



聖馬可中學

St. Mark's School

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School Mission

We aspire to be an outstanding Christian school. Basing upon the ethos of Christian whole-person education as propounded by the Anglican Church, the School shall nurture individuals by offering a caring environment for academic endeavour, active exploration, cultural development, social interaction, and physical activity.

School Information

Supervisor / Chairman of School Management Committee	Dr. Yuen Hoi Kau		
Principal (with Qualifications / Experiences)	Ms. Chan Sze Yan (BA (1st Hon) , PGDE (Distinction) , MEd , MSSc)		
School Type	Aided	Student Gende	Co-ed
School Motto	Straightway		
Name of Sponsoring Body	Anglican (Hong Kong) Secondary Schools Council Limited		
Area Occupied by the School	About 5700 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	100%

Teaching Staff Information (Including School Head) in the 2024/2025 School Year

Number of Teaching Posts in the Approved Establishment	58	
Total Number of Teachers in the School	63	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	89%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	54%	
Special Education Training	45%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
35%	10%	55%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Religious Education, Putonghua, Physical Education*
	English as the Medium of Instruction	English Language, Language Arts (S.1 & S.2), Literature In English (S.3), Mathematics, Citizenship, Economics and Society (S.1), Life and Society (S.2 & S.3), Integrated Science (S.1 & S.2), Physics (S.3), Chemistry (S.3), Biology (S.3), History, Geography, Business Fundamentals (S.3), Computer Literacy, Technology and Living (S.1), Home Economics (S.2), Music, Visual Arts
	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, Chinese Literature, Chinese History, Christianity and Ethics, Physical Education*
	English as the medium of instruction	English Language, Mathematics Compulsory Part, Mathematics Extended Part Module 1, Mathematics Extended Part Module 2, Citizenship and Social Development, Biology, Chemistry, Physics, Literature In English, Geography, History, Economics, Business, Accounting and Financial Studies, Information and Communication Technology, Visual Arts, Music (S.4 & S.5)
	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, Religious Education, Putonghua, Physical Education*
	English as the Medium of Instruction	English Language, Language Arts (S.1 & S.2), Literature In English (S.3), Mathematics, Citizenship, Economics and Society (S.1 & S.2), Life and Society (S.3), Integrated Science (S.1 & S.2), Physics (S.3), Chemistry (S.3), Biology (S.3), History, Geography, Business Fundamentals (S.3), Computer Literacy, Technology and Living (S.1 & S.2), Music, Visual Arts
	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, Chinese Literature, Chinese History, Christianity and Ethics, Physical Education*
	English as the Medium of Instruction	English Language, Mathematics Compulsory Part, Mathematics Extended Part Module 1, Mathematics Extended Part Module 2, Citizenship and Social Development, Biology, Chemistry, Physics, Literature In English, Geography, History, Economics, Business, Accounting and Financial Studies, Information and Communication Technology, Visual Arts, Music (S.4 & S.5)
	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	5	4	5	4	5	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$80					
Student Union / Association Fee	\$30					
Approved Charges for Non-standard Items	Non-standard Items: \$450					
Other Charges / Fees	-					

Remarks

Small class teaching is implemented in English Language and Chinese Language.

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).

Admission Criteria : 50% on academic performance - the applicant's primary school internal academic results and his/her position in the "DP Rank Order List" supplied by the Education Bureau; 50% on Interview - consideration will be given to the student's ability to communicate in English. Credit will be given for good conduct, awards, extra-curricular activities and services.

Orientation Activities and Healthy Life

A bridging program is organized in the summer holidays for new Form 1 students to help them adapt to the English medium of instruction and secondary school life. There is also a New Students Orientation Day for new students and their parents. A balanced diet, healthy eating and regular exercise are introduced in the lessons of Home Economics and Physical Education.

School Characteristics
School Management
<p>School's Major Concerns:</p> <ol style="list-style-type: none"> 1. To elevate students' confidence and affection in life-long learning; 2. To nurture students' positive values and promote healthy lifestyles.
<p>School Management Organisation:</p> <p>Adopting school-based management, we have set up different committees to look after various aspects of operation and development. Communication channels among different stakeholders of the school are effectively established and utilized.</p>
<p>Incorporated Management Committee / School Management Committee / Management Committee:</p> <p>Members of the Incorporated Management Committee include representatives of the school sponsoring body, teachers, parents, alumni and independent professionals.</p>
<p>School Green Policy:</p> <ol style="list-style-type: none"> 1. Air conditioning: air conditioning may be used when the morning temperature is 26 degrees Celsius or above. 2. LED are adopted in most area of the school campus to save energy. 3. In many classrooms, laboratories and the staff room, windows are covered by solar control window films. 4. Recycling bins are put on the playgrounds and in the staff room. 5. Solar panels are installed on the rooftops of the school campus. 6. Water dispensers are installed on each floor to reduce plastic waste. 7. The student body, the Environmental Ambassadors, actively implements green projects on the school campus.
Learning and Teaching Plan
<p>Whole-school Language Policy:</p> <p>The school adopts English as the main medium of instruction in all classes.</p>
<p>Learning and Teaching Strategies:</p> <p>Our goal is to create a learning environment conducive to the development of social awareness, a sense of responsibility and community spirit. Teaching is learner-centred, aiming to raise students' critical thinking skills, creativity and the ability to learn to learn. A broad and balanced curriculum covering the eight key learning areas is provided for the students in Forms 1 to 3. Students in Forms 4 to 6 follow the senior secondary curriculum, taking the 4 core subjects and 3-4 electives. There is a variety of subjects to suit their interests, abilities and future studies. Learning diversity is well taken care of by the curriculum at various levels. Students also learn to learn through group projects, presentations and educational visits both within Hong Kong and beyond. Opportunities abound for students to apply knowledge acquired, to prove themselves and to excel. A whole-school approach is adopted in promoting reading. It provides opportunities to help students develop a habit and an interest in reading.</p>
<p>School-based Curriculum:</p> <ol style="list-style-type: none"> 1. Electives: 3X and 4X. Students based on their interest and ability to choose three/four elective subjects. 2. Curriculum highlights: The curriculum at the junior levels is restructured to cater for learning diversity and students' careers needs. Some classes are split and additional teachers hired to facilitate teaching and learning. Small group and individual mentoring facilitates close monitoring, and enhancement or remedial work is administered accordingly.
<p>Major Renewed Emphases in the School Curriculum:</p> <ol style="list-style-type: none"> 1. To nurture positive values and attitudes like "Perseverance", "Respect for Others", "National Identity", and "Law-abidingness" in students through assemblies and form teacher periods. 2. To nurture students to develop a habit and an interest in reading through reading lessons and other reading activities organized by different KLAs. 3. To develop their generic skills and interpersonal relationships through project learning. 4. To enhance the efficiency and effectiveness of learning and teaching through e-Learning.
<p>Life Planning Education:</p> <p>The School aims to facilitate students' understanding of their own strengths and interests, so as to devise their career and life planning goals. Through the career curriculum and various career-related activities inside and outside school, students are equipped with the key knowledge and attitude in self-understanding, career exploration and career planning and management. Small group and individual career guidance services are in place to address the individual needs of students.</p>
Student Support
<p>Whole School Approach to Catering for Learner Diversity:</p> <p>The curriculum at the junior levels is restructured to cater for learning diversity and students' careers needs. Some classes are split and additional teachers hired to facilitate teaching and learning.</p>
<p>Whole School Approach to Integrated Education:</p> <p>The school's Special Educational Needs Coordinator (SENCO) leads the Student Support Team and formulates policies with professionals (such as Educational Psychologist, Speech Therapist and school social workers, etc.) and teachers in an effort to identify and cater for students with special educational needs. The school utilizes extra resources in providing academic support and counselling services to the students with special educational needs. The school organizes programmes such as training sessions on social skills, board games communication skills workshop and training sessions on executive function skills to facilitate students' effective learning and foster their physical and psychological growth.</p>
<p>Education Support for Non-Chinese Speaking (NCS) Students:</p> <p>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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school. Additional school-based support will be provided to non-Chinese speaking students to help them to integrated into the local curriculum.</p>
<p>Measures to Provide Adaptation for Learning and Assessment:</p> <p>Besides examinations, continuous assessment is carried out, including regular assignments, tests, reading activities and group projects. These exercises enable students to develop their potentials in different areas, and teachers to find out the students' strengths and weaknesses. Assessment is both of and for learning.</p>

Home-School Co-operation and School Ethos
Home-School Co-operation: The Parent Teacher Association organizes various activities, e.g. BBQ, picnic, used book sales and seminars. The school works closely with parents to nurture the growth of students through different channels such as Parents' Nights and Parents' Day.
School Ethos: The school works to cater for the uniqueness of the school and individual students, further enhancing development beyond the scope of academic achievements. Two full-time social workers from the YMCA and a part-time educational psychologist and a part-time speech therapist provide services for both parents and students. Extra-curricular activities, careers guidance, religious education and, in fact, all sectors of the school collaborate to nurture students to become well-behaved and polite individuals, taking them to the farthest they can go in all aspects.
Future Development
School Development Plan: 1. To offer chances for developing students' good character based on Christian principles; 2. To foster a spirit of cooperation among teachers, students, parents and the larger community; 3. To develop students' capacity for life-long learning.
Teacher Professional Training and Development: Teachers keep closely abreast of and many are well ahead of the Continuous Professional Development recommendation. Peer learning within the staff is dynamic and robust. Activities range from lesson observation and collaboration to team teaching and planning across the curriculum. Inter-school efforts are vigorous and professional sharing of good practices with other schools is common.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
To provide life-wide learning opportunities for our students, the school organizes a wide range of extra-curricular activities both on and off the school campus. Our students foster healthy hobbies and interests, and develop a strong sense of belonging through participating in these activities. The House Organization, among the oldest in the territory, was established with a view not only to developing the leadership skills of students but also to enabling senior students to take care of junior ones in the five Houses. The clubs and societies help students explore knowledge beyond the curriculum and build a strong foundation for life-long learning. They participate in many inter-school competitions such as music, speech, science, mathematics and sports competitions, and have won numerous prizes. The uniformed groups and Social Service Club give many services to our school and to the community. The school arranges various activities to widen the horizons of our students. These include cultural exchange programmes and language immersion courses in mainland China and overseas.
School Facilities
Number of Classroom(s): 35
School Facilities: There is a school hall, 3 basketball courts and a covered playground for various functions and sports activities. There are 33 classrooms, 5 laboratories, a library, a computer room, a Chinese room, an English room, a STEAM room, a geography room, an art and design room, a home economics room, a music room and a cable campus television studio. For other activities, there is an activity room amply equipped for practices in the performing arts, and a spacious multi-purpose room. The Chapel is a serene place for worship. IT facilities are effectively utilized. All classrooms and special rooms are equipped with computers and projectors. Teachers and students can use iPads anywhere on campus to access the Internet.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
Please refer to school website.
Direct Public Transportation to School
MTR: Shaukeiwan Station Exit D2.