



中華基督教會方潤華中學
CCC Fong Yun Wah Secondary School
6 Tin Yip Road, Tin Shui Wai, Yuen Long
24455833 info@fywss.edu.hk
24455252 http://www.fywss.edu.hk

School Mission

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society.

School Information

Supervisor / Chairman of School Management Committee	Rev. So Shing Yit Eric	
Principal (with qualifications / experiences)	Mr. Ng Chun Hung (MA, MEd)	
School Type	Aided	Co-ed
School Motto	Act justly, love mercy and walk humbly with God.	
Name of Sponsoring Body	The Hong Kong Council of The Church of Christ in China	
Area Occupied by the School	About 13000 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		64
Total Number of Teachers in the School		70
Qualifications and Professional Training (% of Teaching staff)		
Teacher's Certificate / Diploma in Education		86%
Bachelor Degree		99%
Master / Doctorate Degree or above		46%
Special Education Training		44%
Years of Experience (% of Teaching staff)		
0 - 4 years	5 - 9 years	> = 10 years
27%	14%	59%

Subjects Offered in the 2023/2024 School Year

S.1 - S.3	Chinese as the medium of instruction	Religious Education, Chinese Language, Mathematics, Life and Society, Computer Literacy, Music, Physical Education, Home Economics, Visual Arts, Chinese History, History, Geography, STEM Education*, Putonghua (S.1-S.2), Science (S.1-S.2), Chemistry (S.3), Biology (S.3), Physics (S.3), Development and Growth
	English as the medium of instruction	English Language, Language Arts and Foundation (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	Religious Education, Chinese Language, Citizenship and Social Development (S.4-S.6), Mathematics, Mathematics (Extended Parts), Biology, Chemistry, Physics, Chinese History, Geography, Economics, Business, Accounting and Financial Studies, Information and Communication Technology, Visual Arts, Tourism and Hospitality Studies, P.E., Music
	English as the medium of instruction	English Language
	Adopt a different medium of instruction by class or by group / school-based curriculum	1. Enrichment Classes 2. Reading across Curriculum 3. Applied Learning 4. School based enhancement courses for Chinese, English, Mathematics, Citizenship and Social Development

* 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	Religious Education, Chinese Language, Mathematics, Citizenship, Economics and Society, Computer Literacy, Music, Physical Education, Home Economics, Visual Arts, Chinese History, History, Geography, STEM Education, Putonghua (S.1-S.2), Science (S.1-S.2), Chemistry (S.3), Biology (S.3), Physics (S.3), Development and Growth
	English as the medium of instruction	English Language, Language Arts and Foundation (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	Religious Education, Chinese Language, Citizenship and Social Development (S.4-S.6), Mathematics, Mathematics (Extended Parts), Biology, Chemistry, Physics, Chinese History, Geography, Economics, Business, Accounting and Financial Studies, Information and Communication Technology, Visual Arts, Tourism and Hospitality Studies, P.E., Music
	English as the medium of instruction	English Language
	Adopt different medium of instruction by class or by group / school-based curriculum	1. Enrichment Classes 2. Reading across Curriculum 3. Applied Learning 4. School based enhancement courses for Chinese, English, Mathematics, Citizenship and Social Development

Class Structure & Chargeable Fees (2023/2024)

	S1	S2	S3	S4	S5	S6
No. of classes	4	4	4	5	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$40					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard items	\$310					
Other Charges / Fees	-					

Remarks

Since 2006, the school has offered a wide range of Applied Learning courses to senior form students based on their different learning needs. The acquired job related skills prepare students for further studies, future career development and even life-long learning. The school also offers a wide variety of Other Learning Experiences to our students through Moral and Civic Education, Aesthetic Education, Physical Education, community services as well as career-related activities.

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). The school accepts discretionary places. Admission Criteria and Weightings for Secondary One Discretionary Places include Academic Results (30%), Interview Performance (30%), Conduct (25%), All-round Development (10%), and Connection with the School (5%).
Orientation Activities and Healthy Life
Orientation Activities: The school organizes orientation programmes for new Secondary One students throughout the school year. The aims of the programmes include developing student’ s potential, raising their self-esteem, encouraging positive thinking, building team spirit and properly preparing them for their secondary school life. Healthy Life: The school is proactively concerned with the health of the students. The contracted catering service company provides a wide variety of nutritious meals for students to choose from and ensures students enjoy a balanced diet. In addition, the school frequently organizes seminars and workshops on healthy eating habits, sex education, mental health and inter-personal skills to help students cultivate healthy lifestyles.

School Characteristics
School Management
School's Major Concerns: To develop our students into civic-minded citizens who possess the unique qualities of inquisitiveness, perseverance, autonomy, resilience and ultimately love God and love our neighbours.
School Management Organisation: Our school implements school-based management to maintain the quality of learning and teaching. The school is managed by the Incorporated Management Committee which comprises parents, the Principal, teachers, representatives from the school sponsoring body (The Hong Kong Council of The Church of Christ in China) and community members. The Incorporated Management Committee delegates its authority to the principal, vice principals and middle managers to run the school. Our school has three committees under which there are 17 administrative teams, including the Pastoral Care, Extra-curricular activities, Life Wide Learning, Academic Development, School Promotion, STEM & eLearning Education, Religious, etc.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee was established in August 2006. Members of the committee include the Principal, seven Sponsoring Body Managers (including the Supervisor) and one Alternate Sponsoring Body Manager, one Teacher Manager and one Alternate Teacher Manager, one Parent Manager and one Alternate Parent Manager, one Alumni Manager and one Independent Manager.
School Green Policy: 1. Staff and students are requested to write on both sides of any piece of paper. Collection boxes are available for single-sided waste paper for reusing. 2. Parking spaces for bicycles are provided for staff and students to reduce the need for other forms of private and public transport. 3. Electronic media is widely used to minimize the use of paper. 4. All electrical appliances are switched off in rooms not in use. 5. Books on environmental protection are available in the library. 6. Students are strongly encouraged to participate in both internal and external environmental activities.
Learning and Teaching Plan
Whole-school Language Policy: The school is keen on promoting bi-literacy and tri-lingualism. To raise the English standards of our students and providing students more opportunities to use the language, the school hires additional English staff and we have two NETs (Native-speaking English Teachers) in the school. We have different fun activities in recesses and after school as well as a range of elite and foundation programmes. We implement both Reading across the Curriculum and Language across the Curriculum to enable students to gain sufficient exposure in English. For Putonghua, we enact the junior form curriculum in the subject to brush up students’ ability in listening, speaking and reading the language.
Learning and Teaching Strategies: The school focuses on helping every student to achieve high academic standards and providing enough opportunities for students to develop their abilities to the fullest by: 1.expecting every student to build good learning and self-management habits; 2.putting emphasis on creating a good learning environment and designing a diversified curriculum with a variety of learning activities; 3.setting targets on whole-person development, reaching out for a wide range of learning experiences and the consolidation of reading, writing, speaking and listening skills for junior form students; 4.providing programmes that cater for individual differences in ability and interest for senior form students; 5.developing positive values and fostering life-long learning ability.
School-based curriculum: 1. Electives: 2X. Students are allowed to choose two subjects from a wide range of elective subjects offered. 2. Curriculum highlights: To facilitate the interface and continuity between different learning stages, the school implements 'Vertical Curriculum Co-ordination' in the four core subjects, Chinese Language, English Language, Mathematics and Citizenship and Social Development. With teachers' professional judgment and collaboration, we enact a school-based curriculum to help students acquire essential knowledge, develop generic skills, cultivate proper attitudes, and realize their potentials. STEM Education includes the school-based “Maker” curriculum. This stimulates students’ creativity, inquisitiveness and practicality when solving problems.
Major Renewed Emphases in the School Curriculum: 1. Through implementing policies that address the issue of learner diversity, the school aims to help students cultivate learning autonomy and enhance learning effectiveness. The ultimate aims are to ensure that both weak and strong students will progress at their own pace in this school. 2. Through the promotion of diversified reading schemes such as morning reading sessions, students are encouraged to cultivate the habit of reading and apply the acquired reading strategies. To further enhance their reading proficiency, sharing platforms are provided to students. 3. Civic and moral education is strongly emphasized in morning assemblies, hall assemblies and personal development lessons so as to foster positive values. These same values are also incorporated into the curricula of different subjects. 4. Through displaying students' work, the school aims to enhance students' self-confidence and enrich their learning experience.
Life Planning Education: The school Career Guidance Team has put S.1 to S.6 students into four learning key stages and hold learning activities in three areas, including self-development, career exploration and life-planning. These activities allow students to understand their roles and responsibilities, and enhance their awareness of the society and their own future. From our school’ s Growth and Development classes to all kinds of activities, such as seminars, workshops, parents’ nights, life-planning days and experiential games, we guide students to build positive self-image, set learning goals, explore their different stages in life and find their own suitable pathways in the future.
Student Support
Whole School Approach to Catering for Learner Diversity: Our school has different strategies of curriculum development, teaching and assessment in order to cater for learners’ diversity. We actively create an integrated environment in education, with 31 teachers equipped with training and experience in special education. The school promotes and teaches acceptance and care for one another in hopes of creating a safe and orderly environment for learning.
Whole School Approach to Integrated Education: Our school believes in the adoption of the Whole School Approach in supporting students with Special Educational Needs (SEN). We have established the Student Support Team, which is comprised of our Education Psychologist, SEN Coordinator, Dean of Studies, Counselling Mistress, SEN Support Teachers, Counsellors, Panel Heads of Chinese Language, English Language, Mathematics and LS/CSD/Humanities, and School Social Workers. The team sets up different learning plans, including Individual Education Plan (IEP) and evaluates the implementation of inclusive education in our school regularly. We also provide support programmes according to students’ needs, such as speech therapy, occupational therapy, clinical psychological service and study skills training. Our school also offers special examination arrangements and support, including time extension, special examination setting, screen reader and speech-to-text programme. Activities like Mindshift Ambassador, social communication group and other interest groups are conducted to further enhance the inclusive and integrated atmosphere and culture in our school. In addition to all the programmes and activities, we hold strong belief in home-school cooperation. Apart from frequent communication with parents, the team holds “Parents Support Group” and a range of different workshops to support parents. We also prepare year-end summary for parents to understand their children’ s development and the assistance provided by the school.
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; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents.
Measures to provide adaptation for learning and assessment: Continuous Assessments and Uniform Assessments are conducted to ensure fairness and cater for the different needs of students. Students have to go through formative assessments, quizzes etc. throughout the school year. Summative examinations are taken at the end of the terms in January and June. Policy on Class Promotion/Detention: A Promotion and Detention Meeting is held at the end of the second term every year. Students who cannot reach the required standards in conduct and academic results will not be promoted.

Home-School Co-operation and School Ethos
Home-School Co-operation: The school values cooperation among parents, teachers and the school authority. Besides setting up the Parent Teacher Association, we have selected parent managers since 2006. In addition, various kinds of family activities are organized and training courses are provided for parent volunteers. Through taking part in these activities, parents spend more time with their children and take up more important roles in their children’ s growth.
School Ethos: The school values each and every teacher who exerts an influence on the life of each and every student. Through the frontline teachers themselves setting examples of good behaviour for students, the school aims to help students develop their potentials through a positive outlook on life. The school also encourages students to contribute to the society for the benefit of the members of the community. The school believes that a reasonably disciplined but nurturing environment can help students become self-disciplined and independent. Turning all our students into fully-accomplished individuals is our major target.
Future Development
School Development Plan: Three Years Plan 2021-2024: 1. Enhancing teaching and learning effectiveness 2. Cultivating students to become global citizens
Teacher Professional Training and Development: Our school understands the importance of team building and professional development. In order to keep up with the latest education trends, our teachers engage in continuous professional development and exchange our teaching experience. Through a range of programmes, “ Lesson Study Programme” , “Project WeCan” , “QSIP” , “Mentorship Programme” , and etc., the school explore themes like self-learning, catering for learners’ diversity, e-learning development, positive-education, and classroom management strategies. The school strives to establish a professional learning community to improve our teaching and learning effectiveness and nurturing strategies. Our school has been given “Caring School Award” in the last five years. We have also received IAIE Award, Chief Executive’ s Award for Teaching Excellence, etc. We are well recognized by different sectors.
Life-wide Learning (including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities, co-curricular activities, etc.)
The sports teams, interest groups, academic clubs, the four houses and the student union of the school provide students with a variety of activities that cover the following aspects: religious education, academic development, sports, interest, aesthetics and social service. The school also cooperates with a variety of community organizations to organize field studies, visits, performances and competitions. In addition, the school holds annual sports day, school picnic and Christmas parties to develop students in an all-round manner.
School Facilities
Number of Classroom(s): 31
School Facilities: Our school aims to create a welcoming and inspirational learning environment through our 100M Running Track, 7-a-side Soccer Pitch, Basketball Court, Small Group Teaching Room, Fitness Room, Global Lounge, Inno Hub, Student Union Room and Multi-Media Learning Centre. The school premise is fully air-conditioned. All classrooms, special rooms, the covered playground and hall are equipped with computer systems, LCD projectors, broadband internet and intranet connections, etc. To further enhance IT learning, interactive whiteboards and visualizers have been installed in all classrooms and several special rooms. The highly developed e-learning platform enables teachers and students to engage in discussions and experience sharing at all times.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift, Accessible toilet, braille and tactile floor plan, tactile guide path, accessible public information / service counter and visual fire alarm system.
Others
With the generous support from various sponsors around Hong Kong, our school is offering scholarships and sponsorships to support families in need, and to encourage students to strive for academic advancement and further their education. 1. The Rev. Peter Wong Memorial Scholarship 2. Dr. Fong Yun Wah Scholarship 3. Empathy Foundation Limited Scholarship 4. Scholarship for Further Studies in Taiwan and Mainland China 5. “Fly High” Bursary I: Exploration and Experience 6. “Fly High” Bursary II: Special Family Relief Grant 7. “Fly High” Bursary III: Family Hardship Grant 8. WeCan Scholarship Scheme 9. Award WeCan (Mathematics & Physics) 10. “Soar Like Eagles” Scholarship (Conduct/ Service/ Interpersonal Relationship)
Direct public transportation to School
Bus: 276B, 967, K73; Light Rail: 705, 706 Tin Sau.