



基督教女青年會丘佐榮中學

The Y.W.C.A. Hioe Tjo Yoeng College

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### School Mission

The School shall offer, in a Christian context, an all-round education that encourages and enhances the development and growth of the students morally, academically, physically, socially, aesthetically, and spiritually, and promotes their sense of commitment to the community and mankind.

### School Information

Supervisor / Chairman of School Management Committee	Ms. Lui San Man Simmy		
Principal (with Qualifications / Experiences)	Mr. Kwok Sai Man (Bachelor of Science, Master of Education)		
School Type	Aided	Student Gende	Co-ed
School Motto	Think Critically and Be Moral		
Name of Sponsoring Body	H.K.Y.W.C.A.		
Area Occupied by the School	About 4000 Sq. M	Religion	Protestantism / Christianity
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	93%

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

Number of Teaching Posts in the Approved Establishment	53	
Total Number of Teachers in the School	55	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	96%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	51%	
Special Education Training	58%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
24%	18%	58%

### Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Ethics and Religious Education, Citizenship, Economics and Society (Secondary 1-3) [Secondary 1] / Life and Society [Secondary 2 & 3]
	English as the Medium of Instruction	English Language, Mathematics, Geography, History, Computer Literacy, Physical Education, Home Economics, Music, Visual Arts, Science, STEM
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Life-wide Learning, Life Education
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Ethics and Religious Education, Citizenship and Social Development
	English as the medium of instruction	English Language; Mathematics (including Extended Part Module 2); Geography; History; Economics; Business, Accounting and Financial Studies; Information and Communication Technology; Physics; Chemistry; Biology; Tourism and Hospitality Studies; Visual Arts; Physical Education; & Music
	Adopt a different medium of instruction by class or by group / school-based curriculum	Life-wide Learning, Life Education

## Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Ethics and Religious Education, Citizenship, Economics and Society (Secondary 1-3) [Secondary 1 & 2] / Life and Society [Secondary 3]
	English as the Medium of Instruction	English Language, Mathematics, Geography, History, Computer Literacy, Physical Education, Home Economics, Music, Visual Arts, Science, STEM
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Life-wide Learning, Life Education
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Ethics and Religious Education, Citizenship and Social Development
	English as the Medium of Instruction	English Language; Mathematics (including Extended Part Module 2); Geography; History; Economics; Business, Accounting and Financial Studies; Information and Communication Technology; Physics; Chemistry; Biology; Tourism and Hospitality Studies; Visual Arts; Physical Education; & Music
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Life-wide Learning, Life Education

### Class Structure & Chargeable Fees (2024/2025)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$100 (each family)					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	Fee for Specific Purposes: \$400					
Other Charges / Fees	-					

### Remarks

Senior form students are encouraged to choose subjects based on their abilities, interests, and personal plans to maximize opportunities for tertiary education and career development. The "Gifted Education for ALL" policy supports students in realizing their potential, and our Gifted Education system received high appreciation when we shared it with HKAGE. Our school places emphasis on STEAM and IT education, self-regulated learning, and hands-on experiences, providing students with a fulfilling and diverse school life.

### 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 2025). The school's assessment criteria for S.1 admission is based on (a) applicant' s academic results (50%), (b) applicant' s performance in admission interview (30%), (c) applicant' s non-academic performance (e.g. ECA participation and community services participation etc.) (10%) and (d) Conduct (10%).</p>
<p>Orientation Activities and Healthy Life</p> <p>S.1 Orientation Programme and S.1 Parents' Talk during summer (helping students learn through English) and S.1 English Bridging Programme facilitate adaptation to secondary schooling and EMI curriculum. Lunch on campus for S.1 during September further enables transition with suitable care. While S.1 Counseling Scheme helps establish support network, especially from peers and senior form students, S.1 Self-Management Scheme, S.1 Adventure-based Training, Supportive Groups and S.1 Life Planning Programme foster skills and capacity. A "Healthy Campus Policy" guides the holistic well-being of the students.</p>

<b>School Characteristics</b>
<b>School Management</b>
<b>School's Major Concerns:</b> 1. Nurturing students into competent learners; 2. Fostering Mental, Spiritual, Physical and Social Well-being; & 3. Establishing the blueprint of nurturing students into competent Hioecians.
<b>School Management Organisation:</b> School based management emphasizes team cohesion and collaborative decision making. Under the School Executive Committee are sections for pastoral affairs, academic affairs, general administration, Christian education, school planning and development and crises management, which oversee the work of different departments and subjects. With strong self-evaluation mechanism and commitment to improvement, school authority has joined EDB workshops for future continuous development. In the 2010 & 2019 ESR Reports, school operations and development were highly commended.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Incorporated Management Committee established in 2008. Members include professionals from various sectors related to education, Christian education, accounting, health care, administration, legal systems, etc. They have great contributions to the operations and development of the school.
<b>School Green Policy:</b> Embracing the green policy 4Rs, the school especially sets up recycling facilities. All school members carry out environmental protection practices. School also works with the GREEN@COMMUNITY for holding recycling activities and related talks. Environmental protection ambassador team is established in each class to facilitate recycling and energy-saving activities.
<b>Learning and Teaching Plan</b>
<b>Whole-school Language Policy:</b> English serves as the primary medium of instruction in our school, fostering a rich learning environment and promoting language skills for academic and daily life purposes. Various activities like debating, drama, and Language Arts have seen great success, with students excelling and winning awards. Except Chinese Language, Chinese History, Putonghua, Citizenship and Social Development, Life & Society/Citizenship, Economics and Society (Secondary 1-3), and Ethics & Religious Education, all other subjects are taught in English. Announcements, sharing sessions, and conversations predominantly take place in English, promoting language proficiency. Our curriculum focus on trilingualism and bi-literacy. Reading habits and diverse language activities are encouraged to develop expressive and critical thinking skills in English and Chinese. Morning assemblies are conducted in English and frequently in Putonghua. A native English-speaking teacher is employed. Annual events, like English Week and Putonghua Day, engage all students.
<b>Learning and Teaching Strategies:</b> The school prioritizes "high expectations with love" for student development, blending individual care with high standards. Academic excellence and personal growth are central, driven by commitment and self-regulation. The "Study Targets Scheme" inspires success, while cultivating learning effectiveness, self-management skills, and self-assertion among all students. The curriculum takes into account guidelines from EDB, requirements from HKEAA, and students' abilities. Teaching effectiveness is continuously improved through collaborative curriculum design, collaborations in lesson preparation, peer observation, and professional dialogues. Extensive reading is encouraged through the Reading Log Book, Good Books Recommendation Scheme, morning reading sessions, and participation in external reading awards. Various initiatives such as reading clubs and workshops contribute to language proficiency and promote book sharing. Differentiated instruction is implemented through "performance grouping" in Chinese, English, and Mathematics in junior forms to enhance learning outcomes. Students actively engage in interschool competitions and international assessments, achieving remarkable success. Talented students are recommended for Gifted Education programs by EDB, HKAGE, and universities to receive suitable training and development opportunities. The school also emphasizes the effective implementation of e-learning strategies. The school-wide Bring Your Own Device (BYOD) policy, and the installation of interactive display panels in all classrooms and special rooms enhance learning quality and facilitate interactive lessons.
<b>School-based Curriculum:</b> 1. Electives: 3X. Besides 4 core subjects, students select 3 electives according to their interests, strengths and future planning. 2. Curriculum highlights: The senior form curriculum aims at building a broad basis of knowledge to support further academic studies, mounted with a Gifted Education system to cater for the diverse strengths of the high-achievers. This is accompanied by abundant opportunities to make presentations which promote knowledge consolidation and experience sharing. Tourism and Hospitality Studies (THS) and Visual Arts (VA) have been recently offered as new DSE subjects to widen choices of students in order to better accommodate the broad interests and diverse development of our students. This expansion further enhances the completeness of the senior forms school curriculum. All-round development is provided especially through school strengths such as Language training, I.T. and STEM education, music education and service opportunities. Implementation of STEM education in junior forms aims to promote critical thinking and problem-solving skills, to enhance interdisciplinary learning, cultivate creativity and innovation and foster collaboration and teamwork. Project-based learning (PBL) Programme in Secondary 3 enables students to apply what they have learned, utilize information technology, and integrate various areas of knowledge to provide solutions for real-life issues. HTYC was also selected by the Office of the Government Chief Information Officer as one of the eight pilot Hong Kong secondary schools from 2015/16 for 8 years, with such good foundation, performances and experiences, we continuously provide enriched IT programmes, running advanced IT training courses for S.1 to S.5 students, helps to elevate students' competence and advanced skills in IT. In addition, after-school Student Artists Training Classes are provided in painting, ceramic and glass arts and Chinese Calligraphy.
<b>Major Renewed Emphases in the School Curriculum:</b> STEM education is integrated into the school curriculum of junior forms. Teachers from different key learning areas collaborate to tailor the curriculum, allowing students to integrate knowledge from various disciplines, unleash their creativity, enhance problem-solving abilities, and cultivate a spirit of collaboration. To align with the development of STEM education, the innovation STEM room is newly opened in September 2024. Strengthening values education which includes Moral and Civic Education, Environmental Education, Basic Law Education and National Education through various subjects (esp. Ethics & Religious Education, Life-wide learning, Life Education and Home Class Periods), Life-wide learning activities, study tours, etc. Emphasizing Reading across the Curriculum (RaC) with individual, subject and cross-subjects reading schemes, reading sharing accompanied by a resourceful School Library with printed and e-resources, and various reading activities. Junior forms project-based learning scheme promotes self-directed learning.
<b>Life Planning Education:</b> Life planning education is essential for promoting holistic development in students. It focuses on helping students understand themselves, set goals, and reflect on their progress. It also equips them with knowledge about different study, career, and training options, as well as work ethics and the real world. Through life planning education, students gain the necessary knowledge, skills, and attitudes to make informed decisions based on their interests and abilities. Furthermore, they are guided to integrate their career aspirations with overall personal growth and a commitment to lifelong learning.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> The performance grouping system in Chinese, English and Mathematics and supportive groups for junior forms are arranged to cater for diversity. Teachers adjust classroom teaching, assignments and assessments to facilitate adaptation at different paces. Self-management and self-regulation are emphasized --- goal setting, planning, review, adjustment are regular practices. The school also put great efforts to promote gifted education.
<b>Whole School Approach to Integrated Education:</b> A goal of HTYC is to establish an inclusive campus culture, strengthen the understanding and acceptance of students with special educational needs among school staff, students, and parents, and provide appropriate support for these students. The Coordinator for Special Educational Needs, together with the Student Support Team, assists the principal and vice-principals in promoting inclusive education throughout the school. This includes developing inclusive policies, utilizing Learning Support Grant and manpower, such as support teachers for special educational needs, educational psychologists, speech therapists, and support for students with special educational needs. Measures include instructional and assessment adaptations, social skills training groups, speech therapy services, and individual education plans. The school will actively enhance communication and cooperation with parents through regular communication channels, jointly plan support measures, and review their effectiveness. This includes providing "Student Support Summaries" to parents of students with special educational needs annually and inviting them to participate in Individual Education Plan meetings.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: The School deployed resources from EDB to provide after-school language tutoring services. Guidance and support will be given on assessment matters.
<b>Measures to Provide Adaptation for Learning and Assessment:</b> Summative examinations twice a year coupled with 2 term tests (3 tests in second term of S5) and continuous formative assessments.

<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> Close communication and good collaboration with parents and PTA. 'Joyful Fruit Day', Parents Talk, Parents Gathering/Workshop/PTA Picnic are popular activities.
<b>School Ethos:</b> School upholding "High Expectations with Love", HTYC students are encouraged to go "from precision to excellence", and they carry the marks of being "Healthy, Tenacious, Young, Caring". In the spirit of Christ, school aims at student's all-round development, sound character, spirit of fellowship, and to prepare them to serve and to contribute. With this mission, school upholds value education and character building. Evangelistic week, Christmas service, Easter service, S.6 Gratitude and Farewell Celebration, summer retreat, fellowships, cell groups, Best Conduct Award, HTYC Balanced Development Award Scheme - all join hands for the goal. Based on different activities of the 'Add-Oil for Affection' Scheme, students are encouraged to make use of their subject-based knowledge to build closer relationships with their family members and make both school and family lives more fruitful. While schemes and projects address specific aspects (e.g. "Sunflower Scheme" calls upon alertness to and reflection on misbehaviours), yearly themes ring in a clear overall direction. Theme for 2024-25 is 'Nurture Virtue, Embrace Wholeness: Be a Hioecian'.
<b>Future Development</b>
<b>School Development Plan:</b> The HTYC's 2024-2027 development plan, themed "Nurture Virtue, Embrace Wholeness: Be a Hioecian," is dedicated to shaping students into competent and well-rounded individuals. The plan revolves around three core areas: academic excellence, mental and spiritual well-being, and holistic student development rooted in Christian values. The first focus is on enhancing students' proficiency in biliterate and trilingual communication through deeper reading engagement and integrated language development across all subjects. Strategies include strengthening Putonghua proficiency, offering early support for students facing foundational challenges, and providing avenues for students to showcase their learning achievements. Diverse learning and teaching strategies, emphasizing interactive and collaborative learning, will cater to individual learning styles. Gifted education will be prioritized, fostering a talent pool to engage high-potential students in external competitions and assessments, enhancing their capabilities. Educational tours, both local and global, will enrich students' experiences, preparing them for a diverse world. The second focus highlights the significance of nurturing students' mental health and spiritual well-being. Positive education practices will be implemented to create a supportive school environment. Strengthened class-based support and beautification initiatives will promote overall well-being. An experiential learning approach will deepen students' understanding of Christian values, while encouraging a balanced lifestyle through various physical activities. The school aims to instill a sense of social responsibility through structured service-learning frameworks. Lastly, the school is dedicated to outlining a comprehensive roadmap for nurturing Hioecians in line with the School Motto and HTYC spirit. This roadmap, spanning six years, aims to cultivate self-expectations and celebrate student achievements throughout their educational journey. HTYC endeavors to foster an environment where students thrive academically, develop resilient characters, and embody the core values esteemed by the community.
<b>Teacher Professional Training and Development:</b> The Professional Development Committee has been set up to coordinate matters regarding teachers' professional development. Various activities such as workshops and sharing sessions are arranged for echoing the School's Major Concerns. Collaborative teaching in subject panels, including collaborative lesson preparation, lesson observation, and post-lesson discussions, facilitates the formulation of teaching strategies and enhances teaching and learning effectiveness. The school also focuses on enhancing the managerial skills of middle-management in order to promote sustainable development within the school. Moreover, the school is fostering a supportive environment for teachers to maintain a healthy lifestyle.
<b>Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)</b>
Life-wide Learning is widely integrated into the curriculum to enrich and deepen students' learning. These valuable experiences go beyond what can be attained through classroom learning alone. A variety of subject departments and committees coordinate a diverse array of events and initiatives, encompassing educational trips, field studies, visits, subject-specific exhibitions, seminars, workshops, and talks held, such as Academic Week, English Week, S1 Mathematics Fun Day, life education film appreciation, education tour, and a senior forms' Geography cum Biology field trip.  Besides 4 Houses (Faith, Hope, Love, Grace), ECAs encompass Christian activities, regular activities, interest groups and non-regular activities falling into 4 categories to provide diversified other learning experiences for students. Christian activities include junior/senior fellowships and cell groups. Regular activities are divided into music (choirs, wind orchestra, A cappella Group and instrumental classes), sports (swimming, basketball, volleyball, table tennis, cross country and fencing), arts (design, ceramics and glass arts, digital and multimedia arts) and uniform groups (Scouts and Red Cross) and academic groups. Interest Groups include Film Appreciation Society, Robotics Society, Japanese Culture Society, Dancing Society, Board Games Society, Gardening Society, Multi-media Creation Society, etc. Non-regular activities include Library Group, Social Service Group, HKAYP and IT Team. Student Union further enhances sports and recreational activities, civic education and student leadership development. Students are actively fostered in the principles of global citizenship.
<b>School Facilities</b>
Number of Classroom(s): 24
<b>School Facilities:</b> Innovation STEM Room, laboratories, computer rooms, visual arts room, home economics room and fitness centre have been fully refurbished. Air-conditioning has also been installed in the tuck shop, which can be used by teachers and students for group study. The new wing of the school campus has a library, music room, student activity room and conference room. The school campus installs a fiber optic broadband network, WIFI and IT facilities to support the implementation of e-learning. The classroom teaching equipment is excellent, with interactive display panels and audio systems, enabling successful implementation of interactive learning and teaching.
<b>Facility(ies) for Supporting Students with Special Educational Needs:</b> Ramp, Accessible lift, Accessible toilet and tactile guide path plan.
<b>Others</b>
All English and Putonghua subject teachers are benchmarked. A native-speaking English teacher is employed to enrich the language environment. The self reflection culture and English learning environment have been highly commended by the External School Review team in 2010. Students win a lot of trophies in external competitions, academic and non-academic.
<b>Direct Public Transportation to School</b>
Accessible by buses and public light buses.