



寧波第二中學

Ning Po No. 2 College

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School Mission

Based on the spirit of our school motto "Persist with Virtuousness and Develop Perseverance", The Ning Po No.2 College strives to provide an all-round, high quality, student-centred, fun and active learning environment. We strive to support student perseverance in learning; nurture good moral character; encourage independent thinking and prepare students to shoulder responsibility in order to serve the society and country in which they live.

School Information

Supervisor / Chairman of School Management Committee	Dr. Joseph Lee, GBS, OSTJ, JP		
Principal (with Qualifications / Experiences)	Mr. Leung Chiu Yin		
School Type	Aided	Student Gende	Co-ed
School Motto	Persist with Virtuousness and Develop Perseverance		
Name of Sponsoring Body	Ning Po Residents Association (HK) Ltd.		
Area Occupied by the School	About 6500 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	Action 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		59
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		88%
Bachelor Degree		100%
Master / Doctorate Degree or above		39%
Special Education Training		46%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	> = 10 Years
34%	3%	63%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Geography*, Citizenship, Economics and Society* (S.1, S.2), Mathematics*, History*, Science* (S.3), School-based Developed Subjects/Courses (Introduction to Economics*, Accounting and Business Management*) (S.3), Information Technology* (S.3), Visual Arts*, Design And Technology*, Home Economics*, Music*, Physical Education*, Moral, Civic and National Education*
	English as the Medium of Instruction	Science (S.1, S.2), Information Technology (S.1, S.2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Citizenship, Economics and Society (S.1, S.2)*, Mathematics*, Geography*, History* (S.3), Science* (S.3), School-based Developed Subjects/Courses (Introduction to Economics*, Accounting and Business Management*) (S.3), Information Technology* (S.3)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Mathematics, Mathematics (M2), Citizenship and Social Development, Chemistry, Physics, Biology, Business, Accounting & Financial Studies, Geography, History, Economics, Information & Communication Technology, Tourism and Hospitality Studies, Physical Education, Visual Arts, Music, Moral, Civic and National 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, Putonghua, Geography*, Citizenship, Economics and Society* (S.1, S.2), Mathematics*, History*, Science* (S.3), School-based Developed Subjects/Courses (Introduction to Economics*, Accounting and Business Management*) (S.3), Information Technology* (S.3), Visual Arts*, Design And Technology*, Home Economics*, Music*, Physical Education*, Moral, Civic and National Education*
	English as the Medium of Instruction	Science (S.1, S.2), Information Technology (S.1, S.2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Citizenship, Economics and Society (S.1, S.2)*, Mathematics*, Geography*, History* (S.3), Science* (S.3), School-based Developed Subjects/Courses (Introduction to Economics*, Accounting and Business Management*) (S.3), Information Technology* (S.3)
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Mathematics, Mathematics (M2), Citizenship and Social Development, Chemistry, Physics, Biology, Business, Accounting & Financial Studies, Geography, History, Economics, Information & Communication Technology, Tourism and Hospitality Studies, Physical Education, Visual Arts, Music, Moral, Civic and National 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	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$40					
Student Union / Association Fee	\$12					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	-					

Remarks

There are English Extended Learning Activities in S.3 Mathematics, Information Technology, Geography, History, Science, School-based Developed Subjects/ Courses (Introduction to Economics, Accounting and Business Management), Visual Arts, Music, Physical Education, Home Economics and Design And Technology.

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). Criteria for S.1 Discretionary Places: Academic Performance 30%; Interview Performance 25%; Conduct 25%; ECA and Services 10%; Prizes & Awards 5% and Special talents 5%.
Orientation Activities and Healthy Life
In mid-July, a briefing session will be held for the new S1 students and their parents. The school will also provide bridging courses on the core subjects (i.e. Chinese, English, and Mathematics) to them in late August. In addition to knowledge building and consolidation, we have also invited a group of professionals to nurture students with the value of team spirit. To raise our students' awareness of health, nutrition and personal hygiene.

School Characteristics
School Management
School's Major Concerns: <div>1. Enhancing strategies for catering to diverse student learning needs, leveraging the effectiveness of information technology in teaching, and achieving high-quality teaching and learning</div> <div>2. Creating diverse contexts to improve students' English proficiency and foster the spirit of Self-directed Learning (SDL)</div> <div>3. Actively promoting patriotic education, optimizing extracurricular activities, and implementing a school-based moral education curriculum</div>
School Management Organisation: <div>The School Executive Committee (SEC) was established at the opening of the school. Its members include the principal, the vice principals, department heads and teacher representatives. The SEC and task forces prepare and plan school affairs under the principal’ s supervision to enhance front-line teachers' participation, thereby implementing different levels of work to benefit students. All teachers are involved in the implementation of the school routines. The management dedicates its effort to encouraging teachers' participation in the school development in order to handle constant changes in society.</div>
Incorporated Management Committee / School Management Committee / Management Committee: <div>The IMC is composed of the people from the commercial, legal, financial, logistics sectors and the general public. It holds meetings on a regular basis, formulates school policies, examines school reports, development plans, budgets, etc. The Management Committee provides the school with sufficient support to improve the facilities on campus.</div>
School Green Policy: <div>Students gain environmental protection knowledge through moral and civic lessons. S.1 & S.2 students who have lunch at school are required to bring their own cutlery and provided with reusable lunch boxes. In order to save energy, air conditioners have to be switched off after the on-campus lunch period. To strengthen students’ sense of environmental protection and energy saving, activities like the Countryside Cleanup, the Inter-class Used Clothes Recycling Competition, Waste Paper Recycling Competition and No Air Con Day are held. Students also have a chance to serve as ambassadors to promote environmental protection. Other ways to save energy include the installation of T5 LED lighting tubes, rewiring, roof insulation. To encourage recycling, there are collection boxes for used paper, aluminium cans, etc.</div>
Learning and Teaching Plan
Whole-school Language Policy: <div>Bi-literacy and Tri-lingualism is given top priority. In order to enhance students’ interest in English, diverse activities are held on a regular basis, for example, English Day on Thursdays, yearly theme-based English Week, Reading Aloud Scheme, English Ambassador Scheme, Campus Word Card etc. An English learning centre has been established by the IMC. To strengthen students’ proficiency in English, other subjects even design different English extended learning activities. Besides English, the Chinese department puts a focus on students’ writing proficiency and public speaking ability. To expose students to the use of Putonghua, this subject has even become part of the school’ s regular curriculum and students have a chance to practice it on Putonghua Day.</div>
Learning and Teaching Strategies: <div>Based on the principle of Bi-literacy and Tri-lingualism, students receive language training. With a view to strengthening interaction in lessons, enhancing interest in learning and even encouraging self-learning, our school values the application of diverse teaching approaches and promotes engaged learning. Students are expected to strike a balance between subjects of different kinds (i.e. Arts, science, business and technology) and we have school-based curriculum for junior forms such as Introduction to Economics (S.3), Accounting and Business Management (S.3), etc. Taking into account the students’ learning progress and the ever-changing society, each subject department make amendments to teaching focuses, strategies, teaching materials (e.g. worksheets), online self-learning and discussion forums every year. Professional development for teachers is also high on the list of priorities. Our school is keen to carry out lesson studies, collaborative lesson planning, peer observation, collaboration between different subjects and even sharing between schools(both local and overseas schools).</div>
School-based Curriculum: <div>1. Electives: 2X and 3X. Chemistry, Physics, Biology, BAFS, Geography, History, Chinese History, Economics, ICT, Tourism and Hospitality Studies, Visual Arts</div> <div>2. Curriculum highlights: Balance with Arts, Science and Business.</div>
Major Renewed Emphases in the School Curriculum: <div>There are four key learning areas. Moral, Civil and National Education, which is part of the school’ s regular curriculum, is organized by the pastoral department and implemented by class teachers. Its theme is “We are family” and it is planned to suit different forms. There is a connection between teachers’ sharing (i.e. A Thought for a Day) and its syllabus. Students can therefore reflect on their personal value more effectively. It is clearly beneficial to students’ growth and development of one’ s personality. Our school strategically places emphasis on students’ self-learning. Students can gradually master the skills for learning. Going through these experiences, students need to study and digest information across different subjects, thereby sharpening their generic skills besides mastering knowledge. To promote reading, there is Reading Scheme held by the Chinese/English departments and the library. In addition, there are specific strategies to boost English reading and sharing. For example, there is a morning reading period on every Monday, Wednesday and Friday. Some students serve as reading ambassadors to promote reading. Other ways include Reading Award Scheme, Book Recommendation, Reading Club, etc. eClass Learning Platform helps increase the efficiency and quality of learning, thereby consolidating subject knowledge and enhancing students’ self-learning.</div>
Life Planning Education: <div>Please refer to the "Others" field on the next page.</div>
Student Support
Whole School Approach to Catering for Learner Diversity: <div>To raise students' confidence and the effectiveness of teaching and learning, lessons and activities are planned based on students' ability. In addition to split classes and groups, our Gifted Education Team recommends elite students to take gifted education courses so that they can develop their talents. To take care of students with special educational needs, Student Support Team devises support programmes as well as special examination and assessment arrangements.</div>
Whole School Approach to Integrated Education: <div>Through Whole-School Approach, integrated education is implemented to build an inclusive and caring school environment in which students with special education needs (SEN) can be provided with comprehensive and appropriate support. Student Support Team (SST), including the Vice Principal (Pastoral), SEN Coordinator, SEN Support Teacher, SEN teaching assistant, our school social workers, an educational psychologist and a speech therapist, is set up to devise suitable support programmes for students with SEN. To enhance understanding of integrated education, all teachers are kept informed of relevant information from time to time. If necessary, subject talks are held to share teaching adaptations and suggestions for SEN students. Our teaching staff are encouraged to attend the training courses organized by the Education Bureau to enrich their professional knowledge of integrated education. Our school flexibly utilizes the Learning Support Grant. For instance, a SEN teaching assistant is recruited to provide students in need with group or individual support. To increase students’ learning efficacy, enhance communication and instill a positive attitude and confidence into their life values through transdisciplinary cooperation, SST takes into account each student’ s needs to provide relevant professional services such as training on social skills, language remedial teaching, speech therapy and educational psychology services with parents’ consent. Home-school cooperation is our top priority. To provide SEN students with support for their learning and growth, a communication channel has been set up between SST and parents so that they can be kept informed of their children’ s learning progress and give advice.</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.</div>
Measures to Provide Adaptation for Learning and Assessment: <div>There will be two examinations every year, with a wide range of diverse continuous assessments.</div>

Home-School Co-operation and School Ethos
Home-School Co-operation: To enhance family relationships and students’ sense of belonging to the school, parents’ talks and family activities are held. In addition, there is collaboration between schools at festivals, which aims at enhancing students’ understanding of Chinese culture and its traditions. It is a crucial factor in developing a right attitude citizens and nationals should take.
School Ethos: Our school embodies the culture of simplicity. We aim at cultivating students' good character, moral traits and consciousness of citizenship. To take better care of our students, enhance class discipline and build students’ sense of belonging, two teachers work as a pair for each junior class. To build confidence and develop a proactive attitude, students are provided with chances to pay educational visits, join exchange programmes and offer community service, thereby broadening their horizons. In addition, elite students are role models and they take a student leadership role. Our school has designed Award Scheme to motivate students to learn and provide a classroom for after-school self-learning. Both the School Management Committee and the Parent-Teacher Association have set up a scholarship respectively to reward students for their excellence in conduct and assessment. To raise students’ awareness to the health of one’ s body, mind and spirit and the importance of environmental protection, Healthy School Policy has been adopted. MAPLE scheme is introduced to foster the good character of students.
Future Development
School Development Plan: The three-year plan for 2024 to 2027: 1. Cultivating patriotic citizens, establishing correct values, and promoting positive life education 2. Optimizing the curriculum, promoting Self-directed Learning (SDL), and enhancing learning efficiency 3. Developing a knowledge-based teaching team and promoting high-quality teaching strategies This academic year’ s major concerns: 1. Enhancing strategies for catering to diverse student learning needs, leveraging the effectiveness of information technology in teaching, and achieving high-quality teaching and learning 2. Creating diverse contexts to improve students' English proficiency and foster the spirit of Self-directed Learning (SDL) 3. Actively promoting patriotic education, optimizing extracurricular activities, and implementing a school-based moral education curriculum
Teacher Professional Training and Development: Teacher professional development is conducted through lesson studies, peer observation and sharing. In addition, teachers are encouraged to pursue their studies, share views on teaching and work with colleagues and even counterparts from other schools in order to broaden horizons and boost teaching effectiveness.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Our school promotes the holistic development of students by offering a balanced and diverse range of co-curricular activities, allowing students to achieve comprehensive growth. These activities include academics, interests, sports, arts, discipline, service, leadership training, as well as domestic and international exchanges. Our school has achieved remarkable success in external competitions, excelling in information technology applications, web design competitions, and project-based studies, and has received numerous honors and awards. Junior form students at our school participate in a variety of extracurricular activities, through which they cultivate diverse interests, learn various skills, and discover their personal potential and talents. In high form, our school continues to provide different learning experiences outside of regular class hours, covering areas such as moral education, civic and national education, social services, work-related experiences, artistic development and sports development. The ultimate goal of implementing 'Other Learning Experiences' (OLE) is to broaden students’ horizons, nurture students’ positive values, strike a balance between regular courses and provide more opportunities for whole person development.
School Facilities
Number of Classroom(s): 27
School Facilities: There are 27 classrooms. In addition, special rooms include I.T. Room, Lily Chow Multi-purpose Room, ELC (i.e. English Learning Centre), the library, laboratories, Art Room, Music Room, Needlework Room, SAC (i.e. Student Activity Room), Chuk Nogn Hong Activity Room, Gym Room, Parlour, Discipline Room, Guidance Room, Wong Ming Hong I.T. Corridor, Wong Ming Hong STEM Centre and Social Worker Room, etc. Split-type air-conditioners have been installed in all classrooms. Other facilities include broadband Internet, multimedia teaching equipment and more than 300 computers.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift.
Others
Support from sponsoring body – The Ning Po Residents Association: The Ning Po Residents Association and the Incorporated Management Committee award graduates who are admitted to a bachelor’ s degree programme a scholarship. A total of \$200,000 scholarship is awarded to each graduate who is admitted to a bachelor’ s degree programme offered by the University of Hong Kong, the Chinese University of Hong Kong or the Hong Kong University of Science and Technology. A total of \$1,100,000 scholarship is awarded to each graduate who is admitted to a bachelor’ s degree programme offered by Queen Mary College of the University of London. A total of \$40,000 scholarship is awarded to each graduate who is admitted to a bachelor’ s degree programme offered by the Hong Kong Polytechnic University or the City University of Hong Kong. Other graduates who are admitted to a bachelor’ s degree programme offered by other universities and those with excellent performances in public examinations can also get a scholarship. The Ning Po Residents Association Education Fund aims to encourage our students to actively take part in different kinds of activities and equip them with an all-rounded education with the emphasis on developing morality, intelligence, physical fitness, social skills and aesthetic abilities. The awards include Best Achievement Award, Service Award, Academic Award, etc. There is also an inter-class competition. Its awards include Outstanding Art Award, Outstanding Conduct Award, Academic Outstanding Award, Outstanding Classroom Performance Award, Golden School Badge Award and some other award schemes. In addition, the Parent-teacher Association aims to encourage students as well and there is Best Improvement Award and Reading Award. We set up the “Chu Chi Shing Outstanding Service Citizenship Award” to promote “Good People, Good Deeds” and commend students on their good personalities and contribution to community service. Apart from various government subsidies, we set up an education fund to support needy students in financial problem. Life Planning Education: (1) Development Highlights: "Broadening individual horizons" and "Dreams and success" Planned Development: Let students understand themselves through different learning experiences and formulate a right action plan. Reason: Students need to make the right decision for life planning in this ever-changing society so that they can find it less challenging to cope with future changes. (2) Junior / Senior Forms: Objective of Junior Forms: More learning experiences outside school will be provided to enrich their knowledge in addition to broadening their horizons. Nevertheless, the course which emphasizes the relationship between the selection of electives and future careers will be provided to S3 students in order to guide students in planning their electives and assist them in self-understanding. Objective of Senior Forms: Senior Forms focus on students' occupation exploration and education counseling. In S.4, students start to explore their job interests and create their career goals through internship and taster programmes. For S.5 and S.6 students, their career planning is of high importance so their study plan is followed up by teachers or counsellors who advise students to formulate a more comprehensive plan, if necessary. (3) Parents: A number of parents’ talks are held for S.3 to S.6. They aim to show parents what their sons or daughters need at different stages more clearly. Students in their adolescence can therefore handle their emotions and stress more effectively.
Direct Public Transportation to School
Buses: 11C, 11X, 13D, 14D, 23, 23M, 26, 26M, 27, 95, 95M, 213X, 290A, 619; Minibuses: 47, 48, 49, 54, 54M, 60, 76A, 89A, 89C, 90B; Transit at Kowloon Bay, Kwun Tong or Choi Hung MTR Station.

