



仁愛堂田家炳中學

Yan Oi Tong Tin Ka Ping Secondary School

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School Mission

Yan Oi Tong Tin Ka Ping Secondary School is an aided school under the sponsorship of Yan Oi Tong. The school attaches great importance to teachers’ professional development. Through collaborating with parents and the community, we strive to create an ideal learning environment in which quality education is provided. It is our belief that education is the key to nurturing knowledgeable, responsible and multi-talented young people who will serve the cause of social justice and bring our country to new levels of success. Such end is best echoed by our school motto: "After Establishing Yourself, Help Establish Others."

School Information

Supervisor / Chairman of School Management Committee	Mr. Tin Hing Sin (B.S.)		
Principal (with Qualifications / Experiences)	Dr Kai Sze Fai, Alex (PhD., MA., BSc., Cert.Ed.)		
School Type	Aided	Student Gende	Co-ed
School Motto	After Establishing Yourself, Help Establish Others.		
Name of Sponsoring Body	Yan Oi Tong Ltd.		
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		54
Total Number of Teachers in the School		58
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		97%
Bachelor Degree		100%
Master / Doctorate Degree or above		64%
Special Education Training		34%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	> = 10 Years
32%	9%	59%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Citizenship, Economics and Society (S1), Life and Society (S2), Putonghua, Visual Arts, Physical Education, Music, Technology and Living
	English as the Medium of Instruction	English Language, Mathematics, Science, History, Geography, Computer Literacy, Life and Society (S3)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	STEM
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese History, Chinese Literature, Tourism and Hospitality Studies, Visual Arts, Physical Education
	English as the medium of instruction	English Language, Mathematics, Physics, Chemistry, Biology, Business, Accounting and Financial Studies, Geography, History, Economics, Information and Communication Technology
	Adopt a different medium of instruction by class or by group / school-based curriculum	Other Learning Experiences

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Citizenship, Economics and Society, Putonghua, Visual Arts, Physical Education, Music, Technology and Living
	English as the Medium of Instruction	English Language, Mathematics, Science, History, Geography, Computer Literacy, Life and Society
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	STEM
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Chinese History, Chinese Literature, Tourism and Hospitality Studies, Visual Arts, Physical Education
	English as the Medium of Instruction	English Language, Mathematics, Physics, Chemistry, Biology, Business, Accounting and Financial Studies, Geography, History, Economics, Information and Communication Technology
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Other Learning Experiences

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	-	-	-	\$514	\$514	\$514
Parent-Teacher Association Fee	\$20					
Student Union / Association Fee	\$15					
Approved Charges for Non-standard Items	\$450					
Other Charges / Fees	Collected and expenditures on behalf (ECA, OLE, references or learning materials, etc.)					

Remarks

In response to the Voluntary Optimisation of Class Structure Scheme, there are currently 24 classes, with 4 classes each from S.1 to S.6. All junior forms students are promoted to senior forms on condition that they meet the academic requirements of the school.

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). The applicants must have good conduct. Assessment criteria for interviews: Spoken Chinese and English; Manner, appearance and attitude; Languages proficiency, Ideas and knowledge of current affairs; Creativity, communication and critical thinking skills. Selection Criteria will be announced in school website in future.
Orientation Activities and Healthy Life
In order to help S.1 students adapt to secondary school life, we have introduced a number of initiatives including EMI Bridging Course, S1 Training Camp and the Big Brothers and Big Sisters Mentoring Scheme. A whole-school English environment is built so that students can communicate and learn the language effectively, which equips them for further studies and future career. Our school provides students with a safe, comfortable and healthy learning environment. All subjects and departments work closely to construct a favourable environment conducive to students’ positive development and learning.

School Characteristics
School Management
School's Major Concerns: Cultivate students with good character, both moral and talented, and unleash their diverse abilities.
School Management Organisation: As one of the first schools in Hong Kong to establish a school sponsoring body, it is also among the early participants in the Education Bureau's School Management Initiative (SMI). The school places great emphasis on establishing a culture of lifelong learning and continuous improvement, encouraging teachers' professional development and participation in decision-making. It implements an open management model, emphasizing student-centeredness and teacher governance. The school's organizational structure is divided into the Academic Affairs Committee, Student Affairs Committee and School Administration & Resources Committee, each led by the principal and vice-principal respectively to oversee assignments.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee includes the following members: Representatives from Yan Oi Tong and the Tin Ka Ping Foundation; representatives elected by teachers, parents and alumni; as well as the principal, scholars and independent professionals may include university professors and retired principals.
School Green Policy: The school has won the Gold Award four times and the Devotion to Promotion of Sustainable Development Honors Award in the Sustainable Development School Award Programme launched by the Council for Sustainable Development.
Learning and Teaching Plan
Whole-school Language Policy: English is adopted as the medium of instruction in major subjects across all forms. The Chinese Language curriculum aims to enhance students’ understanding and appreciation of Chinese Culture. Putonghua is set as an independent subject in S.1 to improve students’ biliteracy and trilingualism. Our school organizes programmes such as culture tours to Mainland China and overseas study tours. Furthermore, the school encourages students to participate in the Hong Kong Speech Festival, inter-school debating competitions and various language-related activities.
Learning and Teaching Strategies: The school aims to strive for excellence in teaching effectiveness and academic performance through continuous optimization of school-based curricula. The school adopts mixed-ability and streaming teaching strategies to provide an effective and collaborative learning atmosphere. Meanwhile, two more-able classes are introduced in S.1 – S.3 respectively. Streaming is adopted in some language subjects to provide better support and cater for individual learning differences. School-based and pull-out gifted education programmes are also in place. We attach great importance to students’ all-round development and strive to build a whole-school learning atmosphere to encourage students to develop sound learning attitudes and autonomous learning strategies. School-based Holistic Study Programmes and AI-in-Education initiatives are introduced to cultivate autonomous learning.
School-based Curriculum: 1. Electives: 2X and 3X. Our school offers a lot of subject combinations in senior forms. A broad range of arts, science, commerce and social sciences subjects are available to cater for students’ interests. 2. Curriculum highlights: The Chinese Language curriculum aims to enhance students’ understanding and appreciation of Chinese Culture. School-based EMI bridging programme is implemented. English reading is promoted to enhance English proficiency and foster an English-rich learning atmosphere. Co-curricular activities, joining competitions and electronic platforms are used to implement mathematics education. For science subjects, investigative learning is adopted. School-based curricula are designed to facilitate students’ personal growth in collaboration with programmes offered by Life Planning Education, Moral and Civic Education, National Education as well as Culture and Arts Education.
Major Renewed Emphases in the School Curriculum: The school encourages reading by the following ways: Two morning reading sessions per week; Book sharing by student reading ambassadors; Book fair & talks by renowned authors are held to promote reading atmosphere. The realization of the school motto is led by the Moral and Civic Education Team, all subject panels and student affairs teams collaborate to help students with values-setting and good character building. The learning activities not only broaden students’ horizons, but also provide an opportunity for students to work in close collaboration with one another. Google, Microsoft, ZOOM, WiFi Network, iPad, eClass and other online learning platforms are provided to enable students to learn interactively in various subjects.
Life Planning Education: The school-based life planning curriculum provides students with tailor-made and diversified career counselling. “PATHS to Adulthood”, for senior forms and a life planning programme in junior forms are in place to provide a coherent curricular framework for life planning education. To implement the formal curriculum and co-curricular activities, form teachers, career counselling teachers and external professionals in the relevant field devote joint effort to delivering a comprehensive life planning education programme. Teaching activities include workplace visits, workplace experience, self-exploration workshops, mock interviews, seminars, as well as study tours to universities in various locations including Hong Kong, other Greater Bay Areas and overseas.
Student Support
Whole School Approach to Catering for Learner Diversity: Based on the rationale of ‘total participation’ , ‘catering for learning diversity’ and value education, the school implements formal, non-formal and hidden curriculum to nurture students and cater for their learning diversity through the collaboration of subject panels and departments. Although a mixed-ability class approach is adopted across all forms to facilitate peer collaboration, students are streamed into different ability groups in some subjects to cater for individual differences. Two more-able classes are introduced in S.1 – S.3 respectively. Streaming is adopted in language subjects to provide better support and cater for learning diversity. In senior forms, students can choose to study either two or three elective subjects.
Whole School Approach to Integrated Education: Case meetings are held at the beginning of the school term for form teachers, subject teachers and form guidance teachers to understand the situation of each student with special learning needs and discuss appropriate arrangements for schoolwork and test adjustments. We also design Individual Education Plan for more needy students and invite parents to participate in meetings, so reviews about the effectiveness of different arrangements can be carried out regularly, from which parents can teach and take care of their child more effectively. Regular face-to-face discussion sessions are provided by SEN Coordinator and the student counsellor to meet the special learning needs of students. 'Learning Support Grant' is used to provide individual and group trainings according to their needs, such as concentration training groups, speech therapy groups, art therapy groups and interest classes are organized to enable students to improve their concentration, interpersonal skills, pronunciation, communication skills, confidence and interpersonal relationships through training. Examination adjustments and provision of schoolwork guidance are offered to help students with special need to overcome difficulties encountered in learning. For teacher professional development, our teachers have completed training on catering for students with specials education needs according to the framework advocated by EDB.
Measures to Provide Adaptation for Learning and Assessment: There are two examinations per academic year, with two S.1-S.3 uniform test weeks. To encourage students to develop good study habits, generally a certain percentage of the total subject marks is allocated to continuous assessments. Students who obtain a passing grade or above in both academic performance and conduct are promoted. Those who score less than the yearly passing average repeat the year or are provisionally promoted.

Home-School Co-operation and School Ethos
Home-School Co-operation: Cooperation between parents and teachers is always promoted. A parent representative is elected to be one of the school managers in the Incorporated Management Committee (IMC) in the PTA annual general meeting. Parents' day, parents' gatherings and parents' nights on topics such as S.1 & S.2 curriculum, S.3 subject selection, career counselling for S.6 are organized on a regular basis. Parents actively take part in various school activities so that they can better understand and contribute to the school development.
School Ethos: 1. Our school is the first recipient of the Quality Education Fund's Outstanding School Award for its excellent performance in the domains of "Support for Students" and "School Ethos" . The Outstanding School Awards Adjudication Panel was particularly impressed with the student-centred and whole-school approaches to provide an environment conducive to students' all-round development. The school's vision and mission is embodied in the basic belief that all students can and will learn through multiple means and activities, as well as experiential involvement. The school's goals, policies, plans and major decisions are aligned with this philosophy. Teachers and staff all share this vision and are intrinsically motivated to work together towards achieving the school's mission. With strong team spirit and high morale, teachers are conscious of their roles in providing loving care and support to all students, especially those who need extra encouragement to learn and develop. 2. Two school reviews were conducted by the QSIP of the Chinese University of Hong Kong and the Education Bureau respectively. The school receives highly encouraging remarks on school ethos and the support given to students in both reviews. Our persistence in value-setting, diversified participation and excellent leadership is highly appreciated. A good rapport is established between teachers and students.
Future Development
School Development Plan: 1. Enhancing students' sense of belonging to the school, and cultivating their self-image and self-confidence. 2. Boosting students' physical and mental health, and nurturing students' all-round development. 3. Optimizing teaching and learning strategies to improve students' learning effectiveness.
Teacher Professional Training and Development: All our teachers hold a bachelor’ s degree or higher, together with a postgraduate certificate or diploma in education. Our school has been elected as one of the Resource Schools by the Education Bureau for years and has participated in the Professional Development Assistance Scheme. Experienced teachers are constantly invited by the Education Bureau, local universities schools to share the school’ s successful experiences with other teaching professionals. Our school is one of the 5 member schools in the project "Quality Schools in Hong Kong" by the Faculty of Education of the CUHK. Professional development activities such as Mainland and overseas exchange tours are organized on a regular basis. Teachers can keep abreast of the times and provide the most suitable education for students.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Learning experiences of students are highly regarded. A wide range of extra-curricular activities in the aspects of academic, interests, religion, services, careers education, STEAM education and so on are provided. All students belong to different houses. Subject activities are organized to cultivate students’ multiple intelligences. Cross-curricular projects are assigned in line with the scheduled culture trips every year.
School Facilities
Number of Classroom(s): 25
School Facilities: Full attention is paid to building a safe school environment and the optimal use of resources. The school campus and facilities are maintained and constantly upgraded to provide an effective learning environment. All classrooms are air-conditioned with internet access, multimedia equipment, and wireless network and mobile learning devices. There are also a hall, design and technology room cum innovation centre, gym room, Chinese culture room, life development room, multi-purpose room for student development (seedling room), computer room, social worker rooms, medical room, student activity room, life planning room, library, subject-specific rooms and science laboratories.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift, Accessible toilet, tactile guide path and visual fire alarm system.
Others
Emphasis on student learning outcomes and promoting national security education: 1. Major subjects at all levels of the school are taught in English, aiming to strengthen students' English language proficiency. 2. All senior secondary students are required to study three elective subjects, laying a solid foundation of diverse knowledge. 3. Small class teaching in language learning is implemented to address the individual learning needs of students. Gifted education programs and after-school support are provided accordingly. 4. Students participate in English and Chinese reading sessions twice a week to cultivate reading habits and improve reading abilities. 5. Chinese Language subject has received commendation from the ChiefExecutive's Award for Teaching Excellence. All English and Putonghua teachers meet the language proficiency teaching standards, continuously optimizing the curriculum and teaching methods for trilingual education. 6. English Language subject closely collaborates with language expert to optimize curriculum planning and implementation so as to increase students' English proficiency. 7. In line with the development of technology education and STEAM (Science, Technology, Engineering, Arts, and Mathematics), the school establishes STEAM classrooms in collaboration with the science panel, mathematics panel, computer literacy panel, visual arts panel and moral and civic education team at the junior secondary level. It also collaborates with various resources and universities to provide students with opportunities to broaden their horizons and experience the spirit of humanistic care. Promoting National Education 1. Following the recommendations of the Education Bureau, the school incorporates relevant national security education curriculum frameworks into various subjects. Through subject-related classes and extracurricular activities, including Mainland China study tours in the Liberal Studies subject, the school holistically promotes national security education. 2. Through participation in various activities organized by the Education Bureau and relevant organizations, the school actively enables students to understand and recognize the country's development situation and achievements. Promoting Healthy Values: 1. The school organizes co-curricular activities covering sports, arts, community service, and academic areas, encouraging students to participate moderately. These activities aim to develop students' personalities, cultivate diverse abilities, and promote holistic development. 2. Collaboration across subject groups in junior secondary education emphasizes service learning, with the implementation of the "Shan King: People and Environment" program, nurturing students' spirit of humanistic care. 3. The school offers courses under Other Learning Experiences (OLE) framework, focusing on students' cultural literacy, physical fitness, innovative technology development, career-related programmes, mindfulness and so on. This aims to establish student holistic development. 4. Class teachers establish close relationships with students through class management, providing appropriate care and guidance for students' learning and future planning, helping them develop healthy values and mature planning for the future.
Direct Public Transportation to School
Bus : K58, 57M, 66X, 66M, 961, 258D, 50M; LRT : Ming Kum Station - 505, 610, 615, 615P; MTR Tuen-Ma Line : Tuen Mun Station and transit to LRT by 505 to Shan King (South) Station.