



School Mission

To nurture our students with Quality Christian education and act faithfully according to our school motto of “Understanding Truth, Pursuing God, Developing Diligence and Cultivating Virtue.” We will humbly serve the community to honour God’ s Holy name.

School Information

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| Supervisor / Chairman of School Management Committee | Rev. Lau Chi Leung, Charlie Matthew | | |
| Principal (with Qualifications / Experiences) | Mr. Lau Chun Wah, Simon (B.A., P.C.Ed, Dip.C.S., M.Ed, M.C.Ed) | | |
| School Type | CAPUT | Student Gende | Co-ed |
| School Motto | Understanding Truth, Pursuing God, Developing Diligence, Cultivating Virtue | | |
| Name of Sponsoring Body | United Christian College Limited | | |
| Area Occupied by the School | About 2500 Sq. M | Religion | |
| Parent-Teacher Association | Yes | Past Students' Association / School Alumni Association | |
| Incorporated Management Committee | Not Applicable | Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets | |

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

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| Number of Teaching Posts in the Approved Establishment | | 55 |
| Total Number of Teachers in the School | | 57 |
| Qualifications and Professional Training (% of Teaching Staff) | | |
| Had Received Teacher Training | | 91% |
| Bachelor Degree | | 100% |
| Master / Doctorate Degree or above | | 35% |
| Special Education Training | | 46% |
| Years of Experience (% of Teaching Staff) | | |
| 0 - 4 Years | 5 - 9 Years | >= 10 Years |
| 31% | 12% | 57% |

Subjects Offered in the 2024/2025 School Year

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|-----------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| S.1 - S.3 | Chinese as the Medium of Instruction | Chinese Language, Chinese History, Citizenship, Economics and Society (S.1), Life and Society (S.2-S.3), Information Technology, Putonghua, Physical Education, Visual Arts, Bible, STEAM |
| | English as the Medium of Instruction | English Language, Mathematics |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | World History*, Geography*, Music*, Integrated Science*, Business Fundamental (S.3)* |
| S.4 - S.6 | Chinese as the Medium of Instruction | Chinese Language, Citizenship and Social Development, Biology, Chinese History, History, Information and Communication Technology, Geography, Economics, Music (S.4), Physical Education, Visual Arts, Bible |
| | English as the medium of instruction | English Language, Mathematics |
| | Adopt a different medium of instruction by class or by group / school-based curriculum | Mathematics, Chemistry, Physics, Biology, Geography, BAFS (Accounting) (S.6), Japanese, Korean (S.6) |

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2025/2026 School Year

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| S.1 – S.3 | Chinese as the Medium of Instruction | Chinese Language, Chinese History, Citizenship, Economics and Society (S.1-S.2), Life and Society (S.3), Information Technology, Putonghua, Physical Education, Visual Arts, Bible, STEAM |
| | English as the Medium of Instruction | English Language, Mathematics |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | World History*, Geography*, Music*, Integrated Science*, Business Fundamental (S.3)* |
| S.4 – S.6 | Chinese as the Medium of Instruction | Chinese Language, Citizenship and Social Development, Biology, Chinese History, History, Information and Communication Technology, Geography, Economics, Music (S.5), Physical Education, Visual Arts, Bible |
| | English as the Medium of Instruction | English Language, Mathematics |
| | Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum | Mathematics, Chemistry, Physics, Biology, Geography, Japanese |

Class Structure & Chargeable Fees (2024/2025)

* 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 | \$60 | | | | | |
| Student Union / Association Fee | \$50 (House Fee) | | | | | |
| Approved Charges for Non-standard Items | \$200 (School management fee, could be waived for parents with difficulties) | | | | | |
| Other Charges / Fees | Student Handbook and Smart Student Card: \$62 | | | | | |

Remarks

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S.1 Admission, Orientation Activities & Healthy School Life

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| 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 2025). The admission criteria and weightings for S.1 discretionary places are: Academic results 50%; Interview 30%; Conduct 10%; Others (including extra-curricular activities, prizes obtained, etc.) 10%. |
| Orientation Activities and Healthy Life |
| The orientation activities include S.1 Bridging course, S.1 Parents' Day, S.1 Orientation Day. The Moral and Civic Education committee helps students understand their roles in their families, society and nation, and encourages them to participate in social services to show their concern to the community. Besides, we have school-based Life Education Programs to cultivate our students with positive values and attitudes. Adversity Camping, Community Services and Failure Experience Day and Form Period are implemented to assist student growth, so that they are equipped to face the impact coming from the personal development and social life. |

| School Characteristics |
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| School Management |
| School's Major Concerns: <div>1. Be a healthy, aspirational individual with a love for life</div> <div>2. Always strive to be a lifelong learner who is passionate about acquiring knowledge</div> <div>3. Be a good citizen who respects others, cares for and serves others</div> |
| School Management Organisation: <div>Our school is managed by the School Management Committee and the Executive Committee.</div> |
| Incorporated Management Committee / School Management Committee / Management Committee: <div>All our school management committee members are dedicated to promoting Christian education. They manage the school in an open and transparent way.</div> |
| School Green Policy: <div>The school strengthens our students' knowledge, sensitivities, values, attitudes, skills and experiences through environmental education in order to meet the School Green Policy. The Moral and Civic Education committee pursues these through different activities: Waste Separation Programme, Reduce Using Plastic Activities, Energy Saving Programme, School Planting Scheme and Environmental Ambassadors. The committee also collaborates with other subjects to organise talks and activities on Sustainable Developmental Education or Ecological Environment so as to encourage students to live a healthy and pleasant life.</div> |
| Learning and Teaching Plan |
| Whole-school Language Policy: <div>Our school adopts diversified MOI arrangements to cater for students' needs. English is used to teach Math in S.1- S.6. In the junior forms, some students are taught through English for certain subjects in the PSHE, Science and Technology KLA. For others, Chinese is adopted as the MOI complemented with lesson time of Extended Language Activities in English.</div> <div>For the senior forms, students are allowed to choose English as the MOI for PSHE subjects, Science subjects and BAFS provided that they fulfill the school-based criteria. To maximize students' exposure to English, an English-rich environment is created on the campus. There are English assemblies, English-speaking Days and an array of English activities held throughout the year both inside and outside school. Junior form students have to fulfil the English extracurricular activities requirement and their participation is recorded in the report card.</div> |
| Learning and Teaching Strategies: <div>1. Our school attaches great importance to developing students into self-regulated learners and cultivating their collaboration and entrepreneurial skills. In this regard, we develop e-learning in class, implement BYOD, and incorporate STEAM education and cross-curricular project learning in our junior form curriculum.</div> <div>2. We make use of the three aspects of assessment to promote learning and teaching: assessment of learning, assessment for learning and assessment as learning. We have established a data analysis team to make effective use of assessment data by generating VA for internal assessments and using AQP from HKEAA to enhance learning.</div> <div>3. With the introduction of Study Days and Students’ Days before and after the test/exam, we have established a strong learning atmosphere on campus.</div> |
| School-based Curriculum: <div>1. Electives: 3X. Over 30 combinations of subjects including Physics, Biology, Chemistry, ICT, BAFS, History, Chinese History, Geography, Economics, HMSC, Visual Arts, Physical Education, Japanese and Korean.</div> <div>2. Curriculum highlights: Vertical and lateral coherence of KLA is emphasized in the lower form curriculum, which incorporates e-Learning, STEAM education and cross-curricular project learning.</div> |
| Major Renewed Emphases in the School Curriculum: <div>1. Borderless Reading</div> <div>E-reading is facilitated with the implementation of BYOD. Varied reading resources are purchased covering four major areas: Chinese History and Culture, Healthy Lifestyle, Moral Education and STEAM Education. Moreover reading-related activities such as talks, book exhibitions, book crossing are held to promote a good reading culture.</div> <div>2. Project Learning</div> <div>In every level of the lower forms, students are engaged in cross-curricular project learning to foster collaboration and entrepreneurial skills.</div> <div>3. E-learning</div> <div>Learning is also made more interactive and diversified through the implementation of eLearning and BYOD, which is now extended to the higher forms. Flipped Classroom Learning has been adopted in the lower forms to promote self-regulated learning this year.</div> <div>4. Moral and Civic Education</div> <div>Moral and Civics education is carried out through both structured lessons (Life and Society, HMSC, Chinese History, Bible, Chapel lessons and Form Periods) and activities beyond the classroom such as educational tours, visits, talks, community services, etc., to instill in students' positive values and attitudes in life and to build up their character.</div> <div>5. Block system in S.3 Arts and Science subjects</div> <div>S.3 Arts classes (Geography, Chinese History, History) and Science classes (Physics, Chemistry, Biology) are divided into three stages. Students only need to study one art and one science subject in each stage, allowing them to focus and learn the content cohesively. This approach helps students gain a deeper understanding of the topics.</div> |
| Life Planning Education: <div>The school aims to provide a holistic educational platform to support the career and life planning development for all our students. Through a coordinated approach, S.1 students gain a greater sense of self-understanding and fulfil their true potential. The school also aims to empower students to make rational and responsible subject selection in S.3 with respect to their choices and career goal. In order to ensure that the career planning of the senior students match with their personal interests and strengths, the Life Planning and Career Guidance Team encourages students to take initiative to become active life-long learner and set goals for their future. Students discover various career and pathways of further studies through a series of life-wide learning activities and job tasting. Life planning and career education are conducted through school assembly and Form Teacher periods. Group and individual counselling services are also offered in S.3 and S.6, which provide customized advice for students to make an informed decision on subject choices of their studies.</div> |
| Student Support |
| Whole School Approach to Catering for Learner Diversity: <div>School provides services to help students explore their potential interests and prepare for career planning. In addition, our school also organizes interest groups, including "Darts Group", "Art Group" and "Board Game Group" and other activities. There are also "Chinese Enhancement Classes" and "Mathematics Tutorials" which provide academic support to students in need. In addition, the school also provides individual speech therapy and training services for students with speech impairment, including diagnostic evaluation and treatment suggestions for suspected cases.</div> |
| Whole School Approach to Integrated Education: <div>The members of the Student Support Team include special educational needs coordinators, support teachers, counselling teachers, social workers, educational and clinical psychologists, and teaching assistants. The Student Support Team cooperates with all class teachers and subject teachers to take care of students with individual learning needs in a "whole-school approach" model . For example, "individual learning plans" are developed for students at the third level of support. Also, our clinical psychologist provides one-on-one counselling for students in need. A series of individual or group programs are purchased according to the individual needs of students.</div> |
| Measures to Provide Adaptation for Learning and Assessment: <div>The Student Support Team also provides homework and test adjustments for students in need. We also communicate with parents from time to time to develop effective learning strategies for students. In terms of parent support, our school also provides educational psychologist consultation services, parent seminars and mutual help groups so that parents can have a deeper understanding of their children and improve their parenting methods.</div> |

| Home-School Co-operation and School Ethos |
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| Home-School Co-operation: Our school emphasizes the importance of cooperation and communication between the school and parents. We encourage our teachers to maintain a good communication with the parents through home visits, parents' nights and parents' days each year. Meanwhile, our school principal shares his ideas and feelings as well as to update our parents on current school events through different electronic media. In order to foster better communication among parents and facilitate cooperation between the school and parents, the Parents' Association was set up. The activities include Parents' Class, Appreciating Teacher Campaign, Family Day Camp, Interest Class, etc. |
| School Ethos: We promote simplicity in life. Teachers' relationship with students is good. The assistant form teacher system is implemented in S.1-S.5. Tutorial classes are organized after school in order to help those students in need. Besides we have an educational psychologist, school social worker, clinical psychologist, speech therapist, and medical room for taking care of the students. |
| Future Development |
| School Development Plan: 1. To promote staff development (catering for learner diversity, promoting assessment for learning, exploring e-Learning, etc.), 2. To develop good study habits and strategies, 3. To guide students to identify and realize their goals, 4. To promote the learning of Growth mindset and Character Strengths, 5. To establish class spirit and a supportive network for students. |
| Teacher Professional Training and Development: Apart from professional training courses, teachers' professional development days as well as seminars and workshops are organized to provide teachers with training in different aspects. Our school stresses equipping teachers to use different pedagogies and assessment methods to arouse students’ learning motivation and to boost students’ academic achievements. |
| Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.) |
| Different clubs, interest groups, school teams, choirs and Christian fellowships are set up. Different types of training camps, voluntary services and overseas educational tours are organized in order to develop students' leadership and sense of responsibility and widen their horizons. |
| School Facilities |
| Number of Classroom(s): 28 |
| School Facilities: There are 8 laboratories, computer room, STEAM room, Gym room, counselling room, campus TV room and library. All the classrooms, special rooms, canteen and the school hall are air-conditioned. |
| Facility(ies) for Supporting Students with Special Educational Needs: no specific facilities. |
| Others |
| - |
| Direct Public Transportation to School |
| By bus: 6D, 40, 2C, 104; By MTR: Shek Kip Mei Station. |