



明愛屯門馬登基金中學

Caritas Tuen Mun Marden Foundation Secondary School

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### School Mission

We are committed to implementing the mission and vision of Caritas, and bringing hope to the public through humanistic services, so that children have equal opportunities for education. Based on this policy, we provide whole-person education for students of different abilities and aptitude types so as to meet their needs for further study and career development. Our overall aim is to train students and inculcate values to make them responsible and upright citizens of tomorrow. Our services will help students meet the requirements of professional and tertiary education.

### School Information

Supervisor / Chairman of School Management Committee	Mr. Wong Chun Man	
Principal (with qualifications / experiences)	Ms. Chu Yuen Yee (Bachelor of Business, Master of Science, Master of Arts)	
School Type	Aided	Co-ed
School Motto	Be Faithful, Diligent and Stay Simple, Love God and One Another	
Name of Sponsoring Body	Caritas Hong Kong	
Area Occupied by the School	About 5100 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	44
Total Number of Teachers in the School	50
Qualifications and Professional Training (% of Teaching staff)	
Teacher's Certificate / Diploma in Education	82%
Bachelor Degree	100%
Master / Doctorate Degree or above	40%
Special Education Training	30%
Years of Experience (% of Teaching staff)	
0 - 4 years	5 - 9 years
34%	16%
>= 10 years	50%

### Subjects 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*, Multiple Intelligence (STEM/Life Skills) (S.1-S.2) 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, Multiple Intelligence (STEM/Life Skills) (S.1-S.2)
	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 (HKDSE/GCSE/GCE), Chinese History, Ethics/Religious Education, Japanese
	English as the medium of instruction	English Language, Mathematics, Biology, Chemistry, Physics, Tourism and Hospitality Studies, "Business, Accounting and Financial Studies", Information and Communication Technology, Physical Education Lessons, Visual Arts, Urdu (S.4, S.6), Spanish (S.4, S.5), Mathematics (Extended Part - Module 2), Mathematics (Extended Part - Module 1) (S.5, S.6), Moral Education, Applied Learning: Vocational English (S.5, S.6), School-based VPET
	Adopt a different medium of instruction by class or by group / school-based curriculum	Citizenship and Social Development, Korean

\* 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	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*, Multiple Intelligence (STEM/Life Skills) (S.1-S.2) 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 Language For Non-Chinese Speaking Students: English Language, Mathematics, Science (Junior Secondary), Humanities, Music, Physical Education Lessons, Business Fundamentals, Visual Arts, Ethics/Religious Education, Moral Education, Innovative Computing, Multiple Intelligence (STEM/Life Skills) (S.1-S.2)
	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 Language, Mathematics, Biology, Chemistry, Physics, Tourism and Hospitality Studies, "Business, Accounting and Financial Studies", Information and Communication Technology, Physical Education Lessons, Visual Arts (HKDSE), Urdu (S.4, S.5), Spanish, Mathematics (Extended Part - Module 2), Mathematics (Extended Part - Module 1), Moral Education 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 (2023/2024)

\* 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

We are the first Professional Development School of EDB to support non-Chinese speaking students and is now a leading school under the Quality Education Fund Thematic Networks (QTNs). We have adopted a school-based Chinese curriculum. To suit the special learning needs of non-Chinese and S1 students, a smaller class size was adopted in some subjects through grouping so as to allow students to learn comprehensively. We offer other languages such as Japanese, Spanish and Urdu to S4-S6 students.

### S.1 Admission, Orientation Activities & Healthy School Life

<p>Secondary One Admission</p> <p>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). 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%).</p>
<p>Orientation Activities and Healthy Life</p> <p>1. Counselling day for S1 parents: It is arranged to let parents know more about our campus life. 2. S1 bridging courses: These courses allow students to preview the secondary curriculum. 3. S1 orientation activities: We hope students can adapt to secondary school life as soon as possible. 4. S1 home visit: We learn more about our students and their family background via home visit in order to organise appropriate activities for them in the future. 5. We have the "Lunch in school programme" to provide healthy food for students as part of the healthy living programme. We have also joint the "Plastic-free Pilot Scheme" implemented by the Environment and Conservation Fund Secretariat to promote healthy eating habits.</p>

## Caritas Tuen Mun Marden Foundation Secondary School

<b>School Characteristics</b>
<b>School Management</b>
<b>School's Major Concerns:</b> School Major Concern 1: Cultivating information literacy to enhance teaching and learning effectiveness School Major Concern 2: Demonstrating sincerity, courage, and care for the community and the nation School Major Concern 3: Broadening international perspectives to achieve multiple pathways
<b>School Management Organisation:</b> Incorporated Management Committee was established on 1 August 2015. The School Policy Execution Committee, parents and alumni 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, National Education Committee.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Members from the Alumni Association and Parent-Teacher Association attend the Incorporated Management Committee meetings.
<b>School Green Policy:</b> 1. Trees and flowers are planted in the school 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.
<b>Learning and Teaching Plan</b>
<b>Whole-school Language Policy:</b> English is being adopted as the medium of instruction (except Chinese & Chinese History) for NCS students.
<b>Learning and Teaching Strategies:</b> '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.
<b>School-based curriculum:</b> 1. Electives: 2X and 3X. We provide elective subjects of Japanese, Korean, Urdu, Spanish and After-school Basic Mandarin for non-Chinese students. We also offer a Life Skills course, where practical life skills such as food and beverage preparation and home management techniques are taught. These skills help students better meet the demands of everyday life, enhancing their quality of life and practical abilities. 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.
<b>Major Renewed Emphases in the School Curriculum:</b> 1. Reading to learn: morning reading, extensive reading and book fairs. 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. Moral and Civic Education: to develop self-understanding through morning assembly, weekly assembly, class-teacher periods, etc. 4. In line with the Vocational Professional Moral (VPM) Programme implemented by Hong Kong Caritas, our school offers an embedded course titled "Diploma in Practical Information and Communication Technology (ICT)" concurrently with the secondary school curriculum. Upon successful completion of the course, students will receive a Level 3 certificate under the Qualifications Framework, allowing them to continue their studies at Caritas Institute of Higher Education for an associate degree or higher-level courses. The inclusion of Huawei and Microsoft certification courses within the curriculum provides students with opportunities to learn and master Microsoft Office applications, programming, and artificial intelligence technologies. This will help students develop professional skills in the field of technology and enhance their employability and competitiveness.
<b>Life Planning Education:</b> Our school cooperated with the business sector by launching the Professional Paths' Scheme several years ago. Students are given the opportunity to do internships. 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 enrol 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.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> Students are divided into different classes and groups according to their individual learning abilities. We set up after-school learning support curriculum tutorials for newly arrived students, 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. S1 to S6 NCS have Chinese lessons with students from different forms.
<b>Whole School Approach to Integrated Education:</b> One of the aims of integrated education is to help our students/teachers/parents recognise, accept and respect individual differences, and even celebrate differences. 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 school social workers, organise 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. Enhancing the professional capacity of teachers in catering for students with special education needs. 6. Collaborating with other organisations to support students with visual impairment, autism spectrum disorder or special learning disabilities; enhancing the school-based speech therapy service.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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 activities to create an inclusive learning environment in the school. An additional grant for supporting NCS students with special needs has been provided by the Education Bureau for strengthening the emotional, communication and social supports for the students concerned.
<b>Measures to provide adaptation for learning and assessment:</b> 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.

<b>Home-School Co-operation and School Ethos</b>
<p><b>Home-School Co-operation:</b> The parent representatives attend the IMC conferences. The PTA organises parents' education seminars, counselling on further studies, outdoor activities and sightseeing for parents and students. Publications report different activities organised by Parents and Teachers Association and our school publish parents' voices and suggestions.</p>
<p><b>School Ethos:</b> 1. Our school was honourably awarded "Outstanding School in Caring School Award Scheme 2014" (Nearly 300 schools participated). 2. "Sunshine Teacher" for S1 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 S1-S4 students allows them to have more time to participate in extra-curricular activities. 6. A "Student Education Collaboration Team" 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, newly arrived students and non-Chinese speaking students. 8. "Hand-in-hand Friendship Group" organises activities for newly-arrived students. 9. Healthy school activities are organised with an NGO. 10. The school organises 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.</p>
<b>Future Development</b>
<p><b>School Development Plan:</b> 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.</p>
<p><b>Teacher Professional Training and Development:</b> 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. Organise lesson observation and exchange activities.</p>
<b>Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.)</b>
<p>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. The "CTM Community Care Team" was established in school year 2022/2023. Students can join voluntary services to serve the community.</p>
<b>School Facilities</b>
Number of Classroom(s): 25
<p><b>School Facilities:</b> Our school has an established Intranet, Campus TV, multi media learning centre, computer laboratory, rowing centre, Community &amp; 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.</p>
<p><b>Facility(ies) for Supporting Students with Special Educational Needs:</b> Ramp, Accessible lift and Accessible toilet.</p>
<b>Others</b>
Theme of the Year: Creating the Future with Innovation, Technology and Vocational Education, Establishing Trust with Sincerity, and Love for Our Home Country
<b>Direct public transportation to School</b>
<p>Bus: 57M, 66X, 258D, 66M, 960, 961, B3, E33P; Light Rail: Shek Pai Station</p>