



保良局何蔭棠中學
Po Leung Kuk Celine Ho Yam Tong College

176 Po Kong Village Road, School Village, Wong Tai Sin, Kowloon

26269930

info@plkchc.edu.hk

26269339

http://www.plkchc.edu.hk

School Mission

Our school embodies the Po Leung Kuk philosophy, promoting holistic development in moral, intellectual, physical, social, and aesthetic education. We aim to cultivate refined character and a positive outlook on life through guidance and inspiration, enhancing students' interests and uncovering their potential. Our motto, "Love, Respect, Diligence, and Integrity," fosters mutual respect, personal growth, and responsibility towards families, school, society, and country. We prioritize proficiency in Chinese and English, along with logical thinking and expression skills. Regular communication with parents ensures students grow up happily and healthily.

School Information

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|--|-------------------------------------|---|----------------|
| Supervisor / Chairman of School Management Committee | Ms Chan Laverna Jun Lin | | |
| Principal (with Qualifications / Experiences) | Mr Lo Kwok Leung (B.Sc., M.Ed.) | | |
| School Type | Aided | Student Gender | Co-ed |
| School Motto | Love, Respect, Diligence, Integrity | | |
| Name of Sponsoring Body | Po Leung Kuk | | |
| Area Occupied by the School | About 7000 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 | 66 |
| Total Number of Teachers in the School | 70 |
| Qualifications and Professional Training (% of Teaching Staff) | |
| Had Received Teacher Training | 93% |
| Bachelor Degree | 100% |
| Master / Doctorate Degree or above | 36% |
| Special Education Training | 53% |
| Years of Experience (% of Teaching Staff) | |
| 0 - 4 Years | 5 - 9 Years |
| 26% | 31% |
| => 10 Years | |
| 43% | |

Subjects Offered in the 2025/2026 School Year

| | | |
|-----------|--|--|
| S.1 - S.3 | Chinese as the Medium of Instruction | Chinese Language, Chinese History, Putonghua |
| | English as the Medium of Instruction | English Language, Mathematics, Science, Geography, History, Computer Literacy, Citizenship, Economics and Society(S1&S2), Life & Society(S3), Business(S3), Music, Physical Education, Visual Arts, Home Economics |
| | 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 History, Chinese Literature, Citizenship and Social Development |
| | English as the Medium of Instruction | English Language, Mathematics, Mathematics Extended Part Module 2 (M2), Chemistry, Biology, Physics, Geography, Visual Arts, Economics, Information and Communication Technology, Business, Accounting and Financial 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

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|-----------|--|--|
| S.1 - S.3 | Chinese as the Medium of Instruction | Chinese Language, Chinese History, Putonghua |
| | English as the Medium of Instruction | English Language, Mathematics, Science, Geography, History, Computer Literacy, Citizenship, Economics and Society, Business(S3), Music, Physical Education, Visual Arts, Home Economics |
| | 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 History, Chinese Literature, Citizenship and Social Development |
| | English as the Medium of Instruction | English Language, Mathematics, Mathematics Extended Part Module 2 (M2), Chemistry, Biology, Physics, Geography, Visual Arts, Economics, Information and Communication Technology, Business, Accounting and Financial 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 | 5 | 5 | 5 | 5 | 5 | 5 |
| School Fee | - | - | - | - | - | - |
| Tong Fai | - | - | - | \$300 | \$300 | \$300 |
| Parent-Teacher Association Fee | \$30 | | | | | |
| Student Union / Association Fee | \$10 | | | | | |
| Approved Charges for Non-standard Items | \$250 | | | | | |
| 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).

Admission criteria for S.1 discretionary places are as follows: Interview (Chinese & English); Academic Performance (Grade A or B attained in English, and in either Chinese or Mathematics); Teacher Comments and Conduct (Merit or above); Extra-curricular Activities.

The weightings of the admission criteria will be released on the school website in due course.

Orientation Activities and Healthy Life

From late August to early September each year, a series of activities are held, including an orientation seminar for new parents, a bridging course and orientation activities for new students, aimed at helping them adapt to the learning environment and campus life in secondary school.

The Moral, Civic, and National Education Committee collaborates with the Counseling, Discipline, Information Technology, Student Affairs, and Extracurricular Activities Committees to implement a series of activities focusing on national education, healthy living habits, drug education, sex education, resilience training, emotional intelligence development, peer support, and online ethics education. These initiatives promote students' physical and mental well-being while fostering the establishment of positive values.

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| School Characteristics |
| School Management |
| <p>School's Major Concerns:</p> <p>(1) To enhance students' sense of achievement in learning and nurture students to be self-confident and resilient "Potongers". (2) To cultivate students' strong sense of national and global identity. (3) To foster students' development of healthy lifestyle.</p> |
| <p>School Management Organisation:</p> <p>The school adopts school-based management. With the lead and supervision of the Incorporated Management Committee, principal, various administrative committees, and groups are responsible for school administration, self-evaluation, curriculum development, disciplinary and counselling education, moral, civic, and national education, student activities and leadership training, as well as communication with parents, alumni, and members of the community.</p> |
| <p>Incorporated Management Committee / School Management Committee / Management Committee:</p> <p>IMC has been established since 2007.</p> |
| <p>School Green Policy:</p> <p>Our school actively promotes an eco-friendly campus to enhance students' environmental awareness and cultivate sustainable living habits. Through activities like visits, lectures, competitions, and exchange programs, students engage directly and understand the importance of environmental protection. Specific measures include waste reduction, energy conservation, recycling initiatives, and a paperless policy with recycling bins and green walls. The school features a coral nurturing center and conducts research on black soldier fly composting, encouraging reduced use of disposable utensils. Additionally, the "Parent App" allows parents to sign notices, further decreasing paper consumption.</p> |
| Learning and Teaching Plan |
| <p>Whole-school Language Policy:</p> <p>Our school employs English as the medium of instruction (see subjects offered for the 2025/26 and 2026/27 academic years for details). To enhance learning effectiveness, we have established 50 English small group classes and speaking training sessions, achieving a student-to-teacher ratio of 1:5. Annually, we host various English activities, including public speaking events, lunchtime speaking forums, talent shows, and English day camps, facilitating diverse engagement with the language. Additionally, we offer 30 Chinese small group classes focused on reading and writing skills. The school encourages participation in language competitions such as the Hong Kong Schools Festival, speech contests, and debate competitions to further develop students' language proficiency.</p> |
| <p>Learning and Teaching Strategies:</p> <p>Measures adopted to promote self-directed learning by College has come to fruition, exemplified by the satisfactory exam results. In 2025 HKDSE, the percentage of our students who meet the admission requirements for bachelor's degree programmes at local universities with '332A' in core subjects is 90.5% (Hong Kong's norm is 38.4%). The average credit rate of all subjects reached 58%, attaining better results than Hong Kong's norm. Among all subjects, the credit rates of Biology and Chemistry are 80% and 76% respectively. 89% of our F.6 graduates received an offer to study a bachelor's degree programme in local universities (Hong Kong's norm is 36.5%). The programmes that our graduates enrolled in include Medicine, Physiotherapy, Radiography, Optometry, Actuarial Analysis, Quantitative Finance and Professional Accountancy, etc.</p> |
| <p>School-based Curriculum:</p> <p>1. Electives: 2X and 3X. Offer 11 elective subjects for students to choose from. 2. Curriculum highlights: (1) Develop school-based curricula across different subjects to align with the transition between junior and senior curriculum. (2) The curriculum emphasizes clarifying students' learning difficulties and encourages critical thinking and application to enhance learning outcomes. (3) Promote interdisciplinary learning to help students connect knowledge and experiences. (4) Incorporate STEAM elements into various subjects to advance STEAM education. (5) Actively promote reading initiatives to cultivate good reading habits among students. (6) Each school term, organize an "Other Learning Experiences Week" covering areas such as project-based learning, values education, community service, job-related experiences, arts development, and sports development, broadening students' perspectives. (7) Effectively use weekly assemblies and extracurricular time to arrange moral education and holistic learning activities, promoting balanced and comprehensive student development.</p> |
| <p>Major Renewed Emphases in the School Curriculum:</p> <p>(1) Values Education, Moral Education, Civic and National Education: Our school is committed to cultivating students' correct values and attitudes, enabling them to become responsible and law-abiding citizens. Through formal curricula, morning assemblies, weekly meetings, exhibitions, and visits, we integrate elements of values education, moral education, civic education, and national education to help students establish a strong sense of civic awareness and national identity. (2) Learning Through Reading: Our school implements various reading promotion initiatives, setting four key objectives: creating a conducive reading environment, enhancing reading appeal, ensuring ease of access to reading materials, and providing reading rewards. These initiatives include book and magazine areas, promotions of very short stories, themed book recommendations, exhibitions of national education books, student-teacher reading sharing sessions, author sharing events, and electronic reading platforms. (3) Utilizing Information Technology to Promote Self-directed Learning: Our school encourages students to actively use electronic learning tools to enhance their learning effectiveness, fostering habits of independent exploration and self-directed learning. Relevant resources include an AI English composition feedback platform, the OQB electronic learning platform, and an online training platform for past internal examination papers.</p> |
| <p>Life Planning Education:</p> <p>Our school is committed to cultivating students' positive attitudes and values towards life, learning, and work. By collaborating with other educational institutions, non-profit organizations, businesses, and alumni, we organize various workshops, visits, simulated workplace training, interview skills training, and aptitude assessments. These initiatives help students explore their interests and recognize their strengths, thereby developing their planning and decision-making abilities. This approach encourages exploration of different career fields to meet individual development needs.</p> |
| Student Support |
| <p>Whole School Approach to Catering for Learner Diversity:</p> <p>Our school implements the following measures to support students with diverse abilities and needs: (1) The after-school specialist tutoring course and the enhancement course offers advanced learning content for high-achieving students, while the remedial course provides individual guidance to help struggling students overcome academic challenges. (2) We enrol students into gifted education training programmes offered by the Education Bureau, the Hong Kong Academy for Gifted Education, and various universities, facilitating further learning opportunities. (3) Gifted students are encouraged to participate in various international and local competitions to enhance their potential. (4) The entire school engages in the Student Support Network, coordinating moral education, counseling, and discipline to assist teachers in class management and provide comprehensive support for student development.</p> |
| <p>Whole School Approach to Integrated Education:</p> <p>Our school is committed to fostering an inclusive culture and a supportive campus environment. We employ a 'whole-school participation' model to support students with special educational needs, providing appropriate and diverse support services to enhance their learning effectiveness. We strategically allocate various resources, including learning support grants, community resources, and assessment and counseling services from on-campus educational psychologists. Early identification of students with special educational needs allows us to tailor support based on their specific requirements and stakeholder feedback. This includes arranging tutors for after-school homework assistance, providing exam accommodations, and offering programmes to enhance social skills and personal independence. Additionally, our school prioritizes home-school collaboration, having established a regular communication mechanism to consult with parents through meetings and interviews regarding support strategies for students.</p> |
| <p>Measures to Provide Adaptation for Learning and Assessment:</p> <p>Our school adopts a diversified assessment approach, including class performance, quizzes, assignment performance, tests, and exams, to gain a comprehensive understanding of students' learning situations. Each subject conducts continuous and progressive assessments, providing timely feedback to help students receive the necessary support throughout their learning process. By analyzing the data from post-assessment results, teachers can identify the challenges students face during their learning journey and provide targeted feedback based on these findings to further enhance students' learning outcomes.</p> |

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

Our school values the collaboration between home and school, maintaining close communication with parents. Each year, we set a theme and work with the Parent-Teacher Association to organize parenting seminars, workshops, and parent-child outdoor activities to promote mutual exchange. Parents can stay informed about the school's latest updates through our publications, including Tonglads, Writing Collections, Inside the College and Outside the Classroom, and School Circulars. Additionally, we hold a Parent Day each year, providing opportunities for parents to meet with class teachers. Teachers also regularly contact parents by phone to ensure smooth communication and timely exchanges, further supporting students' learning and growth.

School Ethos:

The school upholds a culture of simplicity, fostering self-discipline, respect, and community service among students. Various committees collaborate to implement diverse educational programmes covering national education, positive education, and life education. Through participation in external competitions, video playing, talks, and workshops, students gain a profound understanding of correct values and attitude. The school has established student organizations, including a student union, student prefects, and peer counselors, to cultivate leadership qualities and a spirit of service, further promoting their comprehensive development.

Future Development**School Development Plan:**

- (1) To enhance students' sense of achievement in learning and nurture students to be self-confident and resilient "Potongers".
- (2) To cultivate students' strong sense of national and global identity.
- (3) To foster students' development of healthy lifestyle.

Teacher Professional Training and Development:

The teaching team is experienced, hardworking, and possesses professional knowledge and compassion, fostering harmonious relationships with students. Teachers actively participate in various training programmes, both within and outside the school, continuously striving for self-improvement. The school implements collaborative teaching and pilot programs for self-directed learning, where teachers work together in lesson planning, peer observations, post-lesson reflections, and sharing sessions to enhance teaching effectiveness. This approach promotes students' self-directed learning and emphasizes the holistic development and individual learning needs of students.

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

The school offers a diverse range of learning experiences, including visits and field studies across various academic fields, local and overseas exchange programmes, and over 50 extracurricular activity groups categorized into academics, service, arts, interests, and sports. These initiatives promote students' intellectual development, reinforce national education, moral and civic education, encourage social service, enhance physical education, and provide practical experiences related to their future careers, supporting comprehensive student growth.

School Facilities**Number of Classroom(s): 47****School Facilities:**

The school covers an area of over 7,000 square meters. In addition to classrooms, laboratories, and computer rooms, it features several special teaching facilities, such as a makerspace, a technology innovation lab, a lecture hall, a speech chamber, and the "Po Tong" exhibition hall. Furthermore, the campus includes an air-conditioned food court, a small football field, and an athletic track, providing students with a diverse range of learning and activity spaces.

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

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

Others

Our school encourages students to participate in international and local competitions, achieving numerous awards. Here are some examples:

- (1) In 2024, our school achieved the global top ten, a gold award, and the best hardware design award at the International Genetically Engineered Machine (iGEM) competition, setting a record for Hong Kong teams. In 2018, we first represented Hong Kong and won a bronze award. In 2019, we became the first Hong Kong secondary school team to win a gold award in the U.S. competition. In 2023, we returned to France, securing another gold award and ranking among the top ten global teams.
- (2) Champion in Patriotic Education "National Security Good Student" Quiz Competition for Secondary School Students
- (3) Gold Award in 2025 Hong Kong Secondary Student Space Station Popular Science Payload and Science Experiment Design Challenge
- (4) Champion and 1st Runner-up of the Rubber Band Powered Car Competition, 2nd Runner-up for the Most Eco-Friendly Design Award in The 24TH ECO-MODEL Tournament
- (5) Gold Award in 2025 Joint School Music Competition: Secondary School Ensemble (Chinese Music)
- (6) Championship in 77th Hong Kong Schools Music Festival (Di Solo - Secondary School - Junior)
- (7) Champion in 2425 Hong Kong Track Cycling Race - Series 4 (Men School Division 200m Flying Lap)
- (8) Grade A and Grade C Champion, 1st runner-up and 3rd runner-up in Inter-school Swimming Competition 2024
- (9) Gold Award in "Love Our Home, Treasure Our Country: Joint School Chinese Marching Competition 2024/25"
- (10) Highly Commended Award in 61st Schools Dance Festival (Jazz and Street Dance)
- (11) Champion (Boys Team) and 1st runner-up (Girls Team) in Kowloon City Cup Youth Group Invitational Tournament
- (12) The Senior Category Champion in the BIM x STEAM Construction Model Creative Design Competition 2024
- (13) Silver Award in 2025 Joint School Music Competition, Secondary School Group Ensemble (String/ Orchestral instrument)
- (14) Gold Award in The 16th Hong Kong International Handbell Olympics (Handbell Intermediate Division)
- (15) Gold, Silver and Bronze Awards and STAR of Excellence Award in Greater Bay Area Gifted Great Writer Competition 2024
- (16) Winner and Third Place in Solo Prose Speaking (PTH); Second Place in Solo Verse Speaking (PTH) in 76th Hong Kong Schools Speech Festival

Direct Public Transportation to School

Bus: 2F, 3B, 3C, 3D, 3M, 5C, 203E, 116;

Mini-Bus: 19M, 33M.