



順利天主教中學

Shun Lee Catholic Secondary School

7 Shun Chi Street, Shun Lee Estate, Kwun Tong, KLN.

23893082

23894111

contact@slcss.edu.hk

http://www.slcss.edu.hk

School Mission

To provide a positive learning environment in which students understand the truth of the Gospel. They also learn to integrate Christian faith with Chinese culture and live for holistic personal development. We help them develop their potential to the fullest and become independent learners, with emphasis on fostering positive attitudes towards life. We educate them to become responsible citizens who are eager to make contributions to the society, and to carry on the best of Chinese culture.

School Information

Supervisor / Chairman of School Management Committee	Mr Kwok Ho Ting		
Principal (with Qualifications / Experiences)	Ms. Lee Yuen Ping		
School Type	Aided	Student Gende	Co-ed
School Motto	SIC DEO PLACET		
Name of Sponsoring Body	Catholic Diocese of Hong Kong		
Area Occupied by the School	About 4500 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		53
Total Number of Teachers in the School		57
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		93%
Bachelor Degree		100%
Master / Doctorate Degree or above		37%
Special Education Training		49%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
32%	14%	54%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Religious Education, Physical Education, Extended Curriculum, Reading across the Curriculum (RaC)
	English as the Medium of Instruction	English Language, Mathematics, Science & STEM (With Biology, Chemistry and Physics in S.3), Geography, History, Citizenship, Economics and Society (S.1), Life and Society (S.2-S.3), Visual Arts, Music, Technology & Living (A School-based Curriculum of Computer Literacy, Home Economics and Design & Technology), Reading across the Curriculum (RaC), Language across the Curriculum (LaC)
	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, Citizenship and Social Development, Chinese History, Ethics and Religious Education, Visual Arts, Physical Education, Reading across the Curriculum (RaC), Other Learning Experiences
	English as the medium of instruction	English Language, Mathematics, Biology, Chemistry, Physics, Information and Communication Technology, Geography, History, Economics, Business, Accounting and Financial Studies, Mathematics Extended Part (Module 1 & 2), Reading across the Curriculum (RaC)
	Adopt a different medium of instruction by class or by group / school-based curriculum	-

Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language, Chinese History, Putonghua, Religious Education, Physical Education, Extended Curriculum, Reading across the Curriculum (RaC)
	English as the Medium of Instruction	English Language, Mathematics, Science & STEM (With Biology, Chemistry and Physics in S.3), Geography, History, Citizenship, Economics and Society (S.1 & S.2), Life and Society (S.3), Visual Arts, Music, Technology & Living (A School-based Curriculum of Computer Literacy, Home Economics and Design & Technology), Reading across the Curriculum (RaC), Language across the Curriculum (LaC)
	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, Citizenship and Social Development, Chinese History, Ethics and Religious Education, Visual Arts, Physical Education, Reading across the Curriculum (RaC), Other Learning Experiences
	English as the Medium of Instruction	English Language, Mathematics, Biology, Chemistry, Physics, Information and Communication Technology, Geography, History, Economics, Business, Accounting and Financial Studies, Mathematics Extended Part (Module 1 & 2), Reading across the Curriculum (RaC)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

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	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$70					
Student Union / Association Fee	\$15					
Approved Charges for Non-standard Items	\$300					
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). Selection criteria for interviews and admission: Conduct 10%; Academic performance 15%; Performance in Interview 30%; EDB Rank Order 25%; Performance in other areas (Sports & Aesthetics, Service, Activities, etc.) 10%; Connection with our school 10%. Remarks: Applicants’ average conduct grade should attain Grade B or above and applicants’ English proficiency should meet the school standard in the English interview.
Orientation Activities and Healthy Life
All newly admitted S.1 students need to attend the Bridging Programme in summer vacation, which prepares them to adopt English as the medium to learn. Different learning support measures are also provided for S.1 students, which include small-class instruction and the implementation of Language across the Curriculum (LaC). Apart from arranging S.4 Guidance Prefects to help S.1 students adapt to their school life, the school organizes talks for parents on a regular basis to enhance their understanding of the school core values and their child’ s learning progress. Our formal curriculum includes topics such as personal hygiene, balanced diets, physical trainings, living skills to deal with adversity, positive values and meditation. The Guidance Team organizes seminars on sex education and mental health across all levels. To highlight the importance of developing a healthy lifestyle, all students do exercise together in the school playground in the morning assembly every other Monday.

School Characteristics
School Management
School's Major Concerns: 1. Optimizing self-regulated learning to nurture students into proactive learners. 2. Fostering positive values and well-being in students.
School Management Organisation: The school values teamwork and encourages teachers to take part in school administration. The Central Coordination Committee is set up to coordinate the work of all committees, to implement the school's major concerns and to execute school-based management. The Incorporated Management Committee comprises teachers, alumni and parents, which facilitates communication between the school and stakeholders as well as the formulation of school plans. The School Administrative Committees include Academic, Student Affairs, School Development, Extra-curricular Activities, Professional Development, Religious and Spiritual Life, Information Technology and General Affairs.
Incorporated Management Committee / School Management Committee / Management Committee: The School Management Committee comprises the school supervisor, principal, members from the school sponsoring body, teacher representative, parent representative, alumni representative and independent members.
School Green Policy: The school is committed to raising students’ environmental awareness. There are certain measures which help create a green campus. Firstly, general guidelines for energy and water saving have been issued. To maximize energy saving without significant reduction in comfort level, a room temperature at 26 degrees Celsius is maintained. Secondly, students are reminded to cut down on the consumption of disposable items in school activities such as school picnic and Christmas celebration and put recyclable materials into recycling bins at school.
Learning and Teaching Plan
Whole-school Language Policy: To prepare our students for tertiary education and better career opportunities, our school adopts English as the medium of instruction in all subjects and all classes except Religious Education, Citizenship and Social Development, Extended Curriculum and Physical Education. Our school also provides an authentic and language-rich environment for students to enhance their language proficiency.
Learning and Teaching Strategies: The school attaches great importance to teaching effectiveness. To enhance the quality of learning and teaching as well as the professional competence of teachers, collaborative lesson preparation, lesson observation and staff training are regularly conducted. The school endeavours to offer a rich learning experience for students to acquire skills and knowledge, while developing a positive outlook on life, through a school-based programme, Extended Curriculum. The S.1 curriculum focuses on personal development and resilience through a series of adventure-based training programmes arranged by SHUN Teens. The S.2 curriculum focuses on community service, in which students develop a spirit of serving the community and strengthen their sense of responsibility. The S.3 curriculum guides students to plan their future through a series of career talks and positive education programmes. The S.5 Personal Growth programme covers social and workplace etiquette, self-management and other topics. The S.6 Well Being programme provides resources and opportunities for students to organize class-based activities that foster physical, mental and spiritual well being as well as create collective memories before graduation.
School-based Curriculum: 1. Electives: 2X and 3X. Senior secondary students are given the choices of studying two electives or three electives for HKDSE. 2. Curriculum highlights: A number of subjects have their school-based curriculums namely STEM and Technology and Living. To stretch students’ potential, some after-school classes are also provided for students such as Mathematics enhancement classes, English writing and speaking workshops, as well as STEM robot coding training programmes.
Major Renewed Emphases in the School Curriculum: Aiming to strengthen students’ self-learning skills and cultivate a rich reading atmosphere on campus, our school allocates one to two periods a cycle to reading. In Reading Across Curriculum lessons in different levels, students are encouraged to select books they enjoy reading and set goals before they embark on their reading journey. Inspiring interaction between teachers and students through book sharing not only adds pleasure to reading, but also motivates students to read for both intellectual and spiritual nourishment. To create a stronger reading atmosphere, Extensive Reading Scheme, Holiday Reading Scheme and book sharing sessions are incorporated into the curriculum. To nurture students into active learners, Project Learning becomes the backbone of both junior and senior secondary education. Students gain first-hand experience in data collection, literature review and research. IT for Interactive Learning: The wide use of internet is proven conducive to learning and teaching. All subjects provide eLearning platforms to encourage self-regulated learning beyond classrooms. Besides, to keep parents and other stakeholders abreast with school events and important news, the school website is updated on a regular basis and is highly informative. Moral, Civic & National Education: Through assemblies and class teachers’ periods, the school promotes national, moral, environmental, health and values education. A healthy campus is established in which students develop healthy habits and a positive outlook on life. Student ambassadors are recruited to organize campus-wide activities.
Life Planning Education: Career Guidance Team offers ample support for students to make well-informed decisions in their senior secondary subject selection and post-secondary education, and instills in students the significance of career and life planning. S.1 and S.2 students are prompted to make a self-reflection and examine the roles of multifarious careers in today’ s world. S.3 students are given talks to understand various DSE subjects and entry requirements of university programmes. To prepare senior secondary students for the future, different learning activities are organized to facilitate their career and life planning. Company visits, job shadowing programmes, and school-based English Mock job interviews for S.6 are a few examples to show our students a true picture of the working world. Career assessment tools help students link personal aptitudes with career choices. Each S.5 and S.6 student is assigned a teacher mentor from whom timely and useful advice on post-secondary education is dispensed. Prior to JUPAS application, students are offered one individualized meeting with career teachers. Our alumni also contribute their generous support by sharing their career paths and providing job shadowing opportunities.
Student Support
Whole School Approach to Catering for Learner Diversity: Collaborative learning is adopted in junior secondary levels. Students work collaboratively to co-construct knowledge and solve problems, which enhances their learning effectiveness. The dual class teachers system provides strong support for students’ learning and personal development. Besides, remedial and elite classes are provided to cater for students’ diverse needs. Students with different talents are also given ample opportunities to develop their potential, and they are recommended by teachers to participate in gifted education programmes and overseas exchange programmes.
Whole School Approach to Integrated Education: Our school adopts Integrated Education in a Whole-School Approach. The Student Support Team has been set up to support students with special educational needs. The members include the Vice-principals, the Special Educational Needs Coordinator, Special Educational Needs Support Teachers, the Academic Committee Coordinator, the Guidance Team Teacher, School Social Workers, the School-based Educational Psychologist and the Student Development Assistant. With the Learning Support Grant for Secondary Schools and other school resources, the school provides comprehensive support for students with special educational needs by hiring additional human resources and services from external providers. The school not only keeps teachers abreast with the information of inclusive education, but also communicates constantly its vision in catering for learners’ diversity. Teachers are encouraged to take professional training courses on Catering for Diverse Learning Needs offered by EDB. Their awareness of students’ diverse needs is also heightened through the regular professional development programmes such as talks and sharing of effective teaching strategies organized by the school. Home-school cooperation is highly emphasized. Members from Student Support Team or teachers keep regular contact with parents and arrange parents' seminars and group activities to provide timely support for students’ learning and personal development.
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; and organising activities to create an inclusive learning environment in the school. Non-Chinese speaking students are provided with after-school learning support to facilitate their Chinese Language learning.
Measures to Provide Adaptation for Learning and Assessment: The school puts emphasis on the learning process of students. In addition to test and examination results, we assess students' classroom and homework performance through continuous assessment.

Home-School Co-operation and School Ethos
Home-School Co-operation: The PTA acts as a bridge between parents, teachers and students. Apart from organizing day camp for parents and students as well as offering administrative support for S.1 Registration, the PTA holds seminars and workshops for parents. Some enthusiastic parents become the instructors of some student activities, playing an active role in organizing training sessions for students.
School Ethos: The core values of our school are: Love, Mutual Respect and Responsibility. The school aims at promoting family-based school ethos in a caring and supportive environment. Discipline Team, Guidance Team, class teachers and parents work closely for the betterment of students' growth. To facilitate communication, the school holds "family meetings" in which students are invited to voice their opinions on school policies or affairs.
Future Development
School Development Plan: 1.Optimizing self-regulated learning to nurture students into proactive learners. 2.Fostering positive values and well-being in students.
Teacher Professional Training and Development: The school attaches great importance to professional development geared to the development needs of the school. The Professional Development Committee, in close collaboration with other committees, conducts school-based professional development programmes on Staff Development Days and on Mondays after school.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Over 50 extra-curricular activities are offered to help students pursue all-round development. They have ample opportunities to participate in inter-school events which stretch their potential. The school organizes study tours every year to promote life-wide learning. There are regular discussions of social issues during assemblies, which serve as an attempt to enhance students’ independent thinking and cognitive reasoning skills. Teachers, students and parents are encouraged to be involved in service activities.
School Facilities
Number of Classroom(s): 26
School Facilities: The school provides an environment conducive for learning and enables students to develop their potential. School facilities including Interactive Learning Centre, 2 computer rooms, iSpace Learning Studio, Innovation Lab, STEM Learning Centre, library and study rooms are provided. To foster the development in e-Learning and self-regulated learning, all classrooms are upgraded to Future Classrooms and installed with the 86-inch interactive touch panel to enhance teacher-student interactions in lessons, which enhances the effectiveness of learning and teaching.
Facility(ies) for Supporting Students with Special Educational Needs: Temporarily unavailable.
Others
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Direct Public Transportation to School
Bus: 14D, 23, 23M, 26, 26M, 27, 29M, 42, 95, 290A, 619; Mini bus: 12, 12A, 47, 48, 49, 49M, 54, 54M, 60.