



明愛莊月明中學
Caritas Chong Yuet Ming Secondary School
53 Wah Fu Road Wah Fu Estate Pok Fu Lam HK
25510200 cym@ccym.edu.hk
25521703 http://www.ccym.edu.hk

School Mission

Our school is committed to providing student-centered education services in helping our students explore their potential and develop their moral, intellectual, physical, social and aesthetic needs, and enhance their confidence and resilience. We endeavor with love in promoting Catholic values to our students and cultivate their sense of responsibility to society and the sense of belonging to the country.

School Information

Supervisor / Chairman of School Management Committee	Mr. Lee King Chi		
Principal (with Qualifications / Experiences)	Dr. Pang Yiu Kwan (Bachelor of Arts, Master of Chinese Literature, Master of Educational Administration and Policy, Doctor of Education)		
School Type	Aided	Student Gende	Co-ed
School Motto	Be Faithful Diligent and Stay Simple Love God and One Another		
Name of Sponsoring Body	Caritas - Hong Kong		
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	

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

Number of Teaching Posts in the Approved Establishment		38
Total Number of Teachers in the School		41
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		78%
Bachelor Degree		98%
Master / Doctorate Degree or above		44%
Special Education Training		41%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
68%	3%	29%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Integrated Humanities, Mathematics*, Geography*, Computer Literacy*, Integrated Science*, Visual Arts, Steam, Ethics and Religious Education, 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	-
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, Business, Accounting and Financial Studies, Physics, Chemistry, Biology, Economics, Information and Communication Technology, Tourism and Hospitality Studies, Visual Arts, Ethics and Religious Education (S.6), Ethics and Religious Education (School-based), Physical Education.
	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, Integrated Humanities*, Mathematics*, Geography*, Computer Literacy*, Integrated Science*, Visual Arts, Steam, Ethics and Religious Education, 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	-
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, Business, Accounting and Financial Studies, Physics, Chemistry, Biology, Economics, Information and Communication Technology, Tourism and Hospitality Studies, Visual Arts, Ethics and Religious Education (S.4), Ethics and Religious Education (School-based), Physical Education.
	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	3	3	2	2	2	3
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$310	\$310	\$310
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$30					
Approved Charges for Non-standard Items	-					
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). Secondary One Admission Criteria: Students’ interviews (40%); Academic result (30%); Conduct (20%) and Performance in extra-curricular activities (10%).
Orientation Activities and Healthy Life
S.1 Parents’ Day aims to help students and their parents know more about our school. It can also enable teachers and parents to foster close home-school cooperation. Summer Bridging Programme for Prospective S.1 Students: "New Recruits - S.1 Bridging Course": This course is to assist new S.1 students in familiarizing themselves with the new learning environment. It can also enhance their self-esteem and team spirit through diversified learning activities. S.1 Orientation Day Camp aims at strengthening the student-teacher relationship and enhancing student resilience and teamwork.

School Characteristics
School Management
School's Major Concerns: (1) To cultivate students' interest and motivation in exploring knowledge, and enhance students' self-learning and reflection (2) To shape the unique character strengths of CCYM students and cultivating students' physical and mental health.
School Management Organisation: The school adopts School-based Management. Under the leadership of the Principal, vice-principals lead academic affairs and students’ development. The whole school is divided into eight domains: Academic Affairs, Teachers’ Professional Development, Discipline & Guidance, Student Support, Student Activities, Career Planning, Information Technology and School Promotion.
Incorporated Management Committee / School Management Committee / Management Committee: The School Management Committee consists of representatives from the Sponsoring Body, the Principal, teachers and Independent professionals. The School Executive Committee (SEC) comprises the Supervisor, the School Manager, the Principal, Vice Principals, and representatives from parents and teachers. The SEC monitors the progress of implementation of various policies.
School Green Policy: The school utilizes different lessons and student activities to foster students’ consciousness of the need for environmental protection.
Learning and Teaching Plan
Whole-school Language Policy: Our school adopts Chinese as the medium of instruction and cultivates students’ English language proficiency. Our school creates an English-rich environment and maximizing students’ use and exposure to English, various activities are organized within and outside the school campus and worked jointly with other organizations. We cater for learner diversity through the development of core and extended curriculum. We help students develop as self-directed learners through e-learning & English-rich Environment activities. We implement the “Reading across the Curriculum” and cultivate students to have more exposures in reading. Five subjects (e.g. Mathematics, Commercial Studies, Integrated Science, Computer Literacy and Integrated Humanities) will implement some extended English learning activities (ELA) at junior forms, so as to provide our junior form students with more opportunities to use English. Students actively participated in the cross-curricular activities, it was a fun way to learn both English and the content subject matters.
Learning and Teaching Strategies: Our school enables students to develop their generic skills through the formal and non-formal curriculum, and help students to cultivate positive values and attitudes. To meet with the students' learning needs, the school develops core and extended curriculum. Teachers set the appropriate learning goals and teaching strategies for students of different abilities to meet the students' needs. Our school endeavors to enhance the quality of teaching, teachers promote active student involvement throughout the learning environment, students of different levels can interact together at a level appropriate to the learning ability, which helps students develop learning skills and thinking ability. Teachers raise the confidence of students by giving lots of praise and giving feedback on task achievement.
School-based Curriculum: 1. Electives: 3X. Our school set up 3 electives for students to choose. School-based junior-form curricula of Chinese Language, English Language and Chinese History as well as a complete programme for Other Learning Experiences for NSS were introduced. 2. Curriculum highlights: Our school offers diversified curricula to senior form students. Students may choose their elective subjects. Apart from choosing elective subjects from more than ten options, S.4 students can choose Applied Learning Courses and will have more opportunities to further their studies.
Major Renewed Emphases in the School Curriculum: 1. Reading to learn: Our school promotes reading so as to foster students' habits of reading newspapers and books. The school also continuously promotes reading and writing through the "Reading Award Scheme" and “Reading and Writing across the Curriculum” activities. 2. Information Technology for Interactive Learning: More resources have been allocated to ensure that IT can be extensively used in learning and teaching so that the effectiveness of students' learning can further be enhanced. Equipped with the intranet, our students can make use materials on the intranet for self-learning and self-assessment. In the junior form curriculum, Computer Literacy places emphasis on helping students to make use of IT effectively in their learning. 3. Project Learning: To promote all-round educational experience, our school encourages students to develop self-learning and collaborative learning abilities. Project-based and cross-curricular learning is introduced to gear students towards a higher level of learning experience. 4. Moral & Civic Education: Our school offers pastoral care through regular life education periods, school assemblies, talks, and formal and informal curricula in school. We aim to promote positive values and self-discipline among students as well as teaching them to be good citizens.
Life Planning Education: Our school puts emphasis on cultivating students’ ability to make personal development plans. Through diversified life planning experiences and activities, students can have a better understanding of their personalities, abilities and aptitudes. We also aim to help our students develop a positive outlook on life as well as setting their learning and future education goals. We set clear life planning targets and themes for students in different forms so that they can start and gradually develop personal life plans of their own. Through life planning lessons, class periods and cross-subject collaboration, the school cultivates life planning skills in students. To help students find their direction in life, the school provides senior form students with education and career information as well as individualized personal guidance and psychological counseling. Apart from providing up-to-date information, we also organize a variety of activities, to help students better understand the business world so that they can make appropriate study and career choices.
Student Support
Whole School Approach to Catering for Learner Diversity: To cater for learners’ diversity, we provide a broad and balanced curriculum with a wide range of subject choices. Tailoring and adaptation are made to the school curriculum in order to better cater to the learning needs of students. For major subjects, school-based remedial lessons are conducted to cater for learner diversity so as to further enhance students’ performance. The school has been actively implementing collaborative learning with differentiated instruction. Apart from establishing a better learning atmosphere, we also promote friendly competitions and collaboration among students so as to encourage students' development.
Whole School Approach to Integrated Education: Our school adopts the Whole School Approach to cater for students with SEN. We provide them with appropriate support by making good use of resources and establishing effective school policies and measures, aiming to enhance their multiple intelligences. The vice principal, SENCO, SENST, curriculum development leader and school social workers are responsible for leading the staff in the devising, implementation, monitoring and evaluation of the support measures for students with SEN. Meetings chaired by SENCO in the presence of vice principal, educational psychologist, members of Student Support Team and concerned teachers are held regularly to review the effectiveness and progress of the school's support measures. In order to provide the most appropriate support to cater for students with SEN, we use the LSG to hire professional services and organize activities on inclusive culture and positive self-image. To enhance the learning motivation of students with SEN, we employ diversified teaching strategies and arrange various curriculum / assessment / homework accommodations. There is good home-school collaboration and regular communication between parents and teachers about the progress of students.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students’ learning of Chinese; and organising activities to create an inclusive learning environment in the school.
Measures to Provide Adaptation for Learning and Assessment: To diversify the assessment mode, formative assessments have been adopted in all subjects. For instance, projects, oral presentations, e-reading and in-class quizzes, 25% of the Formative assessment is integrated with 5% for the homework policy. In class promotion meetings, a list for the class promotion and the class demotion of students will be discussed and finalized in accordance with students' academic results and conduct. The class teachers and Disciplinary Master or the Prefect of Studies meet parents to discuss how to help students improve themselves in academic or moral aspects.

Home-School Co-operation and School Ethos
Home-School Co-operation: The aim of the Parent-Teacher Association (PTA) is to strengthen the connection between families and our school and promote the co-operation between parents and teachers. Altogether it helps to provide a supportive atmosphere on campus. The PTA members also share the opinions of parents and monitor our school progress in the meetings held by the Incorporated Management Committee.
School Ethos: Our school motto is “Be faithful, diligent and stay simple” . The school campus is filled with a harmonious atmosphere and pastoral care culture. Our school has been received as a ‘Caring School’ Award for the last ten years. Teachers teach students with skill and patience, and they also guide and care about their students both inside and outside the classrooms. They are generally respected by the students. The school also fosters student-centred education. We develop students' potential and enhance their self-esteem and confidence through lessons, activities and services. Various award schemes have been actively implemented to encourage them to love themselves and others, and reflect for their self-betterment.
Future Development
School Development Plan: 1.Cultivate students' interest and motivation to explore knowledge. 2.Let students take ownership of the learning process. 3.Enable students to monitor and reflect on their own learning objectives, processes and methods. 4.Cultivate students with the comprehensive and applied spirit of STEAM. 5.Based on the framework of the 24 Character Strengths, students develop character strengths such as "Team Spirit", "Self-Control", "Perseverance", "Gratitude", "Love and Be Loved" and "Love of Learning". 6.Cultivate students' physical, mental and spiritual health.
Teacher Professional Training and Development: To cope with the rapid changing society and the needs of the New Senior Secondary Curriculum, teachers continuously strengthen their professional development through diversified learning and professional development programs so that their quality of education and students’ learning effectiveness can be enhanced. The CDP training of each teacher would be no less than 50 hours per year, in which the teachers will take part in the two major categories of professional development programmes /activities, namely “Teachers’ Professional Roles, Values and Conduct” and “Local, National and International Education Issues” , and structured learning programmes/activities , including KLA/subject-based professional development programmes/activities, programmes/activities on fostering the whole-person development of students. In addition, in order to make teacher’ s professional development more meaningful and effective, teachers must first establish positive beliefs, values and attitudes, including the firm belief that every student can learn. They should be devoted to their own careers, dedicated to education and also care for students. They should treasure teamwork and be willing to share while having respect for differences and diversity.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
In this academic year, our school provides 26 extra-curricular activity clubs in five categories, including Service, Academic, Religious, Interest and Physical Education. Through different types of activities, students can make good use of their leisure time, foster a variety of interests, learn to get along and collaborate with others. Students may learn to care about others and serve society by joining the Volunteer Service Team. In order to broaden students’ horizons and enrich their life experience, our school implements "Team Star" and "Elderly Academy".
School Facilities
Number of Classroom(s): 27
School Facilities: Our school is well-equipped with the following: Information Technology Learning Centre, Computer Learning Centre, two Multimedia Learning Centres, English Language Room, Chinese Language Room, Computer Room, Game Room, Physics Laboratory, Chemistry Laboratory, Biology Laboratory, Integrated Science Laboratory, Library, Music Room, Art and Design Room, Gymnasium Room, Wing Chun Room, Visual Arts Room, Geography Room, and Student Activity Centre.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
To exploit students' potential, students are encouraged to participate in the open or inter-school competitions, they also won in various competitions with outstanding performances in the extracurricular activities such as Inter-School Stamp Exhibits Competitions, languages, sports, uniform groups, visual arts, technology and living that reflect their holistic development.
Direct Public Transportation to School
Southern District - BUS: 41A, 42, 48, 91A, 94A, 73 VAN: 63, 63A, 69X Central & West District - BUS: 4, 4X, 40, 40M, 43M VAN: 23, 31 Shatin, Kowloon, Causeway Bay to Wah Fu Estate at Southern District BUS: 170, 970