

School Mission

Following Catholic and Franciscan traditions in education, we aim at guiding students to get to know about Catholicism, bring faith to life, establish a positive perspective about life, become the best for themselves and for others, learn about the meaning of DEUS MEUS ET OMNIA (My God and My All).

School Information

| | | | |
|--|-----------------------------------|--|-------------|
| Supervisor / Chairman of School Management Committee | Mrs. Joan Yan | | |
| Principal (with qualifications / experiences) | Ms. Wong Kok Yee - | | |
| School Type | Aided | Co-ed | |
| School Motto | Deus Meus Et Omnia | | |
| Name of Sponsoring Body | Minister of Order of Friars Minor | | |
| Area Occupied by the School | About 7065 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

| | | |
|--|-------------|-------------|
| Number of Teaching Posts in the Approved Establishment | | 57 |
| Total Number of Teachers in the School | | 60 |
| Qualifications and Professional Training (% of Teaching staff) | | |
| Teacher's Certificate / Diploma in Education | | 100% |
| Bachelor Degree | | 100% |
| Master / Doctorate Degree or above | | 73% |
| Special Education Training | | 23% |
| Years of Experience (% of Teaching staff) | | |
| 0 - 4 years | 5 - 9 years | >= 10 years |
| 25% | 7% | 68% |

| | | |
|-----------------------------------|-----------------|-------------|
| Year of Commencement of Operation | | 1996 |
| Incorporated Management Committee | | Established |
| Yes | Student Union / | Yes |

Subjects Offered in the 2022/2023 School Year

| | | |
|-----------|--|---|
| S.1 - S.3 | Chinese as the medium of instruction | Chinese Language (two classes in each form adopt Putonghua as the MOI), Chinese History, Social Sciences (History), Putonghua, Religious Education, Physical Education, Music, Visual Arts, Home Economics, eLearning (STEM Curriculum), and PATH. |
| | English as the medium of instruction | English Language |
| | Adopt a different medium of instruction by class or by group / school-based curriculum | Mathematics*, Integrated Science*, Computer Literacy*, Social Sciences (Geography, Life and Society)*. |
| S.4 - S.6 | Chinese as the medium of instruction | Chinese Language, Citizenship and Social Development (S.4, S.5), Liberal Studies (S.6), Biology, Mathematics (Extended Part Module 1), Information and Communication Technology, History, Tourism and Hospitality, Chinese History, Visual Arts, Religious Education, Physical Education, Other Learning Experiences. |
| | 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, Physics, Chemistry, Geography, Economics |

* 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 (two classes in each form adopt Putonghua as the MOI), Chinese History, Social Sciences (History), Putonghua, Religious Education, Physical Education, Music, Visual Arts, Home Economics, eLearning (STEM Curriculum) and PATH. |
| | English as the medium of instruction | English Language |
| | Adopt different medium of instruction by class or by group / school-based curriculum | Mathematics*, Integrated Science*, Computer Literacy*, Social Sciences (Geography, Life and Society)*. |
| S.4 – S.6 | Chinese as the medium of instruction | Chinese Language, Citizenship and Social Development, Biology, Mathematics (Extended Part Module 1), Information and Communication Technology, Chinese History, History, Tourism and Hospitality, Visual Arts, Religious Education, Physical Education, Other Learning Experiences. |
| | English as the medium of instruction | English Language, Mathematics (Extended Part Module 2) |
| | Adopt different medium of instruction by class or by group / school-based curriculum | Mathematics, Physics, Chemistry, Geography, Economics |

Class Structure & Chargeable Fees (2022/2023)

* Subjects with extended learning activities (ELA) in English

| | S1 | S2 | S3 | S4 | S5 | S6 |
|---|----------------------------|----|----|-------|-------|-------|
| No. of classes | 4 | 5 | 4 | 4 | 4 | 4 |
| School Fee | - | - | - | - | - | - |
| Tong Fai | - | - | - | \$300 | \$300 | \$300 |
| Parent-Teacher Association Fee | \$20 | | | | | |
| Student Union / Association Fee | \$15 | | | | | |
| Approved Charges for Non-standard items | - | | | | | |
| Other Charges / Fees | \$300 (School Development) | | | | | |

Remarks

According to their abilities, students are arranged to classes in which English is used as the medium of instruction or as an extended part. This is to provide a smooth interface between the junior-form curriculum and the New Senior Secondary curriculum, preparing students for the Arts and Science subjects in the DSE.

Reflective teaching and learning activities are provided for students to develop all-roundly, broaden horizons and enjoy a rich learning experience.

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). |
| Our school values students' conduct, academic performance and potential. Our school will assess students through interview(s). |
| Admission criteria and weightings: performance in the interview(s) 30%; Academic rank order 40%; school academic performance 10%; conduct 10%; extra-curricular activities and awards 5%; siblings in school 5%. |
| Orientation Activities and Healthy Life |
| Our school organizes Pre-S.1 Bridging Programmes to enable students and parents to get to know more about the school and help students adapt to the new environment. The Pre-S.1 Bridging Programme Tier One is designed by teachers and professional social workers. It focuses on students' growth and the building of a sense of belonging. Activities are mainly about enhancing students' learning skills and interpersonal communication skills. The Pre-S.1 Bridging Programme Tier Two is designed by teachers of main subjects and aims at letting students experience the academic life of the secondary school. There are also the "Big Brothers and Big Sisters Scheme", PATHS, Elite Classes and Remedial Classes of Chinese, English and Mathematics to help S.1 students adjust to the new school. |
| We help students develop healthy lifestyles and habits, form positive perspectives towards life and a correct sense of value. Various talks, extra-curricular activities, programmes are organised by different groups and subjects to allow students to enjoy a healthy life. |

| School Characteristics |
|---|
| School Management |
| School's Major Concerns: Biliteracy and trilingualism, self-directed learning, eLearning, quality education, life planning, catering for learning diversity, deepening caring culture. |
| School Management Organisation: Management team is cooperative, focusing on teacher professional development, appropriate resource planning and management, becoming an efficient and effective professional team. Inclusion of external professional support and promoting administration efficiency through an interactive platform. |
| Incorporated Management Committee / School Management Committee / Management Committee: With the spirit of Franciscan, students are led to learn about the virtues of God and to become a graceful person. It also promotes a good learning environment and various learning activities for a balanced development of knowledge, skills and mentality. It consists of representatives from the sponsoring body, professionals, parents, alumni and teachers. |
| School Green Policy: Setting up an Environment Education Committee to coordinate school environment activities such as organic planting and Environment Education Week and to build up the value and attitude of environment protection of students. It also sets up guidelines for green policy at school and implements waste disposal scheme and energy saving scheme. Our school has been awarded with "Schools Go Green" and "Green School Project" for two consecutive years. |
| Learning and Teaching Plan |
| Whole-school Language Policy: Focusing on the development of biliteracy and trilingualism, students are grouped with reference to their language ability for studying Mathematics, Integrated Science, Computer Literacy, Social Science (Geography and Life and Society) by using English as the medium of instruction or with extended learning activities in English in junior secondary so that they can prepare for the corresponding subjects in senior secondary. Using Putonghua to teach Chinese Language to extend students' language potentials. School has also put effort in creating a language-rich environment of Putonghua and English such as announcements only in English and Putonghua, various elite and consolidation classes and benchmark test arrangement. |
| Learning and Teaching Strategies: With the development of iClass (interactive whiteboard and interactive platform), the interaction between teachers and students both within classroom and outside classroom has been promoted. The Chief Executive's Award for Teaching Excellence in 2007 and the International Outstanding e-Learning Awards (STEM) (Golden Award) presented by HKU in 2017 reflects teachers' professionalism and excellent abilities. Also, being invited by the Education Bureau for Various school-based curriculum and Seed Project, this means our school is capable of coordinating different learning experiences for the development of generic skills, attitudes and appropriate values. Through life-wide reading award scheme, competitions, book exhibitions, authors' talk and book displays, students' interest in reading has been cultivated. Various programmes such as Library Ambassadors, Reading Billboard and Library Master also allow students to experience the joy of reading. |
| School-based curriculum: 1. Electives: 3X. Electives include: Physics, Chemistry, Biology, ICT, Mathematics (Module 1 & Module 2), History, Chinese History, Geography, Economics, VA and Tourism. Some of them are taught in English. 2. Curriculum highlights: Addressing the issue of learning diversity, our school develops various school-based curriculum in different Key Learning Areas, making use of information technology products and design graded worksheets, in order to provide quality education. Besides, our school provides social services and career related programs to enrich the students' other learning experiences. |
| Development of the Four Key Tasks: 1. Moral and Civic Education Committee helps nurture students' values and attitudes and enrich other learning experiences through weekly assemblies, social services, voluntary training, etc. 2. Implement Life and Society in Junior Secondary allowing students to explore themselves and to develop generic skills. Project learning is regarded as Outstanding Assignment by External School Review Team. 3. Introduce interactive platform and interactive whiteboard for learning and teaching effectiveness. 4. With e-book system and school-based reading scheme, students can further develop their reading skills, consolidate their reading habits and extend their knowledge horizons. |
| Life Planning Education: In junior forms, the objectives of life planning are to let students explore themselves, discover and develop their potential, and cultivate good qualities in dealing with others and daily matters. In senior forms, life planning takes an all-round approach. Systematic curriculum and counselling are arranged. Students enrol in schemes like the School-Company-Parent Programme and the Youth Employment Start Programme, keep a personal career profile, attend various lectures, participate in mock interviews, etc. They are also given particular help with JUPAS and EAPP application. |
| Student Support |
| Whole School Approach to Catering for Learner Diversity: Having different school-based curriculum and learning experiences to help students build up knowledge, attitudes and skills. Having both after-school elite and consolidation classes in Chinese Language, English Language and Mathematics in Junior Secondary to help with the needs of different students. With multiple learning activities and platforms, students can have ample opportunities and various modes for their individual needs of learning. |
| Whole School Approach to Integrated Education: Our school adopts a whole-school approach to integrated education. A student support team is set up to support students with special educational needs. The school regularly distributes information on integrated education to our teachers to share relevant concepts and teaching suggestions. At the same time, special lectures are held as needed to enrich teachers' understanding of integrated education, and teachers are enrolled in integrated education-related courses to enhance their professional abilities. Our school provides a wide range of support for students with special educational needs, including the provision of integrated education counselor to offer appropriate support to students. The school also provides training for students in need through EDB, NGOs and outsourced speech therapy services. We also cater for student diversity through curriculum design, diversified teaching strategies, tiered assignments, homework and assessment modification, and regular meetings with counselling teacher to enhance the learning outcomes and personal growth of students with special educational needs. In order to identify the special educational needs of students early and provide timely support, our work starts on the registration day of Secondary One students through school notices, teacher observations and communication with parents. The school also works closely with EDB and other professionals such as school-based educational psychologists and speech therapists to conduct individual meetings and student assessments on a regular basis. The support team has a constant communication mechanism, a school-based support report and liaises with parents as needed to let parents understand the situations of their children and support their learning and growth together. |
| Measures to provide adaptation for Learning and Assessment: With multiple assessment policy, students' performance in various aspects can be acknowledged such as Academic Report Card, Reading Report Card and Physical Fitness Report Card. Students Learning Profile has also been established for students' performance in Senior Form. Regarding students with special education needs, learning support and assessment adaptation are also provided. |

| |
|---|
| Home-School Co-operation and School Ethos |
| Home-School Co-operation: 1. Regular education seminars and parent-child workshops are held for parents to enhance their parenting skills. 2. Bonding recreational activities such as picnics are organized for teachers, parents and students to promote home-school communication and develop harmonious parent-child relationships. 3. Parents are welcome to discuss and make decisions on affairs regarding student welfare together with the school. |
| School Ethos: Emphasis is placed on both academic performance and conduct. Students observe school rules tightly and are modest. The Discipline Committee and the Counseling Committee work together to nurture students' inner growth and personal growth. The Learning Action Group in each form coordinates the work of class teachers and teachers of the Discipline Committee and the Counseling Committee to provide strong support for students. Peer counseling is developed. Student leaders are trained. School-home cooperation is valued. Our school has been named the Outstanding Caring School in the Caring School Award Scheme for years. |
| Future Development |
| School Development Plan: Three areas of concern are: 1. Develop potential through self-directed learning; Broaden exposure for knowledge exploration; 2. Inherit the innovative spirit of our predecessors; Enhance learning and teaching through professional sharing; 3. Cultivate ten virtues of St. Francis of Assisi; Nurture traits of St. Josephians. |
| Teacher Professional Training and Development: Measures like staff development days/periods, common lesson preparation periods, peer lesson observation, collaborative teaching and so on are adopted to promote professional sharing among teachers. Our school also works closely with tertiary institutions and education groups so that we can always bring in new ideas about education and broaden the horizons our teachers. |
| Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.) |
| Embracing our philosophy of 'holistic education', our school provides extra-curricular activities of various types such as Catholic Society, uniform groups, volunteer teams, etc. In terms of leadership training, our school is keen on exploring students' potential and giving them opportunities to shine in posts like Student Union committee members and school prefects. For physical and artistic development, there are different clubs, uniform groups, sports teams and school choir. In addition, academic activities are regularly organised, for example, seminars, book fairs, English drama, etc. Each KLA has its own Study Block in which students learn with a lot of fun through project learning and enquiry learning of an interactive approach,. Students have abundant opportunities to participate in competitions outside the school and exchange programmes outside Hong Kong to enrich their life and broaden the horizons. |
| School Facilities |
| School Facilities: We have a beautiful and spacious campus with excellent facilities, which make our school an ideal environment for learning. There are the Triangular Garden, fish pond, English Square, Mount Mary, the chapel, etc. We have STEM Lab, I.T. innovation Lab, Campus Tv, Gallery of School History, Dancing room, etc. All classrooms are air-conditioned and well equipped with computer facilities, electronic whiteboards, infra-red audio visual equipment, etc. |
| Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet. |
| Others |
| In face of new developments in education, we are constantly upgrading our school facilities, curriculum, teacher professional development, application of information technology, support for students' growth, etc. Our school will continue to be an effective learning community and constantly strive for excellence. We will carry on with the Franciscan mission in Ma On Shan and nurture our students into Franciscan youth. |
| Direct public transportation to School |
| Our school is located in the city center of Ma On Shan and is easily accessible through MTR and Ma On Shan Line. Bus no.: 40X, 43X, 81C, 86K, 85K (From Shatin MTR Station), 85M, 85C (Via Diamond Hill MTR Station), 85X, 86C, 86X, 87K, 87D, 89C, 89D, 99, 274P, 286C, 680, 681, 682; Mini Bus: 26, 801, 803, 808, 810. |