



南屯門官立中學
South Tuen Mun Government Secondary School

218 Wu Shan Road, Tuen Mun

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School Mission

It is our mission to guide our students in their moral, academic, physical, social and aesthetic growth by providing an environment which is conducive to learning and supportive of their needs so that they can develop into confident, responsible and considerate citizens capable of maximizing their potential.

School Information

Supervisor / Chairman of School Management Committee	Ms. KAN Hoi Yan (PEO (HK))		
Principal (with Qualifications / Experiences)	Mr. CHIN Yiu Ming (HKU Master of Education-School Administration)		
School Type	Gov	Student Gende	Co-ed
School Motto	Diligence, Sincerity, Modesty, Generosity		
Name of Sponsoring Body	Government		
Area Occupied by the School	About 5000 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Not Applicable	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		52
Total Number of Teachers in the School		52
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		96%
Bachelor Degree		96%
Master / Doctorate Degree or above		40%
Special Education Training		50%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
12%	10%	78%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Citizenship, Economics and Society (S.1, S.2), Life and Society (S.3)
	English as the Medium of Instruction	English Language, Mathematics, Geography, Science, History, Innovation and Technology (Computer and Information Technology, Home Economics, STEAM), Visual Arts, Music, Physical Education
	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, Chinese History, Citizenship and Social Development, Tourism and Hospitality Studies (S.4, S.5), Visual Arts
	English as the medium of instruction	English Language, Mathematics (Core), Mathematics Extended Part (Module 2), Chemistry, Physics, Biology, Geography, History (S.4) Economics, Business, Accounting and Financial Studies, Information and Communication Technology, Physical Education, Music (Lessons will be conducted in Arts & Technology Education Centre) (S.4, S.6)
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

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, Citizenship, Economics and Society (S.1, S.2, S.3)
	English as the Medium of Instruction	English Language, Mathematics, Geography, Science, History, Innovation and Technology (Computer and Information Technology, Home Economics, STEAM), Visual Arts, Music, Physical Education
	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, Chinese History, Citizenship and Social Development, Tourism and Hospitality Studies, Visual Arts
	English as the Medium of Instruction	English Language, Mathematics (Core), Mathematics Extended Part (Module 2), Chemistry, Physics, Biology, Geography, Economics, History (S.4, S.5), Business, Accounting and Financial Studies, Information and Communication Technology, Physical Education, , Music (Lessons will be conducted in Arts & Technology Education Centre) (S.4, S.5)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

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	-	-	-	-	-	-
Parent-Teacher Association Fee	\$60					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	School management fee: \$150 (S.1 - S.5) \$50 (S.6)					
Other Charges / Fees	ECA fee: \$153 (S.4 to S.6)					

Remarks

If you have any enquiries, please call us for details.

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). 1. Academic performance (Rank order provided by the EDB as reference): 40% 2. Performance in interview: 40% 3. Performance in extra curricular activities: 20%
Orientation Activities and Healthy Life
Orientation Day and S.1 Bridging Programme are held to help S.1 students adapt to their new school life. A variety of activities are organized to boost the resilience and confidence of S1 students so that they have a healthy and fruitful school life.

School Characteristics
School Management
School's Major Concerns: <div>1. Promoting self-directed learning and enhancing learning efficiency</div> 2. Establishing healthy lifestyle for students and enhancing their resilience towards challenges
School Management Organisation: <div>The School Management Committee (SMC), which includes representatives of teachers, parents, alumni and community members, is the major decision making body of the school. Daily administration and management are led by the Principal, and below are the task groups:</div> 1. Management & Organization; <div>2. Learning & Teaching;</div> 3. School Ethos and Student Support.
Incorporated Management Committee / School Management Committee / Management Committee: <div>Our School Management Committee is composed of 9 members, including a chairperson (from EDB), 2 teacher representatives, 1 alumnus, 2 representatives from PTA, 2 representatives from the community and the school principal.</div>
School Green Policy: <div>Our Environmental Education Committee is responsible for promoting and implementing environmentally friendly policies which include encouraging teachers and students to engage in energy-saving activities and green lifestyle. Besides, recycling bins for paper and waste are placed on the campus and all staff and students are encouraged to reuse paper for drafting and decoration purposes to reduce waste production.</div>
Learning and Teaching Plan
Whole-school Language Policy: <div>Except for teaching Chinese Language, Chinese History, Citizenship, Economics and Society (S1, S2), Life and Society (S3), Citizenship and Social Development (S4 to S6), Tourism and Hospitality Studies (S4 to S6), Visual Arts (S4 to S6) and Putonghua (S1 to S3), English is adopted in all classes at STMGSS as the medium of instruction (please refer to the "Subjects Offered in the 2024/25 School Year" and "Subjects to be Offered in the 2025/26 School Year" for details), and a Native-speaking English Teacher is employed. We also promote the use of Putonghua and Chinese enthusiastically to provide students with an environment that cultivates students' ability in biliteracy and trilingualism. In order to foster a good language learning environment, students are given opportunities to present in English and Putonghua, as well as serving as masters of ceremonies at school assemblies and other school events. We provide exchange opportunities for students to learn with students from Mainland China and other countries with the aim to enhance their English and Putonghua standard. To promote reading, the school arranges one reading session every afternoon for students to read extracurricular books or assigned reading materials. Students are encouraged to join inter-class and inter-school reading competitions.</div>
Learning and Teaching Strategies: <div>In order to cater for learner diversity, S1 – S5 students have been streamed according to their English ability and overall results in the past academic year so that teachers could teach according to the learning standard of students. The more able students are encouraged to join various gifted programmes, along with leadership training programmes and the Mathematical Olympiad classes. Students with less satisfactory results will be arranged to join remedial lessons and retests so as to enhance their learning performance. Besides, collaborative lesson planning periods are arranged for teachers to design the school curriculum together according to students' need. The school also emphasizes the development of reflective learning skills and the teaching of various generic skills to students in different forms, including communication skills, problem-solving skills, critical thinking skills, logical thinking skills and collaborative learning. Students apply these skills in their daily studies. The school also encourages students to join study tours so as to broaden their horizons.</div>
School-based Curriculum: <div>1. Electives: 3X. All Secondary 4 students are required to take 3 elective subjects including, Physics, Chemistry, Biology, Chinese History, History, Economics, Geography, Business, Accounting and Financial Studies, Information and Communication Technology, Visual Arts, Tourism and Hospitality Studies, Music (Cluster School Programme).</div> 2. Curriculum highlights: Emphasizing curriculum adjustment, graded work and peer guidance to cater for the diversity of students’ needs, interests and abilities, and strengthening the cultivation of information technology, generic skills, and even applied learning and other learning experiences.
Major Renewed Emphases in the School Curriculum: <div>There are reading periods in the afternoon in a week for all students to develop a reading habit regularly with support from class teachers. Students are encouraged to join Chinese and English extensive reading schemes and online reading to promote their habit of reading and sharing of ideas. Lessons are conducted with IT for interactive learning and teaching. For some subjects, students are required to submit assignments online; teachers also mark assignments on the web. Through subject homepages, supplementary materials are uploaded and distributed to students. STEAM and cross- curricular project-based learning is implemented in junior forms to cultivate project learning skills and to evaluate or assess students' learning. The development of students’ generic skills prepares them for transitioning from the junior to senior secondary curricula. In various subjects, teachers select appropriate articles that match with the learning content to integrate their learning activities and assignments to increase students’ interest in learning. Apart from regular talks at school assemblies, class periods, reading periods, seminars and thematic board displays, National Security Education as well as Moral, Civic and National education are also incorporated into the teaching schemes of all subjects. Our school hosts the flag raising ceremony every week and invites teachers and students to give a talk under the national flag in order to raise students' awareness of their national identity.</div>
Life Planning Education: <div>Our comprehensive life planning programmes from S1 to S6 aim to enhance our students’ self-understanding of their personality traits and interests in junior forms and to experience university life and workplaces in senior forms so that they can make informed choices of their studies and careers in the future.</div>
Student Support
Whole School Approach to Catering for Learner Diversity: <div>Our school gives learning support to students, especially those with special educational needs, and runs professional development programmes for teachers with a view to enhancing teaching effectiveness.</div>
Whole School Approach to Integrated Education: <div>STMGSS is committed to developing an inclusive culture through the whole school approach to support students with Special Education Needs (SEN). A task force in Integrated Education is established. The team members include the Assistant Principals, the coordinators of SEN and Guidance and Counselling & Life Education Committee, teachers, the school educational psychologist, school-based speech therapist, school social workers, and a teaching assistant (responsible for Integrated Education).</div> <div>Our school has developed systematic professional training plans for teachers in this area. Resources are deployed to provide appropriate and diversified support for students with diverse needs so as to enhance their adjustment to school life and assist them in achieving the desired learning outcomes. Students are provided with supporting measures like differentiated teaching, assessment accommodations, and pull-out remedial lessons. Other professional support includes guidance groups, reading and writing training groups, social skills and emotion management skills training groups, occupational therapy services, speech therapy services, attention training, and individual education plans for students with needs. Individual counselling and assessment are also provided for students with SEN. In addition, our school treasures home-school cooperation by establishing regular communication channels to facilitate parents’ participation in the formulation of policy on students' support and the evaluation of its effectiveness.</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; 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. providing assistive aids for internal tests and examinations</div>
Measures to Provide Adaptation for Learning and Assessment: <div>Students are assessed through two examinations and two uniform tests every year.</div>

Home-School Co-operation and School Ethos
Home-School Co-operation: The Parent-Teacher Association (PTA) was established in 1993. It aims to promote close liaison among parents as well as strengthening the connection between parents and school administration in order to support the school's sustainable development. Parents may also stand for the election of SMC parent representatives to become members of School Management Committee (SMC) to discuss school development plans and related issues of mutual concern.
School Ethos: Our school excels with its good and pure ethos. Various student support activities are organized to foster students' character growth and development such as the 'Big Brother Big Sister' Scheme for Secondary 1 students, prefect training and leadership training schemes. Talks and activities on national security education and national education, moral and civic education, environmental education, and life and sex education are regularly organized during school assemblies and class teacher periods. A Student Learning Profile (SLP) is an account of each student’ s participation and achievements in non-academic activities and social services at secondary school levels.
Future Development
School Development Plan: 1. Promoting self-directed learning and enhancing learning efficiency. 2. Establishing healthy lifestyle for students and enhancing their resilience towards challenges.
Teacher Professional Training and Development: 1. In-house staff development days are organised for enhancing the professional knowledge of teachers so as to boost the teaching and learning effectiveness. 2. Teachers are encouraged to attend seminars and workshops organised by EDB or other organisers. They share what they learn from the seminars and workshops with their colleagues for enhancing teaching effectiveness.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Life-wide Learning is collaboratively implemented by different teams such as the Discipline & Values Education Committee, Guidance, Counselling & Life Education Committee, Career and Life Planning Education Committee, Moral and Civic & National Education Committee, Social Services Committee and Extra-curricular Activities Coordination Committee. Whole school approach is adopted between subject departments and different teams. There are 4 Houses, 29 clubs and Student Association in the school to organize different activities for students to participate in. In addition, through “An Art and A Sport for Life Scheme” , S1-3 students are to be a member of a club in Aesthetic or Sport Domain and a member of the uniform group. Therefore, Chinese music instrumental classes and uniform groups such as Girl Guides, Scouts, Flag-guards and Red Cross are formed for junior form students to join in order to foster students’ independence and related character education.
School Facilities
Number of Classroom(s): 24
School Facilities: There are 24 classrooms, 4 laboratories, 1 VR Technology and InnoCentre (Future Classroom), 1 History Museum, 1 Geography and Environmental Education Centre, 1 C3 Maker Space, 1 Entrepreneurship Hub, 1 Centre for Languages, Cultures & Communication (When East meets West), 2 computer rooms, 1 STEM •InnoGarden, 1 Values & Life Education Centre, 1 Home Economics Room, 1 This is Art! Creative Studio, 1 Music Room, 1 DreamWorks Workshop, 1 library, 1 Self-access Learning Centre, 1 Careers & Life Planning and Whole Person Development Centre, 1 Student Association Office, 1 Lecture Theatre, 2 social workers’ rooms, 1 Discipline & Counselling Interview Room, 1 Parents' Resource Room, 1 Orchestra/ Band Room, 1 school hall, 1 gymnasium, 1 Leisure Zone, 1 covered playground, 1 volleyball court and 1 basketball court. All indoor locations are air-conditioned. School campus TV and central broadcasting system are installed as well.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift, Accessible toilet, accessible public information / service counter and visual fire alarm system.
Others
For details, please refer to the school website.
Direct Public Transportation to School
Bus: 59A, 59X, 59M; LRT: 507, 610, 614, 614P, 615, 615P; Light Rail Feeder Bus: A73, K52, 506; Green Minibus: 44.