



迦密唐賓南紀念中學

Carmel Bunnan Tong Memorial Secondary School

Wu King Estate Tuen Mun

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School Mission

Our school, according to the vision of Evangelical School Development Incorporation, aims at providing students with a balanced education to nurture their moral, intellectual, physical, social, aesthetic and spiritual development in order to reach their potential. They can additionally understand truth, establish positive values, be self-disciplined and become respectable citizens with the knowledge and skills to contribute to society and glorify God.

School Information

Supervisor / Chairman of School Management Committee	Prof. Wong Siu Fai		
Principal (with Qualifications / Experiences)	Dr. Chan Oi Chi (Master of Education, Master of Philosophy, Doctor of Philosophy)		
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 4000 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	-	Whole School Health Programme	Pledged School

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

Number of Teaching Posts in the Approved Establishment		55
Total Number of Teachers in the School		58
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		98%
Bachelor Degree		100%
Master / Doctorate Degree or above		45%
Special Education Training		52%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	> = 10 Years
36%	10%	54%

Subjects Offered in the 2024/2025 School Year

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

* 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, Mathematics*, Science*, Citizenship, Economics and Society*, History, Chinese History, Geography, Information and Communication technology, Religious Studies (Christianity), Visual Arts, Home Economics*, Music*, Physical Education
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (S.3)*
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese History, History, Geography, Information and Communication Technology, Tourism and Hospitality Studies, Visual Arts, Religious Studies (Christianity), Physical Education
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Mathematics Extended Part Module 2, Physics, Chemistry, Biology, Economics, Business, Accounting and Financial Studies, Information and Communication Technology, History, Geography

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	\$40					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	Fees for Specific Purposes (\$300)					
Other Charges / Fees	-					

Remarks

We provide our students with more opportunities to be exposed to and use English at junior secondary levels. Extended learning activities in English are conducted in all S.1 classes in the subjects of Mathematics, Integrated Science, Citizenship, Economics and Society, HE and Music. Elite classes of S.3 learn Mathematics in English.

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). The admission of students is based on the following criteria - Students' rank in the rank order list: 40%; Performance in interview: 30%; Conduct: 20%; Performance in Extra-curricular Activities: 10%.
Orientation Activities and Healthy Life
Orientation sessions for parents of Form One students are held in mid-July and late August each year. The aim of which is to enable parents and students to have a better understanding of CBT. To help Form One students get used to their new secondary school life, English classes, summer tutorial classes and a bridging programme are also organized during the summer vacation. Measures for keeping school healthily have been formulated. Through the collaboration among different parties in school, such as training Student Health Ambassadors, promoting health activities, we aim at increasing students’ health awareness and help students develop healthy habits. We also encourage our students to work for physical fitness. Because of our students’ outstanding performance, the school has won the “Lively Campus Award” organized by the Leisure and Cultural Services Department every year since 2007. Besides, our school was awarded "good in-door air quality" offered by the Environmental Protection Department.

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School Characteristics
School Management
School's Major Concerns: Equip students with higher-order thinking skills, better language proficiency and mathematical skills; Enrich various learning experiences of students; Refine and adopt various teaching strategies of catering learner diversity; Promote a comprehensive life planning education and develop school-based life planning curriculum; Nurture students' awareness of self-care, self-discipline and self-learning; Perfect school evangelical work; Foster teachers' professional development and collaboration; Optimize the campus environment and learning facilities.
School Management Organisation: School-based management is practised in CBT. With the support from the Incorporated Management Committee, the facilities in CBT have been upgraded and policies have been refined continuously. The Principal and senior staff are responsible for leading the two domains of learning and teaching and student support. Their duties are to supervise various departments specializing in school's administrative affairs, academic affairs, discipline and guidance work. Each department has to formulate a detailed annual plan that is in line with the school's major developmental concerns.
Incorporated Management Committee / School Management Committee / Management Committee: To ensure better school management and to enhance learning and teaching effectiveness, CBT has established an Incorporated Management Committee which comprises School Sponsoring Body (SSB) managers, independent managers, parent managers, alumni-managers and teacher managers.
School Green Policy: The CBT Environmental Conservation Ambassadors endeavor to raise students' awareness of environmental protection and advocate energy saving. In addition to taking part in activities such as 'No Air-Con Day Campaign' and 'Earth Hour', our school also adopts policy of collecting paper, old clothes and plastic bottles for recycling. We organised 'Free Market' which is a meaningful activity about making good use of what we have. Students can get them free and they are encouraged to express their gratitude in a thank-you note. CYC also organizes 'Mooncake Boxes and Red Packet Collection competitions. To promote the development of renewable energy, we have joined the program "Solar Harvest" organized ESMD. Solar energy system will be installed.
Learning and Teaching Plan
Whole-school Language Policy: Based on mother-tongue education, individual English learning units and extended learning activities in English are embedded in the junior form curricula including Mathematics, Science, Citizenship, Economics and Society, Home Economics and Music, in order to upgrade students' English proficiency and enrich their English vocabulary. This can pave the way for students learning these subjects in English in senior secondary. Our school adopts small-class teaching in English lessons and there is one class in each form of S.1 to S.3 using Putonghua to teach Chinese. The Campus Television Station and the English Corner at our school provide ample authentic opportunities for students to speak and use English and Putonghua in the campus.
Learning and Teaching Strategies: CBT is to develop students' multiple intelligences and upgrading biliterate proficiency. Through the formal curriculum and life-wide learning, students can develop their learning skills and become life-long learners. Our school puts a lot of emphasis on curriculum planning, implementation and assessment. Curriculum integration is encouraged students to apply knowledge in various subjects and their generic skills can be developed. In addition, to enhance teachers' professional development and to maximize their teaching effectiveness, collaborative lesson planning and peer lesson observation are practised in our school. To facilitate students' learning, teachers also assess students' attitude and progress by adopting formative assessments such as giving feedback. Moreover, benchmarks have been set for students in all major subjects, i.e. Chinese Language, English Language, Mathematics, Citizenship, Economics and Society and Integrated Science, so as to equip them for the new Senior Secondary Curriculum as well as to pave the way for them to receive tertiary education upon graduation. All the classrooms are equipped with interactive electronic whiteboard. With the use of multimedia, internet and tablet computers (iPad), e-learning elements are integrated into the curricula of various subjects in order to facilitate effective, interactive and autonomous learning; while catering for diverse learning needs. Promoting STREAM education is one of the developmental focuses in the continuous optimization of our school curricula, aiming at equipping students with ample creativity, problem-solving skills, and related general knowledge, values to accustom themselves to society being changed by fast-paced technological development. In addition, through participating in community services, overseas study tours, and diverse activities related to life planning, moral and civic education, our students are well-equipped with positive values, healthy living habits, eagerness to acquire new knowledge. Students will be responsible and willing to seek for meaningful life and to share and contribute to our community.
School-based Curriculum: 1. Electives: 2X and 3X. Please refer to the school website for subject arrangements. 2. Curriculum highlights: Based mainly on the guidelines provided by the Education Bureau and Hong Kong Examinations and Assessment Authority, the curricula of some subjects are also modified with school-based learning materials and specially designed tasks to meet our students' needs, and to cater for learner diversity.
Major Renewed Emphases in the School Curriculum: CBT is eager to promote initiatives like IT in teaching, National education, values and civic education, project learning and developing a reading culture. In particular, CBT's efforts in promoting IT in learning and teaching as well as civic education have been commended by the Quality Assurance Division of the Education Bureau. The school has recently promoted e-learning and STEAM strategies in a proactive manner in order to enhance learning and teaching efficacy. In addition, various reading schemes have been launched to promote reading in CBT, including Class Reading Lessons, a Top Reader Competition, a Reading Ambassador Scheme and an English Reading Award Scheme. A number of other activities are also held to foster the reading culture in our school, for example, talks by famous writers, book fairs, promotion of new books and book sharing by teachers and students. We have a well-established STEAM Lab and Biotech Lab which provide cutting-edge technologies for teachers and students to promote innovative activities and related curricula.
Life Planning Education: Our school has hired a career counsellor with "Career and Life Planning Grant" and established a new resource corner named "Careers and Life Planning Room", in order to help with the promotion of the related work, ranging from individual and group career counselling, sharing sessions concerning different occupations, visits to various workplaces (to) work experience programmes. There are a variety of emphases on life planning education and career guidance in different forms: Form 1: Enneagram Test and self-understanding; Form 2: Enhanced self-understanding and exploration of dreams and intended occupations; Form 3: Counselling sessions on choosing electives in senior forms and exploration of opportunities for further studies; Form 4: A life-planning game, Taster Programmes of Applied Learning; Form 5: Study trips to explore opportunities for further studies and "Life Career Game"; Form 6: Diverse tertiary education opportunities: JUPAS, E-APP, VTC and universities & tertiary institutions in Taiwan, Mainland China and foreign countries
Student Support
Whole School Approach to Catering for Learner Diversity: In the spirit of Christian faith and love, our school helps students with different needs. Individualized education plans featured by adapted curricula and assessments are implemented to cater for learners' diversity. Students are fully supported by the school social worker and professionally trained teachers in some special cases. In order to address learners' diversity, elite classes, remedial classes, tutorial classes and pull-out programs for gifted students are provided after school. Exceptionally gifted students are recommended to participate in training courses and competitions organized by HKAGE, EDB and other tertiary institutions.
Whole School Approach to Integrated Education: A student support group has been established for supporting students with special educational needs. The core members include a Special Educational Needs Coordinator (SENCO), SEN support teachers, social workers and teaching assistants. With the Learning Support Grant, small groups for counselling, social skills training, speech therapy services as well as reading and writing training are organized. Individual education plans with adjustments of teaching and assessment will be made according to students' needs.
Measures to Provide Adaptation for Learning and Assessment: The major aims of the assessment policy are to reinforce students' learning and develop their generic skills. Apart from conventional assessments which are summative in nature, formative assessments such as feedback giving and peer evaluation are adopted. CBT is ready to adjust its internal curriculum reforms advocated by EDB and HKEAA.

Home-School Co-operation and School Ethos
Home-School Co-operation: The Parent-teacher Association in CBT has been established since 1997. Since its establishment, a close relationship has been built between parents and our school. Activities and special talks are organized on a frequent basis to enable parents to better understand their children’ s growth and learning needs. Our school also keeps close touch with parents through channels such as newsletters, the school homepage, SMS, email, parents' days, parents' nights and orientation sessions. In addition, we also conduct surveys among them annually to understand parents' views of school.
School Ethos: To practise the Christian values of faith, hope and love, our school adopts a whole-school approach to pastoral care. It is our mission to instill into our students' minds the importance of self-discipline, self-reflection and self-respect. The Guidance and Counselling Committee, the Discipline Committee and the School Social Worker collaborate to launch various programmes and follow up on specific cases. The Healthy School Policy Committee helps foster students’ personal growth with different schemes. There are 2 class teachers in each class to take up a frontline role in pastoral care. The class-teacher periods and the weekly journal provide great opportunity for teacher-student communication.
Future Development
School Development Plan: School Development Plan (2022-2025) 1. Empower students to be effective self-directed learners through comprehensive strategies in learning, teaching and assessment. 2. Support the holistic growth of students to meet future challenges.
Teacher Professional Training and Development: To foster the professional development of staff, CBT has set up a Staff Training and Development Committee. Its functions are to assess the needs of staff, plan and arrange professional training for them. In addition, teachers are encouraged to attend seminars and in-service professional development courses organized by outside bodies.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
The school values whole-person development and offers Academic societies and various clubs including Art, Interest, Religion and Service, and Sports and Uniform Teams. To pursue their own interests, students are free to join any of the clubs and societies, while S.1 to S.3 students are required to join one activity club and one academic society.
School Facilities
Number of Classroom(s): 25
School Facilities: CBT is well-equipped with all kinds of facilities needed for learning and teaching. Advance internet system is updated. Smart e-white boards were installed in major classrooms to enhance "Blended teaching and learning mode". Besides, classrooms are equipped with student lockers, visualizers, Apple TVs and LED TVs to address the learning needs of the cross-border students. Our library which is a learning resource centre in school provides a nice environment for students to read. Besides having ample books of various categories, there are also audio-visual rooms in the library for students to learn. The Study Corner on the ground floor is spacious and air-conditioned, to allow students to have a nice environment for studying. There is Campus TV in the school. Through various productions, students can show their creativity. In order to promote a healthy campus, a gym room, situated on the ground floor, is available for students. The STEAM Lab is equipped with a wide range of cutting-edge technologies such as 3D printers, laser cutters, design and programming software. Teachers and students can organise various research activities in the newly-established BioTech Lab. "My English Lab" has also been renovated.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift and an Inclusion Education Room is set up on the ground floor. In which, assessments and interviews for SEN students can be conducted. Besides that, there is a special classroom arranged for students with special learning needs.
Others
1. To instill into our students values based on Bible teaching; 2. To consolidate students' foundation in Chinese, English and Mathematics; 3. To develop students' higher-order thinking skills and their ability to express themselves so as to equip them for tertiary education; 4. To reinforce the practice of self-evaluation.
Direct Public Transportation to School
Bus routes: 59M, 59A, 59X, 962, 259D; LRT: 507 & 614; Mini-bus: 44.