



嶺南鍾榮光博士紀念中學

Lingnan Dr. Chung Wing Kwong Memorial Secondary School

🏠 Estate Secondary School No 2 Lai King Estate Kwai Chung New Territories

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School Mission

With the tradition and mission of Lingnan Education, students of our school are provided with a whole-person education which has a holistic and well-developed structure. We aim to develop students’ potential for self-improvement and to help them grow into good, responsible adults with both talents and virtues.

School Information

Supervisor / Chairman of School Management Committee	Mr. Ng Kwai Wah Anthony		
Principal (with Qualifications / Experiences)	Ms. Kwong Yee Sze (B.A.(Hon), M.Ed., Ed.D., Diploma, Christian Education, Fellowship, Social Enterprise Research Academy)		
School Type	Aided	Student Gende	Co-ed
School Motto	-		
Name of Sponsoring Body	Lingnan Education Organization Limited		
Area Occupied by the School	About 5000 Sq. M	Religion	
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	
4Rs Mental Health Charter	-	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		60
Total Number of Teachers in the School		73
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		80%
Bachelor Degree		100%
Master / Doctorate Degree or above		62%
Special Education Training		51%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
23%	4%	73%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	F.1-F.3: Chinese Language, Mathematics, Putonghua, Chinese History, History, Geography, Computer Literacy, Music, Physical Education; F.1-F.2: Science, Design and Technology, Home Economics, Life Skills, Religious Studies, Citizenship, Economics and Society; F.2-F.3: STEAM, Visual Arts; F.3: Physics, Chemistry, Biology, Basic Commerce, Life and Society.
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	1. Arrange separate "IGCSE (The International General Certificate of Secondary Education) courses" and Chinese History courses for Non-Chinese Speaking students at all levels. 2. Each level has Assembly and "Other Learning Experience" lesson.
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Mathematics Extended Part (Module 1), Citizenship and Social Development, Geography, Chinese History, History, Economics, Physics, Chemistry, Biology, Information and Communication Technology, Business, Accounting and Financial Studies, Tourism and Hospitality Studies, Physical Education, Physical Education (HKDSE) Music, Visual Arts (HKDSE), ApL, Other Languages (Japanese, Korean, French)
	English as the medium of instruction	English Language
	Adopt a different medium of instruction by class or by group / school-based curriculum	1. Arrange separate "IGCSE (The International General Certificate of Secondary Education) courses" and Chinese History courses for Non-Chinese Speaking students at all levels. 2. Each class has Assembly and "Other Learning Experience" lesson.

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	F1-F.3: Chinese Language, Mathematics, Putonghua, Chinese History, History, Geography, Computer Literacy, Music, Physical Education, Citizenship, Economics and Society; F.1-F.2: Science, Design and Technology, Home Economics, Life Skills, Religious Studies; F.2-F.3: STEAM, Visual Arts; F.3: Physics, Chemistry, Biology, Basic Commerce.
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	1. Arrange separate "IGCSE (The International General Certificate of Secondary Education) courses" and Chinese History courses for Non-Chinese Speaking students at all levels. 2. Each class has Assembly and "Other Learning Experience" lesson.
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Mathematics Extended Part (Module 1), Citizenship and Social Development, Geography, Chinese History, History, Economics, Physics, Chemistry, Biology, Information and Communication Technology, Business, Accounting and Financial Studies, Tourism and Hospitality Studies, Physical Education, Physical Education (HKDSE), Music, Visual Arts (HKDSE), ApL (Applied Learning), Other Languages (Japanese, Korean, French)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	1. Arrange separate "IGCSE (The International General Certificate of Secondary Education) courses" and Chinese History courses for Non-Chinese Speaking students at all levels. 2. Each class has Assembly and "Other Learning Experience " lesson.

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	-	-	-	\$300	\$300	\$300
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$50					
Approved Charges for Non-standard Items	F.1-F.6: \$420					
Other Charges / Fees	-					

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). Admission criteria and weighting are as follows: 1. Academic results of Primary 5 (full year) and 6 (1st term) (15%); 2. Performance at interview (30%); 3. Conduct (15%); 4. Others such as awards and achievements attained (15%); 5. Participation and performance in extra-curricular activities and services (10%). 6. Education Bureau Rank Order (15%)
Orientation Activities and Healthy Life
About one-week bridging programme for Form 1 newcomers and a Parents' Day for new students' parents are held in mid-July every year. The orientation programme held at the beginning of the academic year aims to help S.1 students familiarize themselves with the school, while developing a strong sense of belonging to the learning community. We place great emphasis on whole-person education to strive to promote students' physical, intellectual and spiritual development. With the aim of helping students develop positive values and healthy habits, we offer subjects such as Religious Education and Life Skills lessons. In addition, we offer a wide range of other learning opportunities such as school assemblies, extra-curricular activities, voluntary social services and activities of other learning experiences to help students develop a positive attitude and strengthen their self-image, which play an important role in their whole-person development.

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School Characteristics
School Management
School's Major Concerns: <div>1. Enhancing learning skills: Enriching student learning experiences and setting personal goals to foster a sense of achievement.</div> <div>2. Cultivating a Growth Mindset: Promoting potential development and encouraging students to explore new areas, seeking to surpass their own limitations.</div>
School Management Organisation: <div>School-based Management is adopted. For the school policies, in order to facilitate the collection of opinions from different areas, both bottom-up and top-down communication approaches are in use. The Management Committee will be reported by the principal and the teacher manager. The Management Committee meets regularly to come up with suggestions and guidelines for the operation of the school. The suggestions of teachers and administrative staff are delivered to the principal via the School Administration Advisory Board.</div>
Incorporated Management Committee / School Management Committee / Management Committee: <div>Incorporated Management Committee</div>
School Green Policy: <div>Our school upholds the ideas of being Healthy and Eco-friendly. Students will be able to realize these two concepts through different subjects learning, school afforestation scheme and education promotion work related to environmental protection. Our school has facilities such as eco-friendly drinking fountains and a school platform garden.</div>
Learning and Teaching Plan
Whole-school Language Policy: <div>1. We employed an experienced Native-speaking English Teacher. Students divided into smaller groups based on their abilities. 2. To provide extra English tutorial support for students who dropped out from their electives. 3. We developed an English Learning Mobile App. 4. We established the English Ambassador Club and the English Speech Team. 5. We developed the school-based Chinese Curriculum "Integration of Debate into Teaching" and produced reference books such as "Vocabulary" writing books and famous phrases. 6. We developed the school-based Chinese mobile app. 7. Promote thematic reading, focusing on World Literature to promote students’ global development.</div>
Learning and Teaching Strategies: <div>1. Chinese, English and Mathe remedial and enrichment classes are held in junior forms, such as: Chinese creative writing classes, junior forms English school-based public exams preparatory courses, after-school English enrichment classes for Form 1, Olympiad Math classes, Math pre-test supplementary classes. 2. After-school tutorial classes are conducted in senior forms. 3. Chinese, English, Math enrichment courses for students taking 2X in senior forms. 4. "Ling" Project provides care for top students in senior forms. This program will soon be implemented to junior forms as well. 5. We have a well-established online homework record system. 6. Past papers of school exams and marking schemes are uploaded to the intranet. 7. For students with special needs, we arrange individual or after-school counseling tutorials.</div>
School-based Curriculum: <div>1. Electives: 3X. We provide 13 electives subjects, including applied learning and foreign languages such as Japanese, Korean and French. Students can take up to three elective subjects.</div> <div>2. Curriculum highlights: (1) School-Based English Enhancement Courses: The HKDSE English curriculum is designed according to students' ability from Form 1. The content is suitable for students of different backgrounds. We invest significant resources, hiring additional English teachers to conduct small group classes. There are 22 English teachers in total, with each form divided into six groups to cater to diverse learning needs. We also have an English mobile App, CWK EAGLES, that incorporates self-learning and assessment elements. (2) STEAM: Our STEAM program includes courses like Formula 1 in School (car modeling), VR (Virtual Reality), IoT (Internet of Things), drones, and robotics. Students in Form 2 and 3 can choose one course to study each semester.</div>
Major Renewed Emphases in the School Curriculum: <div>1. Continuous and further improvement of the school English Curriculum through promoting the use of English in school and beyond. 2. Continuous and further development of the school STEAM Curriculum. 3. The adoption of e-learning channels to boost learning effectiveness. 4. Promotion of Christian values and Life Education in school. 5. We established a positive school culture of appreciation, recognition and empowerment. 6. Implement school-based Life Planning Education at junior level, establish goal-oriented development for students. 7. Civic and Moral Education, Citizenship and National Education will be promoted by a special group through assemblies, various subjects and academic weeks. 8. Reading activities are held during Morning Assemblies, partnered with the e-library and various reading award schemes to further encourage students to learn through reading.</div>
Life Planning Education: <div>The Career Guidance Committee provides both individual and group career planning activities and counselling to the students. We work with the Counseling Department and Class Management Committee to provide systematic guidance and follow-up care for each senior form student. Our school has also participated in the "Funding Scheme for Youth Life Planning Activities" and has become a partner with the PLK Life Planning and Financial Education Centre to provide different activities. Students can identify their career, the direction of their life and the development of a blueprint for future career planning through joining the Project Ambition and Project We Can. The school actively explores broad avenues for further studies for Form 6 graduates. We are providing course information and interviews at local tertiary institutions; the school also partners with other tertiary institutions in the Mainland China and Taiwan, to provide our graduates with access to university education.</div>
Student Support
Whole School Approach to Catering for Learner Diversity: <div>1. To further foster a caring culture, two class teachers are assigned to each class. 2. Each form has a coordinator responsible for maintaining order and the operation of each class. 3. Implement the "School-based Curriculum to Enhance Students' Learning Abilities". Teachers help students who need to face learning difficulties. We conduct classroom adjustments, group and collaborative teaching, take care of learning diversity, promote teaching effectiveness, and improve learning performance. 4. Implement the "Climb to the Top" project to provide individual tutoring and diversified group activities during lunch and after-school. We aim at increasing students' knowledge and enhancing students' abilities.</div>
Whole School Approach to Integrated Education: <div>Our school is committed to building an inclusive and caring campus. It supports students with Special Education Needs (SEN) in a “whole school approach” by providing them with appropriate and diversified support services to enhance their learning effectiveness. To promote an inclusive culture, the school regularly reviews its inclusivity policies and organizes different types of inclusivity promotion activities, implements school-based curriculum and the external purchase of professional support services to cater for the special learning needs of students. In order to enable class teachers to understand the needs of SEN students, and arrange appropriate support and counselling, the SENCO and SENSTs communicate with the class teachers about the students’ learning and other areas of development regularly. The school also distributes “SEN student support handbook” to all teachers and encourages staff to participate in the EDB’ s “Care for Different Learning Needs” training courses to enhance their professional knowledge and ability to support SEN students. The committee establishes a constant communication mechanism and organizes conferences for parents of SEN students so that they can know more about their children’ s learning and support their learning and growth.</div>
Education Support for Non-Chinese Speaking (NCS) Students: <div>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; and organising activities to create an inclusive learning environment in the school. After School programmes are provided for the non-Chinese speaking students.</div>
Measures to Provide Adaptation for Learning and Assessment: <div>1. For F.1-5, there are two school terms in each academic year. In each term, Formative Assessment account for 30%, Unified Test 20%, Exam 50%. As for F.6, Mock Exams are worth 50% of the subject total, while Formative Assessment and Pre-mock Exams contribute to 30% and 20% of the final subject marks respectively. 2. All junior form students are placed into classes based on their abilities. 3. Students will be grouped according to their abilities in the core subjects. For Chinese, English and Math lessons, students of each form will be separated into 4 to 6 groups. 4. Teachers are supported in providing care for students with special needs through various methods, including tailored assessments.</div>

Home-School Co-operation and School Ethos
Home-School Co-operation: The school highly values communication with parents. In addition to the bi-yearly Parent Day, the school also has a breakfast meeting amongst parents, the principal and the class teacher, so that parents have a better understanding of their children’ s school life. A parent support group is available to help parents establish a good parent-child relationship with their children. The Parent-Teacher Association is also an important bridge between parents and the school. Through the Parent-Teacher Association, parents can further understand and participate in the formulation and implementation of school policies; in addition, the Parent-Teacher Association will organize seminars, group sharing, and activities targeted at parents to provide them multifaceted support.
School Ethos: Our school has always placed utmost importance upon our students' conduct. According to the report of the External School Review (ESR) team, our students are sincere and honest. In addition, they are courteous and self-disciplined. Students and teachers have a harmonious relationship and show respect for each other. In order to make sure every student got proper care, our school has two on-campus social workers and two students' counselors who work closely with the discipline and guidance team to implement various discipline and counseling policies so that students can learn happily. The school also focuses on cultivating positive class spirit and sense of connectedness, so the school implements a dual-homeroom teacher system at all forms. Many of our students actively participate in voluntary services. Our school greatly encourages students to take part in both internal and external activities and competitions so as to broaden their horizons. In addition, our students have achieved outstanding performances in technology innovation and environmental education.
Future Development
School Development Plan: 1. Subject-based training to enhance learning skills. 2. Designing experiential learning activities. 3. Implementing a reward system for students to set improvement goals and boost their sense of accomplishment. 4. Strengthening students' digital learning skills. 5. Encouraging students to set career goals to increase learning motivation. 6. Fostering resilience and a positive attitude towards life. 7. Broadening the range of activities to explore the different potentials of students. 8. Encouraging students to pursue self-breakthrough for greater confidence and achievement.
Teacher Professional Training and Development: Our teachers are encouraged to pursue Continuing Professional Development (CPD) to keep up to date with the knowledge and skills required for their role and responsibilities. They are required to submit an annual report of the total number of their CPD hours as well as undertake CPD activities. Through strengthening professional training for teachers, optimizing professional learning communities, and promoting teachers’ professional development by participating in academic research, exchanges and sharing, so as to improve students’ learning outcomes.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
We aspire to encourage students to participate in different types of activities, including local and foreign exchange tours and over 48 different student societies such as interest classes, sports teams and voluntary services organizations. Students from Forms 1 to 5 are required to take part in at least one student society or extra-curricular activity while Form 1 and 2 students are required to take part in one core students’ societies. "Other Learning Experiences" as a regular lesson, incorporate different Life and Career planning workshops, Moral and Civic Education programs, class-based activities, social services and other activities that support students’ physical and artistic development. There are also four extra-curricular activities days every year for students to pursue their interest and cultivate their potential.
School Facilities
Number of Classroom(s): 26
School Facilities: All the rooms are equipped with air-conditioning, Wi-Fi network and projectors. Some classrooms are fitted with visualizers. There are 26 classrooms and numerous special rooms, including a multi-purpose library, a brand-new Design and Technology Room, a Home Economics classroom, a Campus TV room, English Cafe and a STEAM laboratory. On campus, there’ s also a mini dormitory, a reptile building, a gym, and a platform garden.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift.
Others
School culture: The school aims to build up a culture of mutual encouragement, trust, care and support by spreading the spirit of love of Jesus Christ for humanity. By caring for, encouraging and supporting each other, every member at school can develop talents, self-respect and self-confidence. Scholarship: Scholarships administered by outside organizations include the Sir Edward Youde Memorial Fund, the Applied Learning Scholarship, and the Project Ambition Scholarship. Internal scholarships include over 20 different kinds of scholarships established by our educational institution, Lingnan Education Organization, the School Board and our alumni.
Direct Public Transportation to School
MTR: Lai King or Kwai Fong station Any bus or minibus routes passing through Kwai Chung road or Lai King Hill Road