



Subjects to be Offered in the 2023/2024 School Year

S.1 – S.3	Chinese as the medium of instruction	For Chinese Speaking Students: Chinese Language, Ethics/Religious Education, Chinese History, Mathematics*, Science (Junior Secondary)*, Humanities*, Music, Physical Education Lessons, Business Fundamentals*, Visual Arts*, Innovative Computing* For Non-Chinese Speaking Students: Chinese Language (HKDSE/GCSE/GCE), Chinese History Japanese (S.3, School-based)
	English as the medium of instruction	For Chinese Speaking Students: English For Non-Chinese Speaking Students: English, Mathematics, Science (Junior Secondary), Humanities, Music, Physical Education Lessons, Business Fundamentals, Visual Arts, Ethics/Religious Education, Moral Education, Innovative Computing
	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 (HKDSE/GCSE/GCE), Chinese History, Ethics/Religious Education, Japanese
	English as the medium of instruction	English, Mathematics, Biology, Chemistry, Physics, Tourism and Hospitality Studies, "Business, Accounting and Financial Studies", Information and Communication Technology, Physical Education Lessons, Visual Arts (HKDSE), Urdu (S6), Spanish, Mathematics (Extended Part-Module 2), Mathematics (Extended Part-Module 1), Moral Education Applied Learning: Fashion Image Design (S.6), Applied Learning: Film and Transmedia (S.6), School-based VPET Applied Learning: Vocational English (S.5, S.6)
	Adopt different medium of instruction by class or by group / school-based curriculum	Citizenship and Social Development, Korean

Class Structure & Chargeable Fees (2022/2023)

* Subjects with extended learning activities (ELA) in English

	S1	S2	S3	S4	S5	S6
No. of classes	3	3	3	3	3	3
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$310	\$310	\$310
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard items	Charge for non-standard facilities \$293					
Other Charges / Fees	Replacement of student card \$40					

Remarks

Our school is the first Professional Development School of Education Bureau to support non-Chinese speaking students and is now a leading school under the Quality Education Fund Thematic Networks (QTNs) by the EDB. In co-operation with the HKU Education Faculty, a 3-year scheme was launched to design a school-based Chinese curriculum. To suit the special learning needs of non-Chinese and S.1 students, smaller class size was adopted in some subjects through grouping so as to allow students to learn comprehensively. We offer other languages (e.g. Japanese, Spanish and Urdu etc.) to S.4-S.6 students, and when they are in S.5, they can also choose an extra subject from Applied Learning.

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). The admission criteria and weightings for S1 Discretionary Places: student academic performance (30%), conduct (30%), extra curricular activities (10%), activity award record (10%), interview (20%).
Orientation Activities and Healthy Life
1. Counselling day for S.1 parents: It is arranged to let parents know more about our campus life. 2. S.1 bridging courses: These courses allow students to preview the secondary curriculum. 3. S.1 orientation activities: We hope students can adapt to secondary school life as soon as possible. 4. S.1 home visit: We learn more about our students and their family background via home visit in order to organize appropriate activities for them in the future. 5. We have the "Lunch in school plan" to provide healthy food for students as part of the healthy living plan. We have also joint the "Plastic-free Pilot Scheme" implemented by the Environment and Conservation Fund Secretariat to promote healthy eating habits.

Caritas Tuen Mun Marden Foundation Secondary School

School Characteristics
School Management
School's Major Concerns: School Major Concern 1: To practice self-directed learning and to unleash students' talents School Major Concern 2: To cultivate team spirit and to demonstrate faithfulness School Major Concern 3: To implement diversified curriculum and to be precise in planning
School Management Organisation: Incorporated Management Committee was established on 1 August 2015. The School Policy Execution Committee, parents and alumni will work together to implement the school-based management under the Incorporated Management Committee. Administration: the Principal and School Policy Execution Committee carry out the administration work under which we have the Academic Committee, Student Affairs Committee, General Affairs Committee.
Incorporated Management Committee / School Management Committee / Management Committee: Members from the Alumni Association and Parent-Teacher Association attend the Incorporated Management Committee meetings.
School Green Policy: 1. Apart from growing trees and flowers in the school campus, we also have a herb garden, and an orchid garden in our campus. 2. We incorporate environmental learning into our school syllabus. 3. We completed the plan of planting grass on the top floor of our school main building.
Learning and Teaching Plan
Whole-school Language Policy: To cater for the language need of NCS students, English is being adopted as the medium of instruction (Except Chinese Language, Chinese History) for them.
Learning and Teaching Strategies: '4 Steps for the success of a Lesson" and "Easy Start, Little Steps, More Activities, Instant Feedback" in teaching are the two whole school teaching strategies. To foster students' self-directed learning is the goal of the school major concern this year. To match the features of the subjects, the school selects different learning strategies for students like e-learning, 'bring your own device programme' or flipped classroom which helps students develop the attitude for self-learning and self-exploration. Students gain knowledge through group tasks that focus on co-operation.
School-based curriculum: 1. Electives: 2X and 3X. We provide the following elective subjects: Japanese, Korean, Urdu, Spanish, After-school Basic Mandarin for non-Chinese students. 2. Curriculum highlights: We implement school-based curriculum according to the development of school. For example, we co-operated with the HKU Education Faculty to design a school-based Chinese curriculum to improve teaching and learning.
Development of the Four Key Tasks: 1. Reading to learn: morning reading, extensive reading, book fairs, good book suggestions by students. 2. Interactive learning through information technology: students can surf the Internet to enrich their learning in classrooms or special rooms which are equipped with IT facilities. 3. Project Learning: To go ally with the life-wide learning day, students are equipped with the project learning skill so as to enhance the inquisitive power of junior forms students. 4. Moral and Civic Education: to develop self-understanding through morning assembly, weekly assembly, class-teacher periods, etc.
Life Planning Education: New Senior Secondary Curriculum (NSS) focuses on students’ ongoing life planning and lifelong personal fulfillment. Our school incorporated these themes through cooperation with the business sector by launching the Professional Paths’ Scheme several years ago. Students are given the opportunity to do an internship at Hon & Co., Solicitors & Notaries. Students were actively involved and gained great confidence through the scheme. They had a variety of opportunities exploring various trial work placements such as a law firm, accounting firm and NGO last year. It helped our students plan for their future career and progress towards a chosen profession. Our students come from different countries. In addition to assisting them in enrolling in local and overseas universities, we are the Centre of Excellence of Admission for three prestigious mainland universities (Beijing Foreign Studies University, Southern Medical University and Guangdong University of Foreign Studies). We even signed a cooperation agreement with 4 universities in Taiwan and 1 university in the USA. A Through-train programme is offered by Caritas Institute of Higher Education (towards ‘St. Francis University’). Students can enroll at the universities, with which our school has a collaboration partnership with. Apart from enrolling at several prestigious universities in Hong Kong, including the University of Hong Kong, the HKUST, the Chinese University of Hong Kong, HK Baptist University and the HK Polytechnic University, our students are admitted by Beijing Foreign Studies University(Business Administration), Sun Yat-sen University(Business Administration), Guangdong University of Foreign Studies(International Business), Southern Medical University(M.B.B.S.) and Jinan University(Journalism(International Journalism) these past few years. Our school has also been selected as one of the 50 schools under the scheme Project WeCan. Students are exposed to different types of career planning activities, such as the campus TV interview, workplace shadow programs and corporate visits, so that they will be able to know about different careers and understand the requirements of employers.
Student Support
Whole School Approach to Catering for Learner Diversity: Students are divided into different classes and groups according to their individual learning abilities. We set up after-school learning support curriculum tutorials for new migrants, non-Chinese speaking (NCS) students and senior secondary students to increase their confidence in learning. To cope with the increasing number of NCS students and the language barrier between them and local students, each form is divided into different groups for Chinese and English tutorial classes. S.1 to S.6 NCS have Chinese lessons with students from different forms.
Whole School Approach to Integrated Education: One of the aims of integrated education is to help our students/teachers/parents recognize, accept and respect individual differences, and even celebrate differences. This serves as a driving force for personal growth and the development of an inclusive campus. Given the diverse student needs in all regular classrooms, teachers can no longer adopt one single teaching approach for all students, nor can they expect all students to attain the same academic standard. We adopt various accommodation measures to facilitate the development of students’ multiple intelligence: 1. Support groups have been set up and a Special Educational Needs Support Teacher and Special Educational Needs Teaching Assistants have been deployed to help the SEN students. 2. The Special Education Needs Coordinator is responsible to lead the Student Support Team, to plan, coordinate and implement the whole school approach to integrated education so as to enhance the support given to students with special needs, as well as to use the "Learning support grant" effectively. 3. Our educational psychologist, together with our social workers, organised activities for students with specific learning difficulties. 4. Big Brother & Sister Scheme: One Teacher One Student Scheme; Teaching adaptation and assessment accommodation: Individual education plan. 5. Enhance the professional capacity of teachers in catering for students with SEN. 6. Collaborating with other organisations to support students with visual impairment, autism spectrum disorder or special learning disabilities.
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 cultural integration activities. An additional grant for supporting NCS students with special needs has been provided by the Education Bureau for organising different support activities for NCS students.
Measures to provide adaptation for Learning and Assessment: Two exams and one uniform test are conducted each year, 1st semester exam (40%), uniform test (20%) and 2nd semester exam (40%). There is also continuous assessment in each subject which assesses students’ learning attitude in class, assignments and projects to motivate students. Remedial classes and tutorial classes are conducted after school to cater for students' individual needs. Special examination arrangements are provided for students with special needs or disabilities.

Home-School Co-operation and School Ethos
Home-School Co-operation: The parent representatives attend the IMC conferences. The PTA organizes parents’ education seminars, counselling on further studies, outdoor activities and sightseeing for parents and students. Publications report different activities organized by Parents and Teachers Association and our school publish parents’ voices and suggestions.
School Ethos: 1. Our school was honourably awarded "Outstanding School in Caring School Award Scheme 2014" (Nearly 300 schools participated). 2. ‘Sunshine Teacher’ for S.1 classes: Teachers meet students regularly to understand their adaptation to secondary school life and learning situations. 3. Support groups have been set up to help the SEN students. 4. The Flying Merit Award Scheme encourages students towards good performance. 5. The provision of lunch in school for S.1-S.4 students allows them to have more time to participate in extra-curricular activities. 6. ‘Student Education Coordination’ has been set up in which teachers and panel heads of different departments, work together to set goals and design strategies to foster better development of our students. 7. We implement school inclusive cultural activities to enhance communication, understanding and support among local students, new migrants and non-Chinese speaking students. 8. 'Hand-in-hand Friendship Group' organizes activities for new migrants. 9. Healthy school activities are organized with an NGO. 10. The school organizes leadership training groups and career counselling activities to give students guidance on studies and career. 11. The school participates in the 'My Pledge to Act' programme to cultivate students' positive values and attitudes, so as to achieve whole-person development
Future Development
School Development Plan: We strive very hard to maximize students’ learning opportunities in Hong Kong, China and overseas universities. Our ultimate goal is to get every student prepared for receiving education at universities and to enhance their global competitiveness. To boost student’ s English proficiency, TOEFL Junior programme was introduced in the junior forms. In the Year 2019/2020, we founded the TOEFL Training Center where students can receive preparatory courses and sit for the relevant examinations. Starting from Year 2022/23, our school collaborates with Caritas Institute of Higher Education (CIHE) to co-organise a series of practical courses for senior form students. These courses include Film and Media Production and Hospitality Management. Upon completion of the course with satisfactory results, students can enrol for the Higher Diploma and Undergraduate Programmes of CIHE, provided that they fulfill other course requirements.
Teacher Professional Training and Development: 1. Teacher professional courses for NSS curriculum. 2. School-based training programme is held three times each year. 3. Caritas joint-school teaching experience sharing. 4. Each teacher must spend at least 50 hours on Continuing Professional Development (CPD) each year. 5. Counselling plan for new teachers. 6. Organize lesson observation and exchange activities.
Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.)
This year, our school has organized many extra-curricular activities for academic enhancement, voluntary services, religion interest groups and physical education. Through different activities, we hope students can fully utilize their free time; develop their various interests, social skills and team spirit; widen their horizons and gain more life experiences. Students can join voluntary services to serve the community.
School Facilities
School Facilities: Our school has an established Intranet, Campus TV, multi media learning centre, computer laboratory, rowing centre, Community & Cross-boundary E-Centre, computer room, I.T. study centre, education resources centre, English room, Chinese resources room and Lecture and group discussion room etc. The Marden Belt and Road Liberal Studies Centre was established and used to showcase exhibits from the Belt and Road countries. Students can understand and experience the rich cultural diversities at school. This further offered a perfect opportunity to create an inclusive and harmonious environment. Also, we have established a library, a social worker room, a medical room, a reception room, a self-study room and an activity room etc. Every classroom is air-conditioned, and has a computer, a projector and a screen available for multi media teaching.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
Theme of the Year: Promoting the Qualities of Leadership, Faithfulness and Integrity through Learning Autonomously
Direct public transportation to School
Bus: 57M, 66X, 258D, 66M, 960, 961, B3, E33P; Light Rail: Shek Pai Station