



聖公會聖馬利亞堂莫慶堯中學
S.K.H. St. Mary's Church Mok Hing Yiu College
No. 1, Hoi Lai Street, Sham Shui Po, Kowloon
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School Mission

Our mission is to witness God's love and serve people through Christianity. We provide whole-person education with equal stress on academic and moral development aiming at a life-long learning capacity for self-learning, critical thinking, spirit of discovery, creativity and adaptability.

School Information

Supervisor / Chairman of School Management Committee	Rev. Tsui Yuk-fan	
Principal (with qualifications / experiences)	Ms. Chin Kwan-ying (B.A. (Hons), Cert. Ed., M.Ed.)	
School Type	Aided	Co-ed
School Motto	Learning to Reach the Truth	
Name of Sponsoring Body	Anglican (Hong Kong) Secondary Schools Council Limited	
Area Occupied by the School	About 6564 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		58
Total Number of Teachers in the School		69
Qualifications and Professional Training (% of Teaching staff)		
Teacher's Certificate / Diploma in Education		83%
Bachelor Degree		100%
Master / Doctorate Degree or above		40%
Special Education Training		22%
Years of Experience (% of Teaching staff)		
0 - 4 years	5 - 9 years	> = 10 years
32%	12%	56%

Subjects Offered in the 2023/2024 School Year

S.1 - S.3	Chinese as the medium of instruction	Chinese Language, Putonghua, Religious Studies (Christianity)*, "Citizenship, Economics and Society", Music*, Physical Education*, Visual Arts*, Chinese History, History, Geography
	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 (S.1-S.2)*, Physics (S.3), Chemistry (S.3), Biology (S.3), Computer Literacy*, Technology & Living*
S.4 - S.6	Chinese as the medium of instruction	Chinese Language, Citizenship and Social Development, Religious Education (S.4 & S.5), Physical Education, Business, Accounting & Financial Studies, Physics, Chemistry, Biology, Chinese History, Chinese Literature, Economics, Geography, History, Information & Communication Technology, Visual Arts, Theme-based Learning Curriculum, Japanese Language, Applied Learning
	English as the medium of instruction	English Language
	Adopt a different medium of instruction by class or by group / school-based curriculum	Some classes use English as the MOI in Mathematics, Mathematics (Extended Part Module 1), Physics, Chemistry, Biology, Information & Communication Technology, History, Business, Accounting & Financial Studies, Geography, Economics, Visual Arts

* 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, Putonghua, Religious Studies (Christianity)*, "Citizenship, Economics and Society", Music*, Physical Education*, Visual Arts*, Chinese History, History, Geography
	English as the medium of instruction	English Language
	Adopt different medium of instruction by class or by group / school-based curriculum	Mathematics*, Integrated Science (S.1-S.2)*, Physics (S.3), Chemistry (S.3), Biology (S.3), Computer Literacy*, Technology & Living*
S.4 – S.6	Chinese as the medium of instruction	Chinese Language, Citizenship and Social Development, Religious Education (S.4 & S.5), Physical Education, Business, Accounting & Financial Studies, Physics, Chemistry, Biology, Chinese History, Chinese Literature, Economics, Geography, History, Information & Communication Technology, Visual Arts, Theme-based Learning Curriculum, Japanese Language, Applied Learning
	English as the medium of instruction	English Language
	Adopt different medium of instruction by class or by group / school-based curriculum	Some classes use English as the MOI in Mathematics, Mathematics (Extended Part Module 1), Physics, Chemistry, Biology, Information & Communication Technology, History, Business, Accounting & Financial Studies, Geography, Economics, Visual Arts

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	-	-	-	\$310	\$310	\$310
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$15					
Approved Charges for Non-standard items	-					
Other Charges / Fees	-					

Remarks

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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). Academic results: 50%; Conduct: 10%; Interview: 25%; Extra-curricular Activities: 10%; School Affiliation: 5%
Orientation Activities and Healthy Life
A guidance programme with orientation activities and an English bridging course are organized in July and August. S.1 Parents' Day is also held in August. School Physical Fitness Award Scheme, Student Health Service, Flu-vaccination Service, Healthy School Campus Campaign

School Characteristics
School Management
School's Major Concerns: Character Building, Care & Respect, Competence
School Management Organisation: Implementing school-based management, various departments and units of academic affairs, discipline, counseling, civic education, religious activities, extra-curricular activities, life & career planning, other learning experience, staff development and information technology work together to form and carry out school policies.
Incorporated Management Committee / School Management Committee / Management Committee: Established in August 30, 2014.
School Green Policy: Green Prefect, Energy Saving & Waste paper Recycling Plan
Learning and Teaching Plan
Whole-school Language Policy: The school is implementing the bilingual education policy with the aims of fostering students’ proficiency in both spoken and written Chinese and English and oral competence in Putonghua. To enhance students' bi-literacy and tri-lingualism, we have a Native-speaking English Teacher and two Putonghua teachers. There are facilities like STEM Lab (Maker Space), Communication Arts Centre and School Campus TV, and activities like English Mornings, Drama Festival and Language Arts Festival to arouse students' interest in improving their languages. Several subjects use Chinese as the teaching medium with extended learning activities in English.
Learning and Teaching Strategies: We aim at providing quality education and encouraging life-wide learning. We lay stress on students' language proficiency in communication, competence in information technology, learning skills and interest in learning for the life-long learning capacity. Various scholarships and awards are offered to motivate students to learn. To suit students' interest and abilities, to match curricular reforms and social developments and to keep abreast of the times, we tailor-make our curricula for students, integrating our school-based curricula and implementing project learning across curricula.
School-based curriculum: 1. Electives: 2X and 3X. X1: Information & Communication Technology, Chinese Literature, Chemistry, Economics, History, Geography X2: Business, Accounting & Financial Studies, Biology, Chinese History, Information & Communication Technology, Physics, Visual Arts X3: Economics, Biology, M1, Theme-based Learning Curriculum, Applied Learning, Japanese Language 2. Curriculum highlights: School-based Curriculum (S.1-S.3) (1) Chinese Language: (a) Literary or classical Chinese text teaching is conducted for S.1-S.3; (b) Virtues and passion for culture are to be cultivated and knowledge of literature is to be acquired through provision of contexts emphasizing the process of learning, internalization, reflection and application. The Chinese Department of S.K.H. St. Mary’ s Church Mok Hing Yiu College and the Chinese University of Hong Kong successfully applied to the Hong Kong Jockey Club for a funding of over twenty million Hong Kong dollars for the implementation of the Virtual Reality (VR): Hong Kong Landscape And Literary Writing Learning Program that operates with VR technology for the purpose of enhancing students’ independent learning, Chinese reading and writing competence, passion for Chinese literature and care for folks in normal classrooms through immersion in literature-rich VR scenes that facilitate a deep observation of particular sites, the communities and the locals there without having to explore outside the classroom. (2) English Language: The “From-end-to-beginning” approach is adopted, treating the expected outcome in HKDSE English for senior formers as the basis of effective bridging from junior form curricula at different stages. (3) Citizenship, Economics and Society: The curriculum aims to help students to achieve self-understanding and a good awareness of the current issues and changes in Hong Kong, China and other parts of the world through “e-learning” and ‘Enquiry Learning’ .
Major Renewed Emphases in the School Curriculum: 1. E-Learning: The school aims to develop & promote e-learning in helping students to master independent learning skills & cultivate IT creativity; 2. A whole-school Reading Awards Programme including Chinese and English extensive reading schemes, reading competitions & activities, reading log books and books exhibitions; 3. Planning & implementing school-based life & career courses at the Junior & senior secondary level.
Life Planning Education: Please refer to 'others' field
Student Support
Whole School Approach to Catering for Learner Diversity: The school is run with Christianity. All our teachers care and teach students without discrimination. To care students' mixed abilities, we offer small-group teaching for Chinese, English and Mathematics, and enhancement and remedial courses. The school has set up Student Support Team to provide support service to Special Educational Needs (SEN) students.
Whole School Approach to Integrated Education: Our school strives to build a culture of integration and acceptance, adopting a “Whole School Approach” in catering for Special Education Needs (SEN) students. With a learning support grant, additional funds and social resources, we provide SEN students with appropriate and diversified support to enhance their learning effectiveness and uncovering their potentials and interests for better integration in their school life. Our SEN Support Team consists of an SEN coordinator, an educational psychologist, school social workers, teachers of Chinese, English, Mathematics and Liberal Studies, and a teaching assistant. Besides, there is collaboration between the SEN Support Team and other subjects or committees for concerted support for SEN students. Every year the learning support grant is flexibly used for subscribing to professional services which organize programmes for different SEN categories. Moreover, our school provides adjustments to learning and assessment of SEN students alongside the design of individual learning schedules as appropriate support. School-family collaboration is highly appreciated, rendering effective multi-channelled communication and discussion with the parents concerned for supportive strategies.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; and organising activities to create an inclusive learning environment in the school. Diversified activities and adjustments to teaching are provided in support of non-Chinese speaking (NCS) students to facilitate their integration in school life and the mainstream curriculum. Through participation in cultural and language activities, NCS students can gain authentic experience for a good understanding of local and Chinese cultures. Adjustments to the curriculum alongside the “pull-out teaching mode” and after-school learning support class are provided to improve NCS students’ foundation knowledge of the Chinese language.
Measures to provide adaptation for learning and assessment: Besides two uniform tests and two term-end examinations, we conduct a continuous assessment covering classroom performance, coursework, project learning reports, school based assessment and extensive reading reports.

Home-School Co-operation and School Ethos
Home-School Co-operation: Other than organizing talks for parents and parent-child activities, our Parent-teacher Association sponsors 'Language Improvement Awards' and a number of English Enhancement activities.
School Ethos: Our school has been highly recognized by the community for the culture of simplicity and our students’ high standards of conduct and behaviours. Every teacher is involved in discipline and counseling work. We have two class teachers to take care each class, enabling a co-operation between teachers and students to develop a good school ethos and an enjoyable campus. We also have discipline prefects, tutorial classes and enhancement schemes for Chinese, English and Mathematics. Besides, we have a counseling team, a school pastor, 2 school social workers, an education psychologist to take care of students' psychological and religious development.
Future Development
School Development Plan: 1. Enhance the efficiency in teaching & learning; Build a language rich environment 2. Instil a positive and proactive value; Emphasize self confidence and self esteem 3. Prioritize gifted education; Stretch students' potentials.
Teacher Professional Training and Development: We stress and support teachers' professional development. Every year there are at least three Teachers' Professional Development Days to match the trend of education development and meet teachers' needs. Furthermore, our teachers actively joined professional courses run by the Education Bureau and tertiary institutes, professional exchange programmes, projects of the Curriculum Development Institute, talks and workshops.
Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.)
Under the five main categories of academic studies, sports, interest, religion and social services, some 30 clubs and groups are set up. There are Language Arts Festival, Academic Week, Health Education Week, Drama Festival, OLE Day, and competitions, cultural activities & exchange programmes outside school.
School Facilities
Number of Classroom(s): 30
School Facilities: In our air-conditioned campus, there are 30 classrooms equipped with computers and audio-visual systems. Besides, there are 5 laboratories, 2 computer rooms, STEM lab, school hall, lecture theatre, communication arts centre, geography room, music room, home economic room, visual arts room and a student activities' centre.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift and Accessible toilet.
Others
Life Planning Education: 1. Helping students to achieve a better understanding of themselves for further studies and future careers aspirations: (a) to make use of assessment tools to help students to understand their own abilities and aptitudes; (b) to organize workshops and theme-based activities to help students to set their short-term and long-term goals; (c) to recognize students’ personalities, potentials, strengths and areas for improvements to help students to set and develop their goals; (d) to nominate students to participate contests and examinations related to their school subjects. 2. Teaching students to make good use of the information for further studies and future careers: (a) to organize workshops and experience-sharing activities to let students know the systems of seniority in schools and job markets, procedures for further studies and diversifications of job types; (b) providing information about new senior secondary information and further studies options to S.3 students; (c) giving out reading materials on further studies and future careers. 3. Building a general concept about different trades and industries in HK in students and enhance their working experience: (a) to organize talks and working environment simulations to let students see the general view of the HK job market and the trend of employment; (b) to organize visits to business organizations and office simulations to let students have real experience about the jobs and the working environment; (c) to teach students to identify, filter and make use of the job-related information; (d) to organize visits to enterprises, business talks, university life experience camps, tertiary institutions open days and/or job life experience activities; (e) giving out reading materials on universities subjects and providing guidelines/advice for future careers.
Direct public transportation to School
MTR: Lai Chi Kok Station, Nam Cheong Station Buses: 701, 702, 914, 971, 12, 701A, 702A Light buses: 44A, 81K, 44S