



明愛粉嶺陳震夏中學  
Caritas Fanling Chan Chun Ha Secondary School

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School Mission

We dedicate to adopt a student-centered approach to equip students with the requirements needed for tertiary education and future careers; to provide a whole person development to students catering for different aptitudes and abilities; to develop in students diversified talents; instill in students the Catholic values, and the Caritas spirit of 'Services in the love of God.'

School Information

Supervisor / Chairman of School Management Committee	Ms. Mak Lai Ying Teresa		
Principal (with Qualifications / Experiences)	Mr. Ho Ying Hon (B.Sc., Dip. Ed., M.A., M.Ed.)		
School Type	Aided	Student Gende	Co-ed
School Motto	Upload loyalty, integrity, diligent and simplicity; Love God and One Another		
Name of Sponsoring Body	Caritas Hong Kong		
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	Pledged School

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

Number of Teaching Posts in the Approved Establishment		76
Total Number of Teachers in the School		82
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		88%
Bachelor Degree		100%
Master / Doctorate Degree or above		34%
Special Education Training		43%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
23%	22%	55%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua (S.1), Mathematics, Ethics, Citizenship, Economics and Society* (S.1-S.2), Life and Society* (S.3), History, Geography*, Science*, Innovation & Technology, Life Arts (S.1-S.2), Visual Arts, Music, Physical Education, Life Planning (S.3)
	English as the Medium of Instruction	English Language
	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, Mathematics, Citizenship and Social Development, Biology, Chemistry, Physics, Economics, Business, Accounting & Financial Studies, Information & Communication Technology, Chinese Literature, Chinese History, Geography, History, Mathematics (Extended Part Module 1/2), Tourism and Hospitality Studies, Visual Arts (HKDSE), Physical Education (HKDSE), Ethics, Life Planning
	English as the medium of instruction	English Language
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

\* 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, Chinese History, Putonghua (S.1), Mathematics, Ethics, Citizenship, Economics and Society*, History, Geography*, Science*, Innovation & Technology, Life Arts (S.1-S.2), Visual Arts, Music, Physical Education, Life Planning (S.3)
	English as the Medium of Instruction	English Language
	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, Mathematics, Citizenship and Social Development, Biology, Chemistry, Physics, Economics, Business, Accounting & Financial Studies, Information & Communication Technology, Chinese Literature, Chinese History, Geography, History, Mathematics (Extended Part Module 1/2), Tourism and Hospitality Studies, Visual Arts (HKDSE), Physical Education (HKDSE), Ethics, Life Planning
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

Class Structure & Chargeable Fees (2024/2025)

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

	S1	S2	S3	S4	S5	S6
No. of Classes	5	5	5	5	5	5
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$20					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	\$310					
Other Charges / Fees	New students charge \$100 for SLP and smart student card					

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). Discretionary places applicants will be assessed and considered based on the following criteria and proportions: a. academic achievements 40% b. conduct and attitudes 30% c. extra-curriculum activities 10% d. interview 20%
Orientation Activities and Healthy Life
Every year, our Guidance Team holds a new orientation course for S1 freshmen. The course is divided into three prominent aspects: Academic, Growth and Discipline. It aims to help students be familiar with the campus environment and school system so as to adapt to the learning environment in secondary school. Through e-learning, social activities and spiritual cultivation activities, students can enhance knowledge, improve their self-confidence, set clear goals and cultivate a good learning attitude. In addition, Parents’ Day helps to promote the communication between parents and the school. It not only establishes the cooperative relationship between parents and the school but also strengthens the sense of belonging of both parents and students to the school.  Besides our Guidance Team, different subjects’ panel members at school are actively promoting a healthy campus culture. In addition to implementing the "S1 and S2 Students Lunch at School Program", we also infiltrate information about positive campus into subjects and activities, such as spiritual ambassadors, small-group activities, environmental ambassadors and sex education workshops. Through a variety of courses and activities, students can establish a positive and healthy lifestyle.

School Characteristics
School Management
<b>School's Major Concerns:</b> <div>1. Utilize data to reinforce students' learning habits and enhance their ability for self-directed learning. 2. Promote diverse curricula to improve the quality of multiple pathways and support students' career planning and development. 3. Promote positive education through the core value of Catholic education (charity) to cultivate positive values in students.</div>
<b>School Management Organisation:</b> <div>The IMC leads and sets directions for the development of the school. The school is mainly made up of teaching staff and counseling and disciplining staff. Under the School-Based Management, various consultation and decision-making committees and teams are set up to help develop, manage and operate the school, including: Academic Committee, Guidance and Discipline Committee, Career Guidance Committee, Student Affairs Committee, Civic Education Committee, Student Activities Committee, General Affairs Committee, Publication and Publicity Committee.</div>
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> <div>The IMC consists of the Supervisor, the Sponsoring Body Manager, the Principal, and elected representatives of teachers, parents and alumni.</div>
<b>School Green Policy:</b> <div>Our major aim is to raise the awareness of environmental conservation among all students by organizing various activities and adopting different measures. We also encourage students to learn to appreciate, be grateful, live simply.</div>
Learning and Teaching Plan
<b>Whole-school Language Policy:</b> <div>To foster and ensure more effective learning in our students, Chinese is the medium of instruction. Under the Fine-tuning of MOI arrangements for Secondary Schools, greater flexibility in increasing the exposure of students to English has been granted. To raise the English standard of students, the English Department has cooperated with the departments of Geography, Life and Society/ Citizenship, Economics and Society and Science to teach the subject knowledge in English in selected topics in the mode of English Extended Learning Activities.</div>
<b>Learning and Teaching Strategies:</b> <div>To equip our Junior Form students with the basic research skills and methods, the essential skills which will be called for in their senior secondary years, project work is introduced in junior forms in subjects like Chinese History, Social Studies and Science. On the other hand, we have been making full use of various resources available in the community to fund different kinds of teaching and learning measures and curriculum development. This year, we are participating in Multilevel Leadership Network for SDL Innovation to Advance STEM Development of the University of Hong Kong in hopes of fostering creativity and problem-solving skills in our students through cross-curricular STEM programmes. To cultivate presentation, thinking and research skills as well as creativity, interactive lessons are adopted as much as possible with emphasis on self-directed learning, questioning, group discussion and presentation. To cater for the different learning needs, students are streamed and allocated to different classes in all levels according to their performance in the language subjects and mathematics as well as their different learning needs. In class, collaborative learning is adopted to encourage learning from each other among students. After school, remedial lessons and enrichment programmes are run to address specific learning needs. Saturday school is also run for Secondary 6 students to aid them in tackling the core subjects in HKDSE.</div>
<b>School-based Curriculum:</b> <div>1. Electives: 2X and 3X. Over 14 elective subjects are offered. Students can also choose Applied Learning or Extended Parts of Mathematics. There are also school-based other learning experiences courses to enrich students' learning experiences and record their performance in their student learning profiles. 2. Curriculum highlights: Student-centered curricula are supplemented with extensive cross-curricular activities to enrich and balance the learning experiences of our students to foster whole-person development in our students. To enhance our teaching effectiveness, collaborative lesson planning, peer observation and cross-curricular meeting are organized and held regularly to adjust the teaching and learning contents to address the needs of our students promptly.</div>
<b>Major Renewed Emphases in the School Curriculum:</b> <div>1. Promote Values Education through various subjects and comprehensive learning activities both inside and outside the classroom. 2. Advocate for a Values Education framework centered on Chinese culture, integrating different interdisciplinary areas. 3. Establish reading classes and organize reading incentive programmes, thematic book fairs, book recommendations, borrowing leaderboards, author talks, etc., to enhance students' interest in reading. 4. Develop interdisciplinary courses that integrate STEAM education to enrich their diverse talents and information literacy. 5. Strengthen the use of artificial intelligence to enhance students' abilities in inquiry-based learning. 6. Deepen students' professional subject abilities through collaboration with higher education institutions, and provide international learning and exchange opportunities to broaden their horizons.</div>
<b>Life Planning Education:</b> <div>The Career Guidance Committee has specially designed a weekly "Career Planning Class" for students from Form 3 to Form 6, aimed at encouraging students to plan their futures with clear goals from an early stage. Additionally, our school has introduced the CLAP2.0 program, initiated jointly by The Chinese University of Hong Kong and The Education University of Hong Kong, which provides students with clear guidance and action plans to support their career development. This program strengthens the career support network and enhances students' motivation for career development, collaboratively building a personalized career development blueprint. Aiming at helping our students understand their career prospect and imparting positive attitudes for work and studies, our Career Guidance Committee has taken part in various programmes and schemes run by the government or different organisations, for example, "Capacity Building Scheme for Secondary School Teachers" launched by the Hong Kong Polytechnic University, to help our students plan their life at an early stage, to set their own career aspirations and to offer vocational training through a range of activities and workshops. All these activities and workshops enrich not only our students' other learning experiences but also their student learning profiles.</div>
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> <div>Split class policy is adopted to reduce the teacher to student ratio and cater for learner diversity. In senior forms, Classes A and B are split into 3 groups in the core subjects (Chinese and Mathematics), 4 groups in the core subject English based on the abilities of the students. To address the difference in learning needs among our students, extra resources are deployed to hire additional teacher to conduct small-class teaching. School-based curriculum and teaching materials as well as differentiated assessments are developed in different subjects to help different ability groups to learn. We also strive to help students with special needs by providing them with appropriate assessment.</div>
<b>Whole School Approach to Integrated Education:</b> <div>We employ a whole-school approach in adopting Integrated Education. We set up a student support team which comprises SEN Co, Sen Supporting teacher, Educational Psychologist, core subject teachers and Teaching Assistants. To accommodate the learning differences of students, flexibly utilize the "Learning Support Subsidy" in conjunction with other resources to hire additional staff and purchase professional services. To cater for learner diversity, differentiated curricula, instruction and assessments have been adopted and implemented. A wide range of programmes, namely, early identification scheme, career planning programme, staff development and Home-School collaboration measures, have been put in place to enhance the learning effectiveness of students.</div>
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> <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; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents.</div>
<b>Measures to Provide Adaptation for Learning and Assessment:</b> <div>Arrangements are made in accordance with students with special educational needs in tests and exams.</div>

Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> We value a strong partnership between school and families. Every year, a number of Home-School Cooperation functions and activities are organized throughout the academic year including talks, seminars and local trips. Through participating in these activities and acting as parent volunteers, parents can know more about parenting and build connections with us. Through cooperation and joint efforts, a loving and caring learning environment can be created and the best support can be given to our next generation.
<b>School Ethos:</b> We are a supportive and caring co-educational Catholic school for students aged from twelve to eighteen. At CFS, we aim to provide students a happy and caring learning place where students can study and grow in a positive Catholic environment, where it will enable students to reach their full potential intellectually, physically, aesthetically, ethically, and spiritually. We expect students to achieve high academic standards. Students are expected to work hard and to show respect for others and to take pride in their appearance. We seek to prepare all our students for their future beyond school. High standard of behaviour and self-discipline are also expected. We aim to develop a sense of responsibility in our students, not only for themselves, but also towards everyone with whom they are in contact. Our high expectations apply not only to our students but also to all the staff as we strive to develop the best possible learning environment for the students entrusted in our care. Our teaching staff plans the curriculum and delivers their lessons in such a way that students are well engaged and motivated. In the coming academic year, our school will continue to offer a broad and balanced curriculum designed to meet the opportunities and challenges in the 21st century.
Future Development
<b>School Development Plan:</b> 1. Utilize data to reinforce students' learning habits and enhance their ability for self-directed learning. 2. Promote diverse curricula to improve the quality of multiple pathways and support students' career planning and development. 3. Promote positive education through the core value of Catholic education (charity) to cultivate positive values in students.
<b>Teacher Professional Training and Development:</b> We not only encourage our teaching staff to participate in different kinds of teaching-related courses organized by EDB and different universities but also organize seminars and professional training workshops to promote our teaching staff’ s continuous professional growth and establish a culture of self-evaluation and improvement. We also focus on teaching staff’ s appraisal and strengthen accountability.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
The school has a total of 38 extracurricular activity groups. Through different types of activities, students can make good use of their spare time to develop various interests and learn to get along with others. Through participating in volunteer services, students can learn how to care about others, serve the community, and enhance their life experience. In order to enhance students' leadership skills, students are arranged to participate in leadership training programs and workshops so as to enhance their team spirit and leadership skills. We also help widen students’ horizons by organizing exchange programs in China and foreign countries. Some of our award-winning school clubs like Debate Club, Basketing Team and Football Team actively take part in different inter-school competitions. The school’ s Student Union also hold different activities at school to let students show off their talents.
School Facilities
Number of Classroom(s): 30
<b>School Facilities:</b> 1. Full WiFi coverage at school 2. Innovation and Technology Room, Campus TV, English Corner, Prayer Room 3. Solar Photovoltaic Panels
<b>Facility(ies) for Supporting Students with Special Educational Needs:</b> Ramp.
Others
Please refer to the Chinese Edition.
Direct Public Transportation to School
Students can use the following bus and mini-bus services which stop near our school. Bus: 70K, 73B, 78A, 261, 261X, 270C, 276C, 277X, 278A, 279X, 373, 673, 673A, 673P, A43, T270; Mini-bus: 52A, 52B, 52K, 54A, 54K, 56A, 56B, 56C, 56K, 501A, 501C, 501K, 501S, 505. Cycling: Students may cycle to school and lock their bikes in a parking bay.