明愛粉嶺陳震夏中學
Caritas Fanling Chan Chun Ha Secondary School
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School Mission

We dedicate to adopt a student-centered approach to equip students with the requirements needed for tertiary education and future careers; to provide a whole person development to students catering for different aptitudes and abilities; to develop in students diversified talents; instill in students the Catholic values, and the Caritas spirit of 'Services in the love of God.'

School Information

Supervisor / Chairman of School Management Committee	Ms. Mak Lai Ying Teresa		
Principal (with Qualifications / Experiences)	Mr. Ho Ying Hon (B.Sc., Dip. Ed., M.A., M.Ed.)		
School Type	Aided	Student Gender	Co-ed
School Motto	Upload loyalty, integrity, diligent and simplicity; Love God and One Another		

Name of Sponsoring Body	Caritas Hong Kong			Year of Commencement of Operation	1988
Area Occupied by the School	About 5700 Sq. M	Religion		Catholicism	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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			100%
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	73
Total Number of Teachers in the School	80
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	90%
Bachelor Degree	100%
Master / Doctorate Degree or above	36%
Special Education Training	43%

Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
28%	16%	56%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Mathematics, Ethics, Citizenship, Economics and Society*, History, Geography*, Science*, Innovation & Technology, Life Arts (S.1-S.2), Visual Arts, Music, Physical Education, Life Planning (S.3)
	English as the Medium of Instruction	English Language
	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, Mathematics, Citizenship and Social Development, Biology, Chemistry, Physics, Economics, Business, Accounting & Financial Studies, Information & Communication Technology, Chinese Literature, Chinese History, Geography, History, Mathematics (Extended Part Module 1/2), Tourism and Hospitality Studies, Visual Arts (HKDSE), Physical Education (HKDSE), Ethics, Life Planning
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* 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, Putonghua, Mathematics, Ethics, Citizenship, Economics and Society*, History, Geography*, Science*, Innovation & Technology, Life Arts (S.1-S.2), Visual Arts, Music, Physical Education, Life Planning (S.3)
	English as the Medium of Instruction	English Language
	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, Mathematics, Citizenship and Social Development, Biology, Chemistry, Physics, Economics, Business, Accounting & Financial Studies, Information & Communication Technology, Chinese Literature, Chinese History, Geography, History, Mathematics (Extended Part Module 1/2), Tourism and Hospitality Studies, Visual Arts (HKDSE), Physical Education (HKDSE), Ethics, Life Planning
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* Subjects with extended learning activities (ELA) in English

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	$370	$370	$370
Parent-Teacher Association Fee	$20					
Student Union / Association Fee	$20					
Approved Charges for Non-standard Items	$380					
Other Charges / Fees	New students charge $100 for SLP and smart student card					

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).
Discretionary places applicants will be assessed and considered based on the following criteria and proportions:
a. academic achievements 40%
b. conduct and attitudes 30%
c. extra-curriculum activities 10%
d. interview 20%

Orientation Activities and Healthy Life

Every year, our Guidance Team holds a new orientation course for S1 freshmen. The course is divided into three prominent aspects: Academic, Growth and Discipline. It aims to help students be familiar with the campus environment and school system so as to adapt to the learning environment in secondary school. Through e-learning, social activities and spiritual cultivation activities, students can enhance knowledge, improve their self-confidence, set clear goals and cultivate a good learning attitude. In addition, Parents' Day helps to promote the communication between parents and the school. It not only establishes the cooperative relationship between parents and the school but also strengthens the sense of belonging of both parents and students to the school.

Besides our Guidance Team, different subjects' panel members at school are actively promoting a healthy campus culture. In addition to implementing the "S1 Students Lunch at School Program", we also infiltrate information about positive campus into subjects and activities, such as spiritual ambassadors, small-group activities, environmental ambassadors and sex education workshops. Through a variety of courses and activities, students can establish a positive and healthy lifestyle.

明愛粉嶺陳震夏中學
Caritas Fanling Chan Chun Ha Secondary School

School Characteristics

School Management

School's Major Concerns:
1. Utilize data to reinforce students' learning habits and enhance their ability for self-directed learning.
2. Promote diverse curricula to improve the quality of multiple pathways and support students' career planning and development.
3. Promote positive education through the core value of Catholic education (charity) to cultivate positive values in students.

School Management Organisation:
The IMC leads and sets directions for the development of the school. The school is mainly made up of teaching staff and counseling and disciplining staff. Under the School-Based Management, various consultation and decision-making committees and teams are set up to help develop, manage and operate the school, including: Academic Committee, Guidance and Discipline Committee, Career Guidance Committee, Student Affairs Committee, Civic Education Committee, Student Activities Committee, General Affairs Committee, Publication and Publicity Committee.

Incorporated Management Committee / School Management Committee / Management Committee:
The IMC consists of the Supervisor, the Sponsoring Body Manager, the Principal, and elected representatives of teachers, parents and alumni.

School Green Policy:
Our major aim is to raise the awareness of environmental conservation among all students by organizing various activities and adopting different measures. We also encourage students to learn to appreciate, be grateful, live simply.

Learning and Teaching Plan

Whole-school Language Policy:
To foster and ensure more effective learning in our students, Chinese is the medium of instruction. Under the Fine-tuning of MOI arrangements for Secondary Schools, greater flexibility in increasing the exposure of students to English has been granted. To raise the English standard of students, the English Department has cooperated with the departments of Geography, Citizenship, Economics and Society and Science to teach the subject knowledge in English in selected topics in the mode of English Extended Learning Activities.

Learning and Teaching Strategies:
To equip our Junior Form students with the basic research skills and methods, the essential skills which will be called for in their senior secondary years, project work is introduced in junior forms in subjects like Chinese History, Social Studies and Science. On the other hand, we have been making full use of various resources available in the community to fund different kinds of teaching and learning measures and curriculum development. This year, we are participating in Multilevel Leadership Network for SDL Innovation to Advance STEM Development of the University of Hong Kong in hopes of fostering creativity and problem-solving skills in our students through cross-curricular STEM programmes. To cultivate presentation, thinking and research skills as well as creativity, interactive lessons are adopted as much as possible with emphasis on self-directed learning, questioning, group discussion and presentation. To cater for the different learning needs, students are streamed and allocated to different classes in all levels according to their performance in the language subjects and mathematics as well as their different learning needs. In class, collaborative learning is adopted to encourage learning from each other among students. After school, remedial lessons and enrichment programmes are run to address specific learning needs. Saturday school is also run for Secondary 6 students to aid them in tackling the core subjects in HKDSE.

School-based Curriculum:
1. Electives: 2X and 3X. Over 14 elective subjects are offered. Students can also choose Applied Learning or Extended Parts of Mathematics. There are also school-based other learning experiences courses to enrich students' learning experiences and record their performance in their student learning profiles.
2. Curriculum highlights: Student-centered curricula are supplemented with extensive cross-curricular activities to enrich and balance the learning experiences of our students to foster whole-person development in our students. To enhance our teaching effectiveness, collaborative lesson planning, peer observation and cross-curricular meeting are organized and held regularly to adjust the teaching and learning contents to address the needs of our students promptly.

Major Renewed Emphases in the School Curriculum:
1. Promote Values Education through various subjects and comprehensive learning activities both inside and outside the classroom.
2. Advocate for a Values Education framework centered on Chinese culture, integrating different interdisciplinary areas.
3. Establish reading classes and organize reading incentive programmes, thematic book fairs, book recommendations, borrowing leaderboards, author talks, etc., to enhance students' interest in reading.
4. Develop interdisciplinary courses that integrate STEAM education to enrich their diverse talents and information literacy.
5. Strengthen the use of artificial intelligence to enhance students' abilities in inquiry-based learning.
6. Deepen students' professional subject abilities through collaboration with higher education institutions, and provide international learning and exchange opportunities to broaden their horizons.

Life Planning Education:
The Career Guidance Committee has specially designed a weekly "Career Planning Class" for students from Form 3 to Form 6, aimed at encouraging students to plan their futures with clear goals from an early stage. Additionally, our school has introduced the CLAP2.0 program, initiated jointly by The Chinese University of Hong Kong and The Education University of Hong Kong, which provides students with clear guidance and action plans to support their career development. This program strengthens the career support network and enhances students' motivation for career development, collaboratively building a personalized career development blueprint. Aiming at helping our students understand their career prospect and imparting positive attitudes for work and studies, our Career Guidance Committee has taken part in various programmes and schemes run by the government or different organisations, for example, “Capacity Building Scheme for Secondary School Teachers” launched by the Hong Kong Polytechnic University, to help our students plan their life at an early stage, to set their own career aspirations and to offer vocational training through a range of activities and workshops. All these activities and workshops enrich not only our students’ other learning experiences but also their student learning profiles.

Student Support

Whole School Approach to Catering for Learner Diversity:
Split class policy is adopted to reduce the teacher to student ratio and cater for learner diversity. In senior forms, Classes A and B are split into 3 groups in the core subjects (Chinese and Mathematics), 4 groups in the core subject English based on the abilities of the students. To address the difference in learning needs among our students, extra resources are deployed to hire additional teacher to conduct small-class teaching. School-based curriculum and teaching materials as well as differentiated assessments are developed in different subjects to help different ability groups to learn. We also strive to help students with special needs by providing them with appropriate assessment.

Whole School Approach to Integrated Education:
We employ a whole-school approach in adopting Integrated Education. We set up a student support team which comprises SEN Co, Sen Supporting teacher, Educational Psychologist, core subject teachers and Teaching Assistants. To accommodate the learning differences of students, flexibly utilize the "Learning Support Subsidy" in conjunction with other resources to hire additional staff and purchase professional services. To cater for learner diversity, differentiated curricula, instruction and assessments have been adopted and implemented. A wide range of programmes, namely, early identification scheme, career planning programme, staff development and Home-School collaboration measures, have been put in place to enhance the learning effectiveness of students.

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 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:
Arrangements are made in accordance with students with special educational needs in tests and exams.

Home-School Co-operation and School Ethos

Home-School Co-operation:
We value a strong partnership between school and families. Every year, a number of Home-School Cooperation functions and activities are organized throughout the academic year including talks, seminars and local trips. Through participating in these activities and acting as parent volunteers, parents can know more about parenting and build connections with us. Through cooperation and joint efforts, a loving and caring learning environment can be created and the best support can be given to our next generation.

School Ethos:
We are a supportive and caring co-educational Catholic school for students aged from twelve to eighteen.
At CFS, we aim to provide students a happy and caring learning place where students can study and grow in a positive Catholic environment, where it will enable students to reach their full potential intellectually, physically, aesthetically, ethically, and spiritually.
We expect students to achieve high academic standards. Students are expected to work hard and to show respect for others and to take pride in their appearance. We seek to prepare all our students for their future beyond school. High standard of behaviour and self-discipline are also expected. We aim to develop a sense of responsibility in our students, not only for themselves, but also towards everyone with whom they are in contact.
Our high expectations apply not only to our students but also to all the staff as we strive to develop the best possible learning environment for the students entrusted in our care. Our teaching staff plans the curriculum and delivers their lessons in such a way that students are well engaged and motivated.
In the coming academic year, our school will continue to offer a broad and balanced curriculum designed to meet the opportunities and challenges in the 21st century.

Future Development

School Development Plan:
1. Utilize data to reinforce students' learning habits and enhance their ability for self-directed learning.
2. Promote diverse curricula to improve the quality of multiple pathways and support students' career planning and development.
3. Promote positive education through the core value of Catholic education (charity) to cultivate positive values in students.

Teacher Professional Training and Development:
We not only encourage our teaching staff to participate in different kinds of teaching-related courses organized by EDB and different universities but also organize seminars and professional training workshops to promote our teaching staff's continuous professional growth and establish a culture of self-evaluation and improvement. We also focus on teaching staff's appraisal and strengthen accountability.

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

The school has a total of 38 extracurricular activity groups. Through different types of activities, students can make good use of their spare time to develop various interests and learn to get along with others. Through participating in volunteer services, students can learn how to care about others, serve the community, and enhance their life experience. In order to enhance students' leadership skills, students are arranged to participate in leadership training programs and workshops so as to enhance their team spirit and leadership skills. We also help widen students' horizons by organizing exchange programs in China and foreign countries. Some of our award-winning school clubs like Debate Club, Basketing Team and Football Team actively take part in different inter-school competitions. The school's Student Union also hold different activities at school to let students show off their talents.

School Facilities

Number of Classroom(s): 30

School Facilities:
1. Full WiFi coverage at school
2. Innovation and Technology Room, Campus TV, English Corner, Prayer Room
3. Solar Photovoltaic Panels

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

Others

Please refer to the Chinese Edition.

Direct Public Transportation to School

Students can use the following bus and mini-bus services which stop near our school.
Bus: 70K, 73B, 78A, 261, 261X, 270C, 276C, 277X, 278A, 279X, 373, 673, 673A, A43, T270;
Mini-bus: 52A, 52B, 52K, 54A, 54K, 56A, 56B, 56C, 56K, 501A, 501C, 501K, 501S, 505.
Cycling: Students may cycle to school and lock their bikes in a parking bay.

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School Mission

School Mission: Our school upholds the principle of "All-round Education" and recognizes "Student Learning" as our highest priority. We are dedicated to creating an environment that fosters upright attitudes and values with a global perspective. Guided by the spirit of Jesus Christ, we strive to cultivate rich and meaningful lives for our students, empowering them to serve the community and become responsible citizens.

School Information

Supervisor / Chairman of School Management Committee	Mr. Au-Yeung Chi Kong		
Principal (with Qualifications / Experiences)	Dr. Ko Kwok Wing (BSc, MEd, DBA)		
School Type	Aided	Student Gender	Co-ed
School Motto	Learning to Serve		

Name of Sponsoring Body	The Hong Kong Council of the Church of Christ in China			Year of Commencement of Operation	1969
Area Occupied by the School	About 7000 Sq. M	Religion		Protestantism / Christianity	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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			93%
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	72
Total Number of Teachers in the School	81
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	86%
Bachelor Degree	100%
Master / Doctorate Degree or above	56%
Special Education Training	65%

Years of Experience (% of Teaching Staff)

0 - 4 Years	5 - 9 Years	>= 10 Years
18%	15%	67%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	F.1-F.3: Chinese Language, Chinese History, Mathematics*, Computer Literacy*, Business Fundamentals*, Physical Education*, Music*, Religious Studies*, Visual Arts*, Geography*, Citizenship, Economics and Society*; F.1-F.2: Putonghua, Science*; F.2-F.3: World History* F.3: Economic & Public Affairs*, Science (Physics)*, Science (Chemistry)*, Science (Biology)*
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	F.1: School-based Other Language (Korean)/STEAM/Sports Science Curriculum
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics (Extended Part Module 1), Citizenship & Social Development, Physics, Chemistry, Biology, "Business, Accounting and Financial Studies" (Accounting & BM modules), Information & Communication Technology, Economics, Geography, Tourism and Hospitality Studies, Visual Arts, Chinese History, Physical Education (Non-Examination Curriculum), Ethics & Religious Studies (Non-Examination Curriculum).
	English as the Medium of Instruction	English Language, Reading Across Curriculum
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* 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	F.1-F.3: Chinese Language, Chinese History, Mathematics*, Computer Literacy*, Business Fundamentals*, Physical Education*, Music*, Religious Studies*, Visual Arts*, Geography*, Citizenship, Economics and Society*; F.1-F.2: Putonghua, Science*; F.2-F.3: World History* F.3: Economic & Public Affairs*, Science (Physics)*, Science (Chemistry)*, Science (Biology)*
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	F.1: School-based Other Language/STEAM/Sports Science Curriculum
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics (Extended Part Module 1 included), Citizenship & Social Development, Physics, Chemistry, Biology, "Business, Accounting and Financial Studies" (Accounting & BM modules), Information & Communication Technology, Economics, Geography, Tourism and Hospitality Studies, Visual Arts, Chinese History, Physical Education (Non-Examination Curriculum), Ethics & Religious Studies (Non-Examination Curriculum).
	English as the Medium of Instruction	English Language, Reading Across Curriculum
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* Subjects with extended learning activities (ELA) in English

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	$340	$340	$340
Parent-Teacher Association Fee	$30					
Student Union / Association Fee	$10					
Approved Charges for Non-standard Items	$470 (Improvement of Campus facilities)					
Other Charges / Fees	-					

Remarks

Every senior form student is required to take 4 core subjects and either 2 or 3 elective subjects, choosing from 14 subject groups. The class structure is symmetrical. Starting from the 2019-2020 academic year. The Church of Christ in China, Hong Kong, established Kei San Church at our school in September 2014.

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).
The admission criteria and weightings for S.1 discretionary places are as follows:
Academic Performance: 40% ; Student Conduct: 30% ; Interview Performance: 20% ; Other Skills (e.g., extracurricular activities, physical education, music, community service): 10%.

Orientation Activities and Healthy Life

All F.1 students are required to participate in the Bridging Programme, Counselling Programme, and the F.1 Orientation Parents Seminar in mid-August. Additionally, all Form 1-3 students have lunch at school. The Task Group on Tuck Shop & Lunch Supervision is responsible for overseeing the quality and nutritional value of the food provided by the tuck shop and lunch box suppliers, ensuring that students receive high-quality meals.

中華基督教會基新中學
CCC Kei San Secondary School

School Characteristics

School Management

School's Major Concerns:
1. Enhance students' interest and ability in learning.
2. Promote whole-person health campus.

School Management Organisation:
The Incorporated Management Committee, established in 2011, is composed of supervisor, managers, principal, teachers, parents and alumni; who join hands to look after school affairs. The school is divided into three categories of committees and subgroups to promote school development, academic affairs, information technology, and student development. KLA Heads are held responsible for liaising various subjects/KLAs and implementing curriculum reform.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee, established in 2011, consists of the supervisor, managers, principal, teachers, parents, and alumni, all collaborating to enhance the transparency and accountability of school management and to promote the sustainable development of the school.

School Green Policy:
Students are encouraged to develop habits that promote care for resources and the environment. Initiatives include the Paper Recycling Scheme, Energy Saving Policy, and Green Campus Scheme.

Learning and Teaching Plan

Whole-school Language Policy:
Students are taught by mother tongue, supplemented with Extended Learning Activities in English so as to enhance the English learning environment and inspire their interest of learning English.

Learning and Teaching Strategies:
Curriculum Tailoring: Teachers revise the teaching content to suit the needs of students. Learning and teaching materials are developed to match students' levels, enhancing their motivation through fruitful and successful learning experiences. After-school Learning Support: Teachers collaborate with undergraduates to launch an after-school learning support team, offering tutorial and supplementary classes. Fostering Self-Learning Ability: Students learn to set their own learning objectives and priorities. This includes skills such as time management, organizing notes, reading strategies, and exam techniques. Our goal is to help students build self-learning habits, techniques, and abilities.

School-based Curriculum:
1. Electives: 2X and 3X. Students from elite class takes 3X, 14 Elective subjects to be allocated in 11 groups. Curriculum is tailor-made to suit the needs of students. School-based Other Language (Korean)/STEAM/Sports Science Curriculum is offered in F.1 classes.
2. Curriculum highlights: Curriculum is tailor-made to suit the needs of students.

Major Renewed Emphases in the School Curriculum:
Our school is actively engaged in the curriculum reform process. We have integrated coding concepts and related elements into the implementation of our STEM curriculum. IT in Education is incorporated into both the learning and teaching processes, as well as staff development. Values Education is featured in our curriculum and extra-curricular activities. Additionally, elements of the Basic Law have been included in the PSHE KLA, aligning with relevant senior secondary subjects. Recently, we have significantly upgraded our library facilities, enhancing both hardware and software to provide students with more resources and a better reading environment. To foster students' reading habits, we have introduced designated reading periods in junior forms, regular featured book exhibitions, reading schemes, and ongoing book-sharing sessions.

Life Planning Education:
The school utilizes the EDB Career and Life Planning Grant to recruit two additional career planning officers and one teacher. This reduces the teaching load for career educators, enabling them to provide comprehensive career counseling services to students from Form 1 to Form 6. We offer all students quality life planning education and career guidance tailored to their developmental needs at various stages. Our aim is to support students in making informed choices based on their interests, abilities, and personal orientations, while also assisting them in transitioning smoothly from school to the workplace. Ultimately, we strive to ensure that all students, regardless of their abilities or academic levels, understand their career and academic aspirations. We want them to develop positive attitudes toward work and learning, connect their aspirations to whole-person development and lifelong learning, and effectively apply the knowledge, skills, and attitudes they acquire in real-life situations.

Student Support

Whole School Approach to Catering for Learner Diversity:
Dual Class-Teachers in Junior Forms: The School provides dual class-teachers in all junior form classes to enhance the learning experience. Gifted Education Program: Utilizing the Diversified Learning Grant (DLG) from the EDB, the School implements Gifted Education to foster a learner-centered, school-based curriculum, organized at three levels:
1. Level 1: Whole-Class
Teachers integrate various pedagogical strategies into their lessons, including group discussions, peer evaluations, and situational approaches to learning. These methods are designed to enhance students' higher-order thinking skills through targeted questioning techniques.
2. Level 2: Pull-Out
Selected students from Form 3 to Form 5 participate in specialized training sessions that focus on leadership, critical thinking, and other enhancement classes. This initiative aims to cultivate a pool of talented individuals.
3. Level 3: Off-Site Support
The School nominates target students to receive specialized training from the Hong Kong Academy for Gifted Education, focusing on areas such as leadership, science, mathematics, and humanities.

Whole School Approach to Integrated Education:
Our school utilizes the Learning Support Grant (LSG) to establish a School Support Team led by a Special Educational Needs Coordinator (SENCO), an Educational Psychologist, an Inclusive Development Officer, a Chinese Teacher, an English Teacher, a Mathematics teacher and a Computer Teacher. All teachers are committed to addressing the diversity of learners through a "Whole School Approach." The team is responsible for coordinating various support measures to meet the diverse needs of students. We provide learning guidance, emotional support, and social skills training. These measures aim to help students with special needs integrate into school life.

Measures to Provide Adaptation for Learning and Assessment:
There are two exams and one uniform test for F.1-F.5 classes, two exams for F.6 to inform parents about their children's learning progress. Both formative and summative assessments are utilized to evaluate student learning. In addition to exams and tests, our assessment methods include project-based learning, field trips, reading reports, learning portfolios, self-evaluations, and peer assessments. Students receive timely and constructive feedback to enhance their learning efficacy.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The Parent-Teacher Association organizes annual events such as Teacher Appreciation Day, reading sharing sessions, parent-child trips, family activities, and volunteer services. Parent representatives also participate in school decision-making through the Incorporated Management Committee. Our school's Home-School Cooperation Team has established a Parent Academy to enhance parenting knowledge, improve parent-child communication skills, and strengthen parents' ability to support their children's learning.

School Ethos:
To support well-rounded development, we offer the Kei San Award Scheme, which encourages students to grow across academics, discipline, faith, and extracurricular activities.
In F.1-4 classes, we implement a dual-class teacher system, complemented by the One Student, One Role Program and the Civic Ambassador Program. These initiatives help students build self-esteem, confidence, and a sense of responsibility.
Since 2005, our school has proudly received the Caring School Award from the Christian Service Centre for twenty consecutive years, along with the Sustained Caring Award, recognizing our enduring commitment to a compassionate and supportive learning environment.

Future Development

School Development Plan:
1. Enhance students' interest and ability in learning.
2. Promote whole-person health campus.
We are a caring, enriching, healthy and innovative school. Various initiatives are planned and implemented to promote students' holistic development.

Teacher Professional Training and Development:
The school organizes three Teachers' Professional Development Days every year to equip teachers with updated learning and teaching strategies. In addition, regular lesson preparation, observation, and sharing sessions are conducted, allowing teachers to collaborate and share pedagogical approaches. This initiative aims to enhance student learning effectively.

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

Our school is dedicated to promoting the all-round development of students. We offer over forty extracurricular groups across four major areas: academics, interests (including music, sports, and arts), service, and religion, as well as the Student Union. These activities aim to nurture students' physical, mental, social, and spiritual growth. Featured programmes include the orchestra and choir, and sports such as archery, fencing, golf, and tennis. Students may also join the English Public Speaking Team, MC Team, Auxiliary Medical Service Cadet Corps, and the Hong Kong Army Cadets.
Senior secondary students participate in cross-disciplinary activities through collaboration among departments and committees, incorporating elements of Chinese culture and national security. Examples include traditional Chinese painting workshops and guided tours on movable type printing. These experiences encourage learning beyond the classroom in real-life contexts, broaden perspectives, and promote reflective learning. Leadership development is a core emphasis. The school regularly organizes training to equip students with skills in event planning, communication, and public speaking, helping them build confidence and strengthen leadership ability. Rooted in the vision of the Hong Kong Council of the Church of Christ in China—"Together we nurture the fullness of life, hand in hand we witness the love of Christ"—the school also provides fellowship groups, training camps, and Christian events such as Education Sunday, Gospel Week, Christmas worship, and Easter services. These serve to nurture students' spiritual growth. By integrating these opportunities and support structures, our school is committed to providing diverse learning experiences that foster students' holistic development.

School Facilities

Number of Classroom(s): 30

School Facilities:
In addition to basic amenities, all classrooms and special rooms are equipped with air conditioning and multimedia teaching tools including projector and smart board. All rooms connect to high-speed fiber broadband, enable both teachers and students to utilize on-campus computers efficiently. The school features over 100 computers, with dedicated spaces including 36 in the IT Learning Center, 36 in computer labs, and 41 in Computer-Assisted Learning (CAL) rooms. Students can access the IT Learning Center and CAL rooms during non-class hours for programming and artificial intelligence learning. Moreover, all students and teachers can use mobile electronic devices and connect to the internet via the school's Wi-Fi network for educational purposes. The school offers a diverse range of facilities, including a Library, a Teacher-Student Learning Space, a Self-Study Room, a Guidance Room, a Counseling Room, an English Corner, a Chinese Language Learning Room, a STEAM Room, a Fitness Room, a Music Room, a Social Workers' Room, Multi-Function Activity Rooms, and a School History Gallery.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift and Accessible toilet.

Others

In the 2025 HKDSE, the overall pass rate was close to 70%. There was a significant improvement in Chinese, English, Mathematics and Citizenship and Social Development compared to last year. The number of students who achieved Level 3 or above in Chinese and English increased significantly. In particular, nearly half of the students achieved Level 3 or above in Chinese. In addition, 20% of students in ICT and M1 achieved Level 4 or above. The number of students who achieved 332A and met the requirements for admission to local university degree programs reached a record high, doubling from last year. In addition, nearly 20% of students were admitted to local or non-local universities to study degree programs. The above achievements are all due to the joint efforts of teachers and students, which enables the school to continuously enhance its value.

Direct Public Transportation to School

Kei San can be reached directly by the following bus routes and mini-bus route:
78B, 261X, 270A, 270B, 270P, 270S, 273, 273A, 273D, 273S, 274, 276C, 277P, 278P, 278X, 279X, 678, 978, A43, N42A, NA43, N73, N373, T270, 502 and 506 (mini-bus). It takes only 5 minutes walk from MTR East Rail Line Fanling station.

宣道會陳朱素華紀念中學
Christian Alliance S W Chan Memorial College
12, Fai Ming Road, Fanling
26709229 school@caswcmc.edu.hk
26763870 https://www.caswcmc.edu.hk

School Mission

In the spirit of Christianity, our school aims to foster whole-person development through education. We believe that every student is uniquely created by God. Therefore, we strive to nurture students' self-esteem and help them to realize their potential and talents. We are committed to facilitating students' spiritual, moral, intellectual, physical, social and aesthetic development.

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

Number of Teaching Posts in the Approved Establishment	69
Total Number of Teachers in the School	72
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	96%
Bachelor Degree	100%
Master / Doctorate Degree or above	47%
Special Education Training	57%

Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
22%	14%	64%

School Information

Supervisor / Chairman of School Management Committee	Prof. Kwan Kin Ming				
Principal (with Qualifications / Experiences)	Mr. Kwong Wing Sun Vincent (B.S.Sc., Dip.Ed., Dip.Bs.,M.Ed.)				
School Type	Aided	Student Gender	Co-ed		
School Motto	The fear of the LORD is the beginning of wisdom, and knowledge of the Holy One is understanding.				
Name of Sponsoring Body	Kowloon Tong Church of Chinese Christian & Mission Alliance			Year of Commencement of Operation	1998
Area Occupied by the School	About 8900 Sq. M	Religion		Protestantism / Christianity	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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			100%
4Rs Mental Health Charter		Yes	Whole School Health Programme	Action School	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics (F.1), Citizenship, Economics and Society, Chinese History, History, Geography, Design and Technology (F.1-F.2) STEAM (F.3), Technology and Living, Computer Literacy, Music, Physical Education, Visual Arts, Putonghua (F.1-F.2), Reading lessons (F.1-F.2), Christian Education & Ethics, Other Learning Experiences (F.1-F.2)
	English as the Medium of Instruction	English Language, Integrated Science (F.1-F.3)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (F.2-F.3)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese History, History, Economics, Geography, Tourism and Hospitality Studies, Biology, Information and Communication Technology, Health Management and Social Care, BAFS, PE (DSE), Applied Learning (Mode 2): 1. Child Care and Development (F.4-F.5), 2. Applied Psychology (F.4-F.5), 3. Applied Japanese and Japanese Culture (F.4-F.5), , Music#, VA#, T&L#, D&T#, Sport Science#, Coding and Creative Media#, Christian Education & Ethics#, PE.#, Financial Management Education#, Science Inquiry# (# non-DSE subjects)
	English as the Medium of Instruction	English Language, Physics, Chemistry, Mathematics Extended Part Module
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Biology

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics (F.1), Citizenship, Economics and Society, Chinese History, History, Geography, Design and Technology (F.1-F.2) STEAM (F.3), Technology and Living, Computer Literacy, Music, Physical Education, Visual Arts, Putonghua (F.1-F.2), Reading lessons (F.1-F.2), Christian Education & Ethics, Other Learning Experiences (F.1-F.2)
	English as the Medium of Instruction	English Language, Integrated Science (F.1-F.3)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (F.2-F.3)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese History, History, Economics, Geography, Tourism and Hospitality Studies, Biology, Information and Communication Technology, Health Management and Social Care, BAFS, PE (DSE), Applied Learning (Mode 2): 1. Child Care and Development (F.4-F.5), 2. Applied Psychology (F.4-F.5), 3. Applied Japanese and Japanese Culture (F.4-F.5), Music#, VA#, T&L#, D&T#, Sport Science#, Coding and Creative Media#, Christian Education & Ethics#, PE.#, Financial Management Education#, Science Inquiry# (# non-DSE subjects)
	English as the Medium of Instruction	English Language, Physics, Chemistry, Mathematics Extended Part Module 2
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Biology

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	$20					
Student Union / Association Fee	$10					
Approved Charges for Non-standard Items	Quality Campus Development Fund: $400					
Other Charges / Fees	-					

Remarks

All Secondary One places are allocated through Discretionary Places and Central Allocation of the Secondary School Places Allocation System.
Resources are mobilized for the New Senior Secondary curriculum so as to enhance flexibility in curriculum combination. A total of 17 electives are provided and students are allowed to choose their own elective subjects according to their abilities and talents.

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).
All Primary six students who apply to our school will be offered an interview opportunity. Assessment items and weightings mainly include:
1. Academic performance of internal assessment, conduct, performance in extracurricular activities and service (50%);
2. Chinese and English expression ability (25%);
3. Mathematics, creativity, logical thinking, analytical skills (15%);
4. Politeness and attitude(10%).

Orientation Activities and Healthy Life

(1) An one-week “English Bridging Course" is organized for Primary 6 students.
(2) Our school places emphasis on students' development on the STEAM subjects. A Dr STEAM scholarship is especially awarded to five F.1 students. The awardees will have the opportunity to participate in an overseas science study tour for free.
(3) A series of "Secondary One Orientation Guidance Activities" will be held before the school starts. These activities aim at caring for students' whole-person growth, establishing a sense of belonging to the campus, and inheriting the culture of SWC family.
(4) Through subjects and “Healthy School Programme”, “Social Care Ambassadors” ,
diversified activities cultivate students' healthy lifestyle habits and raise their awareness from the aspects of spirit, body and diet, etc.
(5) Implement a pilot program for 'Birthday Privileges' and 'Dynamic Fridays' in the 2024-2025 academic year to foster a positive and healthy campus culture.

宣道會陳朱素華紀念中學
Christian Alliance S W Chan Memorial College

School Characteristics

School Management

School's Major Concerns:
(1) Positive: Promoting students to develop positive thinking and values.
(2) Healthy: Promoting students to adopt a healthy lifestyle.

School Management Organisation:
School-based management is practised under the supervision of the principal, 2 vice-principals, 2 assistant principals and the School Administration Committee. The committee, formed by senior teachers, coordinates and oversees school matters in various committees and working groups.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee has been established. Its members include representatives from the sponsoring body, parents, alumni and teachers.

School Green Policy:
Elements of environmental protection have been incorporated into the curriculum of Science and Geography via extra-curricular activities in junior forms and various environmental studies through project learning. The school also has an eco-friendly kitchen on site for distributing student lunch.

Learning and Teaching Plan

Whole-school Language Policy:
(1) The medium of instruction in junior levels is mainly Cantonese whereas Science and Mathematics (Some classes)are taught in English.
(2) English Day will be implemented once a week to create an English-learning environment. Also, English activities and overseas study tours will be organized.
(3) Specialized teaching in language subjects.
(4) Two native English teachers have been recruited to increase the opportunities for students to communicate in English through activities both inside and outside the classroom, in order to arouse their interest in learning English.

Learning and Teaching Strategies:
(1) With the support of the e-learning resource bank, a creative and specialized school-based curriculum has been developed.
(2) In order to strengthen the learning ability of students as "autonomous learners" and cater for learners' diversity, an "autonomous learning" teaching model is adopted in each subject.
(3) Through a variety of project learning tasks, students are expected to develop the nine generic skills.
(4) Lesson studies will be conducted in subjects in order to recognize the difficulties in students' learning and enhance teaching effectiveness.

School-based Curriculum:
1. Electives: 3X. Students can choose from 17 elective subjects in the senior curriculum.
2. Curriculum highlights: Senior curriculum:
(1) In order to allow students to learn extensively, three of the five classes in the senior forms take three elective subjects, and the other two classes take two elective subjects and one Applied Learning subject;
(2) Students of one of the classes take three STEAM-related elective subjects to enhance the synergetic effect among the subjects.

School-based Curriculum:
(1) The school-based Chinese Language Curriculum and Reading Period, experimentation and inquiry-based Science curriculum, and school-based STEAM curriculum.
(2) School-based Physical and Aesthetic Education curriculum is introduced in senior forms including Coding and Creative Media, Visual Arts, Music, Sports Science, Science Inquiry and Financial Management Education, to foster students' whole person development and explore life planning.

Major Renewed Emphases in the School Curriculum:
(1) In order to promote the reading atmosphere in our school, we have established Morning Reading Sessions, Secondary One and Two Chinese Reading, Chinese Extensive Reading Scheme and English Self-access Learning Scheme.
(2) A great variety of reading activities are jointly held by the school library and different subjects.
(3) In view of developing IT in Education, teachers and students are encouraged to make good use of online platforms. Students are also trained to use online self-learning platforms and application programmes via tablet PCs since junior forms. Smart boards have been installed in all classrooms.
(4) Four teaching days are arranged as Life-Wide Learning Days every academic year and students of different forms take turns to carry out project learning.
(5) A variety of moral education programs are carried out to encourage students to live by virtues. Life education is promoted through Christian Education, which are conducted in small groups.
(6) Values education: making good use of the platform of 'Speech under the National Flag' for the weekly flag-raising ceremony, the principal and teachers share to enhance students' understanding of the Chinese national morality and development, so as to cultivate students' national identity. In addition, through the subjects of Life and Society in junior forms, and Citizenship and Social Development in senior forms, the constitution and the basic law education is promoted, and students' values of law-abiding is cultivated.

Life Planning Education:
(1) Our school has devoted to enhance students' abilities of practising their life and career planning and goal setting via excursions.
(2) Through activities such as Life-Planning Week, visiting local and cross-border institutes, joining summer school programmes organized by different institutes, students are guided to understand their personal potential, explore their interests and set goals.
(3) We have allocated our school resources flexibly to recruit one Life Planning Counsellor, who enables students to make prudent education and career decisions through individual and group counselling.
(4) The team of Life Planning Student Counsellors visit universities during information days and interview students from different courses and departments so as to gather updated course information for students at school.
(5) Every year, we invite alumni to share their experiences of the workplace at the 'The Human Library' event.

Student Support

Whole School Approach to Catering for Learner Diversity:
(1) To help elite students strive for excellence and develop their potentials to the fullest, gifted students of different subjects are recommended to join elite programmes, experiential courses at university and inter-school competitions.
(2) Learning support measures and policies to cater for different learning needs (including lesson studies and lesson observations) are coordinated by the school.
(3) Revision classes and homework counselling programmes which encourage students' reflective skills and facilitate strength development are organized.
(4) During the period of real-time online lessons, teachers make phone calls to students and their parents regularly to understand students' learning progress and their daily routines so as to provide professional assistance.

Whole School Approach to Integrated Education:
(1) A professional team comprising of the "Special Education Needs Coordinator", "Special Education Needs Support Teachers", Educational Psychologists, Clinical Psychologists and Speech Therapists has been formed to implement the "whole school participation" model of integrated education. Student Support Allowance have been allocated and resources are used to take care of students by providing assessment, referral, counselling and training services. The team maintains close communication with parents of students with special educational needs and provide appropriate support measures for students with special educational needs.
(2) After-school support programmes including executive skills and social skill classes, literacy enhancement classes are organized based on students' diverse needs.
(3) Speech therapists are hired to provide regular training of speech and communication skills to students and collaborate with teachers and parents.
(4) Learning Support Committee collaborate with Discipline and Counselling Committee and Life Planning and Career Guidance Committee to organise counselling activities for students.

Measures to Provide Adaptation for Learning and Assessment:
(1) Providing different accommodations and support such as extended time and screen reading based on assessment needs.
(2) Revision classes and homework counselling programmes are set up to help students to solve homework problems and establish good habits.

Home-School Co-operation and School Ethos

Home-School Co-operation:
(1) For the purpose of enhancing communication between parents and our school, a Parents' Day and Parents' Nights are held every year. To assist F.1 freshmen in adaptation, additional parent counseling days and seminars are held for them;
(2) Different themed seminars are organized based on the needs of parents at different levels, such as introduction to secondary school subjects, F.3 subject selection, and various pathways after public examinations;
(3) The Parent-Teacher Association regularly organizes diverse and positive parent education activities, such as support groups, parent-child picnics, parent workshops, and parenting courses, according to The Education Bureau "Curriculum Framework on Parent Education (Secondary School)"; and has a parent volunteer team to serve the school and the community.
(4) In addition to the report cards, student performance reports which outline students learning and discipline performances are regularly distributed in order to promote home-school communication.

School Ethos:
(1) Our school places emphasis on both discipline and love. While practising strict rules, we also promote a caring atmosphere.
(2) We advocate a whole-person education based on biblical truths. We aim at educating our students to develop a positive attitude towards life.
(3) Through positive discipline and counseling, students' growth groups and the 'two class teachers' policy, our teachers are able to develop an effective support network for our students.

Future Development

School Development Plan:
(1) Positive Development: Promote students to establish positive thinking and values, including implementing positive education courses to help students recognize their character strengths and create a positive campus atmosphere; equip teachers with an understanding of positive teaching concepts and enhance parents' training in positive education and school-home collaboration; through grade-based class management activities, cultivate the qualities of "PRAISE" in students.

(2) Health: Encourage students to establish a healthy lifestyle, including participating in the "4R Mental Health Charter," implementing the "Friday Run" program to create a relaxed, healthy, and caring campus atmosphere; promote a fitness reward program to cultivate students' habits of exercising; review and optimize academic policies, implement progressive assessments, and reduce academic pressure.

Teacher Professional Training and Development:
(1) To equip teachers with the knowledge of the latest educational development and get them involved in the school development, all teachers are invited to attend seminars and workshops on the three staff development days.
(2) In addition, our teachers have collaborative lesson-planning sessions. There is also a lesson observation week, teaching demonstrations and new teacher mentoring scheme to enhance teachers' effectiveness.
(3) Collaborate with professional organizations to equip teachers with knowledge and practices of strengths, fostering a positive campus atmosphere.

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

(1) There are more than 40 extra-curricular activities ranging over six areas: Subject-based Clubs, Interest Groups, Physical and Aesthetic Activities, Community and School Services, Performing Art and Religious Activities.
(2) The classes of 'Other Learning Experiences' tailor-made for all F.1 and F.2 students provide a variety of physical and aesthetic activities.
(3) In order to facilitate whole-person development, apart from Physical Education, a host of school-based physical and aesthetic elective subjects (Music, Sports Science, Visual Art, Design and Technology, Technology and Living, Coding and Multimedia, Science Inquiry and Financial Management) are offered in senior forms.
(4) Student Retreat Day allows students to reshape their growth direction, feel the support, and strengthen the motivation of life by reflecting on solitude and talking with their class teacher.
(5) A student union, four clubs and ten service teams have been set up.
(6) Our school has designed an innovative leadership training programme. Students are required to develop their full potential and strive for excellence through programmes like workshops, internship programme and leadership training camp.
(7) The school encourages students to participate in a variety of community services. "Elder Academy" is set up by the cooperation with YWCA to provide our students the opportunities to serve the elderly in our neighbourhood.
(8) The Moral and Civic Education Committee has organised a wide range of activities.

School Facilities

Number of Classroom(s): 31

School Facilities:
(1) Smart boards are installed in each classroom to enhance learning and teaching effectiveness.
(2) Set up "Biotechnology Learning Centre" to develop further in the field of science.
(3) Set up" Scientific Innovative Learning & Teaching Centre" to enhance STEAM development.
(4) To provide students a comfortable, quiet and spacious environment to do self-study and revision, the Study Centre has been set up.
(5) The tuck shop and the covered playground are also equipped with air-conditioning facilities, so that students will have a comfortable environment in hot weather.
(6) We have a fitness room available for trained students to exercise and work out.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift, Accessible toilet, braille and tactile floor plan and tactile guide path plan.

Others

(1) In the past three consecutive years, the passing and standard rates for the HKDSE in Chinese, English, Mathematics, and Citizenship have averaged over 90%. The average passing rate for more than 10 elective subjects exceeds the citywide level, with Geography, Chinese History, Business, BAFS, History, and Biology having average passing rates closer to 100%. Two recent Form 6 graduates have been admitted to the University of Hong Kong and the Hong Kong University of Science and Technology through the School Nominations Direct Admission Scheme (SNDAS).
(2) One of our F.3 students won the runner-up in the "North District Outstanding Student Election 2024-2025" (junior division).
(3) Our school was chosen as the Information Technology Enrichment Program partner schools (there are only eight schools in Hong Kong). Funded with six million dollars by the Government, we will carry out projects and IT enrichment courses throughout the eight-year period, from 2015 to 2022. Students' interests, potentials and abilities in using IT can be developed. Teachers in the field of technology education also won the Curriculum Leadership Success Experience Award.
(4) Our school STEAM Team has made prominent achievements in different competitions such as the China Adolescents Science and Technology Innovation Contest, the Hong Kong ICT Award and the Hong Kong Youth Science and Technology Innovation Competition. Our school is the first school which has been awarded the title of "Quality STEM School" for three consecutive years in Hong Kong.
(5) We have good performance in sports and arts. Basketball Team won the championship in the "Tai Po & North District Inter- School Basketball Competition (senior division), and representing Tai Po & North District to attend "All Hong Kong Schools Jing Ying Tournament". Handbell Team won the gold award(Intermediate) and silver award (Junior) in "Hong Kong International Handbell Olympics 2023".
(6) The school library is committed to organizing diversified reading activities and has won numerous high-quality library recognition awards. The librarian is often invited by different schools to share reading strategies and experiences.

Direct Public Transportation to School

Bus: 70K, 70X, 73A, 270A, 273, 273A, 277X, 278X, 279X; Minibus: 501A.

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De La Salle Secondary School NT
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School Mission

We believe each and every boy and girl in our school is unique and precious. We aim to touch the hearts of our students by loving, respecting, and nurturing them. With our firm commitment to fulfill the Lasallian Spirit of Faith, Zeal, and Community, we seek to provide a high quality human and Christian education to our students so that they can realize their full potential.

School Information

Supervisor / Chairman of School Management Committee	Mr. Cheng Tai Man		
Principal (with Qualifications / Experiences)	Dr. Lo Kwok Fai Timmy (Doctor of Education — Leadership and Policy Studies, Master of Science — Educational Application of Information Technology, Postgraduate Diploma in Education — Specialization in Mathematics Education, Bachelor of Science —Electrical Engineering)		
School Type	Aided	Student Gender	Co-ed
School Motto	Fides et Caritas		

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

Number of Teaching Posts in the Approved Establishment	62
Total Number of Teachers in the School	64
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	83%
Bachelor Degree	100%
Master / Doctorate Degree or above	34%
Special Education Training	63%

Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
36%	17%	47%

Name of Sponsoring Body	The Director in Hong Kong of St. Joseph's College			Year of Commencement of Operation	1965
Area Occupied by the School	About 13000 Sq. M	Religion		Catholicism	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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			85%
4Rs Mental Health Charter		Yes	Whole School Health Programme	Action School	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Chinese History, History*(S.1, S.2), Mathematics (S.1*, S.2*, S.3), Science*, Computer Literacy*, Visual Arts*, Music*, Physical Education, Design and Technology(S.1, S.2*), Ethics and Religious Studies*, Life and Society(S.3), Citizenship, Economics and Society*(S.1, S.2), Geography (S.3)
	English as the Medium of Instruction	English Language
	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, Mathematics, M1, Citizenship and Social Development, Chinese History, Geography, Economics, Physics, Chemistry, Biology, Tourism and Hospitality Studies, Visual Arts, Information and Communication Technology, Physical Education, Religious Studies (S.5), ApL (Digital Construction, Digital Comic Design and Production, Western Cuisine, Hotel Operations, Vocational English--English Communication)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* 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, Chinese History, History* (S.1, S.2), Mathematics (S.1*, S.2*, S.3), Science*, Computer Literacy*, Visual Arts*, Music*, Physical Education, Design and Technology (S.1, S.2*), Ethics and Religious Studies*, Citizenship, Economics and Society*, Geography* (S.3)
	English as the Medium of Instruction	English Language
	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, Mathematics, M1, Citizenship and Social Development, Chinese History, Geography, Economics, Physics, Chemistry, Biology, Tourism and Hospitality Studies, Visual Arts, Information and Communication Technology, Physical Education, Religious Studies (S.5), ApL (Digital Construction, Digital Comic Design and Production, Western Cuisine, Hotel Operations, Vocational English--English Communication)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* Subjects with extended learning activities (ELA) in English

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	3	4	4	5	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	$360	$360	$360
Parent-Teacher Association Fee	$30					
Student Union / Association Fee	$15					
Approved Charges for Non-standard Items	Quality School Campus Development Fee: $350					
Other Charges / Fees	Replacement of student card: $25					

Remarks

"Extended learning activities in English" is provided in most subjects (except Chinese Language, Putonghua and Chinese History) starting from S.1 since 2017/2018. Applied Learning curriculum and "Other Languages curriculum (Japanese and French)" are provided for senior form students. We offer religious education and a variety of learning experiences for the students to enrich their learning experiences and record the student's performance in the SLP.

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: Interview performance 40%; Academic results 30%; ECA performance 30%.

Orientation Activities and Healthy Life

The S.1 summer induction program provides a series of learning and experiential activities in two phases including English Bridging Course, team building, physical and mental health activities, Orientation Day and training on school routine and learning skills, etc. We also offer talks on secondary school life and experiential activities to parents of new S.1 students. Through this program, parents can obtain more information and experience of the school life at DLS.
The school promotes a balanced diet with less meat and more vegetables. We seek to enhance the understanding of physical and mental health and promote positive attitude and anti-drug education through activities and programs like P.A.T.H.S., leadership training programs, talks, writing competitions, slogan and comics competitions, sport activities and teacher sharings.

新界喇沙中學
De La Salle Secondary School NT

School Characteristics

School Management

School's Major Concerns:
1. Enhancing the English language environment to improve students' proficiency in English.
2. Establishing a student-centered approach to foster Self-Directed Learning abilities.
3. Promoting positive education to create a harmonious and joyful campus.

School Management Organisation:
With the implementation of school-based management, School Improvement Team and Administration Board are established to allow participation of more teachers in the process of policy making. The three Vice Principals supervise the School Administration and Development, Learning and Teaching Development and Students' Growth and Development. Review and optimize school curricular and policies to promote and enhance students' learning effectiveness and student development policies to provide appropriate support and care.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee consists of Lasallian Brother, principal, alumni, teachers, parents and various professionals. It steers the developmental direction of the school and monitor the mechanism of operation for enabling the betterment of school governance.

School Green Policy:
1. To provide recycling bins to facilitate the recycling process.
2. To discontinue the sale of the bottled water and raise students' awareness about the use of reusable and water bottles.
3. To promote environmental education by organizing seminars on environmental issues and facilitating student participation in programme.

Learning and Teaching Plan

Whole-school Language Policy:
1. Mother tongue is used as the medium of instruction, with Putonghua taught in junior forms. The whole school focuses on enhancing students' English proficiency and implementing the "biliteracy and trilingualism".
2. Implementation of "English Extended Learning Activities" integrates English into the learning content of various junior secondary subjects.
3. Implementation of the "English Language Environment Enrichment Programme" includes English Days, English interest activities, and annual visits to overseas Lasallian schools. School-based English curriculum reform, teachers developed teaching materials to cater to learning diversity and enhance learning effectiveness.
4. Utilization of additional resources, such as funding from the Project WeCan, new arrival children support grants, school-based after-school learning and support subsidies, language funds, etc., to provide small-group English teaching and after-school English courses.

Learning and Teaching Strategies:
1. Strengthening the English atmosphere and enhancing students' English proficiency, the school continuously optimises the English learning environment. A wide range of English-related activities, including cross-curricular events, are organised. In junior forms, each year group is divided into six ability-based groups from four classes, with the school-based curriculum tailored, thereby catering for students of different abilities.
2. Aims to foster student-centred autonomous learning. Subject learning design is optimised, with subject teachers incorporating various elements of self-directed learning into the curriculum to help students develop independent learning skills. The school leverages existing differentiated instruction schemes and peer lesson observation programmes to continuously improving teaching effectiveness.
3. Brain-based teaching is a scientifically grounded instructional strategy that builds on understanding the characteristics of students' brains. Teachers implement relevant strategies in lessons to stimulate students' interest in learning and help them master knowledge. Our teachers have already mastered the key points of these strategies and have been awarded Silver Certification, using this to further promote students' autonomous learning in their teaching.
4. Introduced a Virtual Learning Environment (VLE). Students may submit assignments and access learning resources via the platform using their mobile phones or tablets. The VLE also offers assessment and marking functions, enabling teachers to mark assignments or arrange tests and examinations efficiently, thus providing prompt feedback to students and monitoring their learning progress. It has become a valuable tool for teachers in designing daily learning, teaching and assessment activities. The VLE also facilitates diversified assessment methods, strengthening feedback and thereby improving both learning and teaching.

School-based Curriculum:
1. Electives: 2X, 3X and 4X. Based on student interest and competence, more than 20 combinations of electives can be chosen by senior students to fit for their needs.
2. Curriculum highlights: Our school is committed to developing a school-based curriculum tailored to the characteristics and needs of our students. The STEAM Development Plan aims to establish an interdisciplinary school-based curriculum at the junior secondary level, providing all students with opportunities to experience how knowledge from different subjects can be integrated and applied to problem-solving. Through thoughtful curriculum design, we foster students' capacity for autonomous learning. At the same time, a variety of curriculum activities are organised to stimulate students' interest in STEAM-related subjects, nurturing creativity, collaboration and problem-solving skills, and ultimately achieving the goal of lifelong learning.

Major Renewed Emphases in the School Curriculum:
1. Implementation of a Whole-School Reading Initiative: Morning reading, reading sharing sessions, reading awards, extensive reading programs, book fairs, author talks, paired reading programs between teachers and students, and other related activities.
2. Utilization of Information Technology for Interactive Learning: The entire school is equipped with WiFi coverage, and all classrooms have interactive touch screens. iPads are also available for students to use during lessons. Through collaborative learning strategies and student-centered exploratory learning, interactive learning is further deepened.
3. Junior Secondary Thematic Learning Program: S.1 and S.2 STEAM curriculum will incorporate elements of national education—specifically, food security—into existing themes of poverty and hunger. In addition to integrating related materials into Chinese and English, Citizenship, Economics, and Social Studies will launch project-based research programs (focusing on social inclusion). These experiences aim to foster students' holistic development through firsthand participation.
4. Moral, Civic, and National Education: The Student Growth and Support Committee coordinates the formulation of moral, civic, and national education policies. Through activities organized by various subjects and groups, students are encouraged to develop twelve core values and attitudes.

Life Planning Education:
1. P.A.T.H.S. is the core element of the junior form CLP curriculum. It consists of 12 units, covering different youth developmental needs. The lessons are conducted with reference to aspects of the individual, family, peers, schools and society. In order to facilitate students to prepare for the senior secondary curriculum and to set up appropriate learning objectives, Life-planning Workshops and Further Studies Guidance Talks are given to S.2 and S.3 students.
2. 'Gear Up' Scheme is also provided for senior form students to help them establish goals related to the HKDSE and career development, to help them maintain morale and the motivation to learn.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Chinese Language, English Language, and Mathematics are taught in groups or through collaborative teaching at certain levels.
2. For many years, the school has benefited from the Education Bureau's school-based support services, which provide on-site support for English Language. This has helped to enhance curriculum design and teaching effectiveness, as well as address students' learning differences.
3. Support for newly arrived students in Hong Kong: English and social adaptation courses are organised.
4. Students' horizons are broadened through study tours.

Whole School Approach to Integrated Education:
The Inclusive Education Team leads the planning, implementation, review, and evaluation of measures tailored to students with special educational needs. The team's composition includes the SEN Coordinator, student counselor, support teachers, social workers, and teaching assistants. Uses the Learning Support Grant to provide students with appropriate and diverse support services through a "3-tier support model". Tier 1: Weekly assembly are conducted to raise awareness of different challenges faced by people in society, and inclusive activities. Tier 2: Small group teaching, concentration classes, music, art, and horticultural therapy groups. Tier 3: Educational psychologists, parents, and class teachers regularly develop and review Individualized Educational Plans.

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; and organising activities to create an inclusive learning environment in the school.

Measures to Provide Adaptation for Learning and Assessment:
1. Two uniform tests and two exams are conducted annually. Regular quizzes and diversified mid-term assessments.
2. School provides adaptation scheme of assessments for students with special education needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. To strengthen communication between parents and the school through messages sent directly via a mobile phone app, regular School Newsletter, Parent-Teacher Association Newsletter, and direct phone communication and talks during Parent Days with Class Teachers.
2. A variety of activities are organized by the Home-School Co-operation Committee and the Parent-Teacher Association, such as handicraft workshops, cooking workshops, outings, parenting talks, and other workshops.
3. To strengthen the partnerships between parents and the school, and to promote parental education for the healthy and balanced development of students.

School Ethos:
1. We provide a caring education by touching students' hearts and promoting mutual care among students on the basis of Catholic beliefs and the vision of St. John Baptist de La Salle.
2. Simplicity and serious discipline are the school's ethos. A dual Class Teacher system has been adopted.
3. An award scheme has been established to show appreciation for students' good behavior and to raise their self-confidence.
4. Activities are held to enhance students' responsibility, self-image and self-expectation.

Future Development

School Development Plan:
1. To improve students' proficiency in English is one of the school's major concerns. A school-based curriculum, extra-curricular activities, after-school enhancement classes and IT in education have been implemented to improve student English language.
2. Integrating STEAM curricula and utilizing the "MakerSpace" (STEAM Learning Center) to inspire and realize students' creativity and problem-solving skills.
3. The library has been expanded and redesigned to become a multi-purpose space incorporating a computerized library, an English activity corner, a self-study resource room, and a mini-performance area. It aims to facilitate a wide range of learning activities both inside and outside the classroom, providing students with an enhanced learning environment.
4. Create a Mindfulness Space that offers a peaceful environment and organize various activities to relax and rejuvenate the body and mind, to help teachers and students cope with daily stress and maintain physical and mental well-being.
5. With the generous support of alumni, teaching resources have been enhanced to actively improve students' self-directed learning abilities, while broadening their horizons through diverse and enriching learning experiences.
6. Establishment of the school chapel, physical fitness centre, cultural corner, Café De La Salle, increase of classrooms, expansion of the indoor space for activities and improvement of greenery.

Teacher Professional Training and Development:
1. A series of training workshops in seven years based on Brain-based Learning theory is provided for teachers to develop a Brain-based Learning Professional Community.
2. The organization, support and coordination of teacher continuing professional development activities and training.
3. The promotion of school-based class observation activities to develop a professional learning community.
4. A mentoring system has been set up to offer professional support to new teachers.

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

Student Union, Four Houses, Catholic Society, Lasallian Youth Movement, Flag-guards Team, Scouts, Hong Kong Red Cross, Junior Police Call, Community Youth Club, Voluntary Services Team, Chinese Club, English Club, Mathematics Club, Science Club, Geography Club, Economics Club, National History Club, Reading for Excellence, Maker Group, Debate Team, Art Club, School Choir, Musical Instruments Class, Percussion Team, Chinese Calligraphy Society, Dance Group, Chess & Bridge Club, Home Economics Club, Gardening Club, Photographic Society, La Salle Drama Club, Dragon Lion Dance Team, Taekwondo Team, P.E. Club and School Teams, Fencing Club, Campus TV Student Team, Co-curricular Activities Student Team, Moral and Civic Education Student Team, Prefect,DLS Etiquette Ambassador, Dream Compassioneers Service Club, Student Librarian, etc.

School Facilities

Number of Classroom(s): 26

School Facilities:
1. Classrooms and Facilities: All classrooms, special rooms and the School Hall are fully-equipped with air-conditioning, audio systems, computers, visualizers and projection systems.
2. Sports facilities: Grass Football Pitch, Handball and Basketball Courts, a Physical Fitness Center, an Archery Facility, Badminton Courts and Table-tennis Practice Corner.
3. Special rooms: Library, Study Rooms for senior-level students, English Corner, Social Worker Room, Campus TV Station, Automated Weather Station, 2 Computer Rooms, Music Room, Design and Technology Room, Visual Arts Room and Geographical Exploration Room, Integrated Science Laboratory, Physics Laboratory, Chemistry Laboratory and Biology Laboratory, Multi-purpose Room, Student Activities Centre, School Chapel, PTA Room, STEAM MakerSpace, BioSTEAM, Mindfulness Space, Cattery, Hall and Ground Hall.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift and Accessible toilet.

Others

Examples of places of local university departments offered by JUPAS in recent years: HKU: Education & Science, Engineering; CUHK: Science; HKUST: International Research Enrichment IRE, Science; HKPU: Civil Engineering, Chemical Technology, Hotel Management, Electrical Engineering, Electronics & Information Engineering; CityU: English, Electrical Engineering; HKMU: Corporate Management, Business Management, Data Science & Artificial Intelligence, Nursing, International Hospitality and Attractions Management; HKBU: China Studies etc. The average percentage of our graduates who have pursued degree programs locally, in Mainland, Taiwan, and overseas over the past five years is 30%.

Examples of prizes of inter-school competitions won in 2020-2025:
Hong Kong Schools Speech Festival: Thematic Group Speaking: 1st Place
Hands-on Stage Puppetry Competition organized by the EDB NET Section: 2nd Place, 3rd Place and Best Puppet Design Award
The Water Rocket Competition organized by The Hong Kong Aeromodel Association Limited: 1st runner-up (Boy); Champion (Girl)
Music competition (Secondary School) organized by Joint School Music Association: a variety of Prizes.
International Youth Talent Musician Competition, Winner
New Territories Secondary Schools Outstanding Athlete Award
All Hong Kong Inter-School Rugby Sevens Competition Champion (Boys A, B, C Grade)

Apart from helping students to apply for the scholarships and grants provided by various organizations, the school also offers the following scholarships and bursary: DLSAA offers multiple Scholarships; Br. Felix Scholarship; Positive Scholarship, English Activity Scholarship, Parent-teacher Association Scholarships.

Direct Public Transportation to School

Buses: 76K
Minibuses: 50A, 50K, 51K

風采中學（教育評議會主辦）
Elegantia College (Sponsored by Education Convergence)

8, Ching Shing Road, Sheung Shui
24683680 ec-mail@hkedcity.net
24683935 http://www.elegantia.edu.hk

School Mission

To establish a progressive school in which our new generation can be brought up to become active learners and responsible citizens.

School Information

Supervisor / Chairman of School Management Committee	Mr. Chow Ping Yan		
Principal (with Qualifications / Experiences)	Ms LEUNG, WAI KWAN VIVIAN (MA, BA, PGDE)		
School Type	Aided	Student Gender	Co-ed
School Motto	Excellence and Elegance		

Name of Sponsoring Body	Education Convergence Education Foundation Ltd			Year of Commencement of Operation	2002
Area Occupied by the School	About 9000 Sq. M	Religion		Not Applicable	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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			100%
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	68
Total Number of Teachers in the School	72
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	100%
Bachelor Degree	100%
Master / Doctorate Degree or above	57%
Special Education Training	71%

Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
32%	8%	60%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Citizenship, Economics and Society (S.1-S.2), Chinese History, History, Physical Education, Putonghua, Life Education, Project Learning
	English as the Medium of Instruction	English Language, English Drama (S.3), Science, Mathematics, Geography, Computer Literacy, Principles of Accounts (S.3), Life and Society (Resources and Economic Activities) (S.3), Living and Technology, Visual Arts, Music
	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, Citizenship and Social Development, Chinese History, Chinese Literature, History, Visual Arts, ICT, Physical Education
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Part Module 2, Physics, BAFS, Economics, Chemistry
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Geography, Biology

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, Citizenship, Economics and Society, Physical Education, Putonghua, Life Education, Project Learning
	English as the Medium of Instruction	English Language, English Drama (S.3), Science, Mathematics, Geography, Computer Literacy, Living and Technology, Visual Arts, Music
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	S.3 School-based Entrepreneurship Course (to be confirmed)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese History, Chinese Literature, History, Visual Arts, ICT, Physical Education
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Part Module 2, Physics, BAFS, Economics, Chemistry
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Geography, Biology

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	$20					
Student Union / Association Fee	$10					
Approved Charges for Non-standard Items	$450					
Other Charges / Fees	-					

Remarks

-

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: Rank Order List (provided by EDB) and academic results in the primary school (40%); Conduct, extra-curricular activities, school or social services, prizes and awards (30%); Interview (30%).

Orientation Activities and Healthy Life

All new students have to participate in orientation camps and bridging courses on Chinese, English, Mathematics and Science as well as Adventure-based activities. Parents' Days are held in July and October.
1. Our school has been putting an emphasis on healthy school life. All S.1-S.5 students are required to have lunch at school.
2. Our school has maximized our strength of green campus, providing a well-planned physical education curriculum and a wide range of co-curricular activities, developing students' physical fitness and improving their health conditions.

風采中學（教育評議會主辦）
Elegantia College (Sponsored by Education Convergence)

School Characteristics

School Management

School's Major Concerns:
Elegantia College places paramount importance on students' comprehensive development in moral attributes, academic pursuit, and co-curricular activities to nurture a new generation equipped with self-learning skills and responsibility for lifelong learning.

School Management Organisation:
The Incorporated Management Committee (IMC) supervises school affairs which are led by the Principal. Under the supervision of Effective Learning Committee, Student Development and Support Committee, Student Affairs and School Improvement Committee, all committees work hands in hands to formulate policies and promote school development. Our school is in close collaboration with the Parent-Teacher Association, Alumni Association, Student Union, etc.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee which was set up in our school in August 2006 comprises different stakeholders of the school including members from the sponsoring body (Education Convergence and Hong Kong Five Tong Association), the principal, independent members, parent representative(s), teacher representative(s), etc. At least three IMC meetings are held every year to formulate policies and plans on curriculum, manpower resources, budget, etc. Our school has also established an education consultant group which comprises scholars, experienced educators, professionals, etc. for provision of their expertise in the school development.

School Green Policy:
The establishment of the School Campus Development Committee and the Environmental Protection Committee in the overall planning and promotion of environmentally-friendly measures.

Learning and Teaching Plan

Whole-school Language Policy:
Our school aims to help students to be biliterate and trilingual. For all F.1-F.3 students, the medium of instruction for all subjects is English, with the exception of Chinese Language, Citizenship, Economics and Society, Chinese History, History, P.E., Putonghua, Drama Education, Project Learning and Life Education. Putonghua as a taught subject is a mandatory component in the F.1 and F.2 curricula.
To create and maintain an English-rich environment, purpose-built facilities and special rooms are made available to English teachers for running student-led activities designed to boost students' confidence and interests in learning English. A wide range of activities, such as English morning assemblies, English Speaking Days, etc. are arranged regularly for boosting students' experience in speaking and listening in particular. Overseas summer immersion programs are usually held yearly to further broaden students' horizons.

Learning and Teaching Strategies:
1. Our school teachers uphold the belief of "stabilization as a foundation for liberation, self-actualisation and diversified development" to help students develop a sense of discipline and respect to teachers. Our teaching focuses on 'review, teaching, interaction and consolidation' as essential steps of activating students' prior knowledge and scaffolding their learning.
2. Teacher-student and student-student interactions are enhanced through purposeful group work, presentations, meaningful activities, etc.

School-based Curriculum:
1. Electives: 3X and 4X. Students can choose three to four electives from 13 electives based on their capability and interests.
2. Curriculum highlights:
(1) Our school curriculum puts much emphasis on students' knowledge, skills, attitude and values.
(2) The junior secondary curriculum aims to help students cultivate proper learning attitudes and habits in students, set clear learning objectives, develop basic subject knowledge and generic skills. In view of this, traditional subjects including Chinese History, History and Geography are introduced as well as other school-based subjects including Project Learning and English Drama Electives.
(3) In senior forms, we aim at developing students' high order thinking skills, self-directed learning skills and academic knowledge so that they can achieve outstanding results in public examinations.
(4) Our school has established a comprehensive and well-planned Moral and Civic Education Curriculum in fostering students' proper values and attitudes towards life and guiding them to develop their personal goals and explore their potentials to strive for excellence.

Major Renewed Emphases in the School Curriculum:
1. Reading to Learn
   • Morning Reading sessions are conducted on a regular basis in junior forms to expose students to Chinese and English reading materials and newspapers.
   • Whole-school Morning Reading session is arranged for values education on Wednesdays.
   • Our school library also arranges a wide range of activities and promotes cross-curricular collaboration to foster students' reading habits.
2. Information Technology
   • The setting up of Intranet and progressive installation of interactive whiteboards for the promotion of Information Technology in teaching and learning.
   • The continued enhancement of network support to introduce e-Learning in school.
3. Project Learning
Project Learning is one of the subjects in junior forms. Students are required to do projects in some other subjects for development of inquiry skills, collaborative skills, communication skills as well as high-order skills.
4. Moral and Civic Education
Our school emphasizes students' whole-person development through the establishment of the Moral and Civic Education Committee. A whole-school approach has been adopted to the promotion of values education through tailor-made morning reading materials, sharing in morning assemblies, weekly afternoon assemblies, theme-based activities and so on.

Life Planning Education:
Careers Guidance and Counselling Committee was set up to arrange different form-based activities including career and aptitude tests, games related to life planning, seminars, workshops, etc. These activities provide students with assistance and awareness-building for a better understanding of their interests, ability and aspirations. This paves the way for further studies and multiple career pathways.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Different split groups of teaching as a means to cater for learner diversity and mixed needs.
2. Provision of after-school enhancement classes for a better foundation.
3. The Studies Committee set up a Student Learning Ambassador Team to fully explore and develop the potentials of gifted students in school. Through different activities, students are introduced to a range of learning strategies to maximise the learning effectiveness.
4. The Counselling and Guidance Committee's provision of related support to students' learning and whole-person development based on their mixed needs.
5. Comprehensive development of social activities to cater for learner diversity, explore students' potentials and create a harmonious school culture.

Whole School Approach to Integrated Education:
Our school is dedicated to an inclusive culture rendering timely assistance to the learning and social needs of students. For example, small groups focusing on developing social skills, attention enhancement, board games, speech therapy, etc. allow students to mingle into a campus with equal opportunities and benevolence. We identify, refer, and follow up on students in a systematic manner. Collaborating with social workers, professionals and parents, we devise support programmes and conduct meetings with the principal, vice-principal, assistant principals, Special Needs Education Coordinator (SENCO), Student Affairs Committee, and Academic Affairs Committee in which we formulate teaching strategies and tailor-make examination adjustments. In addition, we provide various counselling services according to individual needs together with peer angels, counselling teachers, educational psychologist, and outsourcing firms. In a whole-school approach, the school also organizes a number of professional training activities for teachers as well.

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; and organising activities to create an inclusive learning environment in the school.

Measures to Provide Adaptation for Learning and Assessment:
Our school conducts two uniform tests and two end-of-term examinations annually. Continuous assessment has also been adopted to evaluate students' learning progress through daily assignments, quizzes, projects, etc.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Our school has established the Parent-Teacher Association in which regular meetings are held for collection of parents' opinions and promotion of school development. Parents enthusiastically participate in parent volunteering activities e.g. provision of assistance in Morning Reading sessions, supervision on students' discipline during lunch time, assistance in school library work, etc.
In addition to the above-mentioned activities, our school has established a close liaison with parents through circulars, regular updates on the school webpage, Parents' Days, parent seminars, workshops, etc.

School Ethos:
Our school cherishes a life of simplicity for students to study in a motivating learning environment. Under the belief of "Moral and Academic Excellence", we emphasize students' stabilization as a foundation for liberation, self-actualisation and diversified development. A harmonious, disciplined and caring atmosphere has been created through different means, e.g. 'bell-less morning assemblies', students' decent behaviour and manner, strict but caring teachers, mutual respect and care between teachers and students, etc.

Future Development

School Development Plan:
The major concerns of our three-year Plans for 2023-2026 are as follows:
1. Nurturing students to be active and responsible self-directed learners with transformative competencies.
2. Developing students' positive values and healthy lifestyle for their wellness.

Teacher Professional Training and Development:
Teachers enthusiastically attend seminars organized by the Education Bureau and other education organizations. Every year, our school arranges Staff Development Days focusing on the yearly school major concerns to facilitate teachers' professional sharing and maximize the effectiveness of teaching and learning.

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

1. Students are assigned to four different houses with a range of Inter-house competitions.
2. Regular co-curricular activities are provided in four domains including academic, interest, sports and arts, and services. More than 40 clubs and teams are offered in different areas such as Mathematics, History, Geography, environmental protection, computer, music, ball games, swimming, drama, Japanese, uniform teams, social service, fellowship, etc.
3. Unusual sports activities including fencing, golf, indoor rowing and rope skipping are introduced.
4. A wide range of exchange tours are arranged for students to broaden their horizons and strengthen their sense of national identity and global awareness.

School Facilities

Number of Classroom(s): 31

School Facilities:
With the design of the 'Y2K Campus' in 2000, our school is well equipped with facilities.
Academically, facilities include 30 standard classrooms, a number of remedial teaching rooms, a newly renovated Self-activated Interdisciplinary Learning Zone, MMLC, ITLC, Library, laboratories, English/Chinese/Maths/History Learning Centres, Moral Education Centre and Lecture Theatre.

As for sports and art, facilities include amphitheatre, football courts, CCAC Student Activity Centre, art gallery, green house, etc. Newly established venues include Arts Piazza, Science-in-zone, Career Guidance Centre, Aviation English Trailblazer, Worldwide Ecological Awareness Centre, etc.
With the Qualified Education Fund received, a new area named 'Oasis' for mindfulness was renovated for the promotion of positive education.

Facility(ies) for Supporting Students with Special Educational Needs:
Accessible lift and Accessible toilet.

Others

1. University Admissions
The university admission rate has reached more than 80% in the recent three years. Our graduates in 2025 were admitted to different prestigious universities, including Faculty of Medicine in Shanghai Fudan University, Chinese Language and Literature Department in Tsinghua University, Department of History in Peking University, Bachelor of Medicine and Bachelor of Surgery Programme in HKU, Pharmacy Programme in HKU, etc. with great achievements.

2. Outstanding Performances
Our graduate was awarded the Tung Wah Group of Hospitals 153rd Anniversary Scholarship and Multi-faceted Excellence Scholarship, Home Affairs Bureau.
In the 76th Hong Kong Schools Speech Festival (English Speech), five of our students came first while two of them received 1st runner-up and four of them were awarded 2nd runner-up with 32 students receiving Merit in 2024.
In 2025 Joint School Music Competition, our student groups received a gold award, eight silver awards and a bronze award.
In 2025, two of our students received the Outstanding Composition Award and one of them received the Best Chinese Instrumental Music Writing Award in GalaMusica School Chamber Compositions.
In 2025, one of our S6 students received the scholarship under the Hong Kong Composers' Guild Mentorship Scheme.
In 2024-2025, our school received the Most Outstanding School Award from the Hong Kong Arts Festival Young Friends.
In the Joint School Music Competition 2024, our students had brilliant performances with the attainment of 17 awards.
In the 2024-2025 New Territories Inter-Secondary School Fencing Competition, our school won the second place in the Women's Sabre Team.
In the 2024-2025 Tai Po and North District Secondary School Area Committee Inter-School Basketball Competition, our school won the Women's Basketball Second Group Team Championship.
In 2024, members of our Dance Society were awarded the Silver Award in 2024 Dance World Club and were even invited to join an international dance competition in Prague in July 2024.
In 2024, our student was awarded the Champion in Senior Division in The Confucian Academy Chinese Painting Competition.
In 2024, our student was awarded the Champion in Senior Division in Youth Arts Festival - Chinese Painting Competition.
In 2024-2025, two of our students were awarded the Chinese Cultural Student Ambassador Awards and our school was also awarded the Outstanding Award by the Hong Kong Chinese Culture Development Association.
In 2024, our student was awarded the 1st Runner-up in the 26th Hong Kong Primary and Secondary Schools Putonghua Speech Contest.
Also, some of our students have represented Hong Kong in the participation of international volleyball, golf, fencing, judo, rope skipping competitions, indoor rowing, softball, etc.

3. Study Tours and Immersion Programs
Our school attaches importance to study tours and immersion programs. Every student is expected to enroll in at least one of the study tours/immersion programs in their secondary school life to broaden their exposure and learn outside the classroom. Some of the previously visited countries and cities include the Mainland, Taiwan, Britain, the United States of America, Canada, Australia, Japan, Korea, Singapore, Macau, etc.

Direct Public Transportation to School

Bus 273A, 273B; Mini-bus 58K.

粉嶺官立中學
Fanling Government Secondary School
27 Yat Ming Road Fanling
26776778 fgss@edb.gov.hk
26776588 http://www.fgss.edu.hk

School Mission

Our school aims at developing students' abilities in morality, intellect, physique, social skills and aesthetics. With letter, ethics, devotion and truthfulness as the school motto, we prepare students for further studies, future careers and to become responsible citizens.

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

Number of Teaching Posts in the Approved Establishment	61
Total Number of Teachers in the School	61
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	91%
Bachelor Degree	100%
Master / Doctorate Degree or above	38%
Special Education Training	62%

Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
9%	10%	81%

School Information

Supervisor / Chairman of School Management Committee	Ms. Sham Sui Mei (PEO(NTW))				
Principal (with Qualifications / Experiences)	Ms. Wong Pik Wah (B.Ed. (Hons), Cert. Ed.)				
School Type	Gov't	Student Gender	Co-ed		
School Motto	Letters, Ethics, Devotion and Truthfulness				
Name of Sponsoring Body	Government			Year of Commencement of Operation	1992
Area Occupied by the School	About 7000 Sq. M	Religion		Not Applicable	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association		Yes	Student Union / Association: Yes
Incorporated Management Committee	Not Applicable	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

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	S.1 & S.2: Chinese Language, Mathematics, Citizenship, Economics and Society, Science, Chinese History, Putonghua, Computer Literacy, Home Economics, Design & Technology, Visual Arts, Music, Physical Education, History, Geography and Class Period. S.3: Chinese Language, Mathematics, Life and Society, Chinese History, History, Geography, Business, Science, Putonghua, Computer Literacy, Visual Arts, Music, Physical Education and Class Period.
	English as the Medium of Instruction	English Language
	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, Mathematics, M2, Citizenship & Social Development, Physics, Chemistry, Biology, Business, Accounting and Financial Studies, Economics, Tourism & Hospitality Studies, Information and Communication Technology, Design & Applied Technology, Chinese History, History, Geography, Visual Arts, Physical Education, RaC Period (S.4), Applied Learning Period (S.4 & S.5), Life-wide Learning Period (S.4 & S.5), Other Learning Experiences Period and Class Period.
	English as the Medium of Instruction	English Language
	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	S.1 & S.2: Chinese Language, Mathematics, Citizenship Economics and Society, Science, Chinese History, Putonghua, Computer Literacy, Home Economics, Design & Technology, Visual Arts, Music, Physical Education, History, Geography and Class Period. S.3: Chinese Language, Mathematics, Citizenship, Economics and Society, Chinese History, History, Geography, Business, Science, Putonghua, Computer Literacy, Visual Arts, Music, Physical Education and Class Period.
	English as the Medium of Instruction	English Language
	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, Mathematics, M2, Citizenship & Social Development, Physics, Chemistry, Biology, Business, Accounting and Financial Studies, Economics, Tourism & Hospitality Studies, Information and Communication Technology, Design & Applied Technology, Chinese History, History, Geography, Visual Arts, Physical Education, RaC Period (S.4), Applied Learning Period (S.4 & S.5), Life-wide Learning Period (S.4 & S.5), Other Learning Experiences Period and Class Period.
	English as the Medium of Instruction	English Language
	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	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	-	-	-
Parent-Teacher Association Fee	$100					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	SBM fee, $100/annum for each student					
Other Charges / Fees	ECA Fund, for each S.4-S.6 student, $155/annum					

Remarks

-

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).
For the criteria and weighting for S1 discretionary places, considerations go to the Rank Order List provided by EDB (20%), conduct (30%), interview (30%) and the ECA participation / services records / awards attained (20%).

Orientation Activities and Healthy Life

Orientation Day for S.1 Parents, together with Orientation Day and Bridging Programmes (Chinese, English and Mathematics) for S.1 students are conducted during summer vacation. On the Orientation Day, activities include library lesson, moral education, self-management workshop, eLearning Programme and guided tour in the school premises are arranged for S1 students. All these aptly assist S.1 students to promptly adapt to our school life. Throughout the school year, each S.1 student will be given individual care by a teacher mentor.
We have been trying to cultivate healthy eating habits in our school campus. In line with the food pyramid, our school lunch supplier provides lunch boxes containing grains, vegetables and meat in the ratio of 3:2:1, complying with the recommendation of the Department of Health.
In addition, the school actively encourages students to continue to participate in sports and to practice a healthy lifestyle in their daily lives.

粉嶺官立中學
Fanling Government Secondary School

School Characteristics

School Management

School's Major Concerns:
Major Concern 1: Enhance teaching effectiveness and improve academic achievement.
Major Concern 2: Foster character development and lead a healthy life.

School Management Organisation:
Our school adopts school-based management. The School Management Committee is the major decision-making body of the school. A School Improvement Team (SIT), which is composed of the Principal, assistant principals, functional team heads and teacher representatives, has been set up to steer the direction of school development and formulate school policies. Headed by the Principal and assistant principals, various school teams and committees make every endeavor to implement the school policies.

Incorporated Management Committee / School Management Committee / Management Committee:
SMC Committee Members: Chairperson (Delegated by the Education Bureau), School Head, 2 community members, 2 parent representatives, 2 alumni representatives and 2 teacher representatives.

School Green Policy:
The Environmental Education and Energy Control Team promotes actively the environmental education, and cultivate students' environmental awareness through diversified activities, such as morning assemblies, visits, environmental ambassador programmes, recycling and energy-saving measures.

Learning and Teaching Plan

Whole-school Language Policy:
Chinese is used as the main medium of instruction from Secondary 1 to 6.

Learning and Teaching Strategies:
The school sets different levels of goals for students to strengthen their self-confidence. In addition to the summative and ongoing assessments, students' work, classroom performance and learning attitudes are also assessed and considered as part of their academic performance. Small class teaching has been adopted in English Language and Mathematics lessons. In junior forms, a tailor-made curriculum has been adopted. In order to raise the teaching level, the school promotes class research and collaborative activities. The Academic Affairs Team is familiar with the new direction of curriculum development, formulates different learning strategies and regularly organizes cross-curricular learning activities to cultivate students' self-directed learning and generic skills.

School-based Curriculum:
1. Electives: 2X. Providing 6 electives per group and 2 groups in total for students to choose from.
2. Curriculum highlights: In line with the development of education and its trend, the school takes into account the needs, interests and abilities of students, and formulates a junior-form school-based curriculum to enable students to master the basic knowledge of different learning areas. For the senior-form curriculum, in addition to the four core subjects, twelve elective subjects are also provided for students to choose from. "Other Learning Experience" lessons are incorporated into the regular timetable. This complements the core and elective subjects and by which cater for the needs of students in their learning and growth. To optimize the four core subjects is not only to create space and free up more class time for students to develop their potential, but also to take care of their diversity. To achieve a balanced development, students make use of the free time to study amongst the extended part of Mathematics (M2), Applied Learning Courses and Life-wide Learning Courses. The school has a RaC period to enhance Form 4 students' interest in reading and help them build knowledge in different learning areas and levels. In order to enhance the effectiveness of learning and teaching and cater for students' needs, the school adopts different strategies, such as using tailored curriculum, cooperative learning, tiered assignments and e-learning.

Major Renewed Emphases in the School Curriculum:
The school adopts "inspiration" and "hands-on experience" as teaching strategies. Through different activities, students are cultivated with positive values and attitudes. This helps them become citizens of good character, hardworking, caring, responsible, law-abiding and empathetic. In order to promote learning from reading and create a good reading atmosphere, the library actively promotes diversified reading activities. Book drifting corners on campus allows students to share the joy of reading. Different subject departments conduct e-learning in class and encourage the sharing of teaching resources, discussions and interactive teaching. The school actively promotes project-based and inquiry-based learning and conducts cross-disciplinary collaboration in different learning areas, such as "PSHE Week" and "STEAM Week", by which students' generic skills are enhanced.

Life Planning Education:
For the life planning education, we aim at helping students to understand themselves, explore their potentials and the pathways for further studies and employment, and manage their life and career goals. According to students' abilities and needs at different stages, the school implements life planning education in a whole-school approach and integrates life planning skills into subjects. In cooperation with different organizations, we provide diversified activities and counseling services to enrich students' life experiences, broaden their horizons, cultivate positive attitudes and values in life and career. Most importantly, we facilitate them in setting goals for studies and career development.

Student Support

Whole School Approach to Catering for Learner Diversity:
The Secondary 1 Mentor Scheme: All non-class teachers (including Principal and Assistant Principals) serve as mentors for S1 students to help in their adaptation and development, both academically and non-academically. In addition, some subjects adopt small class teaching and curriculum tailoring, and arrange after-school enrichment classes, as well as elite classes. Mathematics classes in Form 4 are divided into groups according to the students' different abilities. Relevant teaching adjustments are made according to students' needs to comprehensively take care of their diversity.

Whole School Approach to Integrated Education:
The Student Support Team is set up and led by the Special Educational Needs Coordinator (SENCo). It plans, implements and reviews the student support work. With the assistance of the Special Educational Needs Support Teacher (SENST) and the flexibly use of Learning Support Grant, the school has implemented the integrated education in a whole-school approach.

In support of students with special educational needs (SEN), the Student Support Team will identify students' needs in accordance with their situation. Educational psychologists will regularly come to the school to provide assessment and support for students. To respond to students' emotional or learning needs, it provides appropriate individual and group counselling and makes examination adjustment arrangements for students in accordance with the recommendations of educational psychologists.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Measures to Provide Adaptation for Learning and Assessment:
Two examinations are conducted in a school year. Marks obtained in the examinations constitute 70% of the total marks. The other 30% is achieved from continuous assessment. Two uniform tests for each term are set for consolidating students' learning. To cater for student learning diversity and needs, tiered exercises and adjustments are made during assessments according to students' needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The Parent-Teacher Association is committed to promoting home-school cooperation and working hand in hand to cultivate the healthy growth of students. The association actively organizes various activities, including the Annual General Meeting, talks, workshops, parent-child outing, the Orientation for new Secondary One students, the 'Parents-Also-Appreciate Teachers Drive' and other activities. It has strengthened a close communication and connection with parents, upholding the spirit of home-school cooperation.

School Ethos:
The school places great emphasis on students' discipline. The Discipline Committee, Counselling Committee and social workers of the school have been working collaboratively to facilitate students' growth and learning. Besides, students from S.1 to S.6 are looked after by both Class teachers and Assistant Class teachers. Every year, a variety of programmes are implemented to help the newly-arrived students and cross-border students to adapt to the new environment in Hong Kong.

Future Development

School Development Plan:
In terms of learning and teaching, our school is committed to consolidating students' learning skills, enhancing their self-learning abilities, and fostering a proactive attitude towards learning. In terms of student development, the school focuses on promoting values education and a healthy lifestyle, nurturing students' moral character, and strengthening their sense of belonging to the school, society, and the nation, thereby cultivating them to become good citizens who cherish Chinese culture.

Teacher Professional Training and Development:
School-based teacher trainings are organised regularly and all teaching staff are encouraged to participate in external professional sharing and training in order to enhance teaching efficacy. A Mentor System is also set up to provide guidance to new teachers to smoothly adapt to the school. Peer Lesson Observations and co-teaching are also highly encouraged to raise teaching standards and enhance professionalism.

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

In establishing five essential learning experiences for students, the school provides students with a variety of learning opportunities and encourages them to participate in other learning experiences in five areas, including moral and civic education, social services, work-related experience, art and physical development to promote the holistic development of students.

School Facilities

Number of Classroom(s): 26

School Facilities:
There are 26 standard classrooms and a number of special rooms, comprising of laboratories, Computer Rooms, Geography Room, Home Economics Room, Music Room, Visual Art Room, Design & Applied Technology Room, English Fun World, Language Activity Room, Co-curricular Activity Room, STEAM Room and Student Activity Room. Besides, there are also School Broadcasting Room, Student Union Room, Hall, Lecture Theatre, Library, Counselling Rooms, Careers and Planning Resource Centre, Conference Room, Staff Common Room, Covered Playground and Playground. Sports grounds include a basketball court, a handball court, a volleyball court and a badminton court, etc.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift and Accessible toilet.

Others

The school has partnered with Shenzhen Guiyuan Middle School and Guangzhou Tourism and Business Vocational School as sister schools in 2016 and 2019 respectively. This successfully provides a platform for good sharing in the two places. Through cooperation and exchanges, the teachers and students of the two places have deepened their understanding of each other’s culture and jointly improve the quality of education.

Direct Public Transportation to School

Bus Routes: 70K, 73, 73A, 270A, 270B, 273, 273A, 277X, 278X, 373, 373A, N73.

粉嶺救恩書院
Fanling Kau Yan College
3 Yan Shing Lane Fanling
26608405 info@fkyc.edu.hk
26608435 http://www.fkyc.edu.hk

School Mission

We believe that every child has dignity, can be taught, and can succeed. Following the spirit of Christ, who believed in "life influencing life," we aim to nurture a generation in Hong Kong that strives for excellence, is willing to serve, and dares to take on responsibilities.

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

Number of Teaching Posts in the Approved Establishment	69
Total Number of Teachers in the School	73
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	97%
Bachelor Degree	100%
Master / Doctorate Degree or above	33%
Special Education Training	66%

Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
39%	14%	47%

School Information

Supervisor / Chairman of School Management Committee	Mr. Lo Bing Chung				
Principal (with Qualifications / Experiences)	Ms. Yau Kit Ying, Veronica (Bachelor of Arts, Diploma in Education, Master of Arts)				
School Type	Aided	Student Gender	Co-ed		
School Motto	Faith, Hope, Love				
Name of Sponsoring Body	Tsung Tsin Mission of HK			Year of Commencement of Operation	2000
Area Occupied by the School	About 6500 Sq. M	Religion		Protestantism / Christianity	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	-	Student Union / 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			100%
4Rs Mental Health Charter		Yes	Whole School Health Programme	Pledged School	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua (S.1 & S.2), Mathematics*, Citizenship, Economics and Society*, Religious Studies, Chinese History, History (S.3)*, Geography*, Computer & Information Technology, Music (S.1 & S.2)*, Physical Education, Visual Arts
	English as the Medium of Instruction	English Language S.1, S.2: Science S.3: Science (including Physics, Chemistry, Biology)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Other Languages (Japanese, Korean, French, Spanish), 21st Century Whole Person Development and Core Literacy (S.2 & S.3)*
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Religious Studies, Chinese History, History, Geography, Economics, Business, Accounting & Financial Studies, Physical Education (HKDSE), Physical Education, Visual Arts, Information & Communication Technology, Health Management and Social Care
	English as the Medium of Instruction	English Language, Physics, Chemistry
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Biology, Applied Learning Other Languages (Japanese, Korean, French, Spanish)

* 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 (S.1 & S.2), Mathematics*, Citizenship, Economics and Society*, Religious Studies, Chinese History, History (S.3)*, Geography*, Computer & Information Technology, Music (S.1 & S.2)*, Physical Education, Visual Arts
	English as the Medium of Instruction	English Language S.1, S.2: Science S.3: Science (including Physics, Chemistry, Biology)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Other Languages (Japanese, Korean, French, Spanish), 21st Century Whole Person Development and Core Literacy (S.2 & S.3)*
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Religious Studies, Chinese History, History, Geography, Economics, Business, Accounting & Financial Studies, Physical Education (HKDSE), Physical Education, Visual Arts, Information & Communication Technology, Health Management and Social Care
	English as the Medium of Instruction	English Language, Physics, Chemistry
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Biology, Applied Learning Other Languages (Japanese, Korean, French, Spanish)

* Subjects with extended learning activities (ELA) in English

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	-	-	-	$370	$370	$370
Parent-Teacher Association Fee	$30					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	$470					
Other Charges / Fees	-					

Remarks

-

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).
The following admission criteria and weightings for S.1 discretionary places of 2026 will be considered:
1. Academic performance (30%),
2. Conduct (30%),
3. Applicants' performance in interviews (40%).

Orientation Activities and Healthy Life

We hold the "S1 Orientation Day" in a self-regulated learning mode, allowing parents and students to experience self-regulated learning strategies. Every summer vacation, we arrange home visits for S1 students, where teachers visit all S1 families to establish a home-school cooperation relationship, understand students' backgrounds and needs, and provide adequate support. We also organize an S1 bridging programme in September to help S1 students develop good learning habits. Our school is dedicated to promoting a healthy lifestyle through the diverse activities of the "Healthy School Programme", "4Rs Mental Health Charter" and "Whole School Health Programme, helping students develop healthy habits, cultivate positive perspectives and values, and foster a positive school culture.

粉嶺救恩書院
Fanling Kau Yan College

School Characteristics

School Management

School's Major Concerns:
Major Concern 1: Self-Regulated Learning PRO: Building a Culture of Thinking, Developing 6C Competencies, Nurturing Core Literacy
Major Concern 2: Holistic Life Education: Strengthening the Physical, Mental, Social, and Spiritual systems to Cultivate Intellectual, Emotional, volitional and Practical Action

School Management Organisation:
The Incorporated Management Committee adopts a student-centered approach to formulate the educational philosophy of "Every child has dignity, every child can be taught, and every child can succeed" to lead the continuous development of the school. The school adheres to this educational philosophy and formulates school policies in accordance with educational trends and student needs. Close communication is maintained with all teaching staff, the Home-School Association, and student leadership teams.

Incorporated Management Committee / School Management Committee / Management Committee:
With a Christian belief, the school is managed with an open, innovative, and professional attitude. Members of the Incorporated Management Committee include professionals from various sectors such as retired senior government official, company CEO, doctor, lawyer, engineer, university professor and pastor.

School Green Policy:
Our school values environmental education for students. In addition to enhancing students' environmental awareness through subjects such as Life and Society, Integrated Science and Geography, we also organize related activities. These activities include waste recycling, aquaponics organic farming, and arranging for students to participate in the "Geological Conservation Ambassador Program." They aim to help students understand environmental needs and enhance their environmental consciousness.

Learning and Teaching Plan

Whole-school Language Policy:
We value the development of students' bilingual and trilingual abilities and strive to create a rich language environment. In our junior secondary curriculum, Science is taught entirely in English, and certain units in Mathematics, History, Citizenship, Economics and Society, Geography and Music are also taught in English to increase opportunities for learning the language. We also allocate resources to recruit five Native English Teachers (NETs) to increase students' exposure and use of English, thereby boosting their confidence in learning the language.

Learning and Teaching Strategies:
1. We value the development of students' self-learning habits and encourage them to prepare before class, display learning during class, and reflect afterward. We firmly believe in the student-centered approach and cultivate students' awareness of self-regulated learning, so that they truly learn and develop a love for learning. Therefore, we have implemented "self-regulated learning" comprehensively since S1, allowing students to showcase their self-learning achievements in class. We design diverse learning activities to enhance learning effectiveness through collaborative group work.
2. We use different thinking routines and talk moves, and through classroom presentations, we make students' thinking visible. We help students expand their thinking to engage in deep learning.
3. We also promote “One Campaign” which is: One Goal - getting into university; One Promise - purifying yourself and exercising self-control; One Habit - cultivating a consistent daily reading habit. This empowers every student to excel academically and develop outstanding character traits.

School-based Curriculum:
1. Electives: 2X and 3X. For details, please visit our school website: https://fkyc.edu.hk.
2. Curriculum highlights: (1) Self-regulated learning aims to develop students' self-study strategies and habits. Students' leadership skills are enhanced as they acquire the ability to lead group activities. They can effectively coordinate within groups and collaboratively accomplish learning tasks. (2) The 8 Core Values Curriculum aims to instill in students the values of 'Honesty', 'Integrity', 'Humility', 'Gratitude', 'Sacrifice', 'Forgiveness', 'Acceptance' and 'Appreciation'. (3) The Leader in Me Curriculum is developed based on "The 7 Habits of Highly Effective People" by renowned American management expert Stephen Covey. This curriculum helps students develop seven good habits and enables them to achieve "personal success," "public success," and a "balanced life." (4) Global Classroom enables students to engage in academic and cultural exchanges, life planning and leadership training overseas. Students visited countries such as Australia, Canada, Germany, Japan, Singapore and so on to foster global perspectives and broaden students' horizons.

Major Renewed Emphases in the School Curriculum:
1. Value Education: We incorporate elements of value education into various subjects and organize comprehensive learning activities. We arrange for students to participate in events such as the "Shine Tak Foundation Inter-school Quiz and Debate Competition" and the "Hong Kong Inter-school Quiz on the Basic Law" to cultivate positive values in students. As a result, we have received numerous awards.
2. Language across the Curriculum: To enhance students' language abilities and expand knowledge across various subjects, we allocate 30 minutes of daily reading time, during which students have the opportunity to read various types of Chinese and English books. We use English as the Medium of Instruction in junior form Science. In Mathematics, Life and Society, Geography, History and Music, we teach certain units in English to increase students' exposure to the English language.
3. Using Information Technology and Artificial Intelligence for Learning: We utilize various AI platforms during and after class to support students in self learning and peer learning. Teachers also incorporate information technology into their teaching to enhance student engagement, facilitate extended learning and assessment, and promote self-regulated learning.

Life Planning Education:
1. Our school offers the 3G (GOAL, GROW, GLOW) life planning curriculum, allowing students from S1 to S6 to explore their self-identity, set study and career goals (GOAL), and gain insights through career exploration, personal growth, and academic activities. Through diverse and systematic learning experiences, we empower students to continuously grow (GROW). As they navigate different roles in life, students can fulfill their life's mission (GLOW).
2. Our school participates in a variety of programs organized by NGOs, providing students with professional support and opportunities to engage in diverse life planning activities.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Our school implements SRL across all levels, encouraging students to prepare before class and actively engage in the lessons. Cooperative learning is adopted in all classes, with classroom seating arranged in T-shaped formations of four students per group. Different ability students are intentionally placed in heterogeneous groups. Group members support each other, learn together, and complete classroom tasks through communication, sharing, and discussion. This approach harnesses "the strong helping the weak" effect and maximizes learning effectiveness by catering for learner diversity.
2. Our school offers enhancement classes in Chinese, English and Mathematics for students at various levels who require additional support. Teachers from different subjects also organize various learning activities, enrichment classes and support programs after school and during holidays to assist students with different abilities and enhance their learning performance.

Whole School Approach to Integrated Education:
1. Our school is committed to fostering an inclusive culture, coordinated by the Student Support Team, adopting a "whole-school approach" to support students with special educational needs. We allocate resources such as using Learning Support Grant to provide appropriate and diverse support services, aiming to enhance students' learning effectiveness and assist them in integrating into campus life while developing their potential.
2. Different teaching staff such as Special Educational Needs Coordinator (SENCO), Special Educational Needs Support Teachers, class teachers and subject teachers, closely collaborate with on-campus social workers and educational psychologists to support students who require assistance in their learning and school life. We provide appropriate learning support such as teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy services, Individual Education Plans, to students with different abilities.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students’ learning of Chinese; and organising activities to create an inclusive learning environment in the school.

Measures to Provide Adaptation for Learning and Assessment:
Our school adopts various assessment strategies and conducts three exams throughout the year to continuously understand students' learning progress and needs. We also organize three Parent Days where class teachers and subject teachers provide feedback and support to parents and students. They set learning goals together and help students strive for excellence.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. We treasure communication and cooperation with parents. We organize a series of parents' meetings and parents' days in order to allow parents to have a better understanding of their children's learning progress. We also issue parent handbooks, circulars and newsletters, aiming to keep parents up to date about the latest developments and policies implemented by us.

2. The Home School Association also holds a variety of activities and workshops and recruits parent volunteers to foster our students' development.

School Ethos:
Guided by the Christian spirit of "faith, hope, and love" and embracing the Invitational Education, our school strives to establish a positive campus culture characterized by mutual care, optimism, joy, and harmony. We place great emphasis on nurturing students' spiritual growth and character development, aiming to cultivate individuals who are upright, honest, and willing to take on responsibilities.

Future Development

School Development Plan:
1.Build a Culture of Thinking, developing students' generic skills and nurturing core literacy.
2. Implement holistic life education, strengthening the physical, mental, social, and spiritual systems to cultivate intellectual, emotional, volitional and practical action.

Teacher Professional Training and Development:
1. We have established our school-based professional training mechanism that provides continuous professional development opportunities for teachers. We implement programs such as the "Teaching Mentorship Program" and the "Learning and Teaching Sharing Session Program" to foster collaboration among peers and enhance teaching quality.
2. Our school also receives support from renowned international universities, including Harvard University, Stanford University, and the University of Hong Kong. Their teaching and research teams assist our teachers in learning the latest educational theories and developing diverse teaching methods. We also arrange academic exchanges for teachers locally, domestically, and internationally to broaden their horizons and keep abreast of global educational trends.

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

Orchestra, Choir, Handbell, Hand Chimes, Dance, Instrument Class, Fencing, Table Tennis, Handball, Basketball, Soccer, Volleyball, Badminton, Floor Curling, Cross-Country Running, Swimming, Gymnastics, Rope Skipping, Korean Language, Campus TV Station, Leadership Training, Bridge Card Game, Chinese Language Society, English Language Society, Mathematics Society, Science Society, Business Society, Computer and Aviation Society, Civic and Social Development Science Society, Geography Society, History Society, Art Society, Sports Society, Music Society, GreenMech Contest and STEAM Competitions, Fashion Design, Chinese Painting, Sand Painting, Board Games, Volunteer Team, Worship Team, Fellowship, Kindergarten Work Shadowing Programme, FIG Social Enterprise (STEAM Innovators), Balloon Twisting Class, Watercolor Painting, Aquaponics Group, Nature Exploration Group, Reading Promotion Group, Pulse School Stage AV Team, Coffee Class, Stemistry, Guitar Class, Kendouk, Indoor Rowing Team, Flag Raising Team, Prefect Team,Public Speaking and Debating Team, Student Council and Student Ambassador Team

School Facilities

Number of Classroom(s): 30

School Facilities:
1. Our school was built with a new millennium design and is equipped with modern information technology facilities. We have established four "21st Century Classrooms" equipped with the latest technology, including a Virtual Reality Cave, Innovative Lab, Innovation and STEAM Lab, and Music Centre. These facilities aim to cultivate students' 6Cs competencies (creativity, communication, collaboration, critical thinking, citizenship, and character education).
2. We have also designed an aviation centre and installed flight simulators to provide students with hands-on experiences in the aviation industry through STEAM courses and interdisciplinary activities. Additionally, English and Putonghua teachers design instructional activities to teach students travel, hospitality, and everyday conversational skills, enhancing their communication abilities.
3. We have installed e-blackboards in all classrooms to enhance classroom interaction.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift and Accessible toilet.

Others

1. Commended with the most honorable Inviting School Platinum Award by the International Alliance for Invitational Education (IAIE) in 2025, in recognition of our active engagement in living up the spirit of invitational education, we are the first batch of schools in Hong Kong receiving this award.
2. Self-regulated learning has been actively and widely promoted in the field of education in recent years. Our school is one of the pioneer schools in implementing self-regulated learning in Hong Kong. We open our classrooms and have professional exchanges with both local and overseas teaching practitioners every year. We were awarded the Certificate of Merit of the Chief Executive's Award for Teaching Excellence (CEATE) in Curriculum Leadership in 2016 and English Language Education in 2019.
3. We were awarded the Most Outstanding School in the Caring School Award Scheme in 2020.
4. In 2021, our school was awarded the Best School Team in 'The North District Outstanding Student Election'. Our students were awarded the First-Runner Up in the Junior Form Group and the Second-Runner Up in the Senior Form Group. In 2022, our students were awarded the First-Runner Up in the Junior Form Group and the Champion in the Senior Form Group.
5. Our students were awarded the Outstanding Students of New Territories in 2021 and one of our students was awarded the Top 10 Outstanding Student of New Territories in 'The Outstanding Student Election of New Territories 2022'.
6. Our school has been honored as one of the top ten schools in both the boys' and girls' divisions of the Hong Kong Schools Sports Federation, Tai Po and North District Secondary Schools Section in 2025.
7. Our school's cross-country team won the overall boys' and girls' team champion in the 2024–2025 Tai Po and North District Inter-school Cross-country Competition.
8. Students shone brightly in other competitions during the 2024-2025 academic year, receiving awards including: Gold Medal at the Hong Kong International Handbell Olympics, Merit Award at the 61th School Dance Festival, Second Runner-up in the Choral Speaking, S1&S2, S5&S6 categories at the 76th Hong Kong Schools Speech Festival and Champions of the Senior Boys' and Girls' Divisions in the 2024–2025 Tai Po and North District Inter-school Volleyball Competition.
9. With the hope of developing students' autonomy and multiple intelligence, the Student Council, SS Army and Form House have been established. Students are given a lot of opportunities to develop their unique potential. Please refer to the Mingpao Newspaper, Sing Tao Daily, Hong Kong Economic Times, ViuTV, HoY TV, etc for further details.
10. Our school offers other language subjects at both junior and senior secondary levels, including Japanese, Korean, French, and Spanish. These elective courses enrich students' language learning experience.

Direct Public Transportation to School

Bus: 70K, 73A, 270A, 273A, 273B, 277X, 278X, 279X, 373A;
MTR (Fanling Station).

基督教香港信義會心誠中學
Fanling Lutheran Secondary School
270 Jockey Club Road Fanling
26700541 flss@flss.edu.hk
26700640 http://www.flss.edu.hk/

School Mission

In keeping with our mission statement, "Provision of Quality Holistic Education, Service to Society and Testimony for Christ", we help students develop multiple intelligence that will enable them to become responsible, independent-thinking citizens capable of facing the challenges of the future and serving society in a changing world.

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

Number of Teaching Posts in the Approved Establishment	-
Total Number of Teachers in the School	85
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	86%
Bachelor Degree	100%
Master / Doctorate Degree or above	49%
Special Education Training	32%

Years of Experience (% of Teaching Staff)

0 - 4 Years	5 - 9 Years	>= 10 Years
31%	13%	56%

School Information

Supervisor / Chairman of School Management Committee	Rev. Leung Mei Ying				
Principal (with Qualifications / Experiences)	Mr. Mak Yuk Wa (Master of Educational Policy and Administration, Bachelor of Education (Hons.), Teacher Certificate)				
School Type	DSS	Student Gender	Co-ed		
School Motto	Spiritu et veritate				
Name of Sponsoring Body	The Evangelical Lutheran Church of Hong Kong			Year of Commencement of Operation	1964
Area Occupied by the School	About 17000 Sq. M	Religion		Protestantism / Christianity	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / Association	Yes
Incorporated Management Committee	Not Applicable	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets			Not Applicable
4Rs Mental Health Charter		-	Whole School Health Programme		Pledged School

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, History, Integrated Humanities, Music, Physical Education, Visual Arts, Putonghua, Religion Education, Geography, Citizenship, Economics and Society
	English as the Medium of Instruction	English Language, English Literature, Mathematics, Science, Biology, Chemistry, Physics, Computer Literacy
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	S.1 to S.3 students are grouped according to their abilities.
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese Literature, Chinese History, History, Geography, Physical Education, Visual Arts, Tourism and Hospitality Studies, Chemistry, Biology, Health Management and Social Care, Information and Communication Technology
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Part Module 2, Physics, Chemistry, Biology, Economics, Business, Accounting and Financial Studies, Music, Japanese, Korean
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Students in S.4 to S.6 are grouped by ability for English Language, Chinese Language, Mathematics, and Citizenship and Social Development. To accommodate "learning diversity", most of the elective subjects taught in English at our school have implemented a "school-based language policy". Students may apply to the school to study and use Chinese as the examination language depending on their individual circumstances.

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, Integrated Humanities, Music, Physical Education, Visual Arts, Putonghua, Religion Education, Citizenship, Economics and Society
	English as the Medium of Instruction	English Language, English Literature, Mathematics, Science, Biology, Chemistry, Physics, Computer Literacy
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	S.1 to S.3 students are grouped according to their abilities.
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese Literature, Chinese History, History, Geography, Physical Education, Visual Arts, Tourism and Hospitality Studies, Chemistry, Biology, Health Management and Social Care, Information and Communication Technology
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Part Module 2, Physics, Chemistry, Biology, Economics, Business, Accounting and Financial Studies, Music, Japanese, Korean
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Students in S.4 to S.6 are grouped by ability for English Language, Chinese Language, Mathematics, and Citizenship and Social Development. To accommodate "learning diversity", most of the elective subjects taught in English at our school have implemented a "school-based language policy". Students may apply to the school to study and use Chinese as the examination language depending on their individual circumstances.

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	5	5	5	5	5	5
School Fee	$7,100	$7,100	$7,100	$8,400	$8,400	$8,400
Tong Fai	-	-	-	-	-	-
Parent-Teacher Association Fee	$50					
Student Union / Association Fee	$10					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

Remarks

-

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:
Academic Result: 20%; Interview Performance: 35%; Conduct: 15%; Extra-curricular Activities: 10%; Awards: 10%;
School Comment (e.g. report cards of primary school): 10%.

Orientation Activities and Healthy Life

Orientation Camp for S.1 students are offered to facilitate their transition into a new academic setting. Additionally, English Summer Courses are provided to help newcomers acclimate quickly to their new school environment. Our school places a high value on developing students' multiple intelligences. In our admissions process, we evaluate not only a student's learning attitude but also their behavior and interests in sports and arts, reflecting our philosophy of promoting "A Sport and Art for Life."

Furthermore, fostering understanding between new S.1 students and their class teachers, alleviating the anxieties of newcomers, and fostering a sense of belonging are crucial aspects of our adaptation initiatives. To this end, at the start of the academic year, we conduct a variety of team-building activities for first-year students to strengthen interactions among peers and between students and teachers, thereby enhancing their self-awareness, communication skills, positive emotions, and overall sense of well-being.

基督教香港信義會心誠中學
Fanling Lutheran Secondary School

School Characteristics

School Management

School's Major Concerns:
1. Strengthen students' learning initiative through diversified learning modes;
2. Cultivate FLSSers' physical, mental, and spiritual well-being.

School Management Organisation:
Our school was founded and managed by the Evangelical Lutheran Church of Hong Kong (ELCHK). The School Management Committee and the Principal are appointed by the Education Board of ELCHK. The Principal reports to the Education Board and the School Management Committee. Every year, our major concerns, goals, objectives and implementation strategies are set out in the school annual plan. At the end of the school year, assessments and evaluations are carried out, and these will then included in our annual report to serve as guidance and reference for future planning.

Incorporated Management Committee / School Management Committee / Management Committee:
The School Management Committee is responsible for the management and supervision of the school's development. The committee members consist of the representatives of ELCHK and Gloria Church, representatives from the education and other professions.

School Green Policy:
Our school has clear green policy. Apart from collection of reusable materials and reduction of energy consumption, we promote the use of renewable energy such as wind and solar energy.

Learning and Teaching Plan

Whole-school Language Policy:
Our school advocates for equal emphasis on both English and Chinese bilingualism, focusing on cultivating students' abilities in English, Cantonese, and Mandarin. We aim to ensure that students fully master the use of bilingualism (both written forms) and trilingualism (three spoken languages), equipped with strong reading, writing, listening, and speaking skills. We are committed to nurturing talents' proficiency in both English and Chinese for society.

Learning and Teaching Strategies:
1. Our school offers a diverse curriculum with an emphasis on language skills, critical thinking, speaking techniques, and the use of information technology. Teachers employ a variety of teaching methods, including a "Bring Your Own Device" policy, where electronic teaching is conducted in the classroom and students can also engage in e-learning using their personal tablets, fostering self-directed learning.
2. Our school actively promotes STEAM education, incorporating STEAM courses into some junior form subjects to foster a student-centered learning and teaching approach.
3. Our school has introduced the "Morning Reading" and "Read to Grow" programs to actively foster a culture of reading and writing. We also run the "Fun with Reading" incentive programme for S.1 to S.3 students, and each subject includes a structured reading strategy aimed at developing strong reading habits in students to support lifelong learning.

School-based Curriculum:
1. Electives: 2X and 3X. senior form school curriculum offers a total of sixteen elective subjects, allowing students to choose two to three electives based on their interests and abilities.

2. Curriculum highlights: In junior forms, the subjects of Mathematics, Science, Computer literacy, and Visual Arts all incorporate a school-based STEAM curriculum.

Major Renewed Emphases in the School Curriculum:
Book exhibitions are jointly held by our school library and various subject departments to promote "Reading to Learn" Scheme. Students can also participate in various interactive learning activities through our web-based learning platforms. Moreover, students can carry out inter-disciplinary studies in their project-based learning under the main theme set by the school every year. Furthermore, the whole-person development committee will organize activities inside and outside the school to implement moral and civic education. Moreover, we are actively carrying out e-learning and STEAM education.

Life Planning Education:
Our Life Planning Education Group is responsible for the planning and implementation of Life Planning curriculum from S.1 to S.6. The curriculum let our students have a better understanding of their specialties, interests, further study pathways and career opportunities after they have completed the secondary education.

Student Support

Whole School Approach to Catering for Learner Diversity:
Our school provides after-school enrichment and remedial courses for junior form students to accommodate diverse learning needs and abilities of our students.

Whole School Approach to Integrated Education:
Our school recruited special educational needs student (SENs) support committees, including a special educational needs coordinator, an educational psychologist, a clinical psychologist, counselling psychologists, a speech therapist, social workers, student counsellors, Chinese teachers, English teacher, Science teacher, and Mathematics teachers. The educational psychologist provides assessment services for students of having suspected special learning difficulties; the clinical psychologists, counselling psychologist, social workers and student counsellors offer emotional support; and the speech therapist arranges assessment and speech training. Parents and teachers educational trainings are given to enhance skills for supporting students with learning difficulties so as to foster the culture of integration. The team coordinates with the whole school to implement the 3 Tier Support Mode in order to support students' learning differences and personal growth, and to assist parents and teachers with taking care of learning differences.
In Tier-1,
-Early identification and diversified teaching strategies to create positive learning environment support for students.
In Tier-2,
-Counselling programs and training groups for SEN students.
-Social emotional learning training groups, Life-planning themed counselling programs, and intensive tutorial lessons help achieving personal growth supports of SEN students.
-Special arrangements for lessons, homework and examinations for SEN students.
In Tier-3,
-Cooperation with professionals giving intensive individualized supports to SEN students.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Measures to Provide Adaptation for Learning and Assessment:
Special examination arrangement will be provided to suit particular conditions of students with special educational needs.

Fee Remission:
Our school offers full school fee remission or 1/2 school fee remission Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.
- Newly admitted students could apply for the school fee remission 2 week(s) after the commencement of the new school year. Application results will be announced within 4 week(s) after submission of applications. Students experiencing sudden changes in their family circumstances are welcome to apply at any time. Application forms and procedures are available for download on our school website.
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Apart from organizing activities for parents and students to improve their relationships, our Parent-Teacher Association also provides talks and training courses for parents to enhance the understanding of the school's goals and policy in education.

School Ethos:
Students attend a reading and writing session every morning before classes start. We cultivate an academic atmosphere by organizing and running the Reading Programs, Newspaper Reading Program, academic subject exhibitions and various book exhibitions. We adopt a whole-person education approach for all-round development of the students, and implement a whole-school disciplinary and counseling program to meet the needs of all the students.

Future Development

School Development Plan:
1. Strengthen students' learning initiative through diversified learning modes
2. Cultivate FLSSers' physical, mental, and spiritual well-being

Teacher Professional Training and Development:
Each year, numerous activities are organized with a view to improving the professional standards of our teachers. These include the Teachers' Professional Training Camp, Joint School Teachers' Professional Development Day, Collaborative Lesson Preparation and Class Observation by Peers, etc.

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

A diverse range of activities is organized for students to help them develop multiple intelligence. Students' talents are fostered through practical experience and participation, along with implementation and organization of these activities. In addition to examinations, students' abilities are also comprehensively assessed through research projects, activities, written reports and oral presentations.

School Facilities

Number of Classroom(s): 36

School Facilities:
Our school campus is spacious and beautifully landscaped. In addition to standard school facilities, it boasts ample facilities and spaces for activities, including a multimedia learning center, a language lab, a STEAM lab, and a dual-purpose auditorium and indoor gymnasium that can accommodate over 1,200 spectators. The entire school auditorium, all labs, and classrooms are equipped with intranet and multimedia teaching facilities for educational use. Moreover, each classroom and most special rooms are fitted with 86-inch interactive teaching screens to effectively enhance electronic teaching and self-directed learning.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift, Accessible toilet, tactile guide path and visual fire alarm system.

Others

Our school offers various types of scholarships to reward students who excel in academics, extracurricular activities, and service. Our students also achieve outstanding results in public and inter-school competitions. In sports, our athletes have repeatedly won the overall championships for both male and female categories in the Tai Po and North District under the Hong Kong Schools Sports Federation. Last year, our students represented Hong Kong in international competitions in archery, rope skipping, handball, football, and basketball. In music, our wind orchestra not only regularly holds public annual concerts but has also been invited to participate in music festivals in Beijing, Taiwan, Macau, and Singapore, interacting with local students.

Direct Public Transportation to School

Bus (Route No. 78K, 73A, 79K);
MTR (Fanling);
Minibus (55K).

粉嶺禮賢會中學
Fanling Rhenish Church Secondary School

1 Luen Yick Street, Luen Wo Market, Fanling, NT
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29474698 https://www.frcss.edu.hk/

School Mission

To help students develop morally, intellectually, physically, socially, aesthetically and spiritually; and to encourage students to strive for excellence in learning, to understand and exemplify Biblical truths, to fully equip themselves and to live a fulfilling life.

School Information

Supervisor / Chairman of School Management Committee	Dr. Mak Ki Yan		
Principal (with Qualifications / Experiences)	Dr. Chan Chun Ping (B.Eng. (CUHK), M.Phil. (CUHK), Dip. Ed. (CUHK), M.Ed. (HKU), D.Ed. (CUHK))		
School Type	Aided	Student Gender	Co-ed
School Motto	Strive for excellence and bear witness to the Lord.		

Name of Sponsoring Body	The Chinese Rhenish Church Hong Kong Synod			Year of Commencement of Operation	1999
Area Occupied by the School	About 7000 Sq. M	Religion		Protestantism / Christianity	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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			100%
4Rs Mental Health Charter		-	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	68
Total Number of Teachers in the School	71
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	90%
Bachelor Degree	99%
Master / Doctorate Degree or above	52%
Special Education Training	41%

Years of Experience (% of Teaching Staff)

0 - 4 Years	5 - 9 Years	>= 10 Years
18%	11%	71%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Geography, History, Chinese History, Computer Literacy, Visual Arts, Physical Education, Home Economics, Music, Citizenship, Economics and Society (S.1 and S.2), Life and Society (S.3), Religious Studies.
	English as the Medium of Instruction	English Language (including English Language Arts), Mathematics, Science (S.1 and S.2), Science (S.3: Chemistry Physics Biology)
	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, Citizenship and Social Development, Geography, History, Chinese History, Economics, Information and Communication Technology, Tourism and Hospitality Studies, Business, Accounting and Financial Studies, Visual Arts, Aesthetic Development, Physical Education, Religious Studies, Life Education, Applied Learning.
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Part Module 2, Chemistry, Physics, Biology
	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, Putonghua, Geography, History, Chinese History, Computer Literacy, Visual Arts, Physical Education, Home Economics, Music, Citizenship, Economics and Society, Religious Studies.
	English as the Medium of Instruction	English Language (including English Language Arts), Mathematics, Science (S.1 and S.2), Science (S.3: Chemistry Physics Biology)
	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, Citizenship and Social Development, Geography, History, Chinese History, Economics, Information and Communication Technology, Tourism and Hospitality Studies, Business, Accounting and Financial Studies, Visual Arts, Aesthetic Development, Physical Education, Religious Studies, Life Education, Applied Learning.
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Part Module 2, Chemistry, Physics, Biology
	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	-	-	-	$320	$320	$320
Parent-Teacher Association Fee	$50					
Student Union / Association Fee	$10					
Approved Charges for Non-standard Items	S.1-S.5: $300; S.6: $250					
Other Charges / Fees	-					

Remarks

-

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).
Students with good academic results in Primary Five and Six examinations and with good conduct grades are eligible to apply for discretionary places. Assessment criteria include applicants' academic performance 40%, performance in other areas (including conduct, extra-curricular activities, community services, awards obtained etc.) 30% and the performance in the interview 30%.

Orientation Activities and Healthy Life

1.Our school organises an orientation programme for our Secondary One students during the summer vacation. It aims to help students adapt to the new school life and master the skills and rules in collaborative learning. A bridge programme is conducted in August to familiarize students with the learning of Science and Mathematics through English as the medium of instruction. 2.Under the Big Brothers & Sisters (BBS) Scheme, senior students offer peer support and care to Secondary One students to help them adjust to the new learning environment.3.A Parents' Day is organised to enable parents of new students to learn more about our school and meet the class teachers. 4.We are committed to establishing a healthy school. The school stresses the importance of a healthy diet and regular exercise to improve students' health and physical strength. Through organising different activities such as the "Round the Campus Run", "Rhenish Guinness Challenger", uniform teams, the Hong Kong Award for Young People (AYP) and leadership training, the new fitness centre, the school helps to build grit and cultivate resilience in our students. 5. Through morning assemblies, seminars, and promotional videos broadcast on the campus TV channel, students are educated about the dangers of e-cigarettes and drugs (e.g. etomidate) and encouraged to embrace a healthy lifestyle, with the goal of cultivating a drug-free and health-conscious school culture.

粉嶺禮賢會中學
Fanling Rhenish Church Secondary School

School Characteristics

School Management

School's Major Concerns:
1. To deepen gifted education.
2. To enhance life education.

School Management Organisation:
The Teacher Representative Committee facilitates communication between the Incorporated Management Committee and teachers. The school Improvement and Development Committee and the School Executive Committee play a leading role in the school's sustainable development. Furthermore, five divisions, including the Academic Affairs Division, School Affairs Division, Student Development Division and Discipline & Counselling Division and Professional Development Division implement school policies. Teachers and staff participate in school management with an open-minded and trusting attitude.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee (IMC) has been established. It consists of university professors, principals, church leaders, teachers, parents and alumni who maintain close contact with the School. The IMC plays an important role in leading and steering the School for continuous development.

School Green Policy:
The school places strong emphasis on environmental education by implementing energy-saving policies to reduce energy consumption. Solar photovoltaic panels have been installed on the rooftop to promote the use of renewable energy. Environmental messages are regularly shared with students. Each class appoints environmental ambassadors who help organize various workshops and visits to promote eco-friendly practices. The Environmental Protection Club organises run second-hand exchange markets, aiming to reduce waste and encourage reuse.

Learning and Teaching Plan

Whole-school Language Policy:
The school places significant emphasis on developing students' biliterate and trilingual abilities. To cater for learners' diversity, English classes in various forms are split into small groups and after-school tutorial classes are also arranged. All Science and Mathematics subjects are taught in English. Bridge programmes and after-school remedial classes are arranged to help S1 students adapt to using English as the medium of instruction. To enhance the effectiveness of English learning and cultivate self-directed learning among students, an English Vocabulary Building Programme is arranged in all forms. The school has two native English-speaking teachers who teach English Language Arts in junior secondary classes and S6 oral lessons. Additionally, the school promotes English e-reading and organises various English-learning activities such as the English Debate Team, English Week, English drama and study tours to English-speaking countries. Both the Chinese Panel and the English Panel encourage students to take part in the Speech Festival and the participants have won numerous prizes. Putonghua is taught in junior forms, emphasizing the training of students' listening and speaking skills.

Learning and Teaching Strategies:
1. Gifted education is advocated to cater for diversified educational needs of students and to expand their potential.
2. The school adopts the approach of Collaborative Inquiry, which aims at developing students' communication skills, collaborative learning abilities and higher-order thinking skills.
3. The school designs cross-disciplinary and cross-subject curricula that transcend traditional subject boundaries, enrich students' understanding, and foster critical thinking, diverse perspectives, and effective problem-solving skills.
4. A whole-school BYOD (Bring Your Own Device) policy is implemented, emphasizing the development of students' information literacy.
5. The school establishes a professional learning community through professional exchanges such as collaborative lesson planning, lesson observation, lesson study, and sharing sessions.

School-based Curriculum:
1. Electives: 2X and 3X. The majority of students study three elective subjects.
2. Curriculum highlights:
a. English Language: English Language Arts is taught by the NET.
b. Computer Literacy: STEAM elements are added.
c. Citizenship, Economics and Society: Strands such as Personal and Social Development, Resources and Economic Activities, and Social Systems and Citizenship are covered.
d. Aesthetics development: To enrich the vision and broaden the learning experience in arts of the students.
e. The school-based curriculum of Religious Studies covers biblical knowledge, ethics, social issues and so on. Pastoral staff from Chinese Rhenish Church co-teach with teachers and share their beliefs and life experiences with students.

Major Renewed Emphases in the School Curriculum:
1. Reading to Learn: To foster students' interest in reading, the school organizes a variety of initiatives such as reading award schemes, lunchtime reading activities, and author talks by popular writers. Morning reading sessions are held to cultivate reading habits, allowing students to enjoy their own e-books or printed books in a quiet, focused environment. To further promote a reading culture, teachers also create video clips recommending quality books across different subject areas.
2. Project Learning: The school places strong emphasis on developing generic skills, language proficiency, and literacy across all subjects to support the goal of learning to learn.
3. Information Technology for Interactive Learning: To support and promote a more interactive, self-paced, and collaborative e-learning environment, the school has implemented a Bring Your Own Device (BYOD) scheme. This enables students to engage in self-directed learning tailored to their individual pace and needs.
4. Moral and Civic Education: The school is committed to nurturing positive values and attitudes in students through Christian principles, encouraging them to love God, others, and themselves. To strengthen students' sense of belonging, moral development, and civic awareness, a variety of activities are organized. The school also promotes life education and regularly arranges community service opportunities to foster compassion and social responsibility.

Life Planning Education:
1. Our school is awarded as a "Caring School" for cultivating a caring culture and healthy personal development through Life Planning activities.
2. Through organizing class teacher lessons, workshops, assemblies and alumni sharing, life planning education is implemented to foster students' self-understanding, personal planning, goal setting, reflective habits of mind and articulation to progression pathways.
3. Life Planning Days, speed mentoring workshops, visits and job shadowing activities are held to enable students to explore more about their future career paths.
4. Individual and group counselling sessions are provided to help students understand more about their interests, character and aptitude.
5. Parents' talks are held regularly to equip parents for their children's life planning.

Student Support

Whole School Approach to Catering for Learner Diversity:
To enhance students' learning effectiveness and to cater for learner diversity, the school adopts the collaborative learning approach. The school has also set up the Gifted Education Team, which implements and monitors the development of Gifted Education programmes. To cater for individual differences, enhancement classes and remedial classes are organised for students after school.

Whole School Approach to Integrated Education:
The school has established the "Student Support Team". With the efficient use of Learning Support Grant by SEN Coordinator and Special Educational Needs Support Teacher, additional staff members are employed and professional services are outsourced. The whole-school approach is adopted to support different types of students with special education needs and provide targeted counselling and training. Specific measures include individual and group literacy training and learning support, behavioural, social, emotional management and learning training, junior tutorial classes, school-based speech therapy and educational psychology services. The provision of parent and teacher training aims to empower different parties to help students integrate into school life.

Measures to Provide Adaptation for Learning and Assessment:
Apart from administering a form test and an examination each term, the school implements multiple modes of assessments to assess students' abilities and performance in various aspects.

Home-School Co-operation and School Ethos

Home-School Co-operation:
To foster better parent-school communication, not only does the Incorporated Management Committee include elected parents, but Parent Days and seminars are also held regularly. The Parent-Teacher Association (PTA) organises yearly activities and seminars. It has also set up a scholarship to award students for outstanding conduct. Parent education programmes and activities are implemented according to the Curriculum Framework on Parent Education to empower parents in overcoming parenting challenges and fostering the healthy development of their adolescent children.

School Ethos:
Our school is of good ethos. Our Principal and teachers share the same philosophy of Christian education and beliefs. A whole-school approach in the enforcement of discipline and the provision of counseling services is adopted. Teachers are firm yet kind in dealing with students. Students are courteous, well-disciplined, and have a positive attitude towards learning. They love the school and participate in different services actively. Students have a strong sense of belonging to the school. Peer relationships are harmonious. Our school was awarded the Outstanding Award in the 6th 'Hi-Five Student Engagement Award Scheme,' in recognition of our outstanding achievements across the five engagement domains: 'Action,' 'Knowledge,' 'Affect,' 'Interpersonal,' and 'Family and Community.' This prestigious award highlights our success in fostering strong bonds between students and the school in multiple aspects.

Future Development

School Development Plan:
1. To deepen gifted education.
2. To enhance life education.

Teacher Professional Training and Development:
1. The Professional Development Division is responsible for coordinating the professional development in various domains of our teachers, especially focusing on the aspects of learning and teaching.
2. By building a professional learning community among teachers, the school aligns with emerging technological trends, develops interdisciplinary curricula, empowers teachers, and passes on pedagogical wisdom.
3. Through school-based online teaching professional development webpage, professional Development sharing sessions, and Staff Development Days, a variety of useful teaching resources.
4. Two teachers were awarded the Chief Executive's Award for Teaching Excellence (Certificate of Merit). Another two were named "Outstanding Teachers" (Teaching Category) in the election organised by Hong Kong Federation of Education Workers, while one teacher earned an Excellence Award in the Microteaching Video Competition organised by Hong Kong Federation of Education Workers. Additionally, three teachers were awarded in the Educational Research Award Scheme organised by Committee on Professional Development of Teachers and Principal.
5. Our Tourism and Hospitality Studies teacher was selected as one of the Education Innovators by Ednovators. She designed cross-curriculum activities and integrated creativity and elements of personal growth into her lessons.
6. Two teachers are certified Apple Learning Coach to support teaching staff to integrate technology into learning.

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

1. "Other Learning Experiences" clubs have been set up to enable students to further develop themselves morally, intellectually, physically, socially, aesthetically and spiritually.
2. Forty-one academic teams, sports teams, arts teams, service teams and uniform groups have been set up to widen students' horizons and develop their potential.
3. Senior form students are encouraged to be involved in social services to serve people in need in society.
4. Various leadership training programmes, such as leadership camps, are organised for students to strengthen their skills and prepare them for future leadership roles. Training camps are held for S.1 and S.4 students. Students are encouraged to set their own targets and develop generic skills.
5. The Hong Kong Award for Young People (AYP) is promoted to cultivate students with perseverance and the spirit of self-challenge.
6. Diversified assembly activities are held, including subject assemblies, life education, moral and civic education, career planning, Interactive Theater and the "Caring about Hong Kong" series etc.
7. The school is devoted to cultivating students' spiritual growth and encouraging them to live out the faith. Regular activities include morning worship, student fellowship, prayer meeting, Gospel Week and meeting for Christian students. Junior form and S.6 Gospel Camps are organised annually.

School Facilities

Number of Classroom(s): 32

School Facilities:
The newly added conference room featuring a school history display, and the renovation of both the Home Economics Room and Chemistry Laboratory have revitalised the campus environment. The STEAM Lab and Maker Space—established under the Quality Education Fund scheme—serve as dynamic hubs that inspire top STEAM students to explore, innovate, and conduct research in science and technology. These facilities also enhance teaching and learning activities within the junior STEAM curriculum. A new Analytical Science Laboratory equipped with professional analytical instruments has been created to enhance scientific exploration. The Christian Education Centre is set up to foster students' spiritual growth. The rSquare has small rooms, which enhances communication between teachers and students, and creates a learning atmosphere. Opposite the school library is the self-study room with individual study spaces so students can conveniently access reading materials and reference books on the ground floor. A fitness center with a variety of machines and fitness bikes throughout the campus . Other facilities such as the jogging track and the English Language Learning Centre help enrich students' learning experience.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift, Accessible toilet, tactile guide path and accessible public information / service counter.

Others

The School endeavours to help students develop morally, intellectually, physically, socially, aesthetically and spiritually. Students have achieved very encouraging public examination results and have been admitted to degree programmes such as CUHK Medicine(MBChB) Programme, HKU Bachelor of Business Administration (Law) and Bachelor of Laws (double degree), CUHK Enrichment Mathematics, CUHK Pharmacy and CUHK architecture, et. al. (Please refer to our school website for public examination results.) Students have received numerous awards in various inter-school activities and competitions. Here are some examples:
1. WorldSkills Hong Kong Competition 2025 – Web Technologies: Winner
2. Outstanding Chinese Virtual Space Design Competition: First Class Award
3. The 40th Sing Tao Inter-School Debating Competition: Second Runner-up
4. the 14th Hong Kong Geography Olympiad: Gold Award
5. The Second Hong Kong Inter-Secondary School Geology Quest: Champion and Gold Award
6. Hong Kong Gifted Education Association Pan-Asia Pacific International Mathematical Invitation Competition: one First Class Award, two Second Class Awards, two Third Class Awards and one Merit
7. International Youth Tech Olympics 2024 AI-IoT: First Runner-up
8. The 7th Greater Bay Area STEAM Excellence Award (Hong Kong Junior Secondary): Merit
9. Hong Kong Student Science Project Competition 2025: Best Potential Award
10. Asian Track Champs Man Junior Keirin: Bronze Medal
11. Japan Track Cup Man Junior Keirin: Bronze Medal and Junior Sprint: Bronze Medal
12. Hong Kong International Track Cup and the 15th National Games Track Cycling Test Event Man Junior Keirin: Gold Medal, Bronze Medal and Junior Sprint: Gold Medal, Bronze Medal
13. 2024-25 Hong Kong Secondary Schools Debating Competition - Best Speaker awards
14. 16th Chinese Challenge Championship – Hong Kong Talent Artistic Speech Competition: 4 Champions, 7 First Runners-up, 9 Second Runner-up, 4 Merits
15. 76th Hong Kong Schools Speech Festival (Chinese speaking): 1 Champion, 4 First Runners-up, 3 Second Runners-up
16. 76th Hong Kong Schools Speech Festival (English speaking): 3 Second Runners-up
17. Hong Kong School Drama Festival: Award for Commendable Overall Performance, Award for Outstanding Stage Effect, Award for Outstanding Cooperation, Award for Outstanding Performer
18. The Hong Kong Award for Young People: 8 Silver Medals
19. Exhibition of Student Visual Arts Work 2024/25: Silver Prize
20. Joint School Music Competition –Secondary School Ensemble (Strings): Gold Medal, Silver Medal; (Woodwinds): Silver Medal; (Singing): Silver Medal

Direct Public Transportation to School

Buses:70K, 73B, 78A, 78K, 79K, 261, 277A, 277X, 278A, 278K, 279X, 673;
Minibuses via Luen Wo Market:52A, 52B, 52K, 54A, 54K, 55K, 56A, 56B, 56C, 56K, 501A, 505, 506, 507.

鳳溪廖萬石堂中學
Fung Kai Liu Man Shek Tong Secondary School
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School Mission

Based on the motto of "Modesty, Sincerity, Diligence and Acumen", we accord our students with holistic education. We develop in our students independent thinking ability and positive outlook for life. We create a superior learning environment so that students can realize their potentials and make contributions to the society.

School Information

Supervisor / Chairman of School Management Committee	Mr. Ma Siu Leung, BBS, MH		
Principal (with Qualifications / Experiences)	Mr. Chu Kwok Fai (B.A.,CU , M. Ed, HKU)		
School Type	Aided	Student Gender	Co-ed
School Motto	Modesty, Sincerity, Diligence and Acumen		

Name of Sponsoring Body	Fung Kai Public School			Year of Commencement of Operation	1996
Area Occupied by the School	About 6000 Sq. M	Religion		Not Applicable	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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			100%
4Rs Mental Health Charter		-	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	68
Total Number of Teachers in the School	68
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	94%
Bachelor Degree	99%
Master / Doctorate Degree or above	46%
Special Education Training	38%

Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
20%	9%	71%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Classical Chinese, Putonghua, Chinese History, Life Education, Visual Arts, Music, P.E, Home Economics, Design and Technology, Citizenship, Economics and Society, History, Geography, Computer Literacy
	English as the Medium of Instruction	English Language, Mathematics, Science
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	History, Geography, Computer Literacy
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese Literature, Citizenship and Social Development, Chinese History, World History, Information and Communication Technology, Visual Arts, Tourism & Hospitality, P.E.(non HKDSE subjects), Life Education (non HKDSE subjects) and Health Management and Social Care
	English as the Medium of Instruction	English Language, Mathematics (Extended Part Module 2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Chemistry, Physics, Biology, History, Economics, Geography

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Classical Chinese, Putonghua, Chinese History, Life Education, Visual Arts, Music, P.E, Home Economics, Design and Technology, Citizenship, Economics and Society, History, Geography, Computer Literacy
	English as the Medium of Instruction	English Language, Mathematics, Science
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	History, Geography, Computer Literacy
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese Literature, Citizenship and Social Development, Chinese History, World History, Information and Communication Technology, Visual Arts, Tourism & Hospitality, Health Management and Social Care, P.E. (non HKDSE subjects) and Life Education (non HKDSE subjects)
	English as the Medium of Instruction	English Language, Mathematics (Extended Part Module 2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Chemistry, Physics, Biology, History, Economics, Geography

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	$30					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	Scheme of the Enhancement of Learning Efficiency $400					
Other Charges / Fees	Replacement of student card, $40					

Remarks

Applied Learning subjects can be offered to some students.
We pay special attention to student's morality. We deem student's conduct a more important criterion than academic achievement in the decision of allowing a student to get promoted.

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 based on the Rank Order List provided by EDB. But students of the following categories will not be considered:
1. got a C or below as the final grade for English during Primary 5 or Primary 6 2. Grade B- or below in conduct during Primary 5 or Primary 6 3. Failed in admission interview or been Absent from admission interview
(P.S. We do not have feeder / nominated / through-train linkage with primary schools on S.1 admission arrangements.)

Orientation Activities and Healthy Life

S.1 Orientation Program, English Induction Program, Orientation Day, Parents' Day for S.1 Students (August) and S.1 Parents' Night (November).
All students must take part in physical fitness program. Any students participated in any 10K competition or other school competition will be given merits. Besides, all students must performance some voluntary services. We are entitled "Heart-to-Heart School". Every year our students have performed voluntary services to the extent that we are usually one of the top 3 schools in terms of the hours of services in recent years.

鳳溪廖萬石堂中學
Fung Kai Liu Man Shek Tong Secondary School

School Characteristics

School Management

School's Major Concerns:
1. To cultivate good learning attitude and habits.
2. To cultivate positive values among students.
We hope that all "Man Shek students" possess the following qualities: Leadership, Morality, Scholarship, Temperance.

School Management Organisation:
The first IMC school in HK. There are teachers, alumni and parents in the Board of Directors to ensure management transparency.

Incorporated Management Committee / School Management Committee / Management Committee:
Members of the Incorporated Management Committee include delegates of sponsoring body, professionals, alumni, delegates of PTA and teachers.

School Green Policy:
We have already installed solar energy equipment so as to reduce emission of greenhouse gases.

Learning and Teaching Plan

Whole-school Language Policy:
1. Our MOI policy in junior forms aims at bridging students to study senior forms mainly using English as the medium of instruction. Maths and Science would be taught in English in all S.1 to S.3 classes. History, Geography and Computer Literacy will be taught in English in a particular class. We even offer English handouts in cultural subjects.
2. We offer in senior forms the subjects of History, Geography, Economics using English as MOI. We organize English Speaking Day in every teaching cycle and we encourage students to speak more English in campus with presents.
3. We also stress on Chinese and Putonghua. We offer lessons of classical Chinese in order to quip students with necessary knowledge to study HKDSE Chinese. However, our Chinese lessons are conducted in Cantonese only.

Learning and Teaching Strategies:
1. Bridging course to assist students to adapt EMI in F.4.
2. We always require students to prepare for lessons.
3. We require students to reflect their studies; they should also set learning targets.
4. Peer classroom observation and marking observation.
5. We participate in the reading schemes organized by HKEdCity. Our students also take part in on-line reading clubs and other reading projects.
6. Pooling more resources to award students who are making progress.
7. We promote Self-Regulated Learning.
8. "Learning attitude" grades (by subjects) shown in student's report card.
9. Routine award scheme -- students have the chance to be reward because of good learning performance in every single lesson.

School-based Curriculum:
1. Electives: 2X, 3X and 4X. Applied Learning offered to a few students who are in need. The brightest students can study three or four elective subject.
2. Curriculum highlights:
   a. Life and Health Education: including moral education, civic education, sex education and career planning.
   b. A lot of remedial tutorials in all forms.
   c. A lot of routine make-up classes in senior forms.
   d. We recruit brilliant graduates to offer tutorials to public exam classes.
   e. Students can learn Virtual Reality in the lessons of Computer Literacy.
   f. We offer OLE within and without classrooms.

Major Renewed Emphases in the School Curriculum:
1. We have run "Self-Regulatory Learning" Programme. Students are required to do preparatory work before lessons and take notes during lessons.
2. Reading - the reading scheme run by HKEdCity.
3. Moral & Civic Education - Emphasis on national identity education: All students must perform some voluntary services. We set up a Man Shek Service Team of more than 300 students to further the provision of voluntary services.
4. Emphasis on the teaching of robots and programming as well as virtual reality.

Life Planning Education:
We offer relevant curriculum even to F.1 and F.2 students. We wish to equip them with the necessary knowledge, skill and attitude in order to help them plan their career. Besides, we also provide individual guidance to help our students to make good decisions.
On the other hand, alumni are invited to share their occupational experience. They also assist in counselling students.

Student Support

Whole School Approach to Catering for Learner Diversity:
Most subjects incorporate group activities to cater to learners' diverse needs. Group leaders guide slower learners and facilitate group learning activities.

Whole School Approach to Integrated Education:
We adopt a whole school approach to implementing integrated education. Student Support Team has been established, consisting of the principal, vice-principal, special educational needs coordinator, special educational needs support teachers, school-based educational psychologists, speech therapists, subject teachers, school counsellors, social workers, and teaching assistants. This team supports students with special educational needs. We utilize the Learning Support Grant and other resources to provide a wide range of support services for these students, including social development groups, group and individual counselling, and after-school learning programs. We also address students' learning differences through curriculum design, diversified teaching strategies, and adjustments to homework and assessments, thereby enhancing the learning outcomes of students with special educational needs. Individualized Educational Programs (IEPs) are implemented for students with more significant learning, emotional, and social difficulties. To identify students with special educational needs early, our school has established a referral system and collaborates closely with professionals, such as school-based educational psychologists, to conduct regular individual meetings and student assessments. We value home-school collaboration and have established regular communication channels to discuss and review student support strategies and their effectiveness with parents through student support summaries, face-to-face meetings, and electronic platforms.

Measures to Provide Adaptation for Learning and Assessment:
1. We implement the Minimum Promotion Requirement. In order to get promoted to another form, our students must attain a certain standard in their conduct, attendance, English language and academic subjects.
2. 2 uniform tests and 2 examinations. All subjects have continuous assessment. Students' learning attitude is assessed and shown in report cards.
3. "Assessment for Learning" - to reduce the ratio of summative assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Family education are disseminated through PTA activities formally and informally. There are parent delegates in the Board of Directors. PTA scholarship.

School Ethos:
Our teachers patrol in nearby districts. Stress on Home-school Co-operation. All junior form students do voluntary services. Our brilliant graduates will serve as tutors to teach our current students.
Our students shall have a great accomplishment in the following areas when they graduate: leadership, morality, scholarship and temperance.

Future Development

School Development Plan:
1. To cultivate good learning attitude.
2. To cultivate positive values among students.
3. To increase the percentage of EMI lesson time.
4. HKJC has offered us $128,080,000 to build a swimming gymnasium (to be completed soon and in use in 2025). It shall consist of a 25m heated main pool (10 lines) and a 15m warm-up pool (5 lines).

Teacher Professional Training and Development:
Mentorship for new teachers; Staff Development Sharing Sessions and Staff Development days.

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

In order to facilitate our students to adapt to a globalized and diversified society in the future, our ECA policy is student-based and it stresses on the development of students' different potentials. Our ECA theme is "Training Capabilities and Cultivating Qualities". We organize Friday ECA days and we have 70 clubs, form associations, 4 houses, class associations, co-curricular groups and uniform teams. We also introduce a mechanism to assess students' ECA performance.
Besides the customary ECAS, we have shuttlecock, judo and archery teams. Since our school sponsoring body has almost finished the construction of an in-door swimming facility, we are very likely to set up a school swimming team.
We emphasize social service. More than half of our students have performed services. Our students have accumulated more than 4,000 hours of voluntary services annually (before COVID 19).
We have Activity Day which offers day camps to our students so as to provide more co-curricular activities.
Leader training camp to enhance the leadership skill of our students.

School Facilities

Number of Classroom(s): 54

School Facilities:
Air-conditioned campus. Besides standard facilities, there are 3 more computer rooms, 1 multi-media learning centre, 1 network laboratory, Funland, CAL Room, Dancing Room, Multi-Purpose Room, D&T Computer Learning Room, self-learning room. Smartboards and visualizers have been installed in all classrooms. We also have installed a LED video wall (9x16 feet) in school hall.
HKJC has offered our school sponsoring body $128,080,000 to build a swimming gymnasium (to be completed soon and must be in use in 2022). It shall consist of a 25m heated main pool (10 lanes) and a 15m warm-up pool (5 lines).

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift, Accessible toilet, braille and tactile floor plan, tactile guide path and accessible public information / service counter.

Others

We have achieved strong HKDSE results for many years. According to our statistics, our students demonstrate significant improvement after six years of study.

Average DSE Performance for 2023, 2024, and 2025:

The Level 2 or above rate in all 14 subjects exceeded the Hong Kong average.
The Level 3 or above rate in 11 out of 14 subjects was higher than the Hong Kong average.
The Level 4 or above rate in 5 out of 14 subjects surpassed the Hong Kong average.
The Level 5 or above rate in 4 out of 14 subjects exceeded the Hong Kong average.
The Level 5* or above rate in 3 out of 14 subjects was higher than the Hong Kong average.
The Level 5** rate in 2 out of 14 subjects exceeded the Hong Kong average.
In 2023, 2024, and 2025, an average of 43.9% of our graduates progressed to Degree programmes at local or overseas universities. Almost all of the remaining students pursued Sub-degree programmes, such as Associate degrees or Higher diplomas.

Direct Public Transportation to School

KMB Bus: 70K, 73K, 79K, 261, 270 (to Tsui Lai Garden), 270S, 277E, 277P, 373

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School Mission

Based on the motto of "Modesty, Sincerity, Diligence and Acumen", we provide an all-round education embracing moral, intellectual, physical, social and aesthetic development through a balanced and appropriate curriculum, whereby students learn to think independently, develop potentials and establish a proper attitude towards life in a pleasant learning environment, so that they can exert their full potentialities and eventually serve the community.

School Information

Supervisor / Chairman of School Management Committee	Mr. Liu Sui Biu		
Principal (with Qualifications / Experiences)	Ms. Tsang Mei Yuet (BSc (CUHK), PGDE (CUHK), MEd (HKMU), M.A. (CUHK))		
School Type	Aided	Student Gender	Co-ed
School Motto	Modesty - Sincerity - Diligence - Acumen		

Name of Sponsoring Body	Fung Kai Public School			Year of Commencement of Operation	1952
Area Occupied by the School	About 100000 Sq. M	Religion		Not Applicable	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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			100%
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	69
Total Number of Teachers in the School	79
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	76%
Bachelor Degree	61%
Master / Doctorate Degree or above	38%
Special Education Training	54%

Years of Experience (% of Teaching Staff)

0 - 4 Years	5 - 9 Years	>= 10 Years
31%	8%	61%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Computer Literacy, Computer Literacy (STEAM) (S.1-S.3), Science* (S.1-S.2), Citizenship, Economics and Society (S.1-2), Home Economics, Chinese History, Geography*, History*, Music, Physical Education, Life and Society(Economics)* (S.3), Science (Physics)* (S.3), Science (Chemistry)* (S.3), Science (Biology)* (S.3), Life Education, Visual Arts
	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, Chinese History, Geography, History, Information and Communication Technology, Citizenship and Social Development, Tourism and Hospitality Studies, Business, Accounting and Financial Studies, Physical Education (Exam), Physical Education, Visual Arts (Exam), Other Learning Experiences
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Mathematics Extension Part (M1 & M2), Chemistry, Physics, Biology, 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, Computer Literacy, Computer Literacy (STEM) (S.1-S.3), Science* (S.1-S.2), Citizenship, Economics and Society (S.1-S.3), Home Economics, Chinese History, Geography*, History*, Music, Physical Education, Science (Physics)* (S.3), Science (Chemistry)* (S.3), Science (Biology)* (S.3), Life Education, Visual Arts
	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, Chinese History, Citizenship and Social Development, Information and Communication Technology, Tourism and Hospitality Studies, Business, Accounting and Financial Studies, Physical Education (Exam), Physical Education, Visual Arts (Exam), Other Learning Experiences
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Mathematics Extension Part (M1 & M2), Chemistry, Physics, Biology, Economics, Geography, History

* Subjects with extended learning activities (ELA) in English

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	$40					
Student Union / Association Fee	$20					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

Remarks

-

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).
30% of S.1 places are used for discretionary places. Admission criteria and weightings for S.1 discretionary places: Academic results (Chinese, English, Mathematics, General Studies) 40%, conduct 15%, extra-curricular activities performance 10%, other outstanding performance 10%, interview performance 25%.

Orientation Activities and Healthy Life

1. S.1 Bridging Programme is conducted for S.1 students in mid-August. The programme includes introduction to core subjects (Chinese, English and Mathematics), mindfulness, school social workers as well as training on skills necessary for learning. It also helps them understand and adapt to the physiological and psychological changes at different stages of development.
2. Parent-Student Orientation Day is held before the commencement of the school year in order to introduce the mission and daily operation of the school, thus enhancing relationship between the school and parents.
3. School-based cross-country running, Athletics Meet, physical and aesthetic activities, inter-class and inter-house ball competitions, etc. are held every year to train students' physical and mental health.
4. Our school lunch supplier provides students with healthy balanced meals with low fat, low salt, low sugar, high fibre and no trans fat.

鳳溪第一中學
Fung Kai No. 1 Secondary School

School Characteristics

School Management

School's Major Concerns:
1. Cultivating students to be lifelong learners who love our home and treasure our country.
2. Boosting students' confidence and helping students to set a positive, enthusiastic, and healthy life.

School Management Organisation:
We are the most long-standing government-subsidized grammar secondary school in North District. We are among the first batch of schools to set up an Incorporated Management Committee on 20th August, 2005.

Incorporated Management Committee / School Management Committee / Management Committee:
Members of the IMC include the representatives of the Sponsoring Body, School Supervisor, the Principal, parent managers, teacher managers, alumni managers and independent managers. We bear the principles of transparency, accountability and professionalism in educating and nurturing our students.

School Green Policy:
1. 70% of the school area is zoned "green belt" and is looked after by our gardeners. We have registered arborists to provide professional advice on tree protection.
2. Recycle bins are placed in each classroom and the covered playground.
3. Environmental Protection Ambassadors help enhance students' environmental awareness through morning assemblies and notice boards.
4. We review the use of electricity regularly and air-conditioners are switched on only when the temperature is over 25°C.
5. We organize various eco-activities to provide students with an opportunity to get in touch with nature and care for the environment.

Learning and Teaching Plan

Whole-school Language Policy:
1. In some classes of S.1 and S.2, Mathematics is taught in English and ELA is carried out in Science, History and Geography. English teaching materials are provided.
2. In some classes of S.3, Mathematics is taught in English and ELA is carried out in History, Geography, Life and Society (Economics), Chemistry, Physics and Biology. English teaching materials are provided.
3. English groups are offered in some elective subjects for the senior forms.

Learning and Teaching Strategies:
1. E-learning is implemented in S.1, S.2 and some classes in S.3. electronic devices, electronic textbooks, online learning platform, electronic whiteboards, etc. are used. Pre-class videos and revision videos help students consolidate their learning.
2. We adopt various teaching strategies to cater for learning diversity and promote self-directed learning.
3. We adopt a student-based teaching policy and conduct a number of classroom activities to encourage students to ask questions and think independently, thus cultivating generic skills among students and achieving the goal of 'Learning to Learn'.
4. Student Learning Survey is held twice a year, so that teachers can follow up on students' learning.
5. We raise professional standards of our teachers by implementing collaborative lesson planning, peer lesson observation and demonstration lessons.
6. Self-regulated learning is implemented in the English Subject so that students can choose what to learn and how to learn according to their interests and learning abilities. It helps enhance their learning motivation and self-efficacy.

School-based Curriculum:
1. Electives: 2X and 3X. Applied Learning will be offered to students who are in need.
2. Curriculum highlights:
(1) After-school English remedial classes will be offered to junior students. After-school remedial classes that focus on HKDSE and English will be offered to senior students.
(2) We develop our electronic textbooks, online learning platform and interactive exercises jointly with textbook publishers.
(3) The curriculum of all subjects is tailor-made based on students' learning ability and curriculum focuses.

Major Renewed Emphases in the School Curriculum:
1. Strengthen students' national identity and understanding of China through flag-raising ceremonies, speeches, and curriculum activities.
2. Foster appreciation of Chinese culture by setting annual cultural themes and encouraging cross-subject collaboration and experiential learning opportunities.
3. Integrate anti-drug education into various subjects to enhance life skills and promote healthy living.
4. Cultivate environmental responsibility and promote sustainable practices through active participation in waste reduction initiatives.
5. Encourage reading across disciplines and utilize online reading assessment systems to improve language proficiency and self-directed learning.
6. Utilize online learning platforms to promote collaborative learning and enhance digital literacy, guiding students toward personalized learning with AI tools.
7. Develop AI education with a focus on ethical use, supporting students in data processing and reflection to strengthen independent inquiry and research skills.
8. Implement a school-based STEAM curriculum centered on maker education and emerging technologies like AI, fostering innovation and problem-solving through interdisciplinary projects and international competitions.
9. Embed project-based learning across subjects to cultivate students' generic skills and critical thinking.

Life Planning Education:
1. Junior forms
   a. Through subject and committee cooperation and life planning education, students are able to know more about their personalities and interests for their career and life planning.
   b. Introduce the relationship between jobs and subject selection to students and other education opportunities by conducting related talks, workshops and group counselling.
2. Senior forms
   a. Conduct job sharing talks, workplace visits, work experience programmes, etc. to help students understand business operations and the requirements of employers.
   b. To help students select suitable courses and introduce other education opportunities and requirements by conducting various talks.

Student Support

Whole School Approach to Catering for Learner Diversity:
To align with the implementation of inclusive education of the EDB, we arrange our teachers to receive related training progressively. The stationing of educational psychologists helps to provide assistance to students with special educational needs.

Whole School Approach to Integrated Education:
We have set up a Student learning Support Committee. Members include Special Educational Needs Coordinator (SENCO), two Special Educational Needs Teachers (SENT) and the head of counselling.
Our cross-disciplinary team which consists of educational psychologists, social workers, speech therapists, teaching staff help to facilitate early identification of students with special educational needs so that appropriate support can be provided to them. We also design supporting programmes, curriculum and teaching adjustments, examinations and assessments for students with special educational needs in a "Whole School Participation" mode. To support students with different special learning needs, we use learning support grant flexibly, providing different types of learning skills classes, speech therapy services, social training groups, individual educational plans, senior schoolmates counselling programmes. We also work with relevant organizations which provide linguistic and aural assistance. We collaborate with the Pastoral Care Committee to provide advice on learning and teaching and resource management, to cater for the learning needs of students with mental illness and to strengthen mental health education. We promote family-school cooperation, work with parents to support students with special educational needs, maintain good partnerships with parents, strengthen parents' awareness of their children's special learning needs, and empower parents to take care of their children with special learning needs in order to let them grow happily in good health.

Measures to Provide Adaptation for Learning and Assessment:
1. Two uniform tests and two exams are held every academic year;
2. Assignments, in-class participation and learning journal are also included as part of students' continuous assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The Parents-Teachers' Association was set up in 1994 and acts as a bridge between the school and parents. Talks and parent-child workshops are often held for parents to facilitate the communication between the School and parents. The volunteer team assists in school events, such as Sports Day and Open Day etc.
The Association has set up various scholarships and "Education Fund" to sponsor students' learning activities and provide immediate financial assistance to families with urgent needs. Parents can serve as the school managers of the IMC through election to reflect opinions regarding school management and policies.

School Ethos:
1. We adopt a policy of integrating discipline and counseling and set up the Pastoral Care Committee.
2. To boost students' self-confidence and resilience, school-based life education is carried out in junior forms.
3. An induction programme is offered to newly-arrived students in a bid to help them cope with adjustment problems and learning difficulties.

Future Development

School Development Plan:
1. We are committed to promoting eLearning. iPads are used in Chinese, English, Mathematics, History, Chinese History, Geography and Science lessons of junior forms. Students can also achieve self-regulated learning through electronic platforms.
2. We strive to promote positive education and develop students' positive mindset through practicing mindfulness and gratitude.
3. The Jockey Club Fung Kai Indoor Swimming Complex will soon be completed.

Teacher Professional Training and Development:
We strongly encourage our teachers to engage in life-long learning. Apart from training or seminars organized by the EDB or other institutions, school-based Staff Development Days are also held to facilitate sharing of teaching experiences and to promote their professionalism.

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

1. Our school offers a total of 45 student societies and interest groups, including uniformed groups, academic clubs, sports teams, and arts associations. The "Tree Climbing Team" is the first of its kind in the national academic community.
2. S.1 to S.2 students are required to participate in "One Life One Sports & Art Scheme".

School Facilities

Number of Classroom(s): 34

School Facilities:
Running track, football fields, basketball courts, volleyball court, long jump and triple jump sandpits, golf driving ranges, archery range, throwing area (for shot put, javelin, and discus), ecology pond, student activity centre, 1,200-seat auditorium, Laboratories, Computer Room, Music Room, Geography Room, Home Economics Room, Visual Arts Room, IT and STEM Centre, Multi-Media Learning Centre, English Self-learning Centre, Library, a 3-storey teaching block funded by School Board of Directors. All indoor locations are air-conditioned.
Moreover, the construction works of the Jockey Club Fung Kai Indoor Swimming Complex begun in September 2019 and is expected to be completed soon.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp and Accessible lift.

Others

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Direct Public Transportation to School

By Bus: 73K to the front gate of the School
By Minibus: 49S (from Liantang port) to the front gate of the School

香海正覺蓮社佛教馬錦燦紀念英文中學
HHCKLA Buddhist Ma Kam Chan Memorial English Secondary School

Luen Wo Market 9 Luen Yick Street NT
26699208 info@bmkc.edu.hk
26698103 http://www.bmkc.edu.hk

School Mission

Through Buddhist education, we strive to help students to realize the good nature they are endowed with. This will guide them to purify their thoughts and properly conduct themselves in speech and behaviour, nurturing them to become well-adjusted, courteous and sincere members of society.

School Information

Supervisor / Chairman of School Management Committee	Mr. Ho Tak Sum BBS, MH		
Principal (with Qualifications / Experiences)	Mr. Fong Iek Leong (B.A., M.A. (HKU); M.Ed., PGDE (CUHK))		
School Type	Aided	Student Gender	Co-ed
School Motto	Purifying our thoughts and properly conducting ourselves in speech and behaviour with endowed good nature and self-awareness.		

Name of Sponsoring Body	Heung Hoi Ching Kok Lin Association			Year of Commencement of Operation	1993
Area Occupied by the School	About 8277 Sq. M	Religion		Buddhism	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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	69
Total Number of Teachers in the School	73
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	84%
Bachelor Degree	100%
Master / Doctorate Degree or above	45%
Special Education Training	69%

Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
24%	14%	62%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics*, Citizenship, Economics and Society (F.1,F.2), Life and Society (F.3), Chinese History, History, Buddhist Studies, Putonghua, Computer Literacy, Music, Visual Arts, Home Economics (F.3), Physical Education
	English as the Medium of Instruction	English Language, Science, Geography (F.1, F.2), Integrated Humanities (F.3)
	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, Citizenship and Social Development, Chinese History, History, Chinese Literature, Visual Arts, Ethics and Religious Studies, Information and Communication Technology, Health Management and Social Care, Tourism and Hospitality Studies, Buddhist Studies#, Physical Education＊#, Life Education#, Life Art and Voluntary Services#, Music and Art #, STEM# (#Non-HKDSE Subjects. ＊Some students take HKDSE)
	English as the Medium of Instruction	English Language, Physics, Biology, Chemistry, Business, Accounting and Financial Studies, Economics, Geography, Mathematics Extended Part: Modules 2, English Communication and Drama# (#Non-HKDSE Subjects)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics: Compulsory Part

* 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, Mathematics*, Citizenship, Economics and Society, Chinese History, History, Buddhist Studies, Putonghua, Computer Literacy, Music, Visual Arts, Home Economics (F.3), Physical Education
	English as the Medium of Instruction	English Language, Science, Geography (F.1, F.2), Integrated Humanities (F.3)
	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, Citizenship and Social Development, Chinese History, History, Chinese Literature, Visual Arts, Ethics and Religious Studies, Information and Communication Technology, Health Management and Social Care, Tourism and Hospitality Studies (S.4, S.5), Buddhist Studies#, Physical Education＊#, Life Education#, Life Art and Voluntary Services#, Music and Art#, STEM# (#Non-HKDSE Subjects. ＊Some students take HKDSE)
	English as the Medium of Instruction	English Language, Physics, Biology, Chemistry, Business, Accounting and Financial Studies, Economics, Geography, Mathematics Extended Part: Modules 2 (S.4, S.5), English Communication and Drama# (#Non-HKDSE Subjects)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics: Compulsory Part

* Subjects with extended learning activities (ELA) in English

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	$30					
Student Union / Association Fee	$20					
Approved Charges for Non-standard Items	School-based development reserve: $300 (F.1-F.5), $150 (F.6)					
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 and weightings for DP: academic results 30%, extra-curricular activities 15%, conduct and attitude 25%, interview performance 30%

Orientation Activities and Healthy Life

In order to let the Form 1 students to adapt to a new school life and enjoy the learning and all-round activities as soon as possible, our school organizes an English bridging course in the summer holiday, some orientation counselling programmes and parents' day for all new students before the commence of the school year.
In the post-epidemic situation, in order to strengthen positive education and improve students' physical, mental and spiritual health, our school has successfully applied for $900,000 from the Anti-drug Fund, and will implement school-based activities. Helping students establish positive attitude, strengthening the ability to resist adversity, establishing a healthy lifestyle and creating a healthy and positive culture are the targets.

香海正覺蓮社佛教馬錦燦紀念英文中學
HHCKLA Buddhist Ma Kam Chan Memorial English Secondary School

School Characteristics

School Management

School's Major Concerns:
1. To enhance learning and teaching effectiveness and arouse students' learning motivation.
2. To cultivate teachers' and students' physical, mental and spiritual health literacy and build a positive healthy lifestyle.

School Management Organisation:
Buddhist education, enthusiasm and acceptance characterize our school management. We delegate authority and responsibilities to core management units, which devise appropriate policies collaboratively to ensure their suitability for students' needs.

Incorporated Management Committee / School Management Committee / Management Committee:
Our Incorporated Management Committee was established in June, 2007, with 9 members from our sponsoring body, 2 teachers, 2 parents, an alumnus, 2 independent committee members and the principal.

School Green Policy:
1. Foster a whole-school approach to collaboratively build a green school.
2. Reinforce the environmental protection culture and atmosphere within the school to nurture students' care and appreciation for the environment.
3. Integrate environmental protection messages into all facets of the school's operations and learning experiences.
4. Empower students to understand and adopt eco-friendly behaviors to minimize their environmental impact

Learning and Teaching Plan

Whole-school Language Policy:
1. Students in senior forms learn either in Chinese or English depending on their ability.
2. Students can have their English proficiency and confidence heightened through various enrichment programs/ activities funded by the 3.3 million-dollar Language Fund. Our teachers were invited by Hong Kong University and EDB to share our English Bridging Program design, which is highly commended.
3. In response to the fine-tuned MOI arrangements, Science, Geography and Integrated Humanities are taught in English for all junior classes, with teaching, homework and assessments all in English to facilitate students' learning of these two disciplines at the senior levels.
4. Our Language Across Curriculum and Reading Promotion Committee organizes cross-curricular learning activities and promotes reading, so that our students may enjoy an English learning environment and have good reading habits.

Learning and Teaching Strategies:
1. To further enhance our teaching quality, we implement small class teaching and group lesson preparation schemes to cater for individual differences. We lay great emphasis on homework quality and submission punctuality. Students with homework problems are required to attend the after-school homework guidance class.
2. Students' high order thinking skills are developed through a step-by-step approach to promote our project learning and reading schemes.
3. We strive to provide a balanced curriculum, emphasizing students' gradual development and exposure to various learning experiences.
4. Reading culture is promoted through a whole-school approach, including the Morning Reading Scheme and regular teachers' sharing.
5. With teachers' anticipation of their public exams performance, students are further motivated to work with attainable goals. Students' learning experiences are extended and intensified strategically through careful grading and design of activities.
6. We emphases "Self-directed learning" This motivates students to get goals and have academic development.

School-based Curriculum:
1. Electives: 2X and 3X. Students may take 2 or 3 electives. We also provide school- based 'other learning experiences' to broaden students' horizons and better prepare them for further studies.
F.6: 2 electives
2. Curriculum highlights: The major objective guiding the design of the Science and Integrated Humanities curricula is to help enhance students' English proficiency and match their language needs at the NSS levels. Our school started STEAM program for junior form students in 2024, focusing on developing problem-solving skills, creativity and teamwork.

Major Renewed Emphases in the School Curriculum:
1. Project Learning: Starting from junior forms, students will have their project learning skills fostered and horizons widened systematically. The provision of an annual 2-day Project Learning Activity enables each form to focus more intensively on Key Learning Areas, including Personal Social and Humanities; Science; Mathematics; Chinese; English and Mainland exchange. Among these, our project on Humanities and the design of the F.6 Chinese lessons helped us win the Merit Prize regarding Curriculum Design offered by the Laws Foundation.
2. Learning While Reading: Our Morning Reading Scheme has been implemented since 2001, with a comprehensive record and assessment system and the inclusion of on-line news discussions as well as teachers and Reading Ambassadors' sharing.
3. National and Value education: Cultivating students' proper values both inside and outside the classroom, helping them become citizens of good character and responsible members of the nation.
4. Engaging in interactive learning through information technology. There are a virtual reality creative learning center, an immersive reality cave, two STEAM rooms, and a available for students to use. Classrooms are equipped with large interactive electronic display screens.

Life Planning Education:
A. Our goal is to see all students, irrespective of their abilities, orientations and levels of study, being able to:
1. understand their own career/academic aspirations;
2. develop positive attitudes towards work and learning;
3. connect/integrate their career/academic aspirations with/into whole-person development and life-long learning; and
4. utilize the acquired knowledge, skills and attitudes whenever necessary.
B. Mainland universities study tours are held every year to help students understand the study pathways in the Mainland and foster their positive learning attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. An "English Ambassadors Scheme" has been implemented to let teachers and the English ambassadors join hands to enhance Form One students' English Proficiency.
2. After-school Chinese, English and Mathematics tutorials are provided for academically weaker and average students.
3. We organize elite training programme for elite students
4. Small class teaching is offered across Form 1 to 3 levels.
5. Form 1 to 4 repeaters have their foundations strengthened through attending tailor-made summer classes.
6. After-school tutorials for F.4 to F.6 classes by all subjects is systematically coordinated by school.

Whole School Approach to Integrated Education:
Our school is dedicated to establishing an inclusive and caring campus through the " the Whole School Approach " to support students with special educational needs, providing them with diversified support services to enhance their learning effectiveness. The members of the "Student Support Team" include the Vice Principal, Special Educational Needs Coordinator, teachers who have received special education training, counselors, and educational psychologists. Special Educational Needs Coordinator and the educational psychologists provide training and support for teachers regarding students with special educational needs. Additionally, our school flexibly utilizes the "Learning Support Grant" in conjunction with other resources to hire additional staff (including counselors) and purchase professional services such as speech therapy, attention training groups, social groups, and reading and writing skills training groups to support students. Our school also provides IEP for those in need. Counselors and teachers communicate with parents regularly.

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; and organising activities to create an inclusive learning environment in the school.

Measures to Provide Adaptation for Learning and Assessment:
Both traditional summative assessments and formative assessments regarding performance in homework, learning attitude, reading and activities are adopted to facilitate learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:
We keep constant contact with parents, discussing issues concerning students' academic progress and personal growth. To be successful, all-round education requires mutual understanding between school, parents and students and this is achieved through our annual parents' days and Parents-Teacher Association activities. With both teachers and parents working collaboratively and enjoying good relations, students' well-being and welfare will be enhanced much more effectively. Our school implements the Parent Education (Secondary School) (Secondary Framework) ：“Understanding of Adolescent Development”, “Promotion of Healthy, Happy and Balanced Development of Adolescents”, “Promotion of Parents’ Physical and Psychological Well-being” and “Fostering Home-school Co-operation and Communication”, we continue our ‘Parents’ Class Scheme’, lectures, workshops and the ‘Parent Education Award Scheme’ to promote the Four core areas, to encourage parents to participate in various school activities.

School Ethos:
We believe that all students are endowed with self-awareness and great potentials and properly nurtured, they all can appreciate the width and depth of their life. To realize this, we implement the Living with Stamina Scheme to help them become self-disciplined and all-round individuals.

Future Development

School Development Plan:
1. Improving learning and teaching standards, arousing learning motivation, and enhancing learning effectiveness.
2. To cultivate teachers’ and students’ physical, mental and spiritual health literacy and build a positive healthy lifestyle.
(For details, please refer to the "Three-Year Development Plan" and "Annual School Plan" on our school website.)

Teacher Professional Training and Development:
Developing professionalism based on students’ needs and teachers’ professional growth.

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

According to Values Education, Physical and Aesthetic Development, Intellectual Development, Community Services, Career Related Experiences and Religion Aspect, we have set more than 52 related clubs. Different learning experiences can take place outside the classroom in different contexts and different organizations may offer related learning opportunities. It helps students achieve the aims of whole-person development and enables whole-person development and enables them to develop the life long learning capabilities are needed in our ever-changing society.

School Facilities

Number of Classroom(s): 34

School Facilities:
In September 2004, with the completion of the new annex, our facilities have reached the millennium standards. These include a student activity centre, a reading room, a computer-assisted learning room, a English room, a conference room, a STEM Lab and a newly-established 200-seat Multipurpose room for students' revision after school. All indoor venues are air-conditioned and equipped with a computer network, multi-media computers, projectors and visualizers. In 23-24, we established a new "Virtual Reality Creative Learning Center" and some multi-purpose rooms on the 7th floor for the development of STEAM and e-learning. These new facilities also provide students with a high-quality learning environment.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift, Accessible toilet, tactile guide path and accessible public information / service counter.

Others

1. Providing the BMKC Fund for High-achievers to enable outstanding students to join cross-border activities and related training courses.
2. Offering scholarships to students with outstanding performances in the academic or OEA aspects.

Direct Public Transportation to School

KMB: 261，673，70K，70R，73B，78K，A43，N78，270C，270R，277A，277X，278A，278K，279X，673A，A43P，E43
Minibus: 56K, 55K, 52K, 52A, 54A, 54K, 56A, 501K, 501A

香港道教聯合會鄧顯紀念中學
Hong Kong Taoist Association Tang Hin Memorial Secondary School
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26720711 http://www.tanghin.edu.hk

School Mission

Our mission is to provide a holistic education based on Taoism, placing equal emphasis on students' moral, intellectual, physical, social and aesthetic development. In accordance with our motto "Grasp Principles, Cultivate Virtues", we are dedicated to helping students develop moral integrity and academic excellence.

School Information

Supervisor / Chairman of School Management Committee	Mr Tong Sau Chai, Henry, BBS, MH, JP		
Principal (with Qualifications / Experiences)	Mr. Wong Shun Tak (B.Eng., P.C.Ed., M.A.)		
School Type	Aided	Student Gender	Co-ed
School Motto	Grasp Principles, Cultivate Virtues		

Name of Sponsoring Body	Hong Kong Taoist Association			Year of Commencement of Operation	1982
Area Occupied by the School	About 5400 Sq. M	Religion		Taoism	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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			87%
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	64
Total Number of Teachers in the School	66
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	89%
Bachelor Degree	100%
Master / Doctorate Degree or above	47%
Special Education Training	39%

Years of Experience (% of Teaching Staff)

0 - 4 Years	5 - 9 Years	>= 10 Years
30%	11%	59%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Physical Education, Putonghua, Life Education, 'Citizenship, Economics & Society'
	English as the Medium of Instruction	English Language, Mathematics, Science, Geography, ICT & STEM, Visual Arts, Music, Business Fundamentals (S.3)
	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, Citizenship and Social Development, Chinese History, Chinese Literature, Physical Education
	English as the Medium of Instruction	English Language, Mathematics, Chemistry, Physics, Biology, Geography, History, Economics, Information and Communication Technology, 'Business, Accounting and Financial Studies'
	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, Physical Education, Putonghua, Life Education, 'Citizenship, Economics & Society'
	English as the Medium of Instruction	English Language, Mathematics, Science, Geography, ICT & STEM, Visual Arts, Music, Business Fundamentals (S.3)
	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, Citizenship and Social Development, Chinese History, Chinese Literature, Physical Education
	English as the Medium of Instruction	English Language, Mathematics, Chemistry, Physics, Biology, Geography, History, Economics, Information and Communication Technology, 'Business, Accounting and Financial Studies'
	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	-	-	-	$370	$370	$370
Parent-Teacher Association Fee	$60					
Student Union / Association Fee	$10					
Approved Charges for Non-standard Items	S.1-S.5 $470 / S.6 $300 (Further improvement of teaching and learning facilities)					
Other Charges / Fees	Replacement of student card $21					

Remarks

Our school does not run an Applied Learning Programme, but we arrange various courses and activities to enrich students' Other Learning Experiences. Student performance in the activities is recorded in the Student Learning Profile.

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:
Interview (30%),
Academic results and conduct in primary school (30%),
Extra-curricular activities / school or social services / prizes (20%),
Rank Order List provided by EDB (20%).

Orientation Activities and Healthy Life

Orientation Activities: ● Form One Orientation Day: Give parents and new students a better understanding of the school through activities arranged. ● Form One Summer English Bridging Programme: Curriculum and teaching materials are designed to help students adapt to an English-medium learning environment. ● Orientation Week: S.1 students are guided by senior students to tour the school campus. This helps our new students to become familiar with the school environment and be better prepared for their secondary schooling.
Healthy Life: ● The Health Education Unit provides students with health-related information. It also organizes various activities such as health talks and the influenza vaccination programme. ● We take part in the School Physical Fitness Award Scheme (SPFAS) to encourage students to participate in regular exercise for good health. ●We launch the 'Let's keep fit!'x MVPA60 Award Scheme to encourage students to do regular exercise. ● The Rope Skipping Team promotes rope skipping activities to strengthen students' cardiopulmonary functions. ● We encourage students to participate in activities under the "Active Students, Active People" Campaign launched by the Education Bureau to help students develop a healthy lifestyle and foster a positive attitude towards life.

香港道教聯合會鄧顯紀念中學
Hong Kong Taoist Association Tang Hin Memorial Secondary School

School Characteristics

School Management

School's Major Concerns:
We put emphasis on guiding students to adhere to moral standards and enhancing their academic calibre. By providing them with a well-rounded education, students can enrich their knowledge, develop generic skills and cultivate proper values. We expect our students to have good thinking skills, lead a life of virtue and become leaders of tomorrow.

School Management Organisation:
Under the supervision of the Incorporated Management Committee, various administrative units such as the Executive Committee, the Studies Unit, the Discipline Unit, and the Counselling Unit map out and implement school policies. They liaise with the Parents-Teachers Association, the Student Union, teachers and the Alumni Association on a regular basis.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee comprises representatives from the sponsoring body, independent professionals, parents, teachers, and alumni. The IMC is responsible for giving general directions to the school in the formulation of education policies, and for overseeing school performance.

School Green Policy:
- The Conservancy Club has been established to encourage environmental protection. There is a green prefect in each class to implement conservation policies.
- Our school has a nature trail and a roof garden to enrich students' knowledge about greening the environment.
- In order to promote the use of renewable energy, our school has installed solar panels to generate electricity.

Learning and Teaching Plan

Whole-school Language Policy:
- Use English as the medium of instruction in all subjects except Chinese Language, Chinese History, Physical Education, Putonghua, Life Education and 'Citizenship, Economics & Society', and arrange a variety of language activities to raise students' standard of English. The language activities include English weeks, training programmes for verse speaking, English overseas study tours, etc.
- Develop student interest in learning Chinese Language through activities such as the appreciation of good writing and participation in cultural activities.
- Include Putonghua as one of the core subjects in the junior school curriculum and ensure that all S.3 students reach a competence level.

Learning and Teaching Strategies:
- Focus on improving students' proficiency in Chinese, English and Mathematics to ensure that they have a strong foundation for learning.
- Adopt student-centred learning activities to develop students' thinking skills.
- Encourage self-directed learning to help students become lifelong learners.
- Put emphasis on interaction and feedback between students and teachers in order to enhance students' learning effectiveness.
- Arrange life-wide learning activities to enrich students' learning experiences.

School-based Curriculum:
1. Electives: 3X. Our school offers 41 subject combinations for students to choose. Students can choose three electives according to their interests and abilities. The more able students are allowed to select Japanese as their fourth elective.
2. Curriculum highlights:
   - Revise the curriculum to set clearer key learning points and put emphasis on thinking and application in order to boost students' learning effectiveness.
   - Encourage cross-curricular learning to help students draw connection between their knowledge and experiences.
   - Introduce the subject, ICT & STEM, to junior forms and organize the S3 STEAM Project Learning Programme to promote STEAM education.
   - Include Life Education in the junior form curriculum to help students cultivate positive moral values.
   - Conduct life-wide learning lessons in senior forms to enrich students' other learning experiences.
   - Arrange moral education and life-wide learning activities beyond class time to enable students to achieve a balanced and whole-person development.

Major Renewed Emphases in the School Curriculum:
- Through the Life Education Curriculum, the Monthly Moral Programme, and My Learning Journal, Values Education is strengthened to help students become good citizens with moral integrity.
- The curricula of various subjects are revised and various activities (e.g. flag-raising ceremonies, exhibitions, talks, visits, study tours, etc.) are organized to promote national security education and enrich students' understanding of the traditional culture and development of our country, so as to enhance their sense of national identity.
- Cross-curricular reading programs and cross-curricular language learning are encouraged to enhance students' language proficiency.
- E-learning and STEAM education are advocated to develop students' generic and independent learning skills.
- Diversified life-wide learning experiences (e.g. community service, leadership training, workplace experience, etc.) are arranged to enable students to have a more holistic development.
- To boost gifted education, students are encouraged to participate in gifted programs, competitions or activities to help them develop their potential.
- Health Education is promoted to encourage students to adopt a healthy lifestyle.

Life Planning Education:
- Help students develop their potential and better prepare them for the pursuit of their life goals.
- Equip students with transferable skills that can be applied in their future studies and career.
- Arrange talks, workshops and visits for students to help them draw up their plan for the future.
- Increase students' ability to make informed and sensible choices among the multiple paths of further studies.
- Provide students and parents with information for further studies such as data about the JUPAS choices, admission requirements of universities and overseas institutions.
- Arrange activities such as Mock JUPAS and Mentorship Scheme to enhance students' awareness of various paths for further studies and their understanding of the workplace.

Student Support

Whole School Approach to Catering for Learner Diversity:
- Establish an academic support team to cater for students' diverse learning needs.
- Implement enrichment programmes to consolidate students' skills and knowledge, and ensure a strong foundation for learning.
- Set up a Gifted Student Development Unit to provide students with opportunities to give full play to their potential.
- The Counselling Unit provides individual and group guidance to support students with learning challenges.

Whole School Approach to Integrated Education:
- The Special Educational Needs Team has been established. It consists of the heads of the Studies Unit, Counselling Unit, Discipline Unit, Exam Unit, counselling teachers, Special Educational Needs Coordinator (SENCO), form masters, social workers, educational psychologist, counsellor and subject teachers.
- Regular meetings are held to discuss the learning progress of SEN students and support measures are adopted in the curricula and assessments.
- The Learning Support Grant and other grants are used for employing 1 counsellor and organizing after-school activities. The activities include individual guidance and tutoring, school-based speech therapy services, training groups in the areas of social skills, executive functions, personal growth and career planning, and whole-school inclusive education activities.

Measures to Provide Adaptation for Learning and Assessment:
- Adopt diversified means in implementing continuous assessment and provide students with positive feedback and guidance that contribute to their learning.
- Release students' academic performance reports to parents four times a year. Closer links between the school and parents can be fostered through this measure.
- Follow the principle of 'Assessment for Learning' and encourage students to reflect on their progress.

Home-School Co-operation and School Ethos

Home-School Co-operation:
- Establish a close liaison with parents through the Parents-Teachers Association, Parents' Day, seminars, student handbooks, circulars, the school webpage, etc.
- Organize talks to introduce parents to ways of improving parent-child relationship and to keep them abreast of the latest educational developments.

School Ethos:
- We put emphasis on moral education. Our students are well-mannered and self-disciplined.
- Moral education has been integrated into the regular curriculum to help students develop positive moral values.
- A "Big Brothers and Sisters" scheme has been established to foster the caring culture.
- The Student Union organizes various activities to create harmonious teacher-student relations.

Future Development

School Development Plan:
1. To help students achieve the best learning outcome
   - Provide more learning experiences for students to understand contemporary issues at local, national and global levels.
   - Develop students' STEAM skills, entrepreneurial spirit and financial literacy.
   - Encourage cross-curricular collaboration and self-directed learning.
   - Adopt the principle of 'making thinking visible' to improve students' thinking skills.
   - Give students more opportunities to use English and showcase their achievements to build their confidence.
   - Provide more support for students to cater for their learning diversity and enable them to reach their full potential.
2. To enable students to be responsible nationals imbued with a sense of global identity.
   - Teach students the 12 priority values and traditional Chinese values from Taoism and Confucianism.
   - Improve the Monthly Moral Programme and the Life Education curriculum to help students cultivate positive values and attitudes through various learning activities.
   - Strengthen students' sense of national and global identity through various activities.
   - Provide more opportunities for students to understand the development and culture of China through Chinese Culture Week and study tours to the Mainland.
   - Equip students with the skills of using information and information technology ethically.
3. To empower students to become pillars of society
   - Nurture leadership and entrepreneurship in students.
   - Encourage students to serve the school and the community.
   - Help students achieve their career aspirations by enriching their knowledge, sharpening their skills and raising their awareness of career planning.
   - Provide more opportunities for senior students to explore career prospects in the Greater Bay Area and occupations related to STEAM.
   - Invite more alumni to share their experiences and offer careers guidance.
   - Help students develop a healthy lifestyle.

Teacher Professional Training and Development:
- Teachers actively participate in training courses and seminars.
- Professional development seminars are held to give teachers a better understanding of the new education development policies.
- Promote the peer lesson observation and sharing culture in order to create a learning community.
- Improve the new teachers' mentorship scheme in order to enhance teaching effectiveness.

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

- Mission: In order to uphold the principle of "one art for life", students are encouraged to participate in at least one cultural or art activity.
- Extra-curricular structure: There are Student Union, four houses, thirty clubs, sixteen service teams and thirteen school teams.
- Co-curricular activities: Various life-wide learning activities and Life-wide Learning Day are organized to broaden students' horizons.
- S4 Life-wide Learning Sessions: 2 periods in each cycle are allocated for students to participate in life-wide learning activities in order to enhance their five essential learning experiences.

School Facilities

Number of Classroom(s): 34

School Facilities:
- Teaching facilities: STEM Learning Centre, laboratories, Visual Arts Room, Library, Music Room and computer rooms. There are computers, interactive TVs and audio-visual aids in all classrooms.
- Self-study facilities: online learning platforms and multi-media resources.
- Other campus facilities: Lecture Theatre, Nature Trail, Art Gallery, Chinese-style Garden, Culture Gallery, Campus TV Studio, dance studio, fitness equipment, smart card system, HEAzone Mental Health Hub, Hydroponic Garden, roof garden and solar powered meteorological station.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift, Accessible toilet and Portable ramp.

Others

1. HKDSE (2025):
- The percentage of students attaining Level 4 or above was 87.3; whereas that of Level 5 or above was 54.2. On average, each student attained Level 4 or above in 5.6 subjects; and the average number of subjects in which each student attained Level 5 or above was 3.5
- 99.2% of our students fulfilled the local university admission requirements; 127 students applied for a university degree programme through the JUPAS System and 97.6% of them got admitted; two students were admitted to the Faculty of Medicine at the University of Hong Kong through the School Nominations Direct Admission Scheme (SNDAS); three other students were admitted to renowned universities in Mainland, including Peking University and Tsinghua University.
- 26 students scored 35 points or above in the best 6 subjects. Wang Yuen Ting attained 5** in 6 subjects and 5* in 1 subject, earning a remarkable total of 13* and becoming one of the "Top Scorers" in Hong Kong. Zhang Candy attained 5** in 6 subjects and 5* in 1 subject; Cheuk Kwan Hoi and Yeung Tsz Yi Alice both got 5**in 5 subjects and 5* in 2 subjects.

2. Extra-curricular achievements:
- Our students performed remarkably well and have been awarded in the North District Outstanding Students Election and received The Greater Bay Area Outstanding Students Award. They also won different awards in other outstanding student leaders selections for their strong leadership.
- Our students were the Champion (Team Competition Secondary School Section) in the Territory-wide Inter-school National Security Knowledge Challenge. They have also won numerous awards in other competitions related to the Constitution, the Basic Law and National Security.
- The Rope Skipping Team won numerous awards. They won both the Overall Champion Award and the Creative Performance Award at the Lady Rope Skipping Show Performance Cup organised by the Hong Kong Rope Skipping Association.
- The music group won gold awards in various categories at JSMA Joint School Music Competition.
- The Dance Team won the Honour Awards in the Schools Dance Festival.
- Our students received the Silver Award in the Hong Kong Science Fair.
- Students had outstanding performance in the competitions of Mathematics, Physics, Information Technology, STEAM education, writing, calligraphy, speech, debate, public speaking, drama, arts, basketball, handball, swimming and services.

Direct Public Transportation to School

In proximity to Sheung Shui MTR Station and Sheung Shui Bus Terminus

保良局馬錦明中學
Po Leung Kuk Ma Kam Ming College
38 Wah Ming Road, Fanling, New Territories
26794545 info@plkmkmc.edu.hk
26797125 http://www.plkmkmc.edu.hk

School Mission

The School observes Po Leung Kuk's education policy closely - equal emphasis is placed on holistic educational goals, namely moral, intellectual, physical, social and aesthetic developments. An array of learning opportunities is created to equip students with effective life skills for a promising future.

School Information

Supervisor / Chairman of School Management Committee	Dr. Chan Ching Yan Daniel, BBS, MH		
Principal (with Qualifications / Experiences)	Mr. Ha Man Leung (BSc. (CUHK); Dip.Ed. (CUHK))		
School Type	Aided	Student Gender	Co-ed
School Motto	Love, Respect, Diligence and Sincerity		

Name of Sponsoring Body	Po Leung Kuk			Year of Commencement of Operation	1995
Area Occupied by the School	About 7500 Sq. M	Religion		Not Applicable	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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	67
Total Number of Teachers in the School	69
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	96%
Bachelor Degree	99%
Master / Doctorate Degree or above	49%
Special Education Training	46%

Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
25%	13%	62%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Citizenship, Economics and Society (F.1 & F.2), Home Economics (F.1 & F.2), Account and Economics (F.3), Visual Arts, P.E., Music, Geography (F.3), History (F.3), Computer Literacy (F.3)
	English as the Medium of Instruction	English Language, Mathematics, Science
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Geography (F.1 & F.2), History (F.1 & F.2), Computer Literacy (F.1 & F.2)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, BAFS, Citizenship and Social Development, Chinese History, History, Geography, Visual Arts, Economics, Information and Communication Technology, Health Management and Social Care (F.4 & F.5), Tourism and Hospitality Studies (F.4), P.E.
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Part Module 2 (Algebra & Calculus), Biology, Physics, Chemistry
	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, Citizenship, Economics and Society, Home Economics (F.1 & F.2), Account and Economics (F.3), Visual Arts, P.E., Music, Geography (F.3), History (F.3), Computer Literacy (F.3)
	English as the Medium of Instruction	English Language, Mathematics, Science
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Geography (F.1 & F.2), History (F.1 & F.2), Computer Literacy (F.1 & F.2)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, BAFS, Citizenship and Social Development, Chinese History, History, Geography, Visual Arts, Economics, Information and Communication Technology, Health Management and Social Care, Tourism and Hospitality Studies (F.4 & F.5), P.E.
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Part Module 2 (Algebra & Calculus), Biology, Physics, Chemistry
	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	-	-	-	$335	$335	$335
Parent-Teacher Association Fee	$40					
Student Union / Association Fee	$30					
Approved Charges for Non-standard Items	$300 (Charges for specific purposes)					
Other Charges / Fees	-					

Remarks

-

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: Academic achievement 30%; Conduct 10%; ECA 5%; Awards 10%; Interview Performance 30%; Rank Order List provided by EDB 15%.
Orientation Activities and Healthy Life
The school organizes the “S.1 Orientation Programme,” “S.1 Parents’ Meeting,” and “S.1 Parents’ Seminar” to support new students in adapting to secondary school life. Teachers also maintain close contact with parents through the “Sunshine Call” initiative, keeping them informed about their children’s adjustments and learning progress. Health messages are delivered to students through morning assemblies, talks, and exhibitions. In addition, the school promotes a healthy lifestyle by organising Well-being Moments, POMA RUN (Thursday Running Day), POMA FITNESS DAY, and the annual Sports Day, encouraging all students to practise self-care and exercise together. During the peak flu season, students are required to take body temperature checks, wash their hands frequently, and follow official health guidelines to prevent the spread of illnesses.

保良局馬錦明中學
Po Leung Kuk Ma Kam Ming College

School Characteristics

School Management

School's Major Concerns:
Pursuing quality education, nurturing talents and achieving excellence.

School Management Organisation:
The School has adopted a well-established management system. Besides, it has set specific goals with a comprehensive school year plan and corresponding implementation plans for teaching and learning. Team spirit is strong to achieve the goals.

Incorporated Management Committee / School Management Committee / Management Committee:
The School's Incorporated Management Committee was established on 1st September 2012.

School Green Policy:
In order to systemically monitor environmental performance of the School, a dedicated Green Manager and Assistant Green Manager were assigned to coordinate the implementations of carbon auditing work and green management measures.

Learning and Teaching Plan

Whole-school Language Policy:
English is used as the medium of instruction (MOI) in some S.1-S.3 classes in non-language subjects: Geography, History and Computer Literacy. English is also used for teaching Science Subjects and Mathematics in all classes in S.1. Students performing well in both English learning and overall academic results will have chances to study in classes that mainly adopt English as the MOI.

Learning and Teaching Strategies:
The school emphasizes the cultivation of students' good learning habits and adopts evidence-based instructional approaches to boost students' learning confidence and effectiveness. Teachers attach great importance to curriculum delivery, utilizing a variety of teaching strategies, such as self-directed learning, flipped classroom, collaborative learning as well as e-learning so as to transform the classroom into a place where students actively engage in interactive exchange, construct knowledge, showcase their learning outcomes and build self-confidence. The lessons are designed in such a way that students are provided with ample opportunities to stretch their abilities and challenge themselves, allowing them to pursue academic excellence.

School-based Curriculum:
1. Electives: 2X and 3X. Electives: 2X and 3X. 13 elective subjects are offered to students. Students can study 2X or 3X according to their abilities and interests. The majority of the F.4 students study 3X. Our school offers Applied Learning courses in Mode I, allowing interested students to study at external institutions.
2. Curriculum highlights:
(1) Our school-based curriculum is closely related to real-life situations, focusing on daily-life application, connecting subject courses, extra-curricular activities, academic weeks and life-wide learning activities, enriching students' learning experience and cultivating students' knowledge, skills and attitudes. The curriculum design is based on a six-year programme, strengthening the transition from the junior to the senior secondary curriculum. Our school actively promotes interdisciplinary collaboration, allowing students to integrate knowledge from different disciplines.
(2) Basic training in Chinese Language, English Language and Mathematics is stressed in the junior secondary curriculum. Students are encouraged to read, write and think more. Besides, there are after-school academic support so as to cater for students' diverse learning needs. Besides, English oral lessons in junior forms are mainly conducted by the School NET for the purpose of maximizing the oral practice opportunities provided to students.
(3) Elite classes are set up for Mathematics and Science subjects. Gifted students are encouraged to participate in international assessments and EDB courses on gifted education, as well as inter-school and international competitions.
(4) Assessment strategies are developed by all subjects for nurturing students' learning skills.
(5) Life-wide experiential learning is offered to cultivate students' whole-person development on arts, sports, personal development and services.

Major Renewed Emphases in the School Curriculum:
All teachers and students are involved in the Extensive Reading Scheme, which encourages students to read independently and share with others. Our reading period is a part of students' routine, fostering a good learning habit and appropriate attitude towards reading among students. With the introduction of an e-book system, students can read anytime and anywhere. Interactive self-learning software are used to arouse learning interest. To integrate what they have learnt (e.g. knowledge, skills, values, etc.), students need to finish projects seriously and pragmatically. The school promotes value education (including moral and civic education and Basic Law Education) through providing holistic and balanced learning experiences, including classroom learning, school assemblies and various activities (e.g. visits, exchange tours, social services). The school aims to promotes students' positive values and attitudes, and nurture the future generation into quality citizens who are self-respecting, empathetic, socially responsible and equipped with a love of Hong Kong, a sense of national identity and a global perspective.

Life Planning Education:
The Careers & Life Planning Committee provides Careers Development and Counselling Courses and career aptitude tests, which help students understand their interest and abilities. Apart from joining the Information Day of local universities, students are encouraged to attend the briefings of universities in China, Taiwan and other countries. Careers talks, workplace visits and work experience programs are organised to help students explore their paths for further studies and careers. Secondary Three Counselling Day, Secondary 5 Mock Exam Result Release Day and Secondary Six Graduates Goal Setting Program are also organised to help students set goals and equip themselves with the necessary skills.

Student Support

Whole School Approach to Catering for Learner Diversity:
Our curriculum is adjusted to accommodate students' learning needs. Different teaching strategies, tailor-made materials and collaborative learning are adopted to enhance learning effectiveness. Guidance Committee and School Social Worker cater for the diverse learning needs of the students.

Whole School Approach to Integrated Education:
The main targets of the Student Support Team are students with special learning needs and their parents. Through a three-tiered support model and flexibly making use of the Learning Support Grant, the team can take care of the individual differences of students and help them solve their difficulties. Hence, they can have a more prosperous and positive school life and an inclusive school culture can be promoted. The Student Support Team is led by the Special Educational Needs Coordinator (SENCO) to coordinate, plan, implement and review the work related to the support of the students with special educational needs (SEN).It consists of the head of different groups. Support measures include counselling, group training, adjustment of assessment and individual study plans. The social workers, school-based speech therapist and the psychologist meet with students in a timely manner to help them solve their problems. Speech therapy sessions are conducted on both individual and group basis, supporting and improving the speech capability of students. Through various group training including social training, study groups, etc., students' social skills can be enhanced and their academic performance and learning attitude can be improved. With adjustment of assessment, the team provides and adjusts the assessment content for students in need. In addition, the team invites parents of those joining individual learning programmes to attend meetings to review and strengthen the action plan for supporting students. With different types of support, students will get a more positive and healthy school life.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of Chinese: organising activities to create an inclusive learning environment in the school. Our school provides additional support for NCS students to facilitate their learning of Chinese: organising activities to create an inclusive learning environment in the school. A separate tutorial course according to students' different levels of Chinese proficiency is offered to non-Chinese speaking students. The course comprises tailor-made Chinese teaching materials, including training on listening, speaking, reading, and writing skills, to create a context for students to read, write, listen and speak more. This aims to help them strengthen their foundation of the Chinese language, adapt to the local culture, and register for appropriate public examinations to obtain relevant qualifications in Chinese Language.

Measures to Provide Adaptation for Learning and Assessment:
Both formative and summative assessments are conducted with a view to fathom the strengths and weaknesses of the students so as to know their learning progress. Students are also trained to get familiar with the public examination requirements.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Parents and teachers both play a pivotal role in educating children. To make a concerted effort to raise our children, close home-school cooperation is of great value. The Parent-teacher Association aims to promote connections and communications between parents and the school and to establish a partnership between them. Parent education is equally important in developing the potential of parents and strengthening their relationship with their children. The Parent-teacher Association has a mission to encourage parents' participation in school activities through planning and conducting a variety of developmental and recreational activities.

School Ethos:
The school nurtures a culture founded on love, kindness and simplicity, recognizing the indispensable nature of the rapport between students and teachers for effective learning. As such, our B.E.S.T. TEEN is the blueprint to guide the all-round development of students, cultivating their benevolence, moral values and self-management abilities with the goal of self-transcendence. Committed to providing the utmost care for our students, the school mandates that all junior form students have their lunch on campus, while also offering an array of lunchtime activities to enable students to unwind and rejuvenate, both physically and mentally. Besides, various schemes and programmes are in place to guide students through their growth towards their life goals and to develop their potential. For example, the 'Student Achievement Recognition Scheme' is launched to encourage students to set goals and strive for excellent performance in the academic field. In the meantime, diverse growth courses and activities are organized for students of all grades, such as the 'Stepping onto the Path of Success Program', the 'S.1 Life-Wide Learning Experience Activity', the 'Compassionate Communication Class Period Activity' and the 'Life Education Program' with an aim to foster the holistic growth of students.

Future Development

School Development Plan:
A 3-year development plan is drawn in a bid to keep abreast of the times and to achieve life-long learning. The focuses include:
1. Be a Proactive Learner.
2. Be a Compassionate Leader.

Teacher Professional Training and Development:
The school implements a comprehensive Teacher Development Program. The theme of the Teacher Professional Development Day aligns closely with the school's major concerns. The themes in recent years include Positive Education (by Professor Chiu Chi-yue), Compassionate Education (by JUST FEEL) and Positive Discipline (by Professor Ella Chan).
In addition, our teachers have received a series of trainings in positive education to establish a positive school. Over the past few years, teachers have received training on 'Responsive Classroom Management' and 'The Seven Habits of Highly Effective People'. This aims to help students develop from dependence to independence and interdependence, achieve effective management and build a positive community. Teachers also actively arrange collaborative lesson planning, lesson observations and learning communities to facilitate professional exchange and enhance their professional capacity.
Since 2018, the school has also invited different esteemed educators (e.g. Professor Chiu Chi-shing, Principal Hon Hau Sut, Dr. Ho Sai-Mun) to serve as teaching consultants to offer valuable advice on methodology to cater for learners' diversity and cultivate instructional leaders.

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 over 40 extra-curricular activities, including Instrumental Classes, POMA Explorers, Film Society, Astronomy Club, Red Cross Youth Unit, and Japanese Culture Studies Society. These allow students to explore passions, cultivate a growth mindset, and develop self-improvement.
Believing that "Every Student is a Leader," the school not only provides societies and clubs but also comprehensive learning programmes and diverse leadership positions. Through active participation, reflection, and feedback with teachers, students enhance leadership qualities, beginning with self-leadership before leading others.
Each second semester, "Student Leader Selection Month" is held. Teachers and current leaders conduct interviews and meetings to select future leaders. The Student Union includes both junior and senior students, symbolizing continuity. Operating under a cabinet system and elected through whole-school voting, it builds credibility, civic awareness, and student participation.
At the start of the school year, the "Student Leader Inauguration Ceremony" reaffirms expectations while showcasing leadership excellence. The school also offers structured leadership training, such as POMA Pioneers (pre-leadership camp), POMA Radiance (junior leadership programme), committee workshops, and summer training camps for student teams. These programmes develop leadership potential and foster teamwork.

School Facilities

Number of Classroom(s): 34

School Facilities:
The School is equipped with facilities of the millennium school standard. All the classrooms and the school hall are air-conditioned and networked with optical fibre to provide users with the access to the Internet. Comprehensive school facilities are installed to support students' learning needs. Language Arts Room, History and Culture Centre, School Library, Mathematics Resource Room, Geography Room, Makerspace, Computer Room, Visual Arts Room, Multi-Media Learning Centre, Music Room, Recording Studio, Auditorium, Student Activities Centre, Self-study Room, Gym Room, Life Planning Room, Parent Resource Centre, POMA Oasis, and Indoor Sports Space, are provided to support students' all-rounded development. Meanwhile, students can always get their creative juices moving with their collaboration in the design and renovation of school facilities, which is equally important to engender their sense of belonging to school.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift and Accessible toilet.

Others

Pegasus Cup – Hong Kong Chinese and English Writing Competition (Gold Award, Silver Award)
76th Hong Kong Schools Speech Festival – Putonghua Prose Solo (Second Place), Cantonese Taoist Poetry Recital (First Place), English Poetry Solo (Second Place and Third Place)
WeChat Mini Program Global Innovation Challenge (Grand Finals) 2025 – Feilong Group (Second Prize & Cash Award)
Fun Science Competition – "Pearls of Wisdom" (Senior Challenge Group, Second Prize)
STEM x Marine Vessel Design and Production Competition (Team Bronze Award)
Rotary Youth Greater Bay Area Innovation & Technology Study Tour – Innovation & Technology Project Competition (Second Place)
Hua Xia Cup – National Mathematical Olympiad Invitational Competition (South China Regional Preliminaries) (First Prize)
Mathematical Thinking Challenge (Gold, Silver, and Bronze Awards)
Hong Kong Youth Mathematical Elite Selection Competition (Second Prize)
Hong Kong Age Group Rope Skipping Competition – Girls Aged 15–17, Team Overall Champion
Inter-School Badminton Competition – Girls Grade B (Second Place)
Inter-School Badminton Competition – Girls Grade C (Champion)
Inter-School Basketball Competition – Boys Junior Grade Division 1 (Third Place)
"Fashion in Stitch" Design Competition and Showcase (Excellence in Design Award)
14th Hong Kong Arts Elite Painting Competition – Youth Group A, Chinese Painting (Third Place)
Joint-School Music Association: Joint-School Music Competition – Secondary School Mixed Choir (Senior Group, Silver Award)
Joint-School Music Association: Joint-School Music Competition – Secondary School Handbell & Handchime Ensemble (Silver Award)
Joint-School Music Association: Joint-School Music Competition – Secondary School Orchestra (Bronze Award)
ArtRhythm Orchestra Association: ArtRhythm Cup (Secondary School Division) – Chinese Wind Ensemble (First Prize)
ArtRhythm Orchestra Association: ArtRhythm Cup (Secondary School Division) – Chinese Wind Ensemble (Third Place)
5th Guangdong-Hong Kong-Macao Greater Bay Area Youth Music Week – Piano Competition, Shenzhen Division (Youth Group, Gold Award and Silver Award)
5th Guangdong-Hong Kong-Macao Greater Bay Area Youth Music Week – Vocal Competition (Bronze Award)
1st Greater Bay Area Joint-School Talent Showcase (Hong Kong & Macao Region) – Chinese Orchestra (Secondary School Division, Team Bronze Award)
Education Bureau x Community Youth Club: Charity Flower Sale (Team Second Place), Charity Green Campaign (Team Third Place)

Direct Public Transportation to School

Bus: 70K, 73, 73A, 76K, 78, 270A, 270B, 270P, 273, 273A, 273D, 277X, 278P, 278X, 373, 673A, 678, 978, E43, N73, T277;

Mini Bus: 501A, 502;

MTR: Fanling Station.

上水官立中學
Sheung Shui Government Secondary School

21 Pak Wo Road Sheung Shui New Territories
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School Mission

Our school is a government secondary school founded in 1991. We aim at providing quality education. Our purpose is to ensure that our students are morally intellectually, physically, socially and artistically well-rounded. To cope with a rapid changing society, we will equip our students with IT and life-long learning skills, all while arousing their interest in learning. To achieve the motto of our school “love, health, loyalty and diligence”, we aim to instil in our students the core values of integrity, courage, innovation, determination, collaboration, as well as helping them to be gregarious, caring and loving.

School Information

Supervisor / Chairman of School Management Committee	Ms. CHAN Kit Ling [Principal Education Officer (Special Education)2, Education Bureau]		
Principal (with Qualifications / Experiences)	Mr. TSOI Wing Keung (B.Econ., M.A., PGDE)		
School Type	Gov't	Student Gender	Co-ed
School Motto	Ai (Love), Jiang (Health), Zhong (Loyalty), Qin (Diligence)		

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

Number of Teaching Posts in the Approved Establishment	63
Total Number of Teachers in the School	61
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	98%
Bachelor Degree	100%
Master / Doctorate Degree or above	66%
Special Education Training	85%

Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
5%	5%	90%

Name of Sponsoring Body	Government			Year of Commencement of Operation	1991
Area Occupied by the School	About 7500 Sq. M	Religion		Not Applicable	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / Association	Yes
Incorporated Management Committee	Not Applicable	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets			100%
4Rs Mental Health Charter		Yes	Whole School Health Programme		Pledged School

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese, Mathematics*, Chinese History, Computer Literacy*, Music*, Physical Education*, Home Economics*, Design and Technology*, Putonghua, Visual Arts*, Moral and Civic Education, Science*, Geography*, History*, Citizenship, Economics and Society*(S.1 and S.2).
	English as the Medium of Instruction	English Language
	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, Mathematics (including Module 2), Chinese History, Economics, Citizenship and Social Development, Biology, Chemistry, Physics, Business, Accounting & Financial Studies, History, Geography, Information & Communication Technology, Design and Applied Technology, Tourism and Hospitality Studies, Visual Arts, Music, Physical Education, Moral and Civic Education, Applied Learning including Aviation Studies, Digital Advertising and Foundation in Chinese Medicine.
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Other Learning Experiences (S.4 & S.5), Reading across the Curriculum (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, Mathematics*, Chinese History, Computer Literacy*, Music*, Physical Education*, Home Economics*, Design and Technology*, Putonghua, Visual Arts*, Moral and Civic Education, Science*, Geography*, History*, Citizenship, Economics and Society*.
	English as the Medium of Instruction	English Language
	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, Mathematics (including Module 2), Chinese History, Economics, Citizenship and Social Development, Biology, Chemistry, Physics, Business, Accounting & Financial Studies, History, Geography, Information & Communication Technology, Design and Applied Technology, Tourism and Hospitality Studies, Visual Arts, Music, Physical Education, Moral and Civic Education, Applied Learning including Aviation Studies, Digital Advertising and Foundation in Chinese Medicine.
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Other Learning Experiences (S.4 & S.5), Reading across the Curriculum (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	5	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	-	-	-
Parent-Teacher Association Fee	$60 (family as an unit)					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	SBM Fund: $200 (S.1-S.6)					
Other Charges / Fees	ECA Fund: $155 (S.4-S.6)					

Remarks

S.4 Students can choose to take school-based Applied Learning courses, Foundation in Chinese Medicine or Digital Advertising. S.5 students can choose to study Aviation Studies, Foundation in Chinese Medicine or Digital Advertising, while S.6 students can choose Aviation Studies.

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: Conduct (20%), internal academic results (20%), performance in extra-curricular activities (15%), teachers' comments (e.g. report cards) (5%), awards (10%) and performance in interview (attitude, presentation, mannerism, interaction etc.) (30%). The above information will be announced on the school website in November 2025.

Orientation Activities and Healthy Life

A series of Parents' Days, Orientation Days and S.1 Bridging Courses (Chinese, English, Mathematics, Science and STEAM Education) are organized in mid-July and mid-August to help new students and their parents familiarise themselves with the school. A development training camp is also offered to all S.1 intakes shortly after school commences. In order to promote a healthy lifestyle, a Lunch Service is provided to S.1, S.2 and S.3 students while regular talks & visits on various topics are organized. In addition, our students are encouraged to join the sportACT Award Scheme.

上水官立中學
Sheung Shui Government Secondary School

School Characteristics

School Management

School's Major Concerns:
1. Proactive Learning and Continuous Improvement
2. Instilling Values Education by Close Collaboration with Different Functional Units

School Management Organisation:
The school has a well-established administration with a School Management Committee comprising of an officer of the Education Bureau, members of the public, parents, teacher representatives and alumni. Under the Academic Board and the Student Affairs Board, many functional teams. are set up to supervise the implementation of policies on curriculum, life planning education, integrated education, IT education, STEAM education, national security education, extra-curricular activities, discipline training, guidance services, moral education, community services, exchange programmes and liaison with parents.

Incorporated Management Committee / School Management Committee / Management Committee:
Chairperson: Ms. CHAN Kit-ling (Principal Education Officer (Special Education)2, Education Bureau)
Members: Mr. TSOI Wing-keung (Principal), Ms. LI Yuk-fung (Parent Member), Ms. NG Ying-ting (Parent Member), Mr. TANG Tsz-kin (Alumni Member), Mr. WONG Man-lung, Joey (Alumni Member), Mr. CHAN Ying-yue (Teacher Member), Mr. LEUNG Kwan-kuen Alexan (Teacher Member), Ms. SO Yim-fong, Tammy (Independent Member), Mr. TSANG Wai-lun, Luke (Independent Member).

School Green Policy:
Environmental education is implemented at all levels. Two Environmental Protection Ambassadors are selected from each class to promote energy efficiency and conservation. The greening of the campus has further ensured a refreshing ambience to all.

Learning and Teaching Plan

Whole-school Language Policy:
Chinese is adopted as the medium of instruction for effective learning and teaching. By hosting morning assemblies in English and Putonghua, participating actively on English Days and in various English activities, developing reading habits and promoting a good language environment, our students are given ample chances to enhance their mastering of "bi-literacy and trilingualism" in a language-rich school campus. At junior levels, extra support is offered to enhance students' interest in learning English. Enhanced English training, together with extended learning activities in English are implemented in non-language subjects.

Learning and Teaching Strategies:
In addition to the core syllabus, a diverse school-based curriculum is provided to cater for students of different learning needs. Morning reading sessions are held twice a week throughout the year as well as Reading Week, Reading Award Programme and subject-based reading programme are held to promote good reading habits. Various extra-curricular activities are also organized to foster students' interest and broaden their horizons. In keeping with this policy, the school has established an Innovation Laboratory which aims to cultivate students' interest and ability in STEAM to unleash their creativity.

School-based Curriculum:
1. Electives: 2X. (Including subjects of the Science, Technology, PSHE, and Arts Key Learning Areas as well as Applied Learning subjects). Elective groups are arranged according to the interests and abilities of students.
2. Curriculum highlights: A diverse school-based curriculum can help explore, cater for and realize the potential of students, which enables better and earlier career and life planning.

Major Renewed Emphases in the School Curriculum:
To cater for students' learning diversity and to enhance their learning effectiveness, our school employs flexible teaching and learning methods. Through electronic teaching, we strengthen students' motivation and teacher-student interaction. We devise graded exercises to help students grasp the content knowledge. We provide junior students with exposure to English with our English cross-curriculum extended learning activities. The English Department is involved in the Education Bureau's School-Based Support Program to strengthen the transition between primary and junior secondary education. The Chinese Department participates in a creative writing program at Baptist University, focusing on enhancing descriptive writing skills for junior secondary students while the Mathematics Department collaborates with The Education University of Hong Kong to enhance DSE teaching quality and foster STEM interests among students. Through STEAM Cross-Disciplinary Project, students learn to integrate and apply skills across disciplines. We boost students' confidence and motivation by organizing workshops as well as activities and displaying their learning outcomes. We develop students' interest in reading through a variety of reading programmes. We use the online learning platform to extend learning after class and expand students' learning space. We also acknowledge students' persistence and positive attitudes in learning with commendation schemes.
Our school strengthens students' Value Education by implementing Class Teacher Period, Flag Raising Ceremony and Speeches under the National Flag. Students will be nurtured to be law-abiding and have deep cultural roots. A good attitude of respecting oneself and others thus cultivated can help further in building up the sense of unity and their national identity. Through mutual collaboration among KLAs and whole-school participation, students can experience how to show their empathy, care for others and serve the community. Through competitions, sharing sessions, leadership training programmes and service-to-learn programmes, students will develop to be courageous, responsible and ready-to-serve

Life Planning Education:
We aim to enable our students to understand their own interests, personality traits, and capabilities so that they can explore various possible pathways for further studies and career development and thus suitably scaffold their life-planning. We also source relevant information about further studies and career aspirations for students to make informed choices, widen their horizons and equip them with career-related learning experiences so that they can set their own study and career goals.

Student Support

Whole School Approach to Catering for Learner Diversity:
Through a whole school approach of Moral, Civic and National Education, students are encouraged to become a person of good moral character, social responsibility, and critical judgment. Students are also encouraged to take part in various extra-curricular activities so as to broaden their horizons and develop their potential. Our school has joined the School-Based Support Scheme for the Newly-arrived Children to help new students adapt to the local Hong Kong education system and improve their English proficiency.

Whole School Approach to Integrated Education:
Our school has set up Student Support Team and developed an inclusive school culture to provide appropriate support for students and strengthen our effectiveness in catering for student diversity. Our school has a Special Educational Needs Coordinator and Special Educational Needs Support Teacher. With an integrated education policy, we have flexibly and fully utilized Learning Support Grant and additional resources to support students with special educational needs such as Individual Educational Plan, after-school individual learning guidance, language training courses, speech therapy service, attention enhancement training course, social skill training course, special interest class and so on. Our school has provided internal test/exam special arrangement for the students with special educational needs. Our school also applied and follow up public exam special arrangement for them. We have worked closely with parents, educational psychologists and experts from Education Bureau to ensure that our students are supported in their learning.

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; and organising activities to create an inclusive learning environment in the school.

Measures to Provide Adaptation for Learning and Assessment:
The assessment policies include:
A benchmark of performance in each subject is set. On top of conventional tests and examinations, continuous assessment is implemented at all levels.
In order to train up students' analytical thinking ability, open-ended questions are incorporated in the teaching methodologies, assignments as well as assessments in all subjects.
Students' other learning experiences, including field trips and visits, are also taken into account to ensure all-round development of students.
Focused enhancement classes are organized to teach examination skills to S.6 students so as to boost up their skills in attempting public examinations. Enhancement classes are also organized for both junior and senior form students to strengthen their academic performance.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Our Parent-Teacher Association was established in 1991 to foster close ties between parents and teachers and to reinforce the caring learning environment. Parents are informed of latest school events through regular newsletters, Parent-Teacher symposium, talk, meetings, and Parent-Child Tour. The Association gives the school abundant support by donating scholarships and awards to students.

School Ethos:
We strive to foster a spirit of self-discipline, courtesy, mutual respect, responsibility and gratitude amongst our students through various student support activities. To enhance students' academic performance, we have also arranged homework tutoring classes, enhancement classes, examination skills courses, counselling for new immigrants, and the "lunch-in-school" programme.

Future Development

School Development Plan:
The major concerns for the School Development Plan from 2024/2025 to 2026/2027 are:
1. Proactive Learning and Continuous Improvement
2. Instilling Values Education by Close Collaboration with Different Functional Units

Teacher Professional Training and Development:
Seminars and workshops are held regularly to keep teaching staff abreast of the latest issues in education. In addition, there is regular lesson observation and professional interflow among teaching staff. Teachers are also encouraged to enroll in relevant courses and workshops in pursuit of further professional development.
A special teacher bulletin board is set up to display latest information about education and professional development.

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

We have 33 clubs, including interest groups, 5 uniform groups, as well as 4 Houses, which are named Ai House, Jian House, Zhong House and Qin House. Extra-curricular activities are organized to help students develop their academic strengths, personal interests, physical fitness and interest in serving the community.

School Facilities

Number of Classroom(s): 41

School Facilities:
Our school has installed enhanced Wi-Fi infrastructure through the Fourth Strategy on IT in Education. In addition, all our classrooms, special rooms and school hall are air-conditioned and have access to broadband Internet, visualizers, projectors and a wireless PA system for announcements to facilitate IT teaching.
We also have a range of special rooms like STEM Learning Centre, Laboratories, Music Room, Design and Technology Room, Home Economics Room, Visual Art Room, Chinese Learning Room, English Corner, Multi-media Learning Centre, Self-Access Learning Centre, Multi-purpose Room and Student Activity Centre to provide ample space for a variety of extra-curricular activities and contests.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift, Accessible toilet, accessible public information / service counter and visual fire alarm system.

Others

Exchange Programme and Sister School Scheme

Objectives:
1. Broaden the horizon–Comprehend the history, culture, natural features and environmental conservation of the destination
2. Carefully examine the theme of the itinerary
3. Enhance the problem solving skills and the communication skills of participants
4. Promote the understanding and the affection of teachers and students between sister schools in both places

The Exchange Programmes in 2025/2026:
1. Guangdong Hong Kong Sister School Choral Speaking Competition 2025 (October 2025)
2. S.1 to S.3 Shenzhen Study Tour (Suggested-November 2025)
3. S.4 The Visit Tour to Sister School and Multi-dimensional Investigation (Suggested-November or December 2025)
4. S.5 The Visit Tour to Sister School and Multi-dimensional Investigation (Suggested-November or December 2025)
5. S.1 to S.3 Guangzhou Study Tour (Suggested-February 2026)
6. S.3 to S.5 Guangdong Study Tour (Suggested-April 2026)
7. Ad-hoc activities

Direct Public Transportation to School

Bus: 273A, 273B, 70K, 76K, 78K;
Minibus: 502;
MTR: Sheung Shui Station.

聖公會陳融中學
S.K.H. Chan Young Secondary School
6 Chi Cheong Road Sheung Shui
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26793399 http://www.skhcyss.edu.hk

School Mission

Based on the spirit of Christ, the school aims to provide an all-round education, with focus on the development of positive values, attitudes, knowledge and skills on the areas of spirituality, personal growth, academic studies, technology, physical well-being and arts, social consciousness as well as Chinese culture, which empowers students to contribute to family and society, the nation and the world, to the glory of the Almighty God.

School Information

Supervisor / Chairman of School Management Committee	Mr. Chow Siu Lui				
Principal (with Qualifications / Experiences)	Mr. Cheung Sai Pang				
School Type	Aided	Student Gender	Co-ed		
School Motto	Forward and Upward				
Name of Sponsoring Body	Anglican (Hong Kong) Secondary Schools Council Limited			Year of Commencement of Operation	1989
Area Occupied by the School	About 4000 Sq. M	Religion		Protestantism / Christianity	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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			100%
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	65
Total Number of Teachers in the School	67
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	96%
Bachelor Degree	100%
Master / Doctorate Degree or above	45%
Special Education Training	46%

Years of Experience (% of Teaching Staff)

0 - 4 Years	5 - 9 Years	>= 10 Years
21%	21%	58%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Chinese History, Physical Education, Life-wide Learning, Religious Education, Visual Arts
	English as the Medium of Instruction	English Language, Mathematics, Computer Literacy, Science (S.1-S.2), Physics (S.3), Chemistry (S.3), Biology (S.3), Technology Education (S.1-S.2), History (S.1), Geography, Citizenship, Economics and Society (S.1-S.2), Life and Society (S.3), Music and Performing Arts
	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, Citizenship and Social Development, Ethics and Religious Studies, Visual Arts, Tourism and Hospitality, Life-wide Learning#, Physical Education# (#Non-DSE Subject)
	English as the Medium of Instruction	English Language, Mathematics, Physics, Chemistry, Biology, Information and Communication Technology, Economics, Geography, Business, Accounting and Financial Studies, Music and Performing Arts# (#Non-DSE Subject)
	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, Putonghua, Chinese History, Physical Education, Life-wide Learning, Religious Education, Visual Arts
	English as the Medium of Instruction	English Language, Mathematics, Computer Literacy, Science (S.1-S.2), Physics (S.3), Chemistry (S.3), Biology (S.3), Technology Education (S.1-S.2), History (S.1), Geography, Citizenship, Economics and Society, Music and Performing Arts
	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, Citizenship and Social Development, Ethics and Religious Studies, Visual Arts, Tourism and Hospitality, Life-wide Learning#, Physical Education# (#Non-DSE Subject)
	English as the Medium of Instruction	English Language, Mathematics, Physics, Chemistry, Biology, Information and Communication Technology, Economics, Geography, Business, Accounting and Financial Studies, Music and Performing Arts# (#Non-DSE Subject)
	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	$180					
Student Union / Association Fee	$15					
Approved Charges for Non-standard Items	$200 (for improving the school campus and the teaching facilities)					
Other Charges / Fees	House fees: $10					

Remarks

-

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).
Applicant's academic performance, conduct, and interview performance weigh 60%, 10%, and 30% respectively in the selection. Shortlisted applicants will be invited to interviews, which include English conversation and group discussion, each weighs 50%. An applicant's manner, language ability, communication skills, and analytical thinking will be considered.

Orientation Activities and Healthy Life

Orientation Activities
The school organizes a bridging programme for S.1 students before the start of new academic year, in which tutors are hired to teach an English program and alumni are invited to be team tutors to jointly help students enhance their English learning ability as well as adaptability and problem-solving skills to face changes and adapt to secondary school life. Besides, the school has established “Big Brothers and Big Sisters Scheme” through which some senior form students can help the development of S.1 students in school.

Healthy Life
To enable students to attain a healthy state of mind in spiritual, physical, mental, and social aspects, the Student Development Team has introduced the Healthy School Policy. Our school has designed and introduced various measures, including organizing talks and encouraging participation in SportACT award scheme to provide students with various healthy lifestyle modes. Besides, to promote a positive school culture, the Care Ambassadors will assist in promoting a culture of care and belonging, both within individual classes and throughout the entire school. Through various forms of mental health promotion activities, the school aims to enhance students' awareness and attention to mental well-being.

聖公會陳融中學
S.K.H. Chan Young Secondary School

School Characteristics

School Management

School's Major Concerns:
Based on the spirit of Christianity, our education focuses on students' physical, mental, spiritual, and academic development. In addition, our school emphasizes STEM education and values education as to equip students to prepare for future challenges.

School Management Organisation:
The Principal, three Vice-principals, one Assistant Principal and the Executive & Development Committee initiate discussion on the development and the needs of the school. Members of different committees, teams, units, and subject panels make their plans and implement them according to the School Development Plans and Annual School Plans. With devoted members, we believe that clear beliefs and aims are of utmost importance to the development of the school and the growth of the students.

Incorporated Management Committee / School Management Committee / Management Committee:
The IMC of our school was established on 31 August 2015.

School Green Policy:
Environmental protection is one of the prime concerns of our school. Clear guidelines have been set up for the proper use of air-conditioners, and students are encouraged to participate in rubbish recycling by making use of the recycling bins. As a member school of the Green School 2.0 project, we have set up solar panels on the roof to generate renewable energy and have replaced all air-conditioners with VSD type and lighting with LED type for all classrooms. "Green Ambassadors" are responsible for promoting environmental awareness through various activities.

Learning and Teaching Plan

Whole-school Language Policy:
English Language is the medium of instruction for most subjects. Our school is committed to providing an English-rich learning environment and authentic contexts for students to practice using language. Through various activities and programs, such as presentations given by students, sharing given by the NET and alumni, the English Week, English Learning Award Scheme, students are encouraged to learn outside classrooms. The Language Across the Curriculum course is designed to help S.1 students adapt to learning EMI subjects in English and develop their language and examination skills for these subjects.

Learning and Teaching Strategies:
The school strives to equip students with basic knowledge, develop their generic skills, and instill them with positive values and attitudes. An enquiry approach is adopted in our curriculum, which focuses on active and interactive learning in lessons, encouraging students to learn through questioning and discussion.

Besides, e-learning is widely adopted, and the BYOD policy is fully implemented in our school. Electronic blackboards and wireless microphones are available in all classrooms and special rooms. The use of tablet computers and online learning platforms enhances the effectiveness of teaching and learning.

School-based Curriculum:
1. Electives: 2X and 3X. S.2 and S.3 students can join the "Pilot Scheme on Other Languages for Junior Secondary Students"; Senior-form students can take "Other Languages" courses, or take Applied Learning courses in S.5 and S.6.
2. Curriculum highlights: To cope with different students' interests and the trend of social development, starting from 2021-22, the school offers Visual Arts and Tourism and Hospitality as two new elective subjects for students to choose from.

Major Renewed Emphases in the School Curriculum:
For Reading to Learn, various activities like Reading Week, an Extensive Reading Scheme, and online reading are organized. For Project Learning, suitable project themes are planned with the collaboration of different subjects to cultivate students' enquiry spirits and generic skills. Habits of e-learning are developed among students to facilitate self-directed learning.

Life Planning Education:
Life planning education is designed to cope with the needs of students at different stages. Through activities like seminars, visits to local tertiary institutions and organizations, and career experiential programs, students are given opportunities to broaden their horizons. The school also assists students in understanding and utilizing the information and knowledge acquired to make informed and responsible choices on their learning and career goals. Individual consultation is offered to senior form students, helping them to reflect on their learning experience, to further explore and pursue their personal/career goals.

Student Support

Whole School Approach to Catering for Learner Diversity:
Various schemes and activities were implemented to cater for diversity. In academics, small-group teaching is practiced in S.1 English Language and Chinese Language for which students from 5 classes are divided into 7 smaller groups. Besides Homework Tutorial Classes, Enhancement Courses, and Revision Classes, the school recommends students join leadership training and attend elite courses organized by The Hong Kong Academy for Gifted Education and universities. To provide pastoral care, two class teachers are arranged for each class in junior forms. From time to time, various co-curricular activities are provided to facilitate students' all-round development. A Student Support Team is also established to cater to the needs of SEN students.

Whole School Approach to Integrated Education:
The school established the Student Support Team in the 2008-09 academic year to promote inclusive education. The team comprises members from various committees and teachers from different subjects. In addition, it includes an educational psychologist, a speech therapist, school social workers, a SEN Coordinator, student counselors, and a learning-support teaching assistant. Teacher members have received relevant training. The school utilizes the Learning Support Grant to design school-based support programs for students with diverse learning needs, aiming to assist them in mastering the curriculum. Furthermore, in line with the spirit of home-school cooperation, the school regularly invites parents to participate in meetings to collaboratively develop and review individual learning plans for their children. Additionally, the school organizes workshops for parents to enhance their effectiveness in caring for, teaching, and nurturing their children.

Measures to Provide Adaptation for Learning and Assessment:
There are two terms in each school year. For each term, in addition to daily assessments, there will be one uniform test and one exam. Besides, Individual education plans and assessment accommodations can be offered to students with special education needs according to professional recommendations from specialists.

Home-School Co-operation and School Ethos

Home-School Co-operation:
We strive for a good partnership between parents and the school to provide quality education to students. Various educational events for parents are held each year to help parents have a better understanding of their children's learning in school. These include an orientation seminar for S.1 parents, themed talks or seminars for parents of each form, and parents' days (held three times each year). Furthermore, the PTA organizes many activities that provide a sound foundation for home-school cooperation.

School Ethos:
The school sticks to its strict and austere tradition along with the principle that discipline, guidance and harmonious teacher-student relations are equally important to effective learning. The school has also been conducting activities on Invitational Education, promoting a caring culture among students.

Future Development

School Development Plan:
2025-28 Three-year development plan Major Concerns:
1. Holistic support to enhance students' wellbeing and development;
2. Nurturing a learning community by strengthening students' learning skills and ethical use of technology.

Teacher Professional Training and Development:
To stay abreast of the development of curriculum and education environment, teachers are encouraged to take part in continuing professional training and professional exchanges with other institutions. In addition, staff development days are organized from time to time to provide training relevant to the major concerns of the school and the needs of staff members.

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

Students are encouraged to take part in various activities and community service to develop their potential, perseverance, and social responsibilities. There are more than 10 school duty units, along with about 60 interest clubs and school teams for students. To promote life-wide learning and whole-person development, the school hires coaches to offer an extended spectrum of activities. Students are also encouraged to join activities held by universities and professional organizations.

School Facilities

Number of Classroom(s): 29

School Facilities:
Our facilities include 2 playgrounds, an IT & Media Studio, a Computer Room, 4 laboratories, a Geography Room, a Visual Arts Room, a Music Room, a Home Economics Room, 1 Needlework Room, a Design and Technology Room, an Innovation Lab, a Hall, a Lecture Theater, a Library, an Interview Room, a Medical Room, a Social Worker's Office, a Religious Room, a Student Activity Centre and an English Lounge.

Facility(ies) for Supporting Students with Special Educational Needs:
Accessible lift and Accessible toilet.

Others

Please refer to our school website.

Direct Public Transportation to School

MTR: East Rail Line, Sheung Shui Station (B2 Exit)
Bus: 70K, 78K, 79K, 261, 270, 273B, 273E, 277E, 673, 978A
Mini-bus: 44, 44A, 44A1, 50A, 50K, 51B, 51K, 55K, 57K, 58K, 59K, 504, 605

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School Mission

Our school embraces an all-round education based on the ideas of catholic education. Students are nurtured to be self-disciplined and self-directed learners who have the capacity to love and contribute to their family, care about the society, serve the community as well as carry forward traditional Chinese virtues.

School Information

Supervisor / Chairman of School Management Committee	Rev.Deacon Siu Sze Chuen, John		
Principal (with Qualifications / Experiences)	Ms. Ma Wai Yu (BEd, MA)		
School Type	Aided	Student Gender	Co-ed
School Motto	Spirit, Faith, All-Round, Compassion (SFAC)		

Name of Sponsoring Body	The Catholic Diocese of Hong Kong			Year of Commencement of Operation	1977
Area Occupied by the School	About 12000 Sq. M	Religion		Catholicism	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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	75
Total Number of Teachers in the School	80
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	80%
Bachelor Degree	100%
Master / Doctorate Degree or above	45%
Special Education Training	65%

Years of Experience (% of Teaching Staff)

0 - 4 Years	5 - 9 Years	>= 10 Years
31%	20%	49%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Chinese History, S.1 & S.2 Citizenship, Economics and Society*, Integrated Humanities*, Ethics and Religion*, Computer*, Design and Technology*, Technology and Living*, Music, Visual Arts, Physical Education, Mathematics*, Science (S.1 & S.2)*, Junior Secondary Science (S.3: Physics, Chemistry, Biology)*, Value Education and Chinese Culture
	English as the Medium of Instruction	English Language
	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, History, Business, Accounting & Financial Studies, Information & Communication Technology, Visual Arts, Ethics & Religion, Tourism and Hospitality Studies, Physical Education, Geography, Chemistry, Biology, Physics, Economics, Citizenship and Social Development (S.4-S.6), Mathematics Compulsory part, Health Management and Social Care, Design & Applied Technology
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* 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, Chinese History, Citizenship, Economics and Society*, Integrated Humanities*, Ethics and Religion*, Computer*, Design and Technology*, Technology and Living*, Music, Visual Arts, Physical Education, Mathematics*, Science (S.1 & S.2)*, Junior Secondary Science (S.3: Physics, Chemistry, Biology)*, Value Education and Chinese Culture
	English as the Medium of Instruction	English Language
	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, Mathematics Compulsory part, History, Business, Accounting & Financial Studies, Information & Communication Technology, Visual Arts, Ethics & Religion, Tourism and Hospitality Studies, Physical Education, Geography, Chemistry, Biology, Physics, Economics, Citizenship and Social Development (S.4-S.6), Health Management and Social Care, Design & Applied Technology
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* Subjects with extended learning activities (ELA) in English

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	$60					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	$450 (F.1-F.5) $250 (F.6) (Special Administrative Expenses, School Construction Expenses)					
Other Charges / Fees	-					

Remarks

-

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:
Interview (40%), Academic Results (30%),
Conduct (15%), Extra-curricular/Co-curricular Activities and Services (15%).

Orientation Activities and Healthy Life

S.1 Parent Orientation Day and S.1 Student Adaptation Course will be held at the beginning of each new school year.

Our school places great emphasis on students' physical and mental health. Year-round experience sharing in the morning assemblies, health talks, lunch programs are arranged in order to encourage more interaction between teachers and students so that students understand the importance of balanced diets, regular exercise and a well-disciplined life.

聖芳濟各書院
St. Francis of Assisi's College

School Characteristics

School Management

School's Major Concerns:
Our school stresses the importance of spiritual and religious education for students to achieve whole-person development.

School Management Organisation:
School-based management is implemented and the communication between different stakeholders is emphasized. Teachers and parents are involved in the decision-making process over school policies through the elected representatives in the School Management Committee. Parent-Teacher Association, Students' Union and Alumni Association have been set up to facilitate communication process.

Incorporated Management Committee / School Management Committee / Management Committee:
The school incorporated management committee consists of fifteen persons, including 7 sponsoring body managers, 1 alternate sponsoring body manager, principal (ex-officio manager), independent manager, teacher manager, alternate teacher manager, alumni manager, parent manager and alternate parent manager

School Green Policy:
Our school places great emphasis on environmental protection, promoting campus beautification, energy conservation, and resources recycling programme. These efforts are categorized into four aspects: greening the campus, keeping the campus clean, recycling waste and conserving resources.

Learning and Teaching Plan

Whole-school Language Policy:
Our school strives to enhance students' biliterate and trilingual ability. Different medium of instruction made is used according to student's abilities. In most of the subjects taught in Chinese, Extended Learning Activities in English are induced so as to enhance student's English proficiency.
There is a Language Week annually. A wide variety of Chinese, English and Putonghua activities are provided. Our school also participates actively in the Hong Kong Speech Festival and activities organized by the Standing Committee on Language Education and Research. Besides, our school implements one English Day per week, organizes regular English activities, creates English speaking environment, establishes English Study Tour Incentive Scheme and overseas exchange programmes. The purpose of these schemes is to encourage students to enhance their English proficiency and to experience using English in an English speaking country.

Learning and Teaching Strategies:
We cater for students with learning diversity. Small-class teaching is established in junior forms according to students' ability. English and Mathematics enhancement and remedial courses are provided for students. There are standard procedures to aid those who fail in the assessments. Through peer lesson observation and collaborative lesson preparation, our teachers introduce innovative teaching methods, refine classroom design and enhance teaching effectiveness . Life-wide Learning Day is organized for students every year. We also provide outings for students through the "Learning Outside Campus Scheme" which aims to broaden their scope in learning. We value continuous assessment. There is an Examination and Assessment Team to coordinate related tasks. Class participation and daily homework are assessed and counted as a portion of the examination marks.

School-based Curriculum:
1. Electives: 2X and 3X. Our school has set up 15 elective subjects. Student can choose 2-3 subjects to study according to their abilities and interests.Students enroll in Applied Learning Course may attend classes offered by other organizations.
2. Curriculum highlights:
i) Tailor-made curriculum is provided for junior form students to suit their learning ability.
ii) For exam and assessment, enhancement questions are added in the test and exam papers to cater for learners' diversity.
iii) The junior secondary curriculum includes an Integrated Humanities subject, which consolidates various disciplines and topics within the humanities to create a more systematic approach to teaching and learning. Additionally, a Values Education and Chinese Culture subject is offered, enabling students to learn in a more structured manner.
iv) Values Education.

Major Renewed Emphases in the School Curriculum:
1. Reading to Learn: In order to promote reading habits, the school implements the Morning Reading Scheme under which students take turns to read in the company of a class teacher three times per week. Additionally, the Reading is Fun Award Scheme is established to foster an interest in reading. S.1 students attend an Introductory Library Tour to acquire basic skills in using the library resources and services. Book exhibitions and writers' talks are held regularly to increase students' exposure to reading.
2. Gradually implement Teams as the integrated e-learning platform: our school launches a BYOD pilot scheme for F.5 students with the aim of cultivating students information literacy and information technology application skills.
3. Based on the features of individual subjects Independent Enquiry Study is introduced to develop student's generic skills and problem-solving skills.
4. Moral and Civic Education: Weekly flag-raising ceremonies with "Speech under the National Flag" session. Our department also organizes "Love and Life Education" Scheme, "Love for Hong Kong" lectures, New Momentum for Growth, Life Education initiatives and various activities such as anti-drug sharing events and cross border study tours with the purpose of cultivating students ‘perseverance, respect for others, sense of responsibility, national identity, integrity, commitment, benevolence, law-abiding conduct, empathy, diligence, solidary and filial piety.

Life Planning Education:
Our school has adopted the whole school approach to promote students’ self learning and self exploration. We assist students in goal setting, self management and life planning in order to facilitate their search for career paths. We aim to enhance students’ understanding of the workplace and their career options by hosting a Career Sharing Day and inviting alumni from diverse aspects to share their insights. In doing so, we have provided career aptitude tests, career experiencing workshops and invited alumni to share with students their work experience. To help students better plan their future and familiarize students with multiple career paths, our school has organized talks and seminars to give students advice on study or career choices. In addition, students have opportunities to visit local colleges and universities, join overseas study tours and attend mock interviews after the release of the DSE results.

Student Support

Whole School Approach to Catering for Learner Diversity:
Some of the Chinese, English, Mathematics and Science teachers have received Special Educational Needs training.

Whole School Approach to Integrated Education:
Student Support Team provides support programmes for students with special educational needs, including outsourced services such as writing and social skills training and speech therapy. Additionally, examination arrangements are made for these students during internal and external examinations, and individualised learning plans will be developed for certain students if necessary. Students are referred for assessment and follow-up by educational psychologists from Catholic Diocese of Hong Kong. The school also conducts case study meetings to help teachers identify students with special educational needs early on, facilitating referrals to educational psychologists. The Student Support Team organizes various inclusive activities to foster a culture of inclusion within the school. Students can participate in a variety of group activities and receive support from "Love Ambassadors," helping them build positive values, improve interpersonal relationships, and enhance their self-confidence. Senior form students are provided with career planning courses that include visits, individual interviews, group workshops, and work experience opportunities, enabling them to better understand themselves and plan for their future. Our school has established a Student Support Team, led by the Special Educational Needs Coordinator, who helps the team plan, implement, and supervise support work for students with special educational needs. Special Educational Needs Support Teachers help implementing an "All-Inclusive" model of inclusive education, systematically and coherently linking the three tiers of support to enhance students' learning effectiveness.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of 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; and organising activities to create an inclusive learning environment in the school. "Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs" provides assistance to help these students improve their social skills and integrate into the school community.

Measures to Provide Adaptation for Learning and Assessment:
Apart from regular lessons, Chinese, English and Mathematics enrichment classes are organized after school. To cater for learners' diversity, split class and small class teaching are implemented in core subject areas of Chinese Language, English Language and Mathematics in both junior and senior forms. In the exams, extra time and the use of screen reader and speech-to-text software are given accordingly to students with special educational needs. Individualised learning plans will be formulated for students when necessary.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The Parent-Teacher Association (PTA), was established in 1995, aims to:
1. organize school activities in collaboration with the school, such as Teachers' Day and School Picnic.
2. promote students' whole-person development and life-wide learning experience through setting up a Student Award Scheme.
3. participate in school affairs, such as giving advice in choosing the lunchbox provider.
4. organize workshops for interested parents to improve parenting and interpersonal skills.

School Ethos:
The school values a disciplined learning atmosphere. The Discipline and Counseling Committee have set up a Student Award and Punishment Scheme for promoting students' self-discipline and self-study skills. Through the activities organized by different teams under the Student Development Committee, students are nurtured morally with correct values, together with a healthy school life and caring culture at school. In order to help students to know more about God, our school put great emphasis on students' spiritual growth, which will in turn help them to develop an all-round personality.

Future Development

School Development Plan:
School Major Concern (2024-2027)
1. Optimizing lesson design to enhance student learning effectiveness.
2. Promoting a positive campus culture and cultivating students' positive values.

Teacher Professional Training and Development:
The Teacher Professional Development Team is responsible for teachers' development and training. It provides school-based teacher development activities every school year, including: School-based new teachers' workshop, seminars, special lectures and teaching experience sharing, etc. The purpose is to enhance the professional level of teachers and to offer students with appropriate education.

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

There are more than 40 clubs offering a wide range of activities including religious, physical, aesthetic, academic, recreational and social service.

School Facilities

Number of Classroom(s): 32

School Facilities:
There are 1 religious activities room, 1 prayer room, 2 computer rooms,1 future lab, 1 student health development centre. The school hall, the multi function room, the covered playground ,the basketball court and the volleyball court ,the library and all the classrooms are air-conditioned with broadband Internet connection.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift and Accessible toilet.

Others

Our school offers four scholarships annually to students with the aim of fostering all-round personal development. They are: Joseph Wong Memorial Scholarship, Chu Wong Hop Yau Memorial Scholarship, Chu Chiu Sen Bing Priscilla Memorial Scholarship, Alumni Scholarships for S.4 Students and Maurice Lee's English Outstanding Award. These scholarships are bestowed on students with outstanding academic performance, good conduct and discipline, excellent records of community services and extra-curricular activities.

Additionally, the school offers overseas study programmes, where teachers lead students on excursions and pilgrimages. Students also participate in exchange activities with various schools and organizations.

Direct Public Transportation to School

East Rail Line: Fanling Station
Bus (Route No: 273, 273A, 70K)
978 (Wan Chai) 279X (Tsing Yi) 278X (Tsuen Wan) 277X (Kwun Tong) 270A (Tsim Sha Tsui)
276 (Yuen Long) 273D (Tin Shui Wai) 78K (Sha Tau Kok)

田家炳中學
Tin Ka Ping Secondary School
1 Wai Hon Road Fanling
26731778
26737730
tkpss@web.tkpss.edu.hk
http://web.tkpss.edu.hk/

School Mission

Quality Education for Leaders of Tomorrow.

School Information

Supervisor / Chairman of School Management Committee	Mr. Tin Wing Sin		
Principal (with Qualifications / Experiences)	Mr. Chan Yee Hon (Bachelor of Science, Diploma of Education, Master of Education) by the Chinese University of Hong Kong		
School Type	Aided	Student Gender	Co-ed
School Motto	-		

Name of Sponsoring Body	Tin Ka Ping Foundation			Year of Commencement of Operation	1994
Area Occupied by the School	About 7000 Sq. M	Religion		Not Applicable	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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			67
Total Number of Teachers in the School			71
Qualifications and Professional Training (% of Teaching Staff)			
Had Received Teacher Training			92%
Bachelor Degree			100%
Master / Doctorate Degree or above			46%
Special Education Training			21%
Years of Experience (% of Teaching Staff)			
0 - 4 Years	5 - 9 Years	>= 10 Years	
32%	16%	52%	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua (S.1 & S.2), Life Education, Citizenship, Economics and Society
	English as the Medium of Instruction	English Language, Mathematics, Science, History (S.2 & S.3), Geography (S.1 & S.3), Technology Education (Business Module) (S.3), Computer and Technology, Visual Arts, Music, Physical Education
	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, Life Education, Citizenship and Social Development, P.E. (DSE)
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Part (Module 2), Physics, Chemistry, Biology, History, Geography, Economics, Information and Communication Technology, Business, Accounting and Financial Studies, Visual Arts, Physical Education, Music
	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, Putonghua (S.1 & S.2), Life Education, Citizenship, Economics and Society
	English as the Medium of Instruction	English Language, Mathematics, Science, History (S.2 & S.3), Geography (S.1 & S.3), Technology Education (Business Module) (S.3), Computer and Technology, Visual Arts, Music, Physical Education
	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, Life Education, Citizenship and Social Development, P.E. (DSE)
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Part (Module 2), Physics, Chemistry, Biology, History, Geography, Economics, Information and Communication Technology, Business, Accounting and Financial Studies, Visual Arts, Physical Education, Music
	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	-	-	-	$400	$400	$400
Parent-Teacher Association Fee	$20					
Student Union / Association Fee	$15					
Approved Charges for Non-standard Items	Top-up Accident Insurance Premium: $28 Classroom equipment improvement fee: $300 ($150 each term)					
Other Charges / Fees	-					

Remarks

-

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:
Performance in school: 60% (assessment on academic results, conduct, co-curricular activities, awards and services);
Interview: 40% (assessment on courtesy, dressing, verbal responses, comprehension and analytical ability, communication skills, creativity, interests, general knowledge, sense of current affairs and knowledge of our school);
All applicants will be interviewed.

Orientation Activities and Healthy Life

During the summer vacation, there are English Enhancement Programmes for students of various levels and Orientation Programmes for S.1 students and their parents. In September, a Discipline Training Camp for S.1 students is held to help students establish good learning habits and create a disciplined yet pleasant school life. The school provides an all-round education. School activities such as Sports Day, Swimming Gala, school picnic, culture day, cross-border interflow activities and various life-wide learning activities, service learning and academic talks are held regularly. For the development of the physical well-being of the students, apart from PE lessons, morning exercise is part of the school routine. Guidelines are set for the school tuck shop and the lunch supplier concerning the quality of food. The importance of balanced diet is also emphasized.

田家炳中學
Tin Ka Ping Secondary School

School Characteristics

School Management

School's Major Concerns:
School Theme for the year:
"Discipline Within, Love Beyond. "

Major concerns:
1. To enhance the effectiveness of learning and teaching in pursuit of learning excellence;
2. To build a healthy campus.

School Management Organisation:
Our school is directly managed by Tin Ka Ping Foundation. We have adopted the principles of quality management.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee was set up on 11th August 2006 rooted in the principles of student-oriented education. Our school-based management is formed with well acclaimed professionals. Members are Mr Tin Wing Sin (Chairperson), Professor Cheung Chi Keung, Miss Cheung Peggy Po Yee, Mr Lau Hak Heung, Miss Shek Yuk Yu, Professor Leung Koon Shing, Professor Ng Fei Yin, Professor Lau Kit Ling, Mr Wong Shing Fai, Dr Rick Mo, Miss Book Sheung Lam, Mr Chan Yee Hon (Principal), Mr Chung Wai Tak (Vice-Principal) and Mr Ku Chun Cheung.

School Green Policy:
To nurture students' consciousness in treasuring the environment, larger scale of tree-planting and the construction of a fish pond were carried out. Students' sense of environmental protection is further enhanced with the Life Education, school air-conditioning policy and other activities. Moreover, we have received over HK$1.5 million from the Environment and Conservation Fund to implement the "on-site meal portioning". By doing so, we can avoid using disposable containers and reducing food waste. The amount of food served can be flexibly adjusted according to individual students.
To promote the development of renewable energy in Hong Kong, our school joined the Solar Harvest Scheme introduced by the government. The solar energy generation system was installed on the rooftop. It is expected that the system can be integrated into teaching to enhance students' environmental awareness.

Learning and Teaching Plan

Whole-school Language Policy:
EMI teaching has been adopting in all forms in our school (except Chinese Language, Chinese History, Chinese Literature, Putonghua, Life Education, Citizenship, Economics and Society, Citizenship and Social Development, PE(DSE)). To create a positive English learning environment, various English learning activities are organized regularly to allow students to use English effectively in different contexts. Some of the afternoon assemblies and announcements are delivered in English. Co-curricular activities such as Tinspiration (An English anthology produced by students), English drama, and those organized by English Society give students more opportunities to practise English. English overseas study tour is organized every year so that students are provided with greater exposure in English speaking environment to lay a good foundation in English. Teachers of all subjects adopt cross-curricular teaching and learning approaches, and strategically promote the English Supplementary Reading Scheme. The introduction of cross-subject English Study Modules enhances students' confidence in learning English.

Learning and Teaching Strategies:
Emphasis is laid on students' learning attitude, learning skills and learning effectiveness. Teachers make good use of IT facilities in their lessons. We especially stress the teaching of Chinese Language, English Language, Mathematics and Citizenship and Social Development, which are the fundamental subjects for students. Moreover, by adopting Citizenship, Economics and Society, Life and Society, Life Education and Co-curricular activities, students' generic skills, basic subject knowledge and learning skills can be enhanced.

School-based Curriculum:
1. Electives: 3X. Senior forms students study 3 electives.
2. Curriculum highlights: Students will be encouraged to practice through participation in both internal and external competitions pertinent to their interests and abilities, thereby bringing their talents into full play and stretching their potential. Curricula will be tweaked while collaborative teaching will be conducted to cater for the learner diversity. Furthermore, after-school activities such as web-based learning project, enhancement classes, strive-for-improvement classes, junior form English bridging classes and overseas study tours will be arranged with a view to broadening students' horizons, enhancing their interest in learning, and refining their learning outcome.

Major Renewed Emphases in the School Curriculum:
To encourage students to learn through reading, the Reading Promotion Unit is formed. A wide range of programmes are regularly organized. Apart from book exhibitions, writers are invited to share their experience in reading and writing. School-based reading programmes being held are 'My Plan for Reading', ERS, CERS and Reading Session scheduled in the school timetable. All classrooms and special rooms are equipped with computers, also with LED TVs and visualizers. Teachers may utilize different software for interactive teaching and learning activities. There are Computer Room, Language Laboratory and Technology Education Room in which different software is available for enhancing teaching as well as individual learning. Project learning is an on-going practice adopted in the school for the junior forms. A school-based curriculum is developed with tailor-made material kits to engage students in learning knowledge and skills systematically while developing an appropriate sense of value in life and habits of mind associated with lifelong learning. School assemblies, co-curricular activities, voluntary services, student leadership training and life education are arranged regularly with a purpose of nurturing the students' qualities to be citizen of the time. With the development of teacher-student relation, a well-disciplined and joyful school campus is developed. This year, with the introduction of the dual class-teacher system to S.1 to 5 classes, teacher-student relationship will be further enhanced. Teachers' better understanding of the students' need and personal potential favour the development of effective teaching.

Life Planning Education:
Our school conducts school-based survey related to study or occupational choices to organize programmes/activities on career exploration, including a wide range of career and university visits, alumni sharing, Job Taster Programs and School-based career talks. Moreover, we also provide a career and life planning curriculum that enables all students to have a holistic understanding of their achievements, qualities, aptitudes, abilities and personal/ career aspirations and therefore students could formulate medium and long term goals and career/learning targets. Furthermore, we provide advisory services for senior students. We advise students individually and/or in groups, identify their career development problems and needs and coach them to find, develop and review their personal plans and career goals. Also, we help students to acquire basic work and life skills. Interview skills workshops and career related workshops are organized to advise students in their career related experiences and develop appropriate work attitude.

Student Support

Whole School Approach to Catering for Learner Diversity:
We adopt whole-school approach and dual class-teacher system to cater for individual differences of students. Meanwhile, we provide remedial tutorial programmes systematically in junior forms for three major subject studies, viz. Chinese, English, and Mathematics, to supplement students' learning and enhance their learning effectiveness. Moreover, constructivist and co-operative learning, which has been implemented recently, is also an effective method to cater for learner diversity.

Whole School Approach to Integrated Education:
The Inclusive Education Unit under the Student Affairs Unit is led by our Vice-Principal and the Special Educational Needs Coordinator. With the Learning Support Grant, we commit to facilitating SENs-related work in a comprehensive whole-school approach. We provide evaluations by the educational psychologists from the EDB and offer a tailored study plan for individuals. Group training, peer counseling, career guidance, linguistics training, and outreach activities would be coordinated for them. The team also organizes professional training for teachers. We are devoted to supporting SENs' integration into campus life and society by strengthening their learning capacity, social skills, expression, etc.

Measures to Provide Adaptation for Learning and Assessment:
We have adopted continuous assessment for many years and it is proved to be effective to enhance students' learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Liaison with parents: Through close collaboration with parents, our school provides an all-round education for students, establishes a firm platform for teaching at school and encourages the active participation of parents as volunteers, who know and serve our school.

School Ethos:
Discipline & guidance are inseparable to establish a disciplined school life and a good teacher-student relationship. Student organizations are set up to enhance communication among students.

Future Development

School Development Plan:
We implement Self-directed Learning (SDL) school-wide and adopt Constructivist and Co-operative Learning (CCL) for S.1 - S.2 students in main subjects. According to researches Co-operative Learning is an effective way to enhance students' learning. Students learn interactively from one another as they come with different backgrounds, personalities and learning abilities. And they learn from others' viewpoints by helping each other, consolidate learning and reflect on what has been taught. Mutually benefited through cooperative learning, students show a raised learning interest and deepened understanding of concepts.
In carrying out SDL this year, we will focus on reinforcing students' lesson preparation, thereby enhancing the effectiveness of classroom instruction. We will optimize collaboration among students through building up Highly Effective CL Base Groups. With regard to teaching, we will put effort to train up seed teachers so that they can facilitate CCL implementation in their subjects and coach other teachers to further acquaint themselves with SDL concepts. Teaching exchange among staff is thus expected with an eye to sharpening one another's teaching skills. Furthermore, we will continue to optimize the curriculum of junior forms in order to achieve better bridging with that of senior forms. To further improve the efficiency in SDL of students, QEF has aided, to setup a 'SDL room' and Online learning resource bank.
In addition, we implement e-Learning and Enriched IT Programme to equip our students with in-depth IT knowledge so that they can be prepared for the demand of a digitized Hong Kong.

Teacher Professional Training and Development:
Most teachers have received professional training in teaching and most of them are continuing their studies.

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

There are more than 50 different co-curricular activities in various aspects for students. Professional tutors are responsible for leading some of the activities. In addition, there is a Chinese Culture Awarding Scheme which helps promote and develop appreciation of Chinese Culture to students.

School Facilities

Number of Classroom(s): 34

School Facilities:
School History Gallery, i-Classroom, Computer Room, Technology Education Workshop, English Corner, Student Activity Centres, Senior Visual Arts Room, Career Guidance Room, Chinese Culture Promotion Room, Putonghua Room, Band Room, Liberal Studies Room, Self-Directed Learning Room, Gym Room and so on. All classrooms are equipped with computers, visualizers and LED TVs which are installed to promote reading and to dispatch school news.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift and Accessible toilet.

Others

1. Dr. Tin Ka Ping Chinese Culture Awarding Scheme is held to promote Chinese culture to all students comprehensively;
2. Discipline Training Camp is held to all S.1 students to help develop self-manageability;
3. Voluntary service training programme is organized for students to uplift students' sense of responsibility to society.

Direct Public Transportation to School

Bus: 270A, 270B, 270P, 270S, 273A, 273D, 277P, 278P, 278X, 279X, 678, 978, A43, N42A, N73, T270, T277
Minibus: 502

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

Choi Yuen Estate Sheung Shui
26727395 mail@twghkyds.edu.hk
26790330 https://www.twghkyds.edu.hk

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			Year of Commencement of Operation	1982
Area Occupied by the School	About 4600 Sq. M	Religion		Not Applicable	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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.

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

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 Programe

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

東華三院李嘉誠中學
TWGHs Li Ka Shing College

Cheung Wah Estate Fanling
26697455 lksss@tungwah.org.hk
26699631 https://www.twghlkss.edu.hk

School Mission

We provide all-round education to our students. They are trained to be self disciplined and their potentials are fully developed to worthy causes. Teachers' professionalism is strengthened for providing high quality educational services and nurturing exceptional talents for our society.

School Information

Supervisor / Chairman of School Management Committee	Mr. Leung Ting Yu		
Principal (with Qualifications / Experiences)	Ms. Au Man So (B.Sc, PGDE, P. Dip in Guidance and Counselling & M.Ed. (CUHK))		
School Type	Aided	Student Gender	Co-ed
School Motto	Diligence, Frugality, Loyalty and Faithfulness		

Name of Sponsoring Body	Tung Wah Group of Hospitals			Year of Commencement of Operation	1982
Area Occupied by the School	About 7000 Sq. M	Religion		Not Applicable	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes	Student Union / 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	67
Total Number of Teachers in the School	71
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	90%
Bachelor Degree	100%
Master / Doctorate Degree or above	49%
Special Education Training	59%

Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
30%	18%	52%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, History, Citizenship Economics and Society, Music, Physical Education, Visual Arts, Moral and Civic Education, Putonghua.
	English as the Medium of Instruction	English Language, Language across the Curriculum, Mathematics, Geography, Science (S.1, S.2), Science (Physics, Chemistry, Biology) (S.3), Computer Literacy, Home Economics, Design and Technology.
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Compulsory Subjects: Chinese Language, Citizenship and Social Development Elective Subjects: Chinese History, History, Tourism and Hospitality Studies, Visual Arts Others: Integrated Arts Education (S.4, S.5), Physical Education, Moral and Civic Education
	English as the Medium of Instruction	Compulsory Subjects: English Language, Mathematics Elective Subjects: Business, Accounting and Financial Studies, Economics, Geography, Biology, Chemistry, Physics, Information and Communication Technology, Mathematics Extended Part Module 1 (Calculus and Statistics), Mathematics Extended Part Module 2 (Algebra and Calculus), Music Others: STEAM (S.4, S.5)
	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, History, Citizenship, Economics and Society, Music, Physical Education, Visual Arts, Moral and Civic Education, Putonghua.
	English as the Medium of Instruction	English Language, Language across the Curriculum, Mathematics, Geography, Science (S.1, S.2), Science (Physics, Chemistry, Biology) (S.3), Computer Literacy, Home Economics, Design and Technology.
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-
S.4 - S.6	Chinese as the Medium of Instruction	Compulsory Subjects: Chinese Language, Citizenship and Social Development Elective Subjects: Chinese History, History, Tourism & Hospitality Studies, Visual Arts Others: Integrated Arts Education (S.4, S.5), Physical Education, Moral and Civic Education
	English as the Medium of Instruction	Compulsory Subjects: English Language, Mathematics Elective Subjects: Business, Accounting and Financial Studies, Economics, Geography, Biology, Chemistry, Physics, Information and Communication Technology, Mathematics Extended Part 1 (Calculus and Statistics), Mathematics Extended Part 2 (Algebra and Calculus), Music Others: STEAM (S.4, S.5)
	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	$50					
Student Union / Association Fee	$14					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

Remarks

Thanks to the provision of an additional Native-speaking English Teacher by Tung Wah, we are able to implement small class teaching in English subject in junior forms. Through the lower teacher-to-student ratio, we hope to enhance students' learning effectiveness.

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:
Academic Results (from the primary schools and also the Rank Order List provided by EDB): 50%;
Interview Performance: 35%;
Extra-curricular activities: 15%.

Orientation Activities and Healthy Life

1) Orientation Activities: The English Enhancement course is held in August. Orientation Day and Orientation Camp for new students and parents are held in late August.
2) Lunchtime policy: All students from S.1 to S.3 are required to stay for lunch, and a nutritious balanced lunch is provided by our food vendor.
3) Promoting Exercise Habits: The school is equipped with a gymnasium, encouraging students to foster physical well-being. Moreover, an inter-class long-distance running competition is held annually, aiming to facilitate the development of exercise habits among students.

東華三院李嘉誠中學
TWGHs Li Ka Shing College

School Characteristics

School Management

School's Major Concerns:
We love
We teach
We discipline
We treasure individual differences
We nurture multiple intelligence

School Management Organisation:
The school has established the School Administration Board, Academic Development Board, and Pastoral Care Board, each responsible for various school affairs. At the same time, committees with different functions are established to provide balanced and whole-person education.

Incorporated Management Committee / School Management Committee / Management Committee:
Adopting School-based Management and establishing IMC to involve representatives from Tung Wah Group of Hospitals, parents, teachers and alumni in formulating school policies.

School Green Policy:
The Moral, Civic and National Education Committee, other committees and subject panels integrate environmental issues into their programme plans. Various activities are organised to instil green concepts into our students.

Learning and Teaching Plan

Whole-school Language Policy:
Developing students' biliterate and trilingual abilities has been one of our major concerns for years. To this end, we have been implementing a range of measures and strategies including:
1. Introducing school-based English curricula, including Language across the Curriculum to junior forms in order to maximize students' exposure to English and their opportunities to learn the language;
2. Participating in the Chinese Language SEED Project of the EDB with eight of our Chinese teachers being seconded to the EDB to promote curriculum reform, thus enabling our teachers to keep abreast of the trends in curriculum development; and
3. Enhancing students' Putonghua proficiency through Putonghua lessons and other learning activities.

Learning and Teaching Strategies:
1. We provide formal curriculum education to ensure that students achieve distinguished results in personal learning and public examinations.
2. We endeavour to build up an environment conducive to learning in English through a variety of activities, including English Speaking Day, English Week, etc.
3. We actively participate in pilot programmes for various subjects, such as Chinese, English, Mathematics, and Information Technology Education. We also arrange for our outstanding teachers to be seconded to the EDB to assist in promoting curriculum development across Hong Kong.
4. To suit the needs of students, our teachers design school-based curricula, such as Chinese Language, STEAM and Integrated Arts Education.
5. We introduce new pedagogies, such as collaborative learning, drama in education, and cross-curricular project assessment. We also arrange co-planning periods for teachers and encourage them to participate in peer observation and lesson study to enhance teaching effectiveness.
6. We implement the "Bring Your Own Device (BYOD) Programme", allowing students to enhance the effectiveness of learning and teaching through self-directed learning and interactive learning modes.
7. We strengthen the training of students' thinking and self-learning abilities, establish reflective learning habits, and adapt to the needs of the times.
8. We provide students with numerous opportunities for overseas learning, allowing them to step out of the classroom and cultivate a global vision.

School-based Curriculum:
1. Electives: 3X. Our school offers 15 elective subjects. Students can choose to study according to their abilities and interests.
2. Curriculum highlights: Language across the Curriculum (S.1 to S.3), Computer Literacy (S.1 to S.3), Design & Technology (S.1 to S.3), STEAM Education (S.4 to S.5), Integrated Arts Education (S.4 to S.5), Moral & Civic Education (School-based Moral Education and S.1 to S.3 Tung Wah Group of Hospitals Moral Education Curriculum are implemented).

Major Renewed Emphases in the School Curriculum:
1. Language across the Curriculum: We apply the learning experiences and knowledge from English lessons to real-life situations and other subjects, helping students overcome learning difficulties and use and consolidate reading skills and strategies across various fields of study.
2. STEAM Education: We incorporate STEAM elements into all levels of our curriculum, enhancing students' critical thinking, collaboration, and problem-solving abilities, thus preparing them for future challenges.
3. Moral and Civic Education: Moral Education lessons and different training programmes are arranged for each year level to help students establish their goals and attitudes toward their studies and lives. Through school policies on social services, students are encouraged to participate in voluntary work, which helps to cultivate their civic-mindedness.
4. Interdisciplinary project-based learning: We design interdisciplinary learning activities that integrate academics and social-emotional learning. By utilising design thinking and fostering a collaborative learning environment, we aim to develop students' growth mindset and essential 21st-century soft skills.

Life Planning Education:
Our school has established the "My Way" career planning school-based curriculum for students, enabling them to better understand their own interests, abilities, and orientations, thereby encouraging them to make well-informed choices for their future studies and careers. Every year, the school organises a "Student Performance Review Day", where form teachers arrange individual interviews with students to help them reflect on their own performance (including academics, emotional needs, daily routines, etc.), while also paying attention to their emotional responses. Another highlight of our senior form career guidance activities is the individual and group counselling sessions. To help students develop a concrete plan for their further studies, our teachers have all participated in advising students on their career planning and JUPAS programme choices. In addition, we provide workplace experience opportunities and organise exchange tours to Mainland for further-education pathways.

Student Support

Whole School Approach to Catering for Learner Diversity:
Arranging small class teaching, English and Mathematics classes for elite and academically weaker students to cater for learning diversity. The Junior Elite Programme, which includes diverse activities, is established to enhance students' enthusiasm for learning, thus fostering high achievers across a range of subjects.

Whole School Approach to Integrated Education:
Our school has set up the Student Support Team (SST) for students with special education needs (SEN). Members of the team consist of the Principal, Vice Principal, Counselling Mistress, Discipline Mistress, SEN coordinator, educational psychologist, speech therapist, school social workers, class teachers, teaching assistants, etc. By adopting the Whole School Approach, we hope to cater to individual differences through optimizing teaching and learning strategies, providing evaluation, referral, counselling, and training services.
Regarding the allocation of resources, we have holistically and flexibly utilized learning support grants together with other school's resources to provide the students in need with training on development of social skills, emotional control, executive skills, speech and language group therapy, after-school tutorial classes, homework and test and examination accommodation, and career guidance. Besides, we have not only closely communicated with parents of children with special educational needs but also encouraged parents to attend seminars so as to help them understand the learning characteristics of students with SEN and to cooperate with the measures taken by the school.
To enhance teachers' professional capacity in catering to SEN students, teachers are encouraged to attend EDB's teacher professional development programmes on special 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; and organising activities to create an inclusive learning environment in the school.

Measures to Provide Adaptation for Learning and Assessment:
Students at all levels must meet specific requirements to be promoted. Related requirements are listed on the student handbooks for parents' reference. A continuous assessment scheme is implemented for S.1 to S.5 students to have a holistic assessment of their learning performance. This system assigns continuous assessment scores based on student's classroom performance, the quality of homework submitted, homework records, and assessments of designated assignments, thereby changing the traditional exam-based assessment approach.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Having been established for more than a decade, the Parent Teacher Association is a channel of communication between parents and the school. The association is involved in formulating school policies and organizes a range of parent education activities involving both parents and their children. PTA is an intimate working partner of the school.

School Ethos:
Our school upholds a caring culture with firm discipline. Teachers take the initiative to support students, enabling S.1 newcomers to adapt quickly to school life. In addition to having social workers and an educational psychologist, we adopt a whole-school approach to discipline and guidance, implementing a four-house system and assigning two Form Teachers in each class to provide comprehensive support for students' holistic development.

Future Development

School Development Plan:
1. To strengthen English training so as to equip the students with the abilities to switch to EMI learning;
2. To promote Arts Education through various activities;
3. To promote STEAM education, developing students' generic skills through interdisciplinary learning.
4. To cultivate a positive learning attitude and promote active learning among students;
5. To nurture the qualities and sense of belonging of students, cultivate their positive values and develop their leadership traits through character building;
6. To promote positive education in collaboration with JC LevelMind, so as to enhance students' well-being and their mental and physical health.

Teacher Professional Training and Development:
To encourage teachers to learn from their peers and to enhance learning and teaching effectiveness, we have been promoting peer lesson observations and co-planning lessons. The Staff Development Committee has also been established to coordinate teacher development activities, taking into account the needs of the school and its teachers. Since the 2024/25 school year, our school has also been participating in the "Quality School Improvement Project" (QSIP) organised by the Chinese University of Hong Kong, aiming to enhance teachers' assessment literacy and improve the effectiveness of learning and teaching. With support from the Bei Shan Tong Foundation, we have also actively promoted teacher training related to positive education in recent years.

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

There are over 40 extra-curricular activity groups, which can be divided into the categories of academic, service, interest, sports and arts. Students can choose, according to their preference, to join various extra-curricular activities organized by these clubs and societies. Every S.1 to S.3 student must participate in the "One Art for Life ". Students who have continuously participated in a particular extra-curricular activity will be awarded with certificates (from Bronze prize to Gold prize) and merit points (maximum two minor merits).

School Facilities

Number of Classroom(s): 30

School Facilities:
Our school has installed enhanced Wifi-900 infrastructure. All rooms on the school premises are air-conditioned and equipped with I.T. facilities including computers and smart interactive electronic whiteboards to enhance I.T. teaching and learning in our college. Other special facilities include a computer-assisted learning centre, a lecture theatre, a gymnasium, a self-learning centre, a student activity room and a greenhouse with water cooling systems. Our school's geography room has also installed an immersive VR virtual reality application system, providing students with a learning experience that more closely approximates real-world environments.

Facility(ies) for Supporting Students with Special Educational Needs:
Ramp, Accessible lift and Accessible toilet.

Others

1. Quality Assessment Management Accreditation Scheme (QAMAS) – Accredited School
Being accredited under the QAMAS, our school is recognized for its capacity in providing fair, reliable and valid examinations and assessment for the students. It also shows that we are equipped with a high standard of examination and assessment management.
2. Students have had outstanding performance in public examinations, arts, sports, gardening and social service. For details, please refer to the school homepage.

Direct Public Transportation to School

Train: Adjacent to Fanling Station (around 10-minute walking distance)
Others: Numerous bus and minibus routes arriving directly to our school