



聖公會聖西門呂明才中學
S.K.H. St. Simon's Lui Ming Choi Secondary School
85 Heung Sze Wui Road Tuen Mun
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School Mission

Our school upholds the values of Christian holistic education and the Hong Kong Sheng Kung Hui tradition, nurturing the balanced development of youth in moral, intellectual, physical, social, aesthetic and spiritual domains. We also cultivate their 21st Century Skills to help realize their individual potential and become servant leaders of and lifelong learners who are able and virtuous.

School Information

Supervisor / Chairman of School Management Committee	Mr. Kwok Chi Kay, Peter		
Principal (with Qualifications / Experiences)	Mr. Tong Ho Fun (B.ECON, PGDE, M.A., Chief Executive's Award for Teaching Excellence)		
School Type	Aided	Student Gende	Co-ed
School Motto	Labor Omnia Vincit (Work conquers everything)		
Name of Sponsoring Body	Anglican (Hong Kong) Secondary Schools Council Limited		
Area Occupied by the School	About 3000 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		61
Total Number of Teachers in the School		63
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		87%
Bachelor Degree		100%
Master / Doctorate Degree or above		33%
Special Education Training		46%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
15%	25%	60%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Mathematics*, Chinese History, Christianity Education, Integrated Science*, Life & Society (S.2 & S.3)*, Geography*, Technology & Living*, History, Computer Literacy*, Music*, Physical Education, Visual Arts*, Creativity & Media (S.2), Business Fundamentals (S.3)*, Citizenship, Economics and Society (S.1)*, Design & Technology (S.1), Life Growth Course (S.1)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Mathematics, Mathematics Extended Part Module 1, Geography, Business Accounting & Financial Studies, Biology, Physics, Economics, Chinese History, Information & Communication Technology, Chemistry, Visual Arts, Technology & Living, Tourism & Hospitality, Health Management and Social Care, History, Christianity Education, Synthetic Arts (S.4 & S.5), Physical Education, Life and Career Planning (S.5), Applied Learning
	English as the medium of instruction	English Language
	Adopt a different medium of instruction by class or by group / school-based curriculum	Mathematics

* 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, Putonghua, Mathematics*, Chinese History, Christianity Education, Integrated Science (S.1 & S.2)*, Science (Physics, Chemistry, Biology) (S.3), Life & Society (S.3)*, Geography*, Technology & Living*, History, Computer Literacy*, Music*, Physical Education, Visual Arts*, Business Fundamentals (S.3)*, Citizenship, Economics and Society (S.1 & S.2)*, Design & Technology*, Life Growth Course (S.1)
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics (S.2 & S.3)
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Citizenship and Social Development, Mathematics, Mathematics Extended Part Module 1, Geography, Business Accounting & Financial Studies, Biology, Physics, Economics, Chinese History, Information & Communication Technology, Chemistry, Visual Arts, Technology & Living, Tourism & Hospitality, Health Management and Social Care, History, Christianity Education, Whole-person Development (S.4 & S.5), Physical Education, Applied Learning
	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	\$30					
Student Union / Association Fee	\$30					
Approved Charges for Non-standard Items	Fees for Special Purposes: \$400 (S.1 - S.5); \$200 (S.6)					
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). Academic performance 40%; Interview performance 30%; Conduct 20%; Extra-curricular activities and services 10%.
Orientation Activities and Healthy Life
To establish a close relationship between the parents and the school, help new students understand the school and reinforce students' sense of belonging to the school whilst developing good relationships among students, our school annually holds a pre-term orientation day for both the new students and their parents, as well as carrying out Bridging Courses for the new students to get to know the school better. The school places emphasis on the all-round educational development of it's students, from their intellectual, physical and social to their spiritual, moral and aesthetic development. Student applicants are required to submit official documents such as report cards and certificates of awards for perusal by the school. To improve students' health, the school arranges two periods of Physical Education per cycle. The school also provides school sport teams for students to join. To help students develop balanced dietary habits, S.1 students must join the Lunch at School Scheme and have lunch at school.

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School Characteristics
School Management
School's Major Concerns: 1. Establish a professional community and enhance student’ s learning effectiveness. 2. Cultivate a positive growth mindset and positive values and attitudes in students.
School Management Organisation: There are over 20 committees and teams to coordinate various matters in the running of the School. These committees monitor the curriculum, teaching and learning affairs, use of information technology, students’ discipline, provision of guidance and counselling, career and life planning, student awards, extra-curricular activities, students’ spiritual growth, collaboration with parents, values education and national security education.
Incorporated Management Committee / School Management Committee / Management Committee: Incorporated Management Committee
School Green Policy: The School has set up the Environmental Protection Club and School Greening Team and has actively been promoting energy saving and greening. Besides, students’ values of caring for the environment is cultivated.
Learning and Teaching Plan
Whole-school Language Policy: Chinese is the medium of instruction for S.1 to S.6. To improve the students’ proficiency in English, while upholding mother-tongue teaching and enhancing proficiency in Chinese and English, our plan is to increase the total lesson time for conducting extended learning activities in English in S.1 to S.3. The non-language subjects such as Mathematics, Integrated Science, Life & Society, Citizenship, Economics and Society, Geography, Technology & Living, Business Fundamentals, Visual Arts, Computer Education and Music are taught mainly in the medium of Chinese, while selected topics and concept words are taught in English. Also, English teaching elements are strengthened in the Mathematics curriculum in the elite classes in S.1 to S.3. For the extended learning activities in junior forms, exam and test papers will partly be set in English for assessments so as to ensure students' learning efficacy.
Learning and Teaching Strategies: Students are trained to enhance their analytical thinking, self-learning abilities and generic skills. To keep track of the development of e-learning and self-regulated learning, the "Bring-Your-Own-Device"(BYOD) scheme is implemented in all forms. All classrooms are equipped with a computer, an interactive whiteboard and a visualizer. The school has two advanced Learning Centres, STEAM Lab, an English Cafe and a Library Learning Commons. Moreover, our school has set up an "Outdoor Learning Centre" in Ha Pak Nai in order to promote school-based experiential learning and service learning programs. Our curriculum structure keeps pace with the students' abilities and the needs in society. A talents enhancement programme is set up in senior forms. It aims to boost students' performance by providing them learning strategies, advice on their studies, English enhancement courses, school preparation guidance and psychological quality counseling.
School-based Curriculum: 1. Electives: 2X and 3X. Our school offers 13 elective subjects: Biology, Physics, Chemistry, Economics, Business, Accounting and Financial Studies, Tourism and Hospitality Studies, Chinese History, History, Geography, Visual Arts, Technology & Living, Information and Communication Technology, and Health Management and Social Care. Students can take Applied Learning courses concurrently and acquire a Diploma of Vocational Education (DVE) qualification upon meeting the requirements. 2. Curriculum highlights: a) To cater for the learner diversity, the school provides differentiated teaching arrangements for Chinese, English, and Mathematics subjects for S.1 to S.3 students. English Language Arts elements are introduced into the S.1 English curriculum to enhance students’ motivation for learning English. Additionally, the Diversity Learning Grant, provided by EDB, has been being used to run Enhancement Programmes for elite students in senior forms outside school hours. Intensive Remedial Programmes are implemented for junior form students to cater learner diversity. b) Our curriculum structure emphasizes the holistic development of students, to be constantly optimized, and continually introducing new subjects in response to students' abilities and societal developments. It provides a diverse range of subjects for junior secondary students, such as Design and Technology, Computer Education, Business Fundamentals, Technology & Living, and so on. c) S.1 and S.4 Service Learning Programmes serve to develop students' sense of empathy and commitment to continually grow as a servant leader.
Major Renewed Emphases in the School Curriculum: Reading across the curriculum: Implementation of Chinese and English Morning Reading Program, extensive reading scheme organized by various subjects, reading passports, student ambassadors to promote reading and talks by writers. Information technology for interactive learning and self-directed learning: Installation of computers, projectors, interactive whiteboards, visualizers and Wi-Fi in all classrooms, broadband and WiFi access to the Internet. Tablets for learning are available when needed. The Computer Room is open to students after school. The BYOD Policy is implemented in some Form Levels. Project learning: Project learning activities are to be conducted in all Key Learning Areas. Moral and Civic Education: school-based moral education lessons, form time, guidance week, gospel week and student civic ambassador program.
Life Planning Education: To assist students in self-understanding, setting study goals and career aspirations, our school has implemented school-based career planning education at all forms to cater for the developmental needs of students at different stages of growth. For example, the F.5 career planning lessons enable students to understand themselves more and help them formulate life and career goals. This year, our school has joined the "CLAP for Youth @JC". Through the Hong Kong Benchmarks for Career and Life Development, we have established a systematic self-improvement framework and a strategic vision to build quality career development and enhance the career development outcomes of the school. This year, our school continues to collaborate with external organizations to organize various school-based career planning activities, such as Socio-game, workplace visits and the "Mentorship Program" to provide students with learning experiences beyond the classroom and broaden their horizons. We also encourage students to set long-term study or career goals based on their interests, abilities, and aspirations. The career planning team teachers and class teachers provide individual or group counseling to students. For example, in F.3, "Subject Selection and Study Path Guidance" meetings are arranged in group sessions to help students understand their subject selection orientation, considerations, and other study pathways, enabling them to fully grasp study information and plan their personal career development path comprehensively. Furthermore, we conduct "Career Interest Assessment" to understand the career interests of all students. Individual meetings with career planning team teachers will be arranged for senior form students to help them understand themselves so that they can make suitable choices regarding their learning, life and career goals.
Student Support
Whole School Approach to Catering for Learner Diversity: Assignments and assessments are of different levels of difficulty, with review of student's academic results and learning attitudes. Regular meetings are arranged for Class Management and Student Development purposes. Whenever necessary, collaborative follow-up actions would be taken. Educational Psychologist, School Social Worker and Counselling Psychologist would help students with special needs. Teachers received training continuously to help SEN students.
Whole School Approach to Integrated Education: To cater for students’ special learning needs, we have the Learning Support Grant from the Education Bureau to carry out the following projects: 1. Apart from the school-based speech therapist, we set up Student Support Team, which is led by Special Educational Needs Coordinator (SENCO), Special Educational Needs Support Teachers (SENST), counsellors and part-time tutors for organizing Individual Education Plan (IEP) and exam adaptation. Assessment and regular training will be provided for students with special needs. 2. We are cooperating with different organizations to carry out work groups. This will let students understand their own characters, realize and comprehend different ways of career planning and build up a preliminary idea for their future. 3. A school-based learning group called “Language World” will be set up for S.1 and S.2 students. This will support students’ learning needs. We also use Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs to support NCS SEN 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; and organising activities to create an inclusive learning environment in the school.
Measures to Provide Adaptation for Learning and Assessment: Assessment is based on tests, examinations and daily work throughout the academic years. Some subjects include projects as continuous assessments.

Home-School Co-operation and School Ethos
Home-School Co-operation: The school emphasizes home-school cooperation and regularly publishes home-school newsletters, organizes parent-teacher days and principal tea sessions to enhance communication between the school and parents. The school also has a parent-teacher association that organizes a variety of activities to strengthen the connection between parents and the school. These activities include: parent-child excursions, parent interest classes, parent enrichment courses, care groups, and education lectures. In addition, the school's parent volunteers are enthusiastic about serving the school and assisting in organizing various activities, such as used book sales, school uniform donation programs, and sports days. Parents and the school work together to implement the concept of home-school collaboration, supporting student growth and promoting school development.
School Ethos: The discipline and guidance teams work together to foster caring and good school ethos. School social workers, Education Psychologist and Speech Therapist would provide guidance. Various awards are provided to commend outstanding performances. To provide better care for every students, three form teachers are allocated to each S.1 & S.2 class, while S.3 to S.6 classes are taken care of by two form teachers. Lunch-at-school arrangement and after-school "Life Growth" course are provided for S.1 students to enhance care.
Future Development
School Development Plan: Enhancing gifted education to empower students to become masters of their own learning processes : The school places a strong emphasis on the personalized development of students. Through systematic planning of the "Ming Choians Learning Blueprint", we continuously advocate for the ultimate goal of "Gifted education for all" and "Education for the gifted". We endeavor to discover students' potential through diverse learning experiences and equip them to face the challenges of the 21st century. Strengthening positive education to cultivate positive values in students: Our school is committed to creating a positive and joyful campus atmosphere. Through systematic planning of the "Ming Choians Growth Ladder", we cultivate students a sense of belonging to their school, embodying resilience and a sense of responsibility, and grooming them to become future leaders. In accordance with the educational trends of the 21st century, our school will establish facilities such as the "Craftsman Dream Workshop", Chinese Art and Culture Club, and Physical Fitness Center in the future, enhancing students' scientific and creative abilities, promoting the spirit of Chinese culture, and advocating for a healthy lifestyle.
Teacher Professional Training and Development: School Professional Development Days, which cover areas such as spiritual nurturing, teaching and learning and, student support and growth, are held every year. Teachers fulfill a designated number of training hours each year. Teachers of different disciplines regularly co-plan their lessons and share experiences. All these facilitate professional exchanges through peer observation and lesson evaluation observe classroom teaching for professional development. Our school participates in the Education Bureau's School-based Support Services (English Language), the Education Bureau's Gifted Education School Network Program as well as The Chinese University of Hong Kong's Quality School Improvement Project (Chinese Language), and The Education University of Hong Kong's School-based Support Program (STEAM Education).
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Student Union, 4 Houses, Class Association, School Teams, Christian Fellowship, 12 Clubs including those related to academic subjects, Sports, Art, Interests, and Service Groups; 17 training courses on artistic skills and sports teams; leadership training courses and programs jointly organized by professional organizations.
School Facilities
Number of Classroom(s): 26
School Facilities: Chapel, Assembly Hall, Computer Room, Information Technology Learning Centre, Library Learning Commons, School Archive Room, English Cafe, Music Room, Meditation Pavilion, Student Activity Centre, Resource Centre for Parents, Guidance Room, STEAM Lab, Self-Study Centre, covered playground and basketball courts As e-Learning becomes increasingly important, all classrooms in our school are equipped with interactive whiteboards to keep up with the new teaching trends. In addition, our school has newly established a STEAM Lab, which allows students to demonstrate their creativity and develop their problem-solving abilities through hands-on experiments and project studies. Our school has renovated the school hall recently to provide a more comfortable environment for school assemblies; at the same time, we have installed LED Video wall in the auditorium to better display various school activities, such as English musicals. Our school continues to optimize the campus. The covered playground has been equipped with LED Walls and air-conditioning equipment to provide teachers and students with a better learning environment.
Facility(ies) for Supporting Students with Special Educational Needs: Screen Reader, Amplifier and Speech to text software.
Others
The School promotes positive values as well as Christian values. We promote the spirit of "To Serve, Not To Be Served" among students. We also build up an intimate relationship with HKSKH St. Peter's Church, Castle Peak and St. James' Settlement to promote Life Education activities. Moreover, we co-operate with HKSKH Welfare Council Limited to organize Learning Support Programs. This year, our school participates in the International Alliance for Invitational Education (Hong Kong) to further strengthen a caring campus culture, allowing the potential of students with diverse abilities and needs to be inspired. In addition, our school has participated in The Hong Kong Jockey Club "CLAP@JC" Scheme as a network school. We will engage in regular exchange with other schools regarding promoting career and life development. Enhancing reading atmosphere is one of our key concerns, related activities include Chinese and English Morning Reading Sessions, promoting reading by Student Ambassadors, providing Chinese and English Reading Awards to recognize outstanding readers, arranging talks by writers, book exhibitions and Book Borrowing Competition, and encouraging students' participation in reading competitions organized by outside organizations.
Direct Public Transportation to School
West Rail - Tuen Mun Station (Exit F2); Light Rail (Routes 507, 751) - Ho Tin Station; Buses: 60M, 263, 263A, 263C, 506, 961, K51, K52, K53, K58, A33P, A33X, B3M; Mini-buses: 40, 42, 43, 43A, 43B, 43C, 43S, 44A, 44B, 45, 46, 46A.