



五邑司徒浩中學
FDBWA Szeto Ho Secondary School

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School Mission

Our school emphasizes whole-person development which embraces the moral, intellectual, physical, social and aesthetic developments of every student.

School Information

Supervisor / Chairman of School Management Committee	Supervisor Tang Hon Chau, Michael		
Principal (with Qualifications / Experiences)	Ms. Fung Ka Wai (BBA, MEd, MSc)		
School Type	Aided	Student Gende	Co-ed
School Motto	Adoring Morality, Administering Conduct, Striving for Academic Excellence, Seeking for Reflection		
Name of Sponsoring Body	Five Districts Business Welfare Association		
Area Occupied by the School	About 6000 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		57
Total Number of Teachers in the School		59
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		86%
Bachelor Degree		54%
Master / Doctorate Degree or above		44%
Special Education Training		36%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
49%	15%	36%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Citizenship, Economics and Society (S.1), Life and Society (S.2-S.3), Geography, Creative Technology, Putonghua, Visual Arts, Chinese History, History, Integrated Science (S.1-S.2)*, Science (S.3 Biology, Chemistry, Physics), Business Fundamentals (S.3), Computer Literacy, Music, Physical Education, Technology and Living (S.1-S.2), Home Economics (S.3), Reading
	English as the Medium of Instruction	English Language, Mathematics, Language Across Curriculum (LAC) (S.1-S.2)
	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 & Social Development, Geography, Economics, History, Biology, Information & Communication Technology, Chemistry, Physics, Business, Accounting and Financial Studies (Accounting), Business, Accounting and Financial Studies (Business Management), Tourism & Hospitality Studies, Chinese History, Reading across Curriculum (S.4, S.6), Music, Visual Arts, Physical Education, Reading
	English as the medium of instruction	English Language
	Adopt a different medium of instruction by class or by group / school-based curriculum	Mathematics(Compulsory), Mathematics Extended Part Module 1 (Calculus and Statistics)

* 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, Citizenship, Economics and Society (S.1-S.2)*, Life and Society (S.3)*, Geography*, Creative Technology, Putonghua, Visual Arts, Chinese History, History*, Integrated Science (S.1-S.2)*, Science (S.3 Biology, Chemistry, Physics)*, Business Fundamentals (S.3)*, Computer Literacy*, Music, Physical Education, Technology and Living (S.1-S.3), Reading
	English as the Medium of Instruction	English Language, Mathematics, Language Across Curriculum (LAC) (S.1-S.2)
	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 & Social Development, Geography, Economics, History, Biology, Information & Communication Technology, Chemistry, Physics, Business, Accounting and Financial Studies (Accounting), Business, Accounting and Financial Studies (Business Management), Tourism & Hospitality Studies, Chinese History, Reading across Curriculum (S.4, S.6), Music, Visual Arts, Physical Education, Reading
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics(Compulsory), Mathematics Extended Part Module 1 (Calculus and Statistics)

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	-	-	-	\$310	\$310	\$310
Parent-Teacher Association Fee	\$20					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	Class association fee \$10, House fee \$15					

Remarks

With the implementation of the NSS curriculum, our school optimizes the class structure voluntarily by reducing the number of classes from 2010 onwards to provide students with a better and more spacious environment. Besides, to enhance teaching effectiveness and cater for learners' diversity, there are remedial classes in Chinese Language, English Language and Mathematics from F.1 to F.3 while F.4 to F.6 students (4 classes respectively) are split into 5 English Language groups after re-allocation of resources.

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 results 50%, Interview 30%, Conduct and attitude 10%, Extra-curricular activities and service 10%.
Orientation Activities and Healthy Life
Orientation activities are organized for S.1 students. There is Form One Orientation Day in mid-August and all the S.1 students should join the Summer Bridging Programme organized in August as well. In September, an Orientation Week is held so that students are familiarized with their new school life. We cultivate a healthy lifestyle for our students through dancing, gymnastics and different ball games in P.E. lessons.

School Characteristics
School Management
School's Major Concerns: To cater for learner diversity, foster proper values and attitudes of students and promote mental health amongst them.
School Management Organisation: There are committees and task groups working collaboratively to carry out the school policies. The "School Consultative Board" and the "School Administration Board" have been set up to discuss major issues about school development.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee was established in September 2007 for school planning and management.
School Green Policy: We widely use energy-saving electrical appliances. We separate waste like paper, plastic bottles and aluminum cans for recycling. We grow a lot of plants in the campus. Each class has to sign the Environmental Protection Charter. Some students are appointed Environmental Protection Ambassadors to promote conservation education.
Learning and Teaching Plan
Whole-school Language Policy: With the enforcement of fine-tuning on the Medium of Instruction Policy, our school allocates part of the lesson time of the extended English learning activities to some non-language learning subjects. For example, English is the Medium of Instruction of Mathematics for S.1-S.6. Different strategies are used to enhance the effectiveness of learning English and cater to learners' diversity, such as launching the Extensive Reading Scheme and setting up remedial classes. Throughout the year, various English activities such as English Week, English Award Day (Ice-Cream Day) and English morning assembly are being held. Our native English teacher (NET) helps organize different English activities and take up oral classes for students. S.1-S.2 students are required to take LAC in their lesson time. Also, collaboration projects in English Language, Mathematics and Integrated Science are launched in S.1-S.3.
Learning and Teaching Strategies: To improve the quality of learning and teaching, our school has been making effort to design a wide-ranging curriculum to cater for the diverse abilities of students. Split class teaching is adopted in the three core subjects, namely, English, Chinese and Mathematics. There are also Chinese, English and Mathematics enhancement classes in senior forms. Collaboration, peer observations and professional sharing are common among teachers. Other than the formal curriculum, our school also emphasizes the whole person development of students. Senior students are encouraged to participate in local & overseas study tours, which broaden students' horizons. Life and Society is one of the subjects in S.1-S.3. Various modes of teaching are used to cater for learners' diversity.
School-based Curriculum: 1. Electives: 3X. Eleven elective subjects in F.4 to F.6 are divided into 3 blocks and students should select one subject from both Block 1 and Block 2 respectively. Capable students can also choose M1 or Biology as their third elective subject. 2. Curriculum highlights: School-based curriculum includes Project Learning in Junior forms, reading lessons in all forms and "Language Across Curriculum" in F.1 and F.2 to enhance learning interest and English standards.
Major Renewed Emphases in the School Curriculum: 1. Reading to Learn: This "Reading Programme" aims to promote a reading culture. In order to cultivate the habit of reading different types of materials among students, the school implements interdisciplinary cooperation and allows students to read English books, moral and civic education materials, etc. during morning reading time. Additionally, to tie in the Three-Year Development Plan, different reading categories are established, e.g. high school students are arranged to share their reading experiences with the entire school, deepening reading, and different types of reading reward schemes. In recent years, the school has also actively promoted the "Cross KLA Reading Programme" and the "E-Reading Programme", utilizing the advantages of interdisciplinary collaboration and information technology to promote a culture of independent reading among students. 2. Information Technology for Interactive Learning: Students are encouraged to learn English via an online, self-access English learning platform. It enriches students' English vocabulary, enhances their social awareness and refines their listening, reading and writing skills. Google Classroom is employed and set up to facilitate online teaching and nurture students with self-learning ability. 3. Project Learning: Project Learning trains students' generic skills like collaboration skills, communication skills and creativity. It also develops in them a good learning attitude. In our school, at least one project learning activity is held for junior form students every year. Careful discussion is carried out to set the sub-title, direction and questionnaire. Analysis of the data collected is done before class presentation is given. 4. Moral & Civic Education: We foster student's positive values and attitudes through the learning and teaching of various key learning areas and the provision of relevant learning experiences. It promotes students' positive personal qualities and prepares them for citizenship. Besides, the Life Education Committee organizes various activities such as talks and group discussion in the assembly period to empower students to build a healthy, safe and positive life.
Life Planning Education: Careers and Life Planning Committee has set different themes for different forms, namely "Understanding oneself and people around" in S.1 and S.2, "Preparing themselves for senior secondary studies" in S.3, "Goal-setting" in S.4, "Reflection on the directions of career planning" in S.5 and "Career decision-making skills" in S.6. Moreover, group consultation sessions are provided for every S.3 and S.6 student to help them set their own goals. In order to help senior form students explore their future, we co-organize a variety of activities, workshops and talks with NGOs and tertiary institutions to help students develop their skills in interviewing, problem tackling and career planning in the future.
Student Support
Whole School Approach to Catering for Learner Diversity: Teachers vary their teaching methods and materials to cater for the diverse needs of students. Also, students are supported through small-class teaching, life programmes, co-curricular activities and social services. To cater for every individual's needs, there are 2 class teachers in S1 to S5.
Whole School Approach to Integrated Education: The Student Support Team of our school consists of 18 members, including the vice principal, a school social worker responsible for SEN students, team leaders, teachers of the Chinese Language, the English Language, Mathematics and Citizenship and Social Development along with teachers of the Discipline and Guidance Committee and the Life Planning Team. The Support Team members strive to promote a whole school approach in the school through the adoption of assessment accommodation, after-school remedial classes, individual counselling, peer support, etc. so as to cater for learner diversity among students, enhance the understanding of inclusiveness among our teachers and students and instill an inclusive culture. Our school has been providing a range of support for students with special needs by deploying learning support grants. Our support includes Individual Education Plans, various types of therapy sessions such as Speech Therapy, Music Therapy, Occupational Therapy, Art Therapy, as well as adventure activities, career life planning activities, Chinese and English writing classes, parent support groups, social skills training, assessment accommodation, etc. In addition, the school helps students adapt to school life and improve their social skills through joining various professional programmes, for example, The AIM Project, Student Mental Health Support Scheme and JC A-Connect. As a close relationship among parents, the school and students is of utmost importance, our school holds parents' meetings regularly to listen to the views of our parents, hoping that our students' needs are met on all fronts and they can grow healthily.
Measures to Provide Adaptation for Learning and Assessment: There are two examinations and two central tests in each school year and continuous assessments for all subjects. Our school designs different learning plans for students who have special education needs (SEN), as well as offering them special exam and test arrangements.

Home-School Co-operation and School Ethos
Home-School Co-operation: Our Parent-Teacher Association was set up in 2000 to promote a close home-school relationship. The association organizes various activities such as workshops, seminars and day camp for teachers, parents and students. Besides, a close liaison is maintained through the school website and periodic newsletters. Since 2007, parents may help in the management and policy making of our school by joining the Incorporated Management Committee.
School Ethos: The “Discipline-Counselling-in-One Policy” is adopted to reinforce our major concern and to build an atmosphere of “Love and Concern” . Personal Development Award Scheme and Star Award Scheme are carried out to encourage students to make progress and to develop them in moral, intellectual, physical, social and aesthetic education.
Future Development
School Development Plan: To facilitate self-directed learning and cater for learner diversity, various teaching strategies are adopted. Our school will focus on "Cultivating the right values and improving the mental health of students" in their growth and development. Through a systemic learning program, we aim to help students develop positive values, attitudes and improve their mental health and resilience.
Teacher Professional Training and Development: The teacher development committee designs sharing and training programmes for teachers. Teachers are well informed of the new changes in professional development and sponsored by school so that a sharing culture has been developed to enhance teaching effectiveness.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
Our school provides a variety of extra-curricular activities through more than 30 academic societies, interest groups, sports clubs and school teams which hold competitions and activities regularly to nurture positive thinking, exploit individual's potential and foster self-management ability.
School Facilities
Number of Classroom(s): 25
School Facilities: There are 25 classrooms and 19 special rooms including the MMLC, the computer room, E-Learning room, laboratories, art room and the library, all of which are air-conditioned and equipped with computer network, screens and Wi-Fi.
Facility(ies) for Supporting Students with Special Educational Needs: Accessible lift and MacBook Air: Students with Special Learning Difficulties (SLD) are allowed to use speech-to-text software (a built-in function in MacBook Air) in examinations. Occupational therapy kits are used to develop students' fine motor skills.
Others
Our school has a close liaison with parents and alumni. We benefit from their support in the school development.
Direct Public Transportation to School
Bus: 14D, 15, 15A, 16M, N29, 38, 93M, E22, 215X, 216M, 690, 694; MTR: Lam Tin MTR station.