form. This aims at facilitating Form teachers to undertake 'Classroom management' practices in order to support students' overall development. Assistance is provided to students with different learning needs during lessons and after school through various teaching strategies and administrative arrangements like Academic Prefects and Study Companions Scheme. We nominate students to join Gifted Education programmes organised by EDB, Hong Kong Academy for Gifted Education and various universities. Enhancement Programmes in Chinese, English and Mathematics are provided after school. |
| Whole School Approach to Integrated Education: The Special Education Need Student (SEN) Support Team consists of the SEN Coordinator, social workers, Counselling Psychologist, Educational Psychologist, Speech Therapist and senior teachers from Student Support Teams. Our school aims at providing comprehensive support services to cater for individual differences of SEN students. The school regularly reviews the inclusive culture of the school and uses community resources to provide inclusive activities. The SEN Support Team will formulate a strategic support plan based on the special educational needs of the students, formulate support targets and budgets, use the learning support grant and integrate other school resources to provide appropriate support to students with special educational needs, which includes providing outsourcing services such as group or individual counseling, social skills training groups and mental health workshops. To enhance the professionalism in supporting students with special educational needs, our school encourages teachers to enroll in EDB training courses, school-based staff development programs and attend related seminars and talks to foster professional sharing. |
| Measures to Provide Adaptation for Learning and Assessment: Two uniform tests and two examinations are conducted each year, supplemented by quizzes and tests held regularly. To enhance formative assessment and continual improvement in learning, coursework marks are introduced in all junior-form subjects. Assignments and tests/examinations are designed to include questions of different levels of difficulty to cater for diverse needs of students. |

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

PTA regularly holds Tea Sessions with Principal, talks, workshops, Christmas party, volunteer service, picnic and interest classes for better family relationship.

School Ethos:

The school adopts a whole-school approach to implement the CORE values of Care, Oneness, Respect and Excellence through the work of all subject panels and departments. A variety of activities are provided to create a harmonious school environment and to provide assistance to S.1 students through the Peer Counsellors. Students are also encouraged to participate in community service, club activities and leadership training programmes.

Future Development**School Development Plan:**

Cultivating Self-directed Learners with Confidence and 21st-Century Skills; Empower students' physical and mental wellness and resilient mindsets to confidently navigate future obstacles; Promote patriotic education through a whole-school approach to enhance students' awareness and sense of belonging to the nation.

Teacher Professional Training and Development:

Apart from school-based staff development programmes, our teachers participate actively in professional development events organised by EDB, Tung Wah Group of Hospitals and other organisations. In addition, our school encourages teachers to evaluate and discuss lessons to enhance professional communication. We have established collaborative periods for Chinese, English, and Mathematics, and we actively promote peer observations and sharing to achieve mutual learning. Various relaxation workshops are held in order to promote well-being of teachers.

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

1. Activities organised by Students' Association, 4 Houses, more than 20 Clubs, Uniform Groups, and Schools Teams (e.g. Sports, Academic, Arts)
2. S.1 'Kap Yanner's Talent' Programme
3. Life-wide Learning Activities (e.g. adventure training, life-planning visits and workshops)
4. Cross-border study tours and immersion programmes
5. Kap Yan Whole Person Development Award Scheme
6. Picnic Day, Activity Day and post-exam activities
7. S.1 Life Skills Camp
8. Leadership Training Programmes
9. Volunteer Services
10. Academic Week and Theme-based activities
11. Talent Show
12. STEAM Talented Programme

School Facilities

Number of Classroom(s): 30

School Facilities:

Student Activity Centre, STEM Education Centre, School Intranet (including optical fiber, wireless network Wi-Fi 900 Project), Campus TV Studio, Library, Laboratories, Visual Arts Room, Music Room, Home Economics Room, Dreamland Café, STEMaker Space Cum Design and Technology Workshop, Lecture Theatre, AI Lab, Gifted Education Centre and PTA Resources Room.

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

Ramp, Accessible lift and Accessible toilet.

Others

1. Apart from scholarships provided by Tung Wah Group of Hospitals, we also offer TWGHs Kap Yan Directors' Scholarship, Lee Yin Yee Education Foundation Scholarship and Ma Choi Yun Lin Scholarship to our students in recognition of their excellent academic achievements.
2. Every year, students get many prizes from the Hong Kong Schools Speech Festival, Hong Kong Schools Music Festival, Hong Kong Mathematics Olympiad, Hong Kong Olympiad in Informatics, Hong Kong Physics Olympiad, Hong Kong Tech Challenge, Hong Kong Robotic Olympic Association and HKSSF (Tai Po & North District) Inter-school Sports Competition.
3. Students are encouraged to serve the community by taking part in social services activities. Besides those organised by Tung Wah Group of Hospitals, the school also coordinates a number of voluntary services.

Direct Public Transportation to School

MTR East Rail Line: Sheung Shui Station