



王肇枝中學

Wong Shiu Chi Secondary School

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School Mission

In the spirit of Christ, we are committed to providing holistic Christian education, which fosters the ethical, intellectual, physical, social, aesthetic and spiritual development of our students. Through a harmonious and disciplined campus life, students are encouraged to take the initiative in learning, explore creative solutions and develop individual potential. Nurtured as lifelong learners, students are able to adapt to change and develop self-confidence for contributing positively to the well-being of our community and mother country.

School Information

Supervisor / Chairman of School Management Committee	Mr. Tang Kai Ming Kenneth		
Principal (with Qualifications / Experiences)	Mr. Cheng Sze Wang (Cert. in Discipline, B.Sc.(Hons), P.C.Ed., M.Ed., FSERA®)		
School Type	Aided	Student Gende	Co-ed
School Motto	Learnedness, Love, Dedication, Integrity		
Name of Sponsoring Body	Wong Shiu Chi Secondary School		
Area Occupied by the School	About 8000 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	Action 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		55
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		92%
Bachelor Degree		100%
Master / Doctorate Degree or above		49%
Special Education Training		52%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	> = 10 Years
25%	9%	66%

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, Music, Physical Education, Putonghua, Biblical Knowledge, Visual Arts
	English as the Medium of Instruction	English Language, Mathematics, Integrated Science (Physics, Chemistry & Biology are offered in S.3), History, Geography, Computer Literacy, Home Economics, Design & Technology
	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, Citizenship and Social Development, Visual Arts
	English as the medium of instruction	English Language, Mathematics, Mathematics Extended Part (Module 1 and 2), Information and Communication Technology, Economics, Biology, Physics, Geography, History, Chemistry, Business \ Accounting & Financial Studies
	Adopt a different medium of instruction by class or by group / school-based curriculum	Other Language (Japanese Language)

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, Music, Physical Education, Putonghua, Biblical Knowledge, Visual Arts
	English as the Medium of Instruction	English Language, Mathematics, Integrated Science (Physics, Chemistry and Biology are offered in S.3), History, Geography, Computer Literacy, Home Economics, Design & Technology
	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, Citizenship and Social Development, Visual Arts
	English as the Medium of Instruction	English Language, Mathematics, Mathematics Extended Part (Module 1 and 2), Information and Communication Technology, Economics, Biology, Physics, Geography, History, Chemistry, Business \ Accounting & Financial Studies
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Other Language (Japanese Language)

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	-	-	-	\$290	\$290	\$290
Parent-Teacher Association Fee	\$20					
Student Union / Association Fee	\$20					
Approved Charges for Non-standard Items	Warranty and Maintenance Cost of the School (self-financed) Facilities: S.1 to S.5: \$100 S.6: \$70					
Other Charges / Fees	House Fee: \$10					

Remarks

To cultivate students' reading habits, all students join the Hong Kong Public Library Reading Programme for Children and Youth for extensive reading in both Chinese and English. Two Morning Reading Sessions are arranged every cycle. All S.2 students have a leadership training lesson per cycle (Leader in Me). All senior form students have Music and Physical Education lessons.

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). Criteria for interview selection: Rank Order List of the Discretionary Places applicants (Provided by EDB) 60%; internal assessment results in Chinese Language, English Language and Mathematics 10%; conduct 10%; extra-curricular activities(services)8%; extra-curricular activities(talents)12%. Criteria for admission: Assessment score in interview selection 70%; communicative and analytical abilities in Chinese at interview 10%; communicative and analytical abilities in English at interview 20%.
Orientation Activities and Healthy Life
The S.1 Orientation Day is held in mid-July. A 2-week Summer Bridging Programme is tailored for pre-S.1 students and takes place in July/August. In addition, S.1 Team-building Day is held before the new school year. In S.1, students are supported by two guidance programmes. They are "Learning to Learn" and the "Angel Project". The programmes enable students to master the study skills necessary in secondary education and to provide peer support from senior forms for their adaptation to school life. The school also collaborates with the YWCA and the Lutheran Cheer-Evergreen Centre to implement the Healthy School Programme, which aims at advocating a healthy lifestyle, instilling a positive life attitude and an anti-drug awareness.

School Characteristics
School Management
School's Major Concerns: <div>1. To strengthen teachers’ knowledge and techniques on using effective pedagogies to facilitate students’ learning.</div> <div>2. To nurture students to be proactive and positive learners.</div> <div>3. To unleash students’ potential through experiential learning.</div>
School Management Organisation: <div>The Principal works together with the School Administrative and Development Committee to formulate school policies and review the school performance profile. The three vice principals are responsible for academic affairs, student affairs and administration and support respectively. The school routines are operated through a committee system. Important school policies are discussed and adopted in the Incorporated Management Committee Meetings.</div>
Incorporated Management Committee / School Management Committee / Management Committee: <div>The IMC was founded in 2008. The Committee devises school management policies to meet the needs and expectations of different stakeholders.</div>
School Green Policy: <div>Energy saving, solar power generation, waste reduction, waste recycling and greening of the campus have been adopted as our school green policies. By participating in various green initiatives organised by the Environmental Protection Department and other external organisations, our school is working vigorously to reduce the use of plastics. Plastic-free school lunch is promoted through provision of refrigerator and steam cabinet. 69 solar panels have been installed on the roof of a school building, for generation of solar power and teaching purposes. In addition, through the activities organised by the Environmental Conservation Club and the Green Prefects Scheme, students are educated to live a green life.</div>
Learning and Teaching Plan
Whole-school Language Policy: <div>English has been adopted as the teaching medium, except in Chinese Language, Chinese History, Citizenship \ Economics and Society, Putonghua, Biblical Knowledge and non-academic subjects. The school language policy emphasises the mastery of both English and Chinese language. Students are also given an opportunity to learn a third language – Japanese, which is offered in junior forms as an extra-curricular activity, and a formal subject in senior forms. Japanese language students in senior forms are required to take specific public language examination.</div>
Learning and Teaching Strategies: <div>The school adopts a multiple teaching-learning approach. Interactive elements such as e-Learning, field trips and project work are integrated systematically into the formal curriculum, with a view to enhancing students' thinking skills, creativity and expression. Cooperative Learning is emphasized in making lessons more student-centred. Debate and drama elements are introduced to enrich language classes. E-Learning is widely used through the school-based Moodle learning platform, to nurture students to be self-regulated learners beyond the classrooms. The Language-across-the-curriculum Project has been implemented to enhance language learning effectiveness through the concerted effort of different subjects. An application of diversified learning strategies, such as peer assessment and concept maps have been coordinated to further facilitate students' learning.</div>
School-based Curriculum: <div>1. Electives: 3X. Students can take 3 out of 11 elective subjects (including Mathematics Extended Part Module 1 or 2). In addition, students can take Applied Learning courses offered by other institutes or other elective subjects offered by the Network Schools in Tai Po.</div> <div>2. Curriculum highlights: The school commits to encourage students to develop the ability of “learning to learn” through class periods in S1. S.2 students are offered character-building and leadership training in the “Leader in Me” lessons, which educate students with the "Seven Habits of Highly Effective People" (Stephen Covey). STEM elements have been incorporated in the Integrated Science and Design & Technology curricula through project learning.</div>
Major Renewed Emphases in the School Curriculum: <div>1) Character-building & Leader in Me: We put emphasis on character building and leadership development in nurturing our students. Students are nurtured with virtues of respect, love, responsibility, integrity and appreciation, through value education provided by the school-based Life Education programmes. The Leader in Me programme has been implemented in the regular timetable to develop our students through building "Seven Habits of Highly Effective People" (Stephen Covey). Students learn to be their own leaders before being the leaders of others.</div> <div>2) Positive Education: Students are proactively nurtured with a positive mind to face difficulties and challenges in life, through pastoral care of teachers and various activities organised by the Life Education Committee, Guidance Committee, and Experiential Learning Committee. Students are taught to make responsible choices, build character, connect with others, cope with stress and manage their time and life properly.</div> <div>3) Broadening horizons: Students can broaden their horizons through experiential learning by participating in various leadership training programmes, competitions, volunteer services, service learning programmes organised by local universities or other institutions. In addition, students can participate in various overseas exchange tours with our partner schools in the United Kingdom, Japan, and our sister schools in mainland China.</div> <div>4) Christian Education: To carry out the school mission and vision of our founder, Dr. Wong Tak-hing, we preach the Gospel to our students through Biblical Knowledge lessons in junior forms, Christian Fellowship, assemblies and Evangelistic activities such as Gospel Week & Christmas Worship. Christian students take the role of leading prayers and sharing short Bible messages in school assemblies whereas Christian teachers lead Bible Study Groups to guide students to grow spiritually.</div>
Life Planning Education: <div>Our school adopts a holistic, developmental and systematic approach for career education and guidance. Different committees work together with the concerted support of class teachers and external organisations for students’ life planning.</div> <div>Students are guided to develop and pursue their goals and plans in their future studies and careers in their junior forms through the Life Building Scheme, a school-based life planning programme implemented since 2006. S3, S5 and S6 students are provided with group or individual counselling regarding their aptitude, ability and choice of subjects, to help them pursue their career path with appropriate selection of subjects and university courses. Seminars, visits, workplace learning experiences, and sharing of alumni from different fields are also arranged to enrich their knowledge of different careers.</div> <div>Starting from 2015, our school participated in the CLAP for Youth@JC Project and was one of the five Network Schools (2015-2018), a Pilot School (2019-2020), and is now a Resource School (2020-present) which adopts Hong Kong Benchmarks for Career and Life Development (HKBM). A career room has been built to offer a wider variety of related programmes to our students.</div>
Student Support
Whole School Approach to Catering for Learner Diversity: <div>At the start of the year, the school organises the "Learning to Learn Scheme" for S1 students to establish good learning habits and skills. In junior forms, consolidation in languages and mathematics are provided through remedial classes. Moreover, underperforming junior form students are provided support from the Guidance Committee to strengthen their motivation in studies. Additionally, we offer enrichment classes to enhance gifted students' interests. We also nominate and subsidize students to participate in different enrichment courses organised by local universities to stretch their potentials.</div>
Whole School Approach to Integrated Education: <div>Our school adopts the Whole-School Approach to Integrated Education. Led by the Special Educational Needs Coordinator. The Special Educational Needs Support Committee provides support to students with Special Educational Needs (SEN) in different areas. Our intervention strategies include administering accommodations on homework and examinations, and providing on-site professional services. The committee works closely with parents, teachers and professionals such as educational psychologists, speech therapists, art therapists and social workers to provide SEN students with the best support. Additionally, teachers are encouraged to receive related training for professional development.</div>
Measures to Provide Adaptation for Learning and Assessment: <div>Two examinations are held annually, one in each term. Daily performances, such as homework assignments, term tests, study projects, etc., serve as continuous assessments.</div>

Home-School Co-operation and School Ethos
Home-School Co-operation: The school values home-school cooperation and proactively strengthens the bond with parents. In collaboration with the Parent Teacher Association (PTA), thematic activities such as seminars, parent talks, workshops, and outings are held annually. Parents’ voices are welcome through direct communication with the school personnel and in consultative meetings organised by the PTA. The firmly established home-school partnership facilitates the holistic development of our students.
School Ethos: With the love from Jesus Christ, our school emphasises providing students with holistic education and helping students build good conduct and self-discipline under the school motto: Learnedness, Love, Dedication and Integrity. Peer support comes from the Student Helpers Scheme and Angel Project, whereby senior students help their younger schoolmates in the junior classes to adapt to campus life. The harmonious teacher-student relationship is also conducive to creating a trusting and caring atmosphere at school.
Future Development
School Development Plan: 1. To nurture students to be proactive and positive learners. 2. To develop students' leadership. 3. To further advance students' English ability.
Teacher Professional Training and Development: The Staff Development Committee holds school-based staff development seminars and workshops to meet the teachers' professional needs. They are also encouraged to attend external training courses for perspectives and enhancement.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
There are more than forty clubs including academic, religious, sports, service, and interest groups. The Students’ Association coordinates with the clubs and approves their budgets. Through club activities which are organised by the committees and mentored by teacher advisors, students are able to explore their potential, develop their strengths, and heighten their civic awareness.
School Facilities
Number of Classroom(s): 26
School Facilities: New facilities such as the Language and Innovation Techno Centre, Coral Aquarium and Aquaponics system have been installed to support STEM development and teaching. Special rooms include the School History Gallery, Computer Assisted Learning Room, Design & Technology Room, English Corner, Student Activity Centre, Library, Indoor Sports Hall, Career Room, and Self-study Room. The sports ground covers over 20,000 square feet (3 standard basketball courts) and may be used as a multipurpose training/game venue for basketball, soccer, handball, softball, volleyball, and archery, etc. Our sports facilities, have been enriched with the addition of Fitness Room and Climbing Wall, so that students get more chances to engage in new sports activities.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift, Accessible toilet and accessible public information / service counter.
Others
Our students demonstrate their talents in various competitions. Examples of awards obtained in 2023-2024 include South China Morning Post - Student Of The Year, HK Bar Association Debating Competition (Chinese) - Champion, Outstanding Students Association Award, Hong Kong EdCity - Chinese Master Award (Senior Secondary), The 39th Sing Tao Inter-School Debating Competition - Best Debater, Mathematics Project Competition for Secondary Schools - 1st Runner-up, The Hong Kong Mathematical High Achievers Selection Contest – 3rd Prize, Hong Kong Physics Olympiad – 2nd Prize, Outstanding Student Environmental Protection Ambassador – Gold Award, Hong Kong International Handbell Olympics (Intermediate) – Gold Award, Joint School Music Competition (Handbell and Handchime, Secondary) – Silver Award, AS Watson Group Hong Kong Student Sports Award, The Jockey Club “Flying High” Sports Programme 4th Inter-school Fitness Challenge Competition - Girls’ U14 Individual - Champion, Girls’ U19 Individual -1st Runner-up, Girls’ Group - 1st Runner-up, Overall - 2nd Runner-up, Grantham Outstanding Student Athletes Awards in Softball, Outstanding Athlete Award (All Round) of the HKSSF Tai Po and North District Secondary Schools Area, All HK Inter-Secondary Schools Softball Competition - Champion, U15 Softball Age Group Competition – 2nd Runner-up, Top Ten Schools In Girls Division of the HKSSF Tai Po and North District Secondary Schools Area.
Direct Public Transportation to School
By bus- K12, K17, K18, 71A, 71K, 72X, 73X, 74X, 75X, 271 By MTR- Tai Po Market Station