



迦密愛禮信中學

Carmel Alison Lam Foundation Secondary School

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School Mission

To provide whole-person, quality education based on Biblical truths to students in the moral, intellectual, physical, social, aesthetic and spiritual aspects of their lives so as to: enhance their academic aptitude; realise their potentials; bring them to know God and understand His Word; and build up their character and self-discipline; that they may grow up in faith, hope and love, hence establish themselves in society, care for their country and community, serve mankind, and glorify God.

School Information

Supervisor / Chairman of School Management Committee	Mr. Chui Ki Wing, Horace		
Principal (with Qualifications / Experiences)	Ms. Wong King Shan, Ronica (B.A. (HKU) P.C. Ed. (HKU) M.Ed. (HKU))		
School Type	Aided	Student Gende	Co-ed
School Motto	Self-discipline through the understanding of the Word; Service to mankind through faithfulness to the Lord.		
Name of Sponsoring Body	Evangelical School Development Inc Ltd.		
Area Occupied by the School	About 5700 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
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	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Action School

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

Number of Teaching Posts in the Approved Establishment		56
Total Number of Teachers in the School		60
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		92%
Bachelor Degree		100%
Master / Doctorate Degree or above		45%
Special Education Training		55%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	> = 10 Years
20%	18%	62%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Integrated Science (S.1 & S.2)*, Academic Support and Positive Education*, Biology (S.3)*, Chemistry (S.3)*, Physics (S.3)*, Business Fundamentals (S.3)*, Chinese History, Geography*, History*, Life and Society*, Citizenship, Economics and Society*, Computer Literacy*, Design & Technology*, Home Economics*, Music*, Physical Education*, Visual Arts*, Biblical Knowledge & Ethics*, Putonghua
	English as the Medium of Instruction	English Language, Mathematics
	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, Citizenship and Social Development, BAFS (Management), BAFS (Accounting), Chinese History, Chinese Literature, Economics, Geography, Health Management and Social Care, Information & Communication Technology, Visual Arts, Physics, Physical Education, Biblical Knowledge & Ethics, Music
	English as the medium of instruction	English Language, Mathematics (S.4, S.5), Mathematics Extended Modules (S.4, S.5)
	Adopt a different medium of instruction by class or by group / school-based curriculum	Mathematics (S.6), Biology, Chemistry, Mathematics Extended Modules (S.6)

\* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Integrated Science (S.1 & S.2)*, Academic Support and Positive Education*, Biology (S.3)*, Chemistry (S.3)*, Physics (S.3)*, Business Fundamentals (S.3)*, Chinese History, Geography*, History*, Life and Society*, Citizenship, Economics and Society*, Computer Literacy*, Design & Technology*, Home Economics*, Music*, Physical Education*, Visual Arts*, Biblical Knowledge & Ethics*, Putonghua
	English as the Medium of Instruction	English Language, Mathematics
	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, Citizenship and Social Development, BAFS (Management), BAFS (Accounting), Chinese History, Chinese Literature, Geography, Economics, Health Management and Social Care, Information & Communication Technology, Physics, Physical Education, Visual Arts, Biblical Knowledge & Ethics and Music
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Modules
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Biology, Chemistry

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	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	\$450					
Other Charges / Fees	House Fee \$20					

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 2025). Under the Secondary 1 Discretionary Places stage of Secondary School Places Allocation (SSPA) System, we accept S.1 application for admission by considering academic achievement (40%), conduct (25%), extra-curricular activities and service (15%) and interview / self-introduction (20%).
Orientation Activities and Healthy Life
To help Pre-S.1 students prepare for their secondary school life, we have S.1 Orientation Week, S.1 Parents' Day and S.1 Class Teacher Caring Plan for Freshmen. Students’ knowledge of healthy life is our concern. We help them develop a holistic concept of health, social, physical and psychological, by means of assemblies, morning assemblies, class teacher periods and school-wide special programmes through which their concepts and habits of health, life skills and interpersonal skills are nurtured.

School Characteristics
School Management
<b>School's Major Concerns:</b> To nurture students to be (Major Concerns – the Missions): 1. Learners with confidence, motivation & effective habits; 2. Future workforce with substantial competencies and literacies; 3. Citizens to care and to serve with wisdom and prudence.
<b>School Management Organisation:</b> Under the leadership of the IMC, the school management is steered through the Administrative Council, with membership as the Principal, the three Vice Principals, heads of twelve functional committees and an elected representative of teaching staff. The three Vice Principals are responsible for planning, implementation and evaluation of practices and measures related to academic development, student development and knowledge management & information technology respectively.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Our IMC was established in September 2008. Committee members are knowledgeable and experienced professionals with vision, passion and expertise in providing good education to the youth.
<b>School Green Policy:</b> Our school is dedicated to implementing environmental protection measures. Each classroom is equipped with a paper recycling bin, and on campus, there are distinctive recycling devices for plastic bottles and aluminium cans to facilitate waste sorting. The STEAM Team and student environmental ambassadors upgrade and repurpose some items, contributing to conservation efforts for the planet. Annually, we organize Green School Picnic and Green Christmas Party, Resource Appreciation Day, and Green Living Week. Air conditioning in classrooms is only used above 25 degrees Celsius, aiming to reduce waste and energy consumption. Through these activities, enhance students' environmental awareness is enhanced. Solar energy systems are installed on the rooftop, and various types of flowers and trees are planted around the campus, creating an eco-friendly and comfortable learning environment.
Learning and Teaching Plan
<b>Whole-school Language Policy:</b> In junior forms, CMI is adopted, with Mathematics conducted through EMI and there are English-based modules across subjects. Among electives offered in S.4-S.6, there are both Chinese and English classes offered for Biology, Chemistry and Extended Mathematics.
<b>Learning and Teaching Strategies:</b> Our school fosters students' self-learning abilities through the "10 Essential Learning Habits" and diverse learning experiences like community service, field trips, and academic exchanges. We cultivate reading atmosphere through activities like the Junior Reading lesson and Reading Scheme. Additionally, students receive homework support to overcome challenges. Interdisciplinary learning is prominent in junior forms, with projects in humanities, a STEAM course in S2, and technology collaboration in S3. We emphasize STEAM education through activities, training, and competitions, enhancing problem-solving skills. Our school supports BYOD for electronic learning, aiming to make education more engaging and meaningful. Through partnerships, students receive opportunities for further studies and careers.
<b>School-based Curriculum:</b> 1. Electives: 3X. In Form 4, there are over one hundred elective combinations available; students can choose between Diploma Level A and B based on their individual interests, abilities, and future academic development, and there are designed school-based enrichment courses. Curriculum Focus: The school adjusts its curriculum, designs the most suitable teaching and assessment strategies, utilizes diverse learning materials and integrates teaching, learning, and assessment to provide students with rich learning experiences, reinforcing the goals of holistic development and lifelong learning. In the junior secondary level, each humanities subject aims to enhance students' perception of their surroundings, broaden their horizons, and develop their critical thinking skills. It encourages students to explore more, learn to express responsible and well-founded opinions and nurture their self-confidence, especially in helping students confidently articulate their personal views. 2. Curriculum highlights: Curriculums are adjusted along with the strategies of teaching, learning and assessment. By means of a variety of materials that integrates teaching, learning and assessment, students can enjoy the richness of learning and experience whole-person development and life-long learning as their life goals. Various subjects under Humanities KLA in junior levels aim to raise students' of exploring the world, broaden their horizons and critical thinking ability. The curriculum also provides ample opportunities for students to explore and learn to express their view with confidence.
<b>Major Renewed Emphases in the School Curriculum:</b> Through formal curriculum, life-wide learning activities, reading lessons, e-learning resources, extracurricular activities, and interdisciplinary collaborative learning, the school aims to cultivate students' abilities for lifelong learning and self-directed learning. The emphasis is on enhancing students' 9 generic skills, 12 priority values and attitudes, and reinforcing their national identity.
<b>Life Planning Education:</b> The following are the key focuses of career planning education development: 1. Providing school-wide and class-based career planning courses to cater to students' developmental needs at different stages. 2. Broadening students' horizons through diverse activities and work experiences. 3. Connecting and providing information on academic opportunities and career choices as well as enabling informed and responsible decision-making in learning, career goals, and other life domains. 4. Offering personal guidance for student planning and enhancing students' learning profiles to assist them in pursuing personal/career goals and unleashing their potential.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Through programme, "Positive Education Curriculum@CALFSS", our school nurture students with positive attitude towards life and their future and a growth mindset, passion and preparation to actualize their unique potential and aspirations. We aim at bringing out students' potentials and training the gifted systematically with the aid of school-based courses and those offered by tertiary institutions. Through various training and student support programmes, we unleash students' potential and foster their personal growth. We are determined to build a culture of care and mutual respect with substantial social integration.
<b>Whole School Approach to Integrated Education:</b> The SEN Support Committee consists of Vice Principal, the Chairperson of the Counselling Committee, SEN Coordinator, SENST, social workers, educational psychologists, senior language teachers and Student Development Assistants. Responding to the different learning needs of students, CALFSS provides SEN students with academic support such as learning strategies courses in Chinese, English, Mathematics, and after-school remedial classes. Regarding exam accommodation, apart from the individualized exam room and time accommodation, the SEN group provides particular adjustments in the exam syllabus and assessment methods to enhance students' learning motivation and effectiveness. For personal development and interpersonal skills, we arrange speech therapy, occupational therapy, A-Connect Autism Support Programme, attention focus training, executive functioning training, art course, tabletop game group, etc. Through various training programmes and peer-support, we sincerely hope that students' potentials are unleashed and their personal growth fostered. It is our aim to build up an inclusive and caring school culture. Through organizing talent shows, exhibitions (Art and Culture), drama, Inclusive Fun Day and voluntary services, students learn to embrace, appreciate and accept others. In order to promote teachers' supporting skills, the teaching staff are provided with guidelines and training catering for the needs of SEN students. Other than these, Student Development Assistants are additionally hired to coordinate different activities and carry out student counselling work.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: organising activities to create an inclusive learning environment in the school. We have a teacher coordinator to organize support measures for NCS. We aim to provide relevant and pluralistic learning activities and post-class study support, which assist learners to participate at ease in their school life and to co-construct a culture of inclusion and care.
<b>Measures to Provide Adaptation for Learning and Assessment:</b> In addition to the two term-end examinations, daily assessments, quizzes, project work, lab reports, and other activities are all considered within the assessment scope, contributing to the evaluation of students' learning outcomes.

<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> Home-School Partnership is of vital importance in the growth of teenagers, as it can help nurture students’ personal growth, positive attitude towards life, moral development and academic achievement. Our Parent-Teacher Association (PTA) aims to provide opportunities for teachers and parents to work together in a supportive atmosphere to improve students' welfare and enhance the quality of teaching. This ensures students' healthy development in moral, intellectual, physical, social, aesthetic and spiritual aspects.
<b>School Ethos:</b> Students are nurtured with good virtues including humbleness, respect and integrity. Students demonstrate positive attitude, self-discipline and have good peer relationship. They love the school and respect their teachers. They are keen to serve and are responsible. There are projects that promote positive culture. There are special coaching classes, tutorial classes, study sessions to assist students in learning; award schemes and subsidies to promote whole-person education and to recognize their achievements.
<b>Future Development</b>
<b>School Development Plan:</b> Our school will put forth the following initiatives through investment of resources, school-based and cross-school professional development, and collaborations with external partners: 1. To promote motivation and efficacy in learning: (i) To step up pedagogical competence and a culture of L&T innovations in order to foster a continuous improvement in learning outcomes, including the public examination results; (ii) To promote STEAM education through establishing the versatile STEAM SPACE and MAKER ZONE that facilitate learning activities related to science, technology, engineering and mathematics, engage students in various challenging competitions or programmes on STEAM or making, explore and progressively instill STEAM in curriculum to nurture talents and skills for the 21st century. 2. To enhance capacity in learning and teaching of English language: Promote learning and using English effectively by our students through enrichment in L &T strategies, cross-disciplinary activities, cross-school collaboration and exchange, as well as provision of ample opportunities of exposure to an English-rich environment. 3. To build on our culture of care, we step up support through Positive Education to individual students, and provide opportunities of learning and development in line with their specific strengths and needs.
<b>Teacher Professional Training and Development:</b> There are annual events for teachers, from Staff Development Days to Staff Retreat Camp. Our teachers, new and experienced, conscientiously engage in professional exchanges, from Lesson Walk to action researches, so as to build a positive culture of L&T development. Teachers partake actively in various professional development programmes in both academic domain and student development. In fact, our colleagues have been frequently invited by Education Bureau, HKEAA and other professional bodies to share their experiences and innovative practices with local and overseas educators.
<b>Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)</b>
There are over 30 groups or teams covering seven areas: academic, STEAM, interest, sports, social services, religious and counselling-oriented activities. Students have obtained a number of awards in the following events: Hong Kong School Speech and Music Festival, Joint-school Drama Competition, Joint-school Robotic Competition, swimming, track and field events, basketball, volleyball, badminton, football, table tennis, rope-skipping Competition, etc.
<b>School Facilities</b>
Number of Classroom(s): 27
<b>School Facilities:</b> STEM Space, Maker Zone, Coffee corner & Multi-Function Space, Boulderling Area, Hydroponic & Organic Farming Area, Aquaponics Learning Area, Biotech Workshop, English Room, 2 Computer Rooms, Counselling Room, Student Guidance Centre, Positive Education Space, Drama & Dancing Rehearsal Room, Fitness Gymnasium, Philharmonic Instrument Room, Prefect Room. Air-conditioners and Interactive Whiteboards are installed in all rooms.
<b>Facility(ies) for Supporting Students with Special Educational Needs:</b> Ramp, Accessible lift and The SEN Support Team co-ordinates expertise and resources among teachers and specialists to provide diagnosis, training and tailored support to students in need.
<b>Others</b>
Different types of scholarships are awarded to students with excellence in multi-faceted disciplines.
<b>Direct Public Transportation to School</b>
Bus: 31B, 32, 35A, 36B, 38, 40P, 42C; Minibus: 47M, 92M, 93, 93A, 97A.