



School Mission

1. To make the school a place filled with the spirit of the Gospel and charity.
2. To pass on the virtues of Chinese tradition for the whole person development.

School Information

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| Supervisor / Chairman of School Management Committee | Ms. Lau Fung Yi Lucia | | |
| Principal (with qualifications / experiences) | Mr. Hon Sze Ping Steven (B. Ed. (Lang Ed), M. Sc. (ITE)) | | |
| School Type | Aided | Co-ed | |
| School Motto | Faithfulness, Forgiveness, Sincerity and Intelligence | | |
| Name of Sponsoring Body | Hong Kong Catholic Diocese | | |
| Area Occupied by the School | About 9000 Sq. M | Religion | Catholicism |
| Parent-Teacher Association | Yes | Past Students' Association / School Alumni Association | |

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

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| Number of Teaching Posts in the Approved Establishment | | 53 |
| Total Number of Teachers in the School | | 58 |
| Qualifications and Professional Training (% of Teaching staff) | | |
| Teacher's Certificate / Diploma in Education | | 91% |
| Bachelor Degree | | 100% |
| Master / Doctorate Degree or above | | 38% |
| Special Education Training | | 32% |
| Years of Experience (% of Teaching staff) | | |
| 0 - 4 years | 5 - 9 years | >= 10 years |
| 15% | 10% | 75% |

Subjects Offered in the 2022/2023 School Year

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|-----------|--|---|
| S.1 - S.3 | Chinese as the medium of instruction | Chinese Language, Chinese History, Religion and Ethics, Putonghua, Physical Education, Life and Society (S.3) |
| | English as the medium of instruction | English Language, Mathematics, Computer Literacy, Visual Arts, Music, Geography, Integrated Science (S.1 to S.2), Life and Society (S.1 to S.2), Home Economics (S.1 to S.2), INNO-Master (S.1 to S.2), Reading Lesson (S.1 to S.2), Integrated Science (Physics)(S.3), Integrated Science (Chemistry) (S.3) and Integrated Science (Biology) (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, Chinese History, Ethics and Religious Studies, Visual Arts, Religion and Ethics, Citizenship and Social Development (S.4 to S.5), Health Management and Social Care, Liberal Studies (S.6), Physical Education (S.6) |
| | English as the medium of instruction | English Language, Mathematics, Biology, Chemistry, Physics, Economics, Geography, Business, Accounting and Financial Studies, Health Management and Social Care, Information and Communication Technology, Mathematics Extended Part (Module 2), Integrated Arts and Physical Education (S.4 to S.5) |
| | Adopt a different medium of instruction by class or by group / school-based curriculum | - |

Subjects to be Offered in the 2023/2024 School Year

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| S.1 – S.3 | Chinese as the medium of instruction | Chinese Language, Chinese History, Religion and Ethics, Putonghua, Physical Education, Life and Society (S.3) |
| | English as the medium of instruction | English Language, Mathematics, Computer Literacy, Visual Arts, Music, Geography, Integrated Science (S.1 to S.2), Life and Society (S.1 to S.2), Home Economics (S.1 to S.2), INNO-Master (S.1 to S.2), Reading Lesson (S.1 to S.2), Integrated Science (Physics) (S.3), Integrated Science (Chemistry) (S.3) and Integrated Science (Biology) |
| | 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, Chinese History, Ethics and Religious Studies, Visual Arts, Religion and Ethics, Health Management and Social Care, Citizenship and Social Development |
| | English as the medium of instruction | English Language, Mathematics, Biology, Chemistry, Physics, Economics, Geography, Business, Accounting and Financial Studies, Information and Communication Technology, Mathematics Extended Part (Module 2), Integrated Arts, Physical Education |
| | Adopt different medium of instruction by class or by group / school-based curriculum | - |

Class Structure & Chargeable Fees (2022/2023)

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|---|----------------------------|----|----|-------|-------|-------|
| | S1 | S2 | S3 | S4 | S5 | S6 |
| No. of classes | 4 | 4 | 4 | 4 | 4 | 4 |
| School Fee | - | - | - | - | - | - |
| Tong Fai | - | - | - | \$300 | \$300 | \$300 |
| Parent-Teacher Association Fee | \$150 (Received only once) | | | | | |
| Student Union / Association Fee | \$50 | | | | | |
| Approved Charges for Non-standard items | \$310 | | | | | |
| Other Charges / Fees | - | | | | | |

Remarks

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| Our school has set up Mrs. Kwok Tak Seng ECA fund to assist those students who are in financial need to join various extra-curricular activities. |
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S.1 Admission, Orientation Activities & Healthy School Life

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| 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). Admission criteria and weightings for S1 Discretionary Places are as follows: Academic achievements (40%), Language proficiency (20%), Conduct and Aptitude (20%), Achievements in extra-curricular activities & services (10%), Family support (10%). |
| Orientation Activities and Healthy Life |
| The school provides a series of interest classes for Pre-S.1 students during the summer vacation each year. In order to help them to adapt to the new school life, a five-day bridging day camp will be arranged in mid-August. Through a series of religious activities, adventure training and experience activities, students' character strengths can be explored, so as to enhance their team spirit and improve personal problem-solving skills and self-discipline. Efforts have been made to promote students’ healthy living. PE lessons and different physical activities and programmes are provided to help students develop a habit of regular exercise. To enable students to get into a healthy dietary habit, balanced meals are served at school tuck shop. Each year, Health Education Week is organised to encourage students to cultivate a healthy lifestyle. A new NSS subject, Health Management and Social Care has been included in the curriculum to raise students’ awareness of healthy living and its related issues. |

| School Characteristics |
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| School Management |
| School's Major Concerns: Our targets: Blooming positive vibes Enshrining faithful lives |
| School Management Organisation: Teachers can concentrate on their teaching due to our simplified administrative structure with only nine committees. |
| Incorporated Management Committee / School Management Committee / Management Committee: We commenced exercising the school-based management in 1998 and the Incorporated Management Committee (IMC) was officially established in 2013. With an aim of being democratic, all our major decision-making is first consulted by School Councilors, then all teaching staff, and finally the School Board. All KLAS report to the IMC on a regular basis while the IMC possesses working committees to collect opinions from all stakeholders, facilitating the betterment of the school. |
| School Green Policy: In order to promote our students’ environmental awareness and help to organize various environmental protection programmes, such as No Air-Con Day and paper recycling activity, students are recruited as the Environmental Protection Ambassadors. The element of environmental consciousness and protection is implemented in our school curriculum. In addition, we strongly encourage our students to participate in environmental protection campaigns outside school to help them practice a green life. |
| Learning and Teaching Plan |
| Whole-school Language Policy: Our school adopts English as the main medium of instruction. For English of the senior forms, small class teaching is adopted to enhance students’ English proficiency. All S.4 to S.6 students are streamed into 5 groups when they have English lessons. Activities such as morning assemblies and prayers are conducted in English and Putonghua to increase the usage of different languages on campus. Lessons are conducted in Chinese in some subjects, such as Religion and Ethics and Other Learning Experience so as to help students develop their positive values and generic skills. Other than English, all students will also attend Putonghua lesson to enrich their comprehensive language learning. Languages programmes such as Spanish, Korean and Japanese are offered in after-school language classes to enrich students' exposure in international languages. |
| Learning and Teaching Strategies: We strive to provide students with varied learning experiences, like project learning to develop their generic skills. Because of the New Senior Secondary reform, curriculum tailoring and school-based materials are made for junior forms. The curriculum of Life and Society has been reorganized and tailored to help junior students acquire generic skills and foster their capacity for life-long learning. A reading promotion team has been set up to organise and arrange different activities and programmes to encourage reading among students. |
| School-based curriculum: 1. Electives: 2X and 3X. The school offers 12 elective subjects, in addition to the 4 core subjects (Chinese Language, English Language, Mathematics and Liberal Studies/Citizenship and Social Development). Senior Form students can choose electives according to their own ability and interest. 2. Curriculum highlights: Life Education: Our school emphasizes Life Education. To enable students to have positive attitudes and values, like respecting one another and being persevering and responsible, the school-based curriculum of Religion and Ethics is designed. Financial management is included in the curriculum for senior forms to help them plan their future and adopt a positive attitude towards money. Gifted Education: The curriculum designed helps all students develop their potential in all aspects in level 1 gifted education. Tailor-made elite training is provided to more able students after lessons to help maximize their talents. The school provides students with diverse learning experiences to widen their horizons and develop and practise their skills. |
| Development of the Four Key Tasks: 1. To develop students' reading habit, S.1 and S.2 students have a Reading Lesson every cycle. In the book sharing sessions, S.2 students have to share their reading experience with the NET, Vice-principals and the Principal. 2. Students are encouraged to learn on their initiative by handing in assignments, downloading learning materials or doing different kinds of online assessments through the school intranet. 3. There is cross-curricular project learning in each junior form. 4. Through different activities, such as assemblies, form teacher periods, Religion and Ethics lessons, Moral and Civic Week and Health Education Week, students receive moral and civic education in all aspects. |
| Life Planning Education: Life planning is a life-long learning process that contributes to personal fulfillment and whole-person development. Different foci will be placed at different stages in this lifelong journey. During secondary education, life planning plays an irreplaceable role in fostering students’ self-actualization, personal growth, career aspiration and potential-realization process based on their self-understanding. Hence, life planning is no longer merely about information dissemination or advisory service for students when they are in need of career choice. It is now a coordinated and systematic education that links with the school’ s curriculum. In our school, a holistic approach has been adopted to provide an all-round life planning education to students to connect with our school’ s curriculum components. Various talks and workshops are held to facilitate students from S.1 to S.6 in the goal-setting stage. Visits to universities, institutes and workplace are also made in order to cater for the need of increasing students’ career-related/study-related experiences. Group counseling is carried out to all S.6 students to facilitate the application procedures, with the ultimate goal of fostering their self-understanding and self-actualization. Through this, students will be able to make wise choices in accordance with their interests, abilities and orientations as well as connecting their career/academic aspirations with whole-person development and life-long learning. Besides holding multifarious activities for students to explore their potentials, our school also strives to advocate students’ outstanding academic results, extra-curricular achievements, as well as community services and contribution through different scholarships. It is hoped that students can be recognized for their accomplishments regardless of the result of the nomination. |
| Student Support |
| Whole School Approach to Catering for Learner Diversity: The School has implemented ‘3 Stages of Students’ Growth Development’ which are ‘Understanding and Appreciating Life’ , ‘Cherishing and Developing Life’ , and ‘Flourishing in Life’ . Utilizing the ‘Positive Education’ , various ‘Student Growth Support Groups’ provide all-round development and support to students, manifesting the Catholic core values and the school mottos – Faithfulness, Forgiveness, Sincerity and Intelligence. We aim to nurture students to be confident KTSers. |
| Whole School Approach to Integrated Education: The whole school approach has been adopted and used in the promotion of integrated education throughout the years. Our school strategically deploys different resources to support students with different learning needs. With the aim of assisting students to integrate better to school life and unleash their potentials, the Student Support Team works hand-in-hand to provide support to students concerned. An array of measures, ranging from the hiring of student counsellor, specific adaptation arrangement in learning to application of special examination arrangement in the HKDSE have been offered accordingly. With the introduction of Integrated Education ambassadors and peer support schemes, various activities are conducted to promote the mutual respect of individual differences among students and to cultivate an inclusive school culture. |
| Measures to provide adaptation for Learning and Assessment: Continuous assessment is adopted throughout the year. Apart from uniform tests and examinations, informal assessment, like presentations and projects, is used to evaluate students’ learning progress. Based on students’ performance and results, tailor-made programmes, data analysis and academic award systems are designed to enhance learning effectiveness. Students with different learning needs are engaged in elite training and remedial classes. |

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| Home-School Co-operation and School Ethos |
| Home-School Co-operation: Various activities are organized by the Parent-Teacher Association, e.g. Parent-Child voluntary work and parents' seminars. Besides, PTA plays an active role in school and parents are much concerned about the school policies. During PTA meetings, senior teachers are invited to sit in so as to give feedback to parents. |
| School Ethos: Our school community is characterized by a pervading influence of a strong emphasis on a warm yet orderly and disciplined atmosphere. Teachers and students interact harmoniously. Our social worker, Pastoral Care Committee, Religious & Moral Committee and educational psychologist are committed to help students build up values for personal growth. |
| Future Development |
| School Development Plan: 1. To further support and develop active and independent learning; 2. To promote Positive Education programmes. |
| Teacher Professional Training and Development: We have established a professional development framework for teachers: 1. Organising teacher professional development days or week; 2. Conducting appraisal lesson observation; 3. Strengthening the bonds between our school and other educational organisations, improving teaching effectiveness through professional sharing and workshops. |
| Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.) |
| We encourage our students to participate in a wide variety of extra-curricular activities. The activities offered fall under five categories: academic societies, clubs, school teams, interest classes, service teams and uniform groups. There are more than 50 activities fostering leadership and developing potentials. In addition, our students achieved outstanding results in extra-curricular activities, such as the robotic competitions, debate competitions, science competitions and in Speech Festival. The Drama Club and the Gymnastics Team also achieved excellent results in various external contests. |
| School Facilities |
| School Facilities: We are well equipped with 26 classrooms, Art Room, Conference Room, INNO-master Room, Meta:LAB, Home Economics/Needlework Room, Information Technology Rooms, Library, Multi media Language Center, Physics, Chemistry, Biology and Integrated Science Laboratories, Student Activities Center, Fitness Room and School Hall, all fully air conditioned with multi-media facilities including computers, LCD projectors, visualizers and APPLE TV. We have 2 basketball-courts and a large multi-purpose area, the roof garden. The school campus has been greatly expanded with the new Jubilee Campus. |
| Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet. |
| Others |
| Our third building "Jubilee Campus" was established, expanding the school campus by one-third. With the new facility, we offer a variety of rooms ranging from a blackbox theatre and a training room, computers rooms, laboratories for robotic experiments, a scientific invention room, a gifted education centre, an art gallery, other special rooms and classrooms. The addition of a new campus substantially strengthens our support for students and the quality of our gifted education initiatives. |
| Direct public transportation to School |
| 5-minute walk from Che Kung Temple Station, Tuen Ma Line to school. Bus routes to school: 282, 81K, 47X, 80X, 85B, 82K, 81M, 87B |