



九龍塘學校 (中學部)
Kowloon Tong School (Secondary Section)

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School Mission

The school strives to provide a balanced education to instill in students proper values and develop multiple intelligences so that our students will have a strong sense of responsibility and belonging towards our community and country.

School Information

Supervisor / Chairman of School Management Committee	Mr. Anthony Michael Bough		
Principal (with qualifications / experiences)	Ms. Hon Pui Yee (BA, MA, MEd)		
School Type	Aided	Co-ed	
School Motto	Diligence, Simplicity, Sincerity, Courage		
Name of Sponsoring Body	Kowloon Tong School		
Area Occupied by the School	About 7800 Sq. M	Religion	Not Applicable
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	

Teaching Staff Information (including School Head) in the 2022/2023 School Year

Number of Teaching Posts in the Approved Establishment		59
Total Number of Teachers in the School		60
Qualifications and Professional Training (% of Teaching staff)		
Teacher's Certificate / Diploma in Education		88%
Bachelor Degree		100%
Master / Doctorate Degree or above		62%
Special Education Training		36%
Years of Experience (% of Teaching staff)		
0 - 4 years	5 - 9 years	>= 10 years
25%	8%	67%

Subjects Offered in the 2022/2023 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Mathematics, Chinese History, Integrated Science*, Computer and Information Technology, Putonghua, Visual Arts, Music, Physical Education, Junior Technology / Design and Technology (F.1 and F.2) (lessons at ATEC), School-based Integrated Personal Growth Education and Talent Development Periods
	English as the medium of instruction	English Language, Social Studies
	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 (S.4-S.5), Liberal Studies (S.6), Chinese History, History, Geography, Biology, Physics (S.4 & S.5), Chemistry (S.4 & S.5), Information and Communication Technology, Business, Accounting and Financial Studies (Business Management), Business, Accounting and Financial Studies (Accounting) (S.4), Economics, Mathematics Extended Part Module 1, Visual Arts, DAT, Applied Learning, Whole-person Development Periods (S.4 & S.5), Chinese and Mathematics Enrichment classes (S.4 & S.5)
	English as the medium of instruction	English Language, Business, Accounting and Financial Studies (Accounting) (S.5 & S.6), Physics (S.6), Chemistry (S.6), Applied Learning, English Enrichment classes (S.4 & S.5)
	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 2023/2024 School Year

S.1 – S.3	Chinese as the medium of instruction	Chinese Language, Mathematics, Chinese History, Integrated Science*, Computer and Information Technology, Putonghua, Visual Arts, Music, Physical Education, Junior Technology / Design and Technology (S.1 and S.2) (lessons at ATEC), School-based Integrated Personal Growth Education, Talent Development Periods
	English as the medium of instruction	English Language, Social Studies
	Adopt 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, Chinese History, History, Geography, Biology, Physics, Chemistry, Information and Communication Technology, Business, Accounting and Financial Studies (Business Management), Business, Accounting and Financial Studies (Accounting) (S.4 & S.5), Economics, Mathematics Extended Part Module 1, Visual Arts, Music, DAT, Applied Learning, Whole-person Development Periods, Chinese and Mathematics Enrichment classes
	English as the medium of instruction	English Language, Business, Accounting and Financial Studies (Accounting) (S.6), English Enrichment classes
	Adopt different medium of instruction by class or by group / school-based curriculum	-

Class Structure & Chargeable Fees (2022/2023)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$100					
Student Union / Association Fee	-					
Approved Charges for Non-standard items	S.1-S.5: \$120 S.6: \$80					
Other Charges / Fees	Replacement of student card: \$10					

Remarks

Parents can check their e-payment record and notices, special announcements and students' homework by eClass intranet or eClass Parent App.

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 2023). Academic Result: 40%, Conduct: 30%, Performance of Interview: 20%, Others (including extracurricular activities, services and / or awards): 10%
Orientation Activities and Healthy Life
Mock interview and training workshop for S.1 Secondary School Places Allocation, S.1 Bridging Course (The course is held from mid July to late July which aims to help newly-admitted students understand the mode of self-regulated learning. The course also includes activities organised by the Disciplinary Team, Life Planning and Career Guidance Team, Moral, Civic and National Education Team etc.), S.1 Remedial Classes, a camp for S.1 students. The camp aims to train their discipline, nurture spirit and develop an ability to face adversity. F.1 students are taught to apply the theories of 'physical fitness' and each has to complete the fitness tests every year. Inter-class activities like rope-skipping competitions and ball games are organised to strengthen students physically. All S.1 to S.3 students are required to have lunch at school. They may order a nutritionally well-balanced packed lunch.

Kowloon Tong School (Secondary Section)

School Characteristics
School Management
School's Major Concerns: 1. Putting self-regulated learning theory into practice and developing students’ capacity for lifelong learning. 2. Promoting physical and mental health and nurturing in students positive values and attitudes. 3. Instilling value education and cultivating sense of national identity among students.
School Management Organisation: Communication between management and staff receives much attention, as witnessed by the forming of the Advisory Committee, the Executive Council, the Learning and Teaching Committee, the Student Affairs Committee, Information Technology Team, Other Learning Experience, Moral, Civic and National Education and Parents-Teachers Association.
Incorporated Management Committee / School Management Committee / Management Committee: The school is led by the Incorporated Management Committee which not only comprises of professionals and upstanding members of the community, but also representatives of parents, teachers and alumni.
School Green Policy: We adopt a whole school approach in waste reduction, energy conservation and recycling. Parents receive messages through eNotice and teachers use the intranet to transmit messages. Students are encouraged to download revision notes and suggested answers from the electronic learning platform instead of using hard copies.
Learning and Teaching Plan
Whole-school Language Policy: In accordance with the policy of Fine-tuning the Medium of Instruction, we now use English as the Medium of Instruction for Social Studies in the junior curriculum so as to enhance students’ motivation to learn English and to facilitate their transition to senior secondary levels. The native-speaking English teacher and tutor offer students chances to be exposed to the language through different English activities.
Learning and Teaching Strategies: The school aims for the balanced development of students’ abilities. Self-regulated learning is adopted by which students construct their knowledge through collaborative learning. Students are streamed into different classes based on their learning abilities. Teachers vary their teaching materials and methodology to meet students’ diverse learning needs. Curriculum tailoring, enhancement and remedial measures have been implemented by teachers of different subjects and at different levels in order to raise students’ learning outcomes and effectiveness. Homework policies have been improved to help students to prepare for their lessons. Students performing well are awarded different prizes.
School-based curriculum: 1. Electives: 2X and 3X. Extended Part of NSS Mathematics - Module 1: Calculus and Statistics 2. Curriculum highlights: Regarding timetabling, subjects are arranged according to the options of the students. This provides students with greater flexibility and caters for their differences regarding ability and aptitude. Enhancement classes for core subjects (F.4&F.5) and tutorials for core subjects (F.6) are designed to cater for learner diversity. Junior form students have two Talent Development Periods every week. During the periods, students participate in either a musical or sports activity since it is the belief of the school that it is important for every teenager to nurture an interest or a talent in either area. Students can also participate in other activities like STEM, Visual Arts, Debating, Scientific Inquiry, Campus TV, Girl Guides, Scouts or Life Education. Enhancement and remedial programmes are arranged on Extended Learning Day on Fridays to cater for learner diversity. All subject departments design different teaching plans, content, strategies and assignments for students who have better academic performance in order to boost their academic achievement. An Applied Learning (Vocational English) course offered by HKUSpace will be provided. The course enables students to lay a good English foundation for further studies or career pursuits. Life-wide learning activities are also arranged which enhance students’ learning experience outside the school in different contexts.
Development of the Four Key Tasks: Lessons are conducted with the use of multimedia equipment. E-learning is promoted to provide students with different learning materials. Students’ reading habit is nurtured by the implementation of a cross-curriculum reading scheme. Participating in cross-subject projects is a way to promote students’ generic skills and develop positive attitudes. A committee of Moral Civic and National Education is responsible for organising activities to suit the needs of students at their different stages of development. “Love and Caring” is the highlight of the committee of Moral Civic and National Education. Through organising talks, it is expected that all Kowloontongers are able to raise their awareness of their surroundings. Activities like ‘The Whole Class Feat’ , ‘On duty Week’ and ‘Classroom Cleaning Scheme’ are organised in order to cultivate students’ sense of civic responsibility. In the academic year 2019, our school was awarded the Outstanding Award from the “3rd Outstanding Teaching Award for Moral Education” . Our effort has been recognised.
Life Planning Education: Various kinds of careers and life planning activities are conducted according to the theme in each form, including individual and personal guidance which meets students’ individual needs. The school-based curriculum has designed for both junior and senior form students to help them set up individual goals and develop their own strengths. In junior forms, class teachers periods and workshops have been arranged to help students understand the ideas of career planning. There are also activities like talks about Senior Secondary subject choice, sharing of former students, career aptitude tests and individual consultation. These aim at guiding students to make the right subject choice. In senior forms, career talks, F.6 mock DSE result release activity, a visit to tertiary institutions etc. are arranged for students. Some students also participate in the summer programmes organised by different tertiary institutions. Through these activities, students are given an opportunity to experience the workplace and understand the situation of different industries. There is also cooperation with the Alumni Association encouraging former students to share their present working life or university life and strategies for studying.
Student Support
Whole School Approach to Catering for Learner Diversity: There is whole-school involvement in guiding and disciplining students; professional development is provided to enable teachers to identify and handle cases of learning diversity. A duo form teacher system is implemented from F.1 to F.5. Every F.1 student has a personal talk with the school social worker or guidance teacher so as to give students sense of ‘going along together’ . Form meetings are conducted to discuss matters concerning the same form. Policies have been established to assist students with special educational needs. Special grants provided by the EDB help cater for the needs of these students. Lessons on the teaching of life and society have been arranged for all junior form students starting from the year 2018/2019. Lesson content includes life and society, as well as the teaching life skills. It is expected that students can be nurtured to become autonomous learners.
Whole School Approach to Integrated Education: A whole-school approach to integrated education has been adopted in order to support students with special education needs. Various resources and grants have been deployed so as to provide more comprehensive services for students with special education needs to enhance their learning abilities and integrate into the school life. With the collaboration of the Special Education Needs Coordinator, Guidance Master, Education Psychologist, teachers and teaching assistants, support programmes, curriculum and teaching adaptations, individual education plans, an after-school learning support scheme, assessment adaptation measures are devised to support students with special education needs. In order to cater for students with special educational needs, various activities are arranged, for instance, remedial classes, social skills groups, tailor-made curriculum suggested by the school-based educational psychologist; individual learning schemes, speech therapy services and special examination arrangements. Home-school cooperation is emphasised. A regular communication mechanism between the school and parents has been established to evaluate the progress and the effectiveness of measures provided for students with special education needs.
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 cultural integration activities.
Measures to provide adaptation for Learning and Assessment: There are two examinations, two uniform tests and continuous assessment of all subjects in each academic year. Diverse homework and assessment modes are adopted to assess students’ academic performance. Reports on students’ learning progress at different stages are released so that students are aware of their own academic performance and can implement suitable learning strategies.

Home-School Co-operation and School Ethos
<p>Home-School Co-operation:</p> <p>Parents communicate well with the teachers and the school. An excellent collaboration platform has been built to facilitate the healthy development of our students. Parent-School Day is held before the commencement of a new academic year in order to facilitate communication between parents and our school. Parents receive PUSH messages through the eClass Parent App. To foster home-school cooperation, parent meetings are held to enable parents to understand the learning and developmental needs of students in different stages of growth. Communication between parents and the school is facilitated by Parent-Teacher Association (PTA), which acts as a bridge between the two parties to enhance their understanding of school culture and policies. During the academic year, members of the executive committee attend regular meetings, organise parents’ network, publish a newsletter, work as members of the ‘lunch patrol group’ , ‘homework remedial classes’ ,and tour around the school to check the facilities in use. It also sponsors learning activities and offers awards such as Academic Improvement Award and Improvement in Conduct Award. It also organises activities to foster a harmonious family relationship. Parent managers also contribute a lot in the IMC, providing opinions on the setting and implementation of our school policies. The school’ s efforts in building the school culture have been</p>
<p>School Ethos:</p> <p>We aim to create a supportive learning atmosphere and enable our students to become life-long learners. We foster the virtue of simplicity and develop self-discipline through diversified experience. We inculcate students to reflect and express gratitude all the time. We also facilitate students to identify their own potential and move towards self-actualisation. We instill in students the ethos of proper values and a sense of responsibility in order to help them become caring and responsible national and global citizens.</p>
Future Development
<p>School Development Plan:</p> <ol style="list-style-type: none"> 1. Putting self-regulated learning theory into practice and developing students’ capacity for lifelong learning. 2. Promoting physical and mental health and nurturing in students' positive values and attitudes. 3. Instilling value education and cultivating sense of national identity among students.
<p>Teacher Professional Training and Development:</p> <p>Developing teachers’ expertise in critically evaluating existing practices so as to enhance the effectiveness of learning and teaching. Three Staff Development Days and Teacher Learning Circles on different themes are organised every year, including the themes of ‘Student Support’ and educational needs. Teachers are encouraged to join training activities organised by the EDB. Different kinds of peer observation, collaborative lesson preparation and communication help teachers to develop professional learning and teaching plans. The implementation of mentoring programme also offers new teachers support and guidance.</p>
Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.)
<p>The Student Union and 4 Houses have been formed. Different activities in the important areas of the Other Learning Experiences (OLE) are arranged, e.g. sports, talent, uniform groups and clubs. We aim to develop students’ self-care, activeness, communication skills and leadership by encouraging students to participate in different community activities, such as team building, adventure camps, work experience, study tours etc.</p>
School Facilities
<p>School Facilities:</p> <p>Student Activity Centre, computer room, laboratories, library, Campus TV station, lockers, water dispensers, lift and lavatory for the disabled, basketball court, volleyball court, badminton court, handball court, sand pit and tracks for relay practice. All classrooms are provided with air-conditioners, internet access, wifi and projectors.</p>
<p>Facility(ies) for Supporting Students with Special Educational Needs:</p> <p>Ramp, Accessible lift and Accessible toilet.</p>
Others
<p>Scholarships:</p> <p>Scholarships have been established to recognise students with outstanding performance in academic fields, art, sports and voluntary services, or students with all-round improvement.</p> <p>Inter-schools competition awards:</p> <p>"Jing Ying Cup" Chinese Language Knowledge Contest for Youth: First Class Award (Senior Forms); Guangdong-HK-Macao Greater Bay Area Gifted Creative Writing (Episode on Pandemic) Cup for Year of the Tiger: Outstanding School Award; Hong Kong Financial Literacy Championship: Second Runner-Up; Po Leung Kuk CKCEYC Market - Future Skills Development Project: The Most Potential Entrepreneur Award Champion; The 73rd Hong Kong Schools Speech Festival (Chinese and English Speech): First Runner-Up, Second Runner-Up, Certificates of Merit and Proficiency; World Educational Robot Contest (Hong Kong Region) 2022 Line Tracing Challenge: Champion; WER 2022 Task Contest: First Runner-Up; The 20th Basic Law Debating Competition (Basic Law Cup): Second Runner-Up; HKMA Cup Debating Competition: Champion; Scout Association of Hong Kong (Kowloon Region) Outstanding Scout Group: Silver and Bronze Awards; International Young Dancers Competitions 2022 (Folk Dance) Open, Group: Champion; The 58th Schools Dance Festival (Secondary Section) Oriental Dance: First Runner-Up; Bauhinia Cup Dance Championships 2022,Open,Group: Merit Award</p> <p>Exchange Programmes:</p> <p>Exchange programmes to different countries are organised.</p>
Direct public transportation to School
<p>Bus routes: 1, 1A, 2D, 3C, 6D, 7, 7B, 10, 12A, 42, 72X, 81C, 87D, 281A</p> <p>MTR: Kowloon Tong Station, Mong Kok East Station</p> <p>Minibus: 2, 2A, 41M, 69A,70; Mei Foo to Kwun Tong</p>