



青松侯寶垣中學
Ching Chung Hau Po Woon Secondary School

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School Mission

Through the spirit of self-improvement and continuous pursuit of excellence, the school targets at preparing students to acquire the necessary academic skills coupled with personal growth through cultivation of the virtues of leading a fulfilling life, developing potentials, committing to the community affairs and the welfare of our mother country. All these hinge on a concrete commitment of responsibility and devotion to what they have been involved with, which is part and parcel of the successful education we are striving for.

School Information

Supervisor / Chairman of School Management Committee	Mr. Chau Woo Loi, Tony		
Principal (with Qualifications / Experiences)	Ms. Fong Ka Ki Felicity (Master of Arts)		
School Type	Aided	Student Gende	Co-ed
School Motto	Respect Tao Honour Virtues		
Name of Sponsoring Body	Ching Chung Taoist Association of Hong Kong Limited		
Area Occupied by the School	About 6089 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		48
Total Number of Teachers in the School		52
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		99%
Bachelor Degree		100%
Master / Doctorate Degree or above		65%
Special Education Training		80%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
10%	29%	61%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese, Putonghua, Mathematics*, Humanities*, Citizenship, Economics and Society*, Science*, Computer*, Art Education (Music and Visual Arts), Design and Technology, Home Economics, Physical Education, Geography*, Chinese History, History*, Whole Person Development Subject
	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, Chinese History, History, Geography, Economics, Physics, Chemistry, Biology, Business, Accounting & Financial Studies, Information and Communication Technology, Visual Arts, Physical Education, Reading Lesson, Whole Person Development Subject
	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, Putonghua, Mathematics*, Humanities*, Citizenship, Economics and Society Science*, Computer*, Art Education (Music and Visual Arts), Design and Technology, Home Economics, Physical Education, Geography*, Chinese History, History*, Whole Person Development Subject
	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, Chinese History, History, Geography, Economics, Physics, Chemistry, Biology, Business, Accounting & Financial Studies, Information and Communication Technology, Visual Arts, Physical Education, Reading Lesson.
	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	3	3	3	3
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$290	\$290	\$290
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	Air-conditioning fee: \$60					

Remarks

Life Skills Development: Practical life skills such as Japanese, music, medical services, childcare and hotel management, are encouraged and subsidies are provided for courses interested and applied.

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). Academic results (50%), Interview performance (15%), Conduct (10%), Extra-curricular activities (15%), Awards and others (10%).
Orientation Activities and Healthy Life
For the fresh S.1 students, academic bridging programs on major subjects: Chinese Language, English Language, Mathematics, Humanities and Integrated Science are put in place and tied up with the day camps in summer for their smooth transition to a secondary school life. We place emphasis on the mental and physical health of our students. Through curriculum planning, students are fully aware of the importance of appropriate diet, regular body checks and exercises, preparation of nutritious meals and medical management schedules to enhance wholesomeness in health.

School Characteristics
School Management
School's Major Concerns: Integrating Solid Knowledge and Refined Techniques for the Pursuit of Rationality Blending Positive Thinking and Respectful Dignity in the Quest for Virtues
School Management Organisation: In the spirit of 'Staying transparent and playing fair and square', the school-based management policy is in full swing. The Administration has been functioned effectively with the support of the Incorporated Management Committee, School-based Management Committee – served by the sub-committees, namely Academic Affairs, Nurturing and Special Responsibilities. The operation is further consolidated with the active involvement of the PTA.
Incorporated Management Committee / School Management Committee / Management Committee: The school has established the Incorporated Management Committee including School Sponsoring Body Managers, Teacher Managers, Parent Managers, Alumni Manager and Independent Manager.
School Green Policy: We are an environmental school highlighting harmony between human and nature: Roof-top Garden, Environmental Resources Centre, Green House and Green Corner. The school uses recycling materials for all school luncheon provisions. A team of student ambassadors with the mission of advocating environmental concerns are activating programs on 'No Air-con Day'.
Learning and Teaching Plan
Whole-school Language Policy: English language will diffuse through all curriculum planning and implementation other than Chinese Language, Chinese History and Putonghua lessons. To enrich and strengthen the acquisition of English in a life-like and rich learning environment, non-curriculum measures are put in place to expose our students to the context of English Day Camp, weekly English Day activities, English Passport Incentive Scheme to encourage active and interactive communication and other supportive curriculum measures designed by the whole-school teaching team. Putonghua training for Cantonese speaking students is enhanced through school enrichment programmes similar to that of English on top of school curriculum. Regular publications of the English magazine and Chinese anthology have also extended students’ learning experiences.
Learning and Teaching Strategies: On the whole school planning level, a three-dimensional approach is put in place an integrated bundle of knowledge, generic skills and values of learning. Tailor-made materials are designed to ensure lessons are conducted effectively in the cycle of ‘preview – showcase – discussion – feedback’ for the success of both teachers and students. Active learning is the ultimate goal for individual students with the assistance of state-of-the-art learning equipment and technologies - classroom computers; projectors, smart boards and WiFi900 Scheme. Internet connection enables interactions between teachers and students in all learning circumstances. To enhance students’ learning effectiveness, learning foundation is built on learning strategies which focus on note taking techniques, revision necessities, research abilities and memory-through-understanding approaches. Within the strength of traditional subjects in the junior level, elementary substances extracted from the senior forms such as the subject of Liberal Studies for junior form students could open up the learning horizons of young learners. They are prepared for critical thinking on close-ups of social issues and world affairs. Hence, solid foundation is established for more challenging school-based studies and researches in the senior form curriculum.
School-based Curriculum: 1. Electives: 2X. Include: Chinese History, History, Geography, Economics, Physics, Chemistry, Biology, Business, Accounting & Financial Studies, Information and Communication Technology, Visual Arts. 2. Curriculum highlights: Bridging Course: our school offers Chinese, English, Mathematics, Integrated Humanities and Integrated Science Bridging Course for S.1 students. After-school Tutorials: With the support from After School Care Programme, our school offers school-based and district-based after-school tutorials. The tutorials offer Chinese, English and Mathematics enhancement courses for our junior form students. Arts Development: our Chinese and Western orchestra, Choir, Marching band, guitar and dancing groups offers varieties of learning experience. Cultural Studies: we organize different China or overseas study groups for students to broaden their horizons. Life Planning: our Career Day and High Table Dinner bring different information on studying and working to our students.
Major Renewed Emphases in the School Curriculum: Moral and Civic Education are major cores of our education values on top of academic excellence. We have designed our in-school ‘Yes I can’ programme to encourage persistence and commitment on good deeds. Learning through reading is effective in promoting writing skills and a good life-long habit in self- enrichment. Through ‘Reading across curriculum’ projects and various promotional awards, students are fully exposed to the joy of reading and hence their writing skills and critical thinking skills would undoubtedly be raised. Project learning strategies are implemented through museum visits and outdoor activities of all nature. Through careful groupings and guidance involving all teachers, students learn all kinds of generic skills as required in their junior years of S.1 and S.2. Teaching and learning resources are well documented in the e-class intranet for easy access for both teachers and students.
Life Planning Education: The career team puts a great emphasis on developing the life skills of students through organizing various activities such as Career Day, High Table Dinner, Talks on interview and communication skills, and Cross-border Visits. The school expects that these schemes can allow students together with their families to map out proper career paths and get the latest information about further study and the work environment.
Student Support
Whole School Approach to Catering for Learner Diversity: Catering for learner diversity does not mean expecting a uniform standard of learning outcomes among different students. Each student is different. Understanding why students are not able to learn efficiently and effectively is important in order to provide the best support to our students. In order to make the most out of the optimum teacher-student ratio, group teaching both small classes and remedial groupings according to students’ ability has been adopted. What’ s more, school-based learning materials of different tiers have been devised so as to allow students to experience success. In addition, special examination arrangements have been adopted for students with special needs so that students are encouraged to perform as best as they can.
Whole School Approach to Integrated Education: Our school has attained the requirements of EDB’ s “Teacher Professional Development Framework on Integrated Education” . Through the utilisation of professional evaluation or outcomes of Pre-Secondary One Hong Kong Attainment Test, students with special educational needs will initially be differentiated. With the support of Integrated Education Committee, the school speech therapist, EDB’ s audiological services and speech therapy service are always accessible to students who are in need. In addition, the Learning Support Grant such as School-based After-school Learning and Support Programmes fund, Diversity Learning Grant or Newly-arrived Children Subsidy have been utilised to provide school-based pull-out programmes for the concerned students.
Education Support for Non-Chinese Speaking (NCS) Students: 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.
Measures to Provide Adaptation for Learning and Assessment: Standard assessments such as uniform tests and examination have been carried out to follow each student’ s progress of learning. Special programmes for gifted students and less able ones have been adopted to narrow the gap of learning achievements owing to differences in learning progresses. Special examination arrangements have been made for students with special educational needs, for example, extending examination time, enlarging examination papers, exempting parts of examination papers.

Home-School Co-operation and School Ethos
Home-School Co-operation: Various courses and activities are organized to enhance the effectiveness of the Parent Teacher Association. Parents and teachers maintain close contacts through the school web, newsletters, professional dialogues and meetings.
School Ethos: The school believes in simplicity, modesty and nurturing through harmony of interaction. The school has received world-wide recognition such as ‘International Invitational Education Fidelity Award’ , 'Excellent Caring School Award’ , 'Safe and Healthy School Award’ and ‘Healthy School Award’ through the endeavor of all parties involved. Our environmental conscious effort has earned us the reputation of ‘Sustainable Development School’ and ‘Green School’ and the school stands among the leading schools in these areas of achievements. We believe in mutual trust, mutual respect and stay positive in achieving growth of all nature within the parameters of the school campus. Our comprehensive nurturing program has been put in place from the first day of operation. The ingrained practices have managed to give a hand to those who are less privileged in their social and personal attainments. They are observed enjoying the changes brought about by the related programs. For the fresh form one students, we have established the 'nurturing leaders' scheme. Students from senior forms, namely S.4 and S.6 nominated volunteers, dip in to help with programmes that would cultivate a sense of belonging to the school and the community as a whole.
Future Development
School Development Plan: Our school flexibly uses a variety of resources to enhance teaching quality and students’ multiple talents. The focus items of the School Developing Plan (2024-2027); in teaching aspect, enhancing curriculum development through improving school-based Active Learning and STEAM learning to increase learning efficiency. As the same time, promote new curriculum (Junior forms’ Citizenship, Economics and Society and Taoist Education), to in line with the National Security Education. In nurturing aspect, foster students’ self-confidence and positive values, create the culture of appreciation; initiate the sense of being thankful and cherished. Moreover, enriching students’ career progress and encouraging volunteering and environmental protection activities to show love and care. On the other hand, promote taking up leading positions, strengthen their responsibility and accomplishment, to develop an inclusive school campus. By diverse activities to boost parent-children relationship, yet benefit parent-school co-operation.
Teacher Professional Training and Development: 75% of our teachers possess master degrees, 100% bachelor degrees and 96% have completed teacher professional training. Peer collaboration lesson planning sessions are conducted every Monday after school, annual quality learning circle sharing are conducted and school-based teacher professional development publications are distributed for self-enhancement.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Four houses for student activities in the name and spirit of ‘Fidelity’ ; ‘Trust’ ; ‘Benevolence’ and ‘Virtue’ are established. They form the backbone of various clubs attached to develop academic arenas, interests, sports and service potentials of students. Large-scale whole-school involvements are academic weeks, reading weeks and talent show. Annual local and overseas trips are arranged to strengthen students’ exposure in life experiences. For the past decade, we have been awarded the ‘Caring Campus Award’ . We have also been given the title of “Best Reading Atmosphere School” for eight years in a row; Championships in both Solo verse and Choral Speaking (English and Chinese) of the Speech Festival held annually; not to mention those awards in the categories of Mathematics, Dance, Photography, Sports, Rowing as well as Swimming. We are proud of our students’ accomplishments in various local and international academic and art-oriented activities.
School Facilities
Number of Classroom(s): 30
School Facilities: Over 400 computers, Octopus system, school broadcasting system, five multi-language rooms and one self-learning centre are in place to support learning. All classrooms are equipped with computers and projection facilities. State-of-the-art: multi-language laboratories; video conferencing room and mobile facilities; school campus TV; English Wonderland; Liberal Studies Room; Electronic Chemistry Laboratory; Bio-technology Room; Electronic Music Room; Roof-top Garden; Green House; Environmental Resources Centre; Health Hub; Green Corner and Wind-turbine Street Lighting Set-up.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift, Accessible toilet and Support for students with special needs: full support in the recognition, transfer and classroom support measures. Teaching materials are tailored for special need students.
Others
We have set up a wide range of scholarships to acknowledge the efforts of our students. We have encouraged the running of numerous outbound trips for our students and parents to broaden their views and keep in touch with what is going on in real life in other countries other than our motherland. Hence, they went to Taiwan, Malaysia and South Korea lately. Understanding cultural differences and similarity can enhance further cultural exchanges in the process of learning. For their academic training, students participated in the yearly Speech Festival held locally and managed to cut good prizes other than exposure that will build up their confidence in themselves. For sports, participation in local competitions had not only helped to gain awards but experience that would be valuable for the maturing of both physical and mental strength.
Direct Public Transportation to School
Light Rail (507/614/614P); Bus (60M/60X/61X/62X/263/961/B3); Mini-bus (44/44B). Transportation subsidies are offered to Mainland cross-border students.