



仁愛堂陳黃淑芳紀念中學

Yan Oi Tong Chan Wong Suk Fong Memorial Secondary School

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School Mission

Provide an all-round education and foster a culture of excellence.' We attach great importance to moral education and developing a culture of loving and caring. We are also committed to reviewing and improving curriculum and pedagogy to provide our students with opportunities for life-wide learning and equipping them with skills to be self-regulated and independent life-long learners.

School Information

Supervisor / Chairman of School Management Committee	Dr. Cheung Wah Keung Jacky	
Principal (with qualifications / experiences)	Ms. Lau Pik Shan Ron Emily (B.S., Dip.Ed., M.A.,F.E.)	
School Type	Aided	Co-ed
School Motto	Propriety, Justice, Honesty, Honor	
Name of Sponsoring Body	Yan Oi Tong Ltd.	
Area Occupied by the School	About 8000 Sq. M	Religion
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association
Incorporated Management Committee	Established	Percentage of school supervisor and managers fulfilling the training targets

Teaching Staff Information (including School Head) in the 2023/2024 School Year

Number of Teaching Posts in the Approved Establishment		61
Total Number of Teachers in the School		63
Qualifications and Professional Training (% of Teaching staff)		
Teacher's Certificate / Diploma in Education		83%
Bachelor Degree		100%
Master / Doctorate Degree or above		29%
Special Education Training		50%
Years of Experience (% of Teaching staff)		
0 - 4 years	5 - 9 years	> = 10 years
46%	13%	41%

Subjects Offered in the 2023/2024 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Mathematics*, Science*, Chinese History, Integrated Humanities, Computer Literacy, Visual Arts*, Design & Technology, Music, Putonghua, Physical Education, STEAM, Diverse Learning Activities, Home Economics*
	English as the medium of instruction	English Language
	Adopt a different medium of instruction by class or by group / school-based curriculum	Mathematics, Science
S.4 - S.6	Chinese as the medium of instruction	Chinese Language, Mathematics and Math Extended Part Module 1, Citizenship and Social Development, Physics, Chemistry, Biology, Information & Communication Technology, Chinese History, Geography, History, Tourism & Hospitality Studies, Economics, "Business, Accounting and Financial Studies", Visual Arts, Health Management and Social Care, Chinese Literature, Design and Applied Technology, Career Planning & Management Programme, OLE Programme, Physical Education
	English as the medium of instruction	English Language
	Adopt a different medium of instruction by class or by group / school-based curriculum	Certain classes incorporate self-regulated learning, co-teaching and split class arrangements.

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2024/2025 School Year

S.1 – S.3	Chinese as the medium of instruction	Chinese Language, Mathematics*, Science*, Chinese History, Integrated Humanities, Computer Literacy, Visual Arts*, Design & Technology, Music, Putonghua, Physical Education, STEAM, Diverse Learning Activities, Home Economics*
	English as the medium of instruction	English Language
	Adopt different medium of instruction by class or by group / school-based curriculum	Mathematics, Science
S.4 – S.6	Chinese as the medium of instruction	Chinese Language, Mathematics and Math Extended Part Module 1, Citizenship and Social Development, Physics, Chemistry, Biology, Information & Communication Technology, Chinese History, Geography, History, Tourism & Hospitality Studies, Economics, "Business, Accounting and Financial Studies", Visual Arts, Health Management and Social Care, Chinese Literature, Design and Applied Technology, Career Planning & Management Programme, OLE Programme, Physical Education
	English as the medium of instruction	English Language
	Adopt different medium of instruction by class or by group / school-based curriculum	Based on students' learning progress, split classes are arranged in certain classes.

Class Structure & Chargeable Fees (2023/2024)				* 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	-	-	-	\$290	\$290	\$290
Parent-Teacher Association Fee	\$20					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard items	\$450					
Other Charges / Fees	Fees are collected in the form of Collections and Payment Transfer. Learning activities which will be charged include ECA, study tours and printing fees. However, the school may provide subsidies.					

Remarks

Self-regulated learning and teaching as well as co-teaching are implemented in certain classes. Diverse Activities Programme is offered in F.1-2 curriculum. English is the medium of instruction in Mathematics and Integrated Science for some students. STEAM programme is offered in F.3 curriculum. OLE programme is offered in F.4 curriculum. BYOD is implemented.

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 2024). Admission criteria and weightings for Discretionary Places Allocation: Academic performance: 50% ; Conduct: 15% ; Interview: 20% ; ECA & Services: 15%
Orientation Activities and Healthy Life
In order to help F.1 students adapt to their secondary school life, we organize summer bridging courses and a Smart Teen Camp to foster their self-discipline and confidence. For F.2 and F.3 students, we organize positive thinking psychology courses to raise self-understanding and resilience among students. The Guidance Committee appoints student ambassadors to help junior form students adapt to their new school life. Theme-based activities are organized across the forms with different small task groups and personal counseling services. Our school also encourages students to participate in a wide range of extra-curricular activities and provide them with subsidies to fully actualize their potential.

School Characteristics
School Management
School's Major Concerns: 1. To cultivate students' self-learning ability to enhance their academic performance. 2. To instill positive values into students and broaden their perspectives to achieve a bright future.
School Management Organisation: We have set up the Incorporated Management Committee (IMC) and embrace the spirit of school-based management. With an open management model, we stress the leadership of Principal, teachers’ participation in school management. The decentralization of power, the sharing of administrative work, the spirit of teamwork and the development of teachers' leadership are the characteristics of the culture of our school administration and management. Our teaching staff are all degree holders and professionally trained. They are also experienced and attach great importance to providing care and support to students.
Incorporated Management Committee / School Management Committee / Management Committee: The IMC consists of the following members: Representatives from Yan Oi Tong, teachers, parents and alumni, the Principal, scholars and professionals from different fields. The Committee has the highest authority over the school, deliberating on and passing the working plans of the school, annual reports, budgets and other reports as well as the hiring, appraisal and promotion of teachers.
School Green Policy: We promote a green culture among students by greening the school campus. Various projects and activities focusing on cultivating students' awareness of environmental conservation are organized, such as installing a composting machine for food waste, setting up a little organic farm, installing solar and wind energy systems, etc., to let students understand the importance of renewable energy and the sustainable development of society.
Learning and Teaching Plan
Whole-school Language Policy: We strive to enhance the bi-literate and tri-lingual abilities of students. iPads are regularly used to facilitate English learning. Differentiated instruction is implemented in junior forms so as to consolidate the foundation of students' English language learning. A team of NETs are employed to provide small group, authentic English language oral communication opportunities for students. Also, the setting-up of Caf de Chan Wong provides an authentic learning environment for our students. Other English related learning activities include English Morning Assembly, English Week, overseas study tours, etc. The Language Across Curriculum approach is adopted so as to maximize language learning opportunities. Students are also encouraged to participate in School Speech Festivals. Besides, English is the medium of instruction for Mathematics and Science subjects in junior forms for some students so as to prepare them well for further education.
Learning and Teaching Strategies: We promote self-regulated learning and teaching strategies by implementing ‘Learning Guide’ and ‘Flipped Classroom’ . With the implementation of cooperative learning strategies, skills like collaboration, problem-solving, communication, etc. are enhanced. IT in education is also greatly promoted and BYOD policy has been implemented. Various apps and software are used to facilitate learning and teaching. Also, timely feedback and targeted attention can be provided to students. We attach great importance to teachers' professional development and leadership. Learning circles are formed in all subject panels. Peer lesson observation and collaborative lesson planning are arranged to ensure quality teaching. Small class teaching and co-teaching are organised in order to further reduce teacher-student ratio so as to strengthen students’ learning. In addition, there are after-school tutorials and revision groups. Afternoon lessons are specially set aside for self-regulated learning and DSE preparation. Two Diverse Learning Weeks are conducted to promote learning experience that encompass various aspects of life. Students are highly encouraged to join different learning activities with subsidies provided.
School-based curriculum: 1. Electives: 2X and 3X. There are a total of 13 elective subjects. 2. Curriculum highlights: The school-based curriculum is designed with the vision of nurturing students with four qualities, namely CWSF, the school initials and acronym for C-Creative, W-Well-rounded, S-Self-regulated, F-Far-seeing. (1) All subject panels devise their school-based curricula to cater for the specific needs of our students. (2) Differentiated Instruction is implemented in junior English lessons so as to better cater for different learning needs of students. (3) OLE Programme and Career Planning and Management Programme are offered in senior forms in order to enrich students' learning experience. (4) Diverse Activities Programme is offered in F.1-2 curriculum so as to promote all-round development. (5) STEAM programme is offered in F.3 curriculum in which the state-of-the-art technology is taught.
Major Renewed Emphases in the School Curriculum: 1. Reading to Learn: Reading across Curriculum approach is adopted. Various schemes and activities are organized, such as Morning Reading Scheme, Extensive Reading Award Scheme, reading sharing session, book fair, inter-school writing and book report contests. 2. Information Technology for Interactive Learning: e-learning is widely promoted in all subjects and tablets is regularly used. The latest online platforms, apps and software such as Google Classroom, PowerLesson 2 and LoiLoNote, etc are used to promote self-regulated learning while Kahoot!, Ed-puzzle, etc. are used to facilitate interactive learning and teaching. 3. Project based learning activity is organized in F.2 on the topic of 'Our Community'. By designing their own boardgames, students' skills such as communication, collaboration and creativity are enhanced. 4. Moral and Civic Education: The Moral and Civic Education Committee have been set up to plan and promote the moral education during the morning assembly, weekly assembly, class teacher's periods. Also, students will participate in various community services such as flag-selling, charity walk, visiting the elderly homes and study trips. The setting up of elder academies can optimize the use of existing resources at school. Students may enhance communication with the elders through participating in the activities of the elder academies. This will not only expand the social network of the elders and students, but also promote intergenerational harmony and rapport.
Life Planning Education: Please refer to the "Others" field.
Student Support
Whole School Approach to Catering for Learner Diversity: Students are assigned to classes based on their academic needs and interests. Various enrichment and remedial classes are organized to stretch and support the diverse learning needs of our students so as to cultivate a caring, harmonious and healthy school environment. Assessment papers are also designed in two parts: standard level and challenge level. The Student Support Team provides support measures, including a Peer-tutoring program, Speech therapy service, tailor-made materials and appropriate examination settings. An education psychologist, a speech therapist and social workers assess and counsel students with educational needs. Life education activities are arranged in morning assemblies, weekly assemblies and class teachers’ periods.
Whole School Approach to Integrated Education: Please refer to the "Others" field.
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; 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.
Measures to provide adaptation for learning and assessment: To cater for students’ diverse learning needs and support students with special education needs, curricula are customized and special examination settings are arranged. Additionally, We assist students in applying for special arrangements during the DSE exams when necessary.

Home-School Co-operation and School Ethos
Home-School Co-operation: The objectives of the Parent-Teacher Association are to strengthen the links between the school and parents to enhance communication; discuss the affairs of mutual interest and provide support for schools; improve student welfare and learning environment. Our parents actively involve in and support our school activities, such as Fundraising Day, Sports Day, Graduation ceremony, etc. which is conducive to a better parent-school cooperation. There is a parent manager in our IMC who participates in formulating school policies.
School Ethos: The school attaches great importance to discipline and students are generally well-behaved. Our mission is to provide an all-round development and a culture of excellence. In accordance with the school motto, which embraces Propriety, Justice, Honesty, Honor, our school is committed to cultivating student discipline through organizing a series of training programmes in the junior form years to foster self-discipline and independence among students. We adopt a whole school approach to nurturing our students. By assigning two class teachers in junior forms, the school's social worker and education psychologist, dedicated teachers from the Discipline and Counselling committees, it is hoped that all students develop self-discipline and are able to achieve their fullest potential. The Student Development Committee (SDC) coordinates the resources of the various committees and groups such as Discipline, Counselling, ECA, Civic and Moral Education, Careers Guidance, Health Education and Student Union for a more a holistic approach and efficacious use of all available resources. The SDC has also put in place a work scheme to systematically match students with appropriate services and activities. We also explore various external resources to support student activities.
Future Development
School Development Plan: With the school-based curriculum development, we are committed to helping our students become individuals of outstanding character and virtue – C W S F (Creative, Well-rounded, Self-regulated, Far-seeing). At the same time, our school is committed to building a conducive learning environment and an effective school-based curriculum to support our students' all-around development.
Teacher Professional Training and Development: We organize 6 staff development sessions every year and the themes are related to the school's major concerns. It is ensured that teachers meet the professional training requirements specified by the Education Bureau on time. In addition, teachers are encouraged to participate in training courses, workshops and seminars held by EDB, HKEA, and various universities in Hong Kong. We also work closely with these organizations to collaborate on lesson planning and conduct professional lesson observations to advance the efficacy in teaching and pastoral care.
Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.) The swimming, handball, and basketball teams performed excellently in the Hong Kong Schools Sports Federation competitions. They achieved remarkable results in the Tuen Mun District Inter-school Competition. Students won the first and second place in men's Division C 200-meter freestyle swimming event and the women's Division C 50-meter freestyle swimming event respectively in 22-23. Our school organizes visits and overseas study trips every year to enrich students' learning experiences. In recent years, we have also been actively promoting STEAM (Science, Technology, Engineering, Arts, and Mathematics) education and encouraging students to participate in various innovation and technology competitions. In 22-23, our school participated in the Robofest Robotics Competition organized by Lawrence Technological University in the United States and achieved remarkable results in various categories. In particular, we won the second place in the "RoboParade: Creative Robotics Parade" Hong Kong Regional Selection. These show that our students excel in various learning areas.
School Facilities
Number of Classroom(s): 25
School Facilities: Our campus is spacious and 80,000 square feet in size. Facilities include a caf , recording studio, Technology Learning Centre, a Chinese culture study room, a teahouse, a mock-up hotel room, a modified STEM bus, D&T Workshop & STEAM Lab, INNO@CHANWONG Lab, a gymnasium, 2 multi-media computer laboratories, a language learning centre, a library, a multi-media learning centre, study rooms, group discussion rooms, various special rooms, a students' activity centre, a multi-purpose court for football, basketball volleyball. All classrooms are wired for wireless and an access to support IT in education.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift, Accessible toilet and Built-in speech-to-text software (Macbook Air).
Others
1. The school effectively utilizes resources to support students' academic development, personal growth, and participation in extracurricular activities. These resources include funding from Project WeCan, initiated by The Wharf (Holdings) Limited, the Life-wide Learning Fund, the YOT Choi Wong Ling Ling Education Fund, and more. 2. Our school has been collaborating with The Chinese University of Hong Kong and Harbour City to offer our students high-quality learning experiences, various activities, and opportunities to broaden their horizons, aiming to achieve whole-person development. 3. In recent years, our students have had the opportunity to participate in ‘the Green Adventure’ organized by Yan Oi Tong. They have visited places such as the Arctic, Antarctica, Mount Everest, Kenya, the Amazon, and the Taklamakan Desert. 4. We strive to provide students with quality learning facilities. The Language Learning Centre offers an ideal space for e-learning and self-regulated learning. The library has been renovated to meet modern learning and teaching needs. Moreover, the INNO@CHANWONG and STEAM LAB, which will be available this year, provide state-of-the-art learning facilities to equip students with future-ready skills.
"Life Planning Education": The Career Guidance Committee is responsible for promoting the career planning and management among students. The aims are: 1. let students understand themselves and plan their future. 2. provide necessary information to keep students abreast of the latest development of further studies, vocational training, career opportunities and trend in the working world. 3. explore various ways for students to further their studies. 4. enhance their decision-making and career actualization skills. Eventually, students will be able to plan their career path and continue to revise their life goals. The Committee designs different life planning courses and activities for students at each level so that they are informed comprehensively. In addition, career counselling services are provided to individual and groups of students. Weekly meetings, talks and newsletters are held and issued to increase students' awareness of career planning. Visits to various tertiary institutions are organized. Regular overseas study tours are held to let students experience education outside Hong Kong. Job tasting activities are arranged which allow students to experience the real workplaces in different industries. "Whole School Approach to Integrated Education": 1. Policy: The school strives for building an inclusive culture and support students with special educational needs via a whole-school approach. Through a better allocation of resources, we provide timely and diverse support to students so that their learning effectiveness can be enhanced and they can fit into the school life; we attach great importance to parent-school cooperation. Through establishing a regular communication mechanism and various ways of communication, such as Student Support Summary, case studies, we draft student support strategies with parents. 2. Resource: EDB provides an additional fund to support students with special educational needs. 3. Support measures and Resources Allocation: - set up a Student Support Team whose members include SEN Coordinator, SEN teachers, Counselling & Guidance Mistress and department heads; -through co-teaching and support services provided by SEN teachers in a classroom, students’ learning diversity is better addressed; -organize after-school class in which counsellors and teaching assistants provide help regarding schoolwork for students with special needs; - provide special arrangements in learning and assessments for student with special educational needs. Record students' learning progress and report it to parents in due course; - arrange various activities to reinforce the culture of an integrated school life; - set up a career planning team to provide counselling to students with special educational needs; - strengthen our counselling service, hold various activities focusing on social skills, e.g. adventure-based activities, interest groups, peer counselling so as to improve their communication skills and confidence.
Direct public transportation to School
Buses: 57M, 960, 961, 66M; LRT (Shek Pai stop): 610, 615, 505, 615P.