

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Mathematics*, Science*, Computer Literacy*, Religious Studies*, Putonghua, Music*, Physical Education*, Design and Technology*, Life and Society (S3)*, Visual Arts*, Chinese History.
	English as the Medium of Instruction	English Language, Citizenship, Economics and Society (S.1-S.2)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Grouping S.1 and S.2 students by their English level.
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development, Biology, Physics, Chemistry, Business, Accounting and Financial Studies, Tourism and Hospitality Studies, Information and Communication Technology, Design and Applied Technology, Health Management and Social Care, Chinese History, Ethics, Visual Arts (not for S.6), Applied Learning (Hotel Operations, Fashion Image Design, Health Care Practice), P.E., Elective Part of Mathematics.
	English as the medium of instruction	English Language, ApL (English Communication).
	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, Mathematics*, Science*, Computer Literacy*, Religious Studies*, Putonghua, Music*, Physical Education*, Design and Technology*, Visual Arts*, Chinese History.
	English as the Medium of Instruction	English Language, Citizenship, Economics and Society (S.1-S.3)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Grouping S.1 and S.2 students by their English level.
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Mathematics, Citizenship and Social Development (S.4, S.5, S.6), Biology, Physics, Chemistry, Business, Accounting and Financial Studies, Tourism and Hospitality Studies, Information and Communication Technology, Design and Applied Technology, Health Management and Social Care, Chinese History, Ethics, Visual Arts (not for S.6), Applied Learning (Hotel Operations, Fashion Image Design), P.E, Elective Part of Mathematics.
	English as the Medium of Instruction	English Language, ApL (English Communication).
	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	2	3	3	3
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$310	\$310	\$310
Parent-Teacher Association Fee	\$30					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	Extra Charges: \$310 (S.1-S.6) (include Parent-Teacher Association fee and insurance fee, exemption may be granted according to students' needs)					
Other Charges / Fees	-					

Remarks

Our school operates 3 classes at each form levels. If it is in full operation, we shall have six forms of 3 classes each, a total of 18 classes. For details, please visit our website for more information (<http://www.hcs.edu.hk/>).

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). Discretionary Places Rank Order (provided by the EDB) – 20% Academic performance – 20% Conduct and Manner – 20% Performance during the interview – 20% Extracurricular achievements – 10% Association with our school/school sponsoring body – 10%
Orientation Activities and Healthy Life
5 Days Orientation and bridging programme for S.1 newcomers, including activities of various subjects. We emphasize creating the necessary healthy school conditions to satisfy the needs for physical, mental and spiritual health of all students, and we provide them with a variety of activities to sustain a healthy life in school.

School Characteristics
School Management
School's Major Concerns: <div>1. Strengthen value education and religious education, establish correct moral values for students. 2. Strengthen students’ English language foundation, improve students’ ability to learn English. 3. Strengthen the ability to cater students with different learning needs, enhance their whole-person development.</div>
School Management Organisation: <div>Our school proactively exercises the spirit of school-based management. The Incorporated Management Committee introduces collective decision making in our school-based management, and give advice to the principal, most administrative policies are developed with reference to the decision made in the presence of the school-based management team, assisted by 5 management committees, namely, National Security Education, Personnel, Finance, Academic and Student Affairs. An open, respectful, democratic and delegating school management culture is formed and teachers can share the ownership in formulating school policies.</div>
Incorporated Management Committee / School Management Committee / Management Committee: <div>There are altogether 15 school managers in our school management board. Managers include representatives from the school sponsoring body, principals, teachers, parents, alumni and other individuals in the community.</div>
School Green Policy: <div>Our school supports the Green Campus Campaign, with the concepts of 3R (Reduce, Reuse, Recycle) and 3I (Increase, Invest, Innovate) as the general outline of the Green Policies to save energy and protect the environment. In addition to the formation of "Green Pioneers" service team to support the implementation of environmental protection measures. The "School Food Waste Efficiency Project" has also been implemented during lunch. On the other hand, in student assemblies, class teacher lessons and on School Information Day, students are actively cultivating the values and attitudes of practicing green living. Hardware: The school has participated in the "Campus Low Carbon Campaign" and the "Green Campus 2.0 Project", using environmentally friendly air conditioners, LED lights, heat insulation patches, small solar power generation systems and real-time energy monitoring systems.</div>
Learning and Teaching Plan
Whole-school Language Policy: <div>We adopt Chinese as the medium of instruction. Recently, we have been promoting cross curriculum language learning by encouraging students to read to learn and permeating language learning through different subjects. This year, Citizenship, Economics and Society were taught in English at S1-S2 level. Moreover, Putonghua is used to teach Chinese Language in one of the S1 classes. Students are grouped and taught according to their English ability in S.1 and S.2 English classes.</div>
Learning and Teaching Strategies: <div>We create an initiative, harmonious, collaborative and interactive self-learning environment for students, which enhance their views and senses toward civic matters, responsibilities and service. To ensure students' learning progress is based on their own ability, grouping will be formed according to their abilities on English Language in junior secondary teaching. Project learning is carried out to enhance their learning efficiency. A new junior secondary subject, promoting STEAM education is formed which integrates the knowledge of basic technology, design and graphics. The introduction of project learning across different subjects helps students to improve learning efficacy. We develop students' Values Education for Whole-person Delopment. Both Chinese, English and Mathematics extensive reading schemes group the students' knowledge together on both the lesson and leisure time.</div>
School-based Curriculum: <div>1. Electives: 3X. We provide 80 elective groups for study. 2. Curriculum highlights: To meet the learning goals and vigorous requirements of the NSS curriculum, we provide diversified combination of NSS electives to meet students’ interest. Other than the 4 core curriculum subjects, namely English Language, Chinese Language, Mathematics and Citizenship and Social Development, there are 10 electives in the curriculum and 3 Applied Learning Courses. On overall planning in using available resources, we ensure the government funding is effectively distributed. The CEG has been in good use on curriculum development, which enhances students' learning Personal, Social and Humanities Education; coping with the diverse and special learning needs of students and school activity. For the Diversity Learning Grant (DLG), we ensure there are opportunities for every student to have a broad, balanced and all-round development.</div>
Major Renewed Emphases in the School Curriculum: <div>1. Junior form Whole Person Development Plan. 2. Use IT to encourage self-learning. 3. Take Cultivation of proper values and attitudes as the direction. 4. Promote Life Planning.</div>
Life Planning Education: <div>Life-Planning Committee will base on different students' learning starting points, interest, capability, degree of maturity and psychological readiness to design a personal, group and collective training program and plan, which mainly focus on meeting their study needs. Once students enroll in school, the committee will start to identify their performance on the above factors. Appropriate educational service will be provided to help them either further studies or employment. This could help them to make decision on their career planning or educational path.</div>
Student Support
Whole School Approach to Catering for Learner Diversity: <div>Our school believes that every student has the ability to learn and each individual can be educated and changeable. What they need is the opportunity we provide for them. We adopt whole school approach to cater for students' learning diversity needs. We also develop special tailor-made measures and guidance services for individual students who have special learning needs. We aim to facilitate NCS students to get used to local secondary education curriculum and to integrate into the society. By adopting different supporting measures, we also target at enhancing students’ learning effectiveness and thus to build a harmonious campus. We provide the admitted NCS students with additional supports in order to improve their Chinese proficiency, including organising after-school learning and support programmes, recruiting extra teaching staff, developing school-based Chinese language curriculum and teaching materials, and holding different cultural integration activities. Upon request, we communicate with different stakeholders to familiarise them with our education services. To further help the aforementioned students adapt to the school life and smoothly transit to different learning stages, their mental, communicational and social supports are also reinforced.</div>
Whole School Approach to Integrated Education: <div>The Student Support Team comprises of members from various fields such as the Special Educational Needs Coordinator (SENCO) Special Educational Needs Support teacher, the Educational Psychologist, the Speech Therapist, the Guidance Mistress, the Life Planning Master, the school social worker, the student counsellor and the teaching assistants. Our school is committed to enhancing an inclusive culture, so we make good use of the ‘Learning Support Grant for Secondary School’ and ‘Grant for Supporting NCS Students with SEN’ to employ extra manpower including counseling assistance and teaching assistance to support our teachers in joining the ‘Whole-school Participation Education’ and to efficaciously implement the plan of integrated education. Services of reading and writing training are provided to those students with Specific Learning Difficulties (SpLD) in school. Provide Speech Therapy Services for those students with Speech and Language Impairments (SLI). For SEN students, we have formulated special arrangement in their examination and encourage them to participate in social skills groups. Meanwhile, various extra-curricular activities are promoted in order to help other students and SEN students recognize, accept and respect each other so as to construct a harmonious and caring campus. With Whole School Approach as one of our main focuses, we closely collaborate with various departments and committees to provide individual career guidance for SEN students while they are in and before their graduation in order to help them prepare for their future career.</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; and organising activities to create an inclusive learning environment in the school. Providing after-school support to learn Chinese; appointing additional teacher assistant(s); developing material for NCS student and organizing cultural integration activities in order to improve students’ learning abilities.</div>
Measures to Provide Adaptation for Learning and Assessment: <div>Both formative and summative assessments are used to assess student's performance, and also we highly emphasize giving feedback and promoting reflective learning so as to encourage continuous self-improvement.</div>

Home-School Co-operation and School Ethos
Home-School Co-operation: Our school devotes much effort in establishing a close link between home and school. We have set up PTA and parents are involved in many school activities. We highly value home-school cooperation. Parents and teachers periodically meet together and communication channel is thorough. A PTA newsletter is published recently to enhance home-school collaboration.
School Ethos: Our school realizes that a good participative and interactive learning and teaching classroom atmosphere will help develop a positive and effective school ethos. Therefore, we strive to establish a reward and correction system, which aims at positive reinforcement based on an education-oriented conception, to merit students, and also to provide an opportunity for self-reflection of behavioural conduct and a chance for reform. Aside from setting up a student counsellor and discipline instructors as resources for students, we provide varieties of seminars about morality, workshops, "Teacher Mentoring Scheme", and "Adventure-based counselling" and different growth groups to nurture students’ positive attitude and develop a sense of belonging to school. In order to accommodate every "fall-behind" student, our school strives to implement a “Rainbow Classroom Programme” , to build on students’ sense of individuality based on their needs, facilitate students' ability for self-appreciation, caring, problem solving and self-management, to achieve self-actualization and realize future goals.
Future Development
School Development Plan: 1. Strengthen value education and religious education, establish correct moral values for students: Implement Christian Life Education curriculum and organize student leaders to reinforce Christian moral values. Promote constitution law, Basic Law, and national security education, establish students' sense of national identity. Strengthen ten major values and environmental protection education. Promote whole-person development scheme and healthy campus project, and cultivate teachers' and students' digital and information literacy. 2. Strengthen students’ English language foundation, improve students’ ability to learn English: S1 bridging courses and community-based projects aim to strengthen students’ English learning basis. Establish English Ambassador Scheme, assist in the promotion of English activities and English awarding scheme. Provide more opportunities of learning English through the promotion of English day, e-reading, cross-curriculum reading, and English camp. 3. Strengthen the ability to cater students with different learning needs, enhance their whole-person development: Promote life-wide learning, provide a more diversified learning experience to students. Provide more information, reinforcements and experiences on further studies and career planning in different stages of students’ growth. Implement the three-tier support model, take-care of students with special education needs. Form study groups, integrated groups strategically to enhance students’ social skills through peer learning. Implement external support scheme for better equipment and support. 4. The school has already begun the Dedicated Funding Programme for Publicly-funded Schools, along with different technological support in teaching. Students at our school can receive education that is kept up with the times. To cope with the introduction of national education and the optimization of the new senior high school curriculum, the school has implemented the national security education plan and also participated in the Education Bureau. Providing teachers with a more professional guidance towards the development of a new subject.
Teacher Professional Training and Development: 1. In order to provide opportunities for teachers to understand the latest teaching and learning trend, assistance has been given to teachers on applying courses, seminars and workshops. This enhances teachers' professional knowledge and teaching quality which meets the society's needs. 2. To promote sharing among teachers, lesson plans, classroom teaching resources and extended assignments have been collected. 3. To further develop and enhance teaching proficiency, co-planning session will be continuously implemented. This creates more chances for teachers to discuss and exchange ideas.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
We promote different cross-curriculum activities including club activities, service teams, inter-house competitions, trips and diversified training programmes. Also, we help our students attain various qualifications in order to help raise their self-confidence, unleash their potential and set their future goals. Through taking part in different activities, our students can enhance their generic skills. We also encourage students to participate in various inter-school competitions and field trips so that their other learning experience can be enriched.
School Facilities
Number of Classroom(s): 20
School Facilities: School Hall, Information and Technologies Studies Centre, Computer Rooms, Multi-Media Learning Centre (English Enhancement Centre), Multi-media Room, Visual-Arts Room, Image Design Room, Technology Workshop (STEAM Lab), Science Laboratory, Music Room, Library, Chinese Resource Room, English Corner, Hua Xia Culture Gallery, Students Activities Centre, Pastoral Care Centre, Fitness Room, Green Garden, Climbing Wall, Bouldering Zone and Basketball Court, etc.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift, Accessible toilet and accessible public information / service counter.
Others
In recognition of students' all-round development, school-initiated scholarships are presented to students who have outstanding achievements in academic, sports, service and aesthetic potential.
Direct Public Transportation to School
Bus: 2E, 3B, 5C, 5D, 6C, 6F, 7B, 8, 8A, 8P, 11K, 11X, 12A, 15, 15X, 21, 30X, 41, 45, 85X, 106, 106A, 115, 297, 796X, E23; Mini-bus: No. 2, 2A, 6, 6A, 8, 8S, 13, 26; MTR: Whampoa Station Exit A, (It is a 3-minute walk from the Whampoa MTR station to our school), Ho Man Tin MTR Station, Kowloon station (and then take the bus or mini-bus).