



香港九龍塘基督教中華宣道會鄭榮之中學  
Christian Alliance Cheng Wing Gee College

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School Mission

Based on Christian ethos, the school advocates whole-person and balanced education in the areas of spirituality, ethics, intellect, physique, social skills and aesthetics. It is hoped that the students can develop self-confidence, self-discipline and self-learning spirit in a supportive and encouraging environment. At the same time, we aim to help our students learn the redemption gospel, understand life-guiding principles, learn to be well-mannered, think discreetly and show discernment, act swiftly and know how to contribute to the country as well as ultimately glorify God and benefit mankind.

School Information

Supervisor / Chairman of School Management Committee	Mr. Lee Hon Wah		
Principal (with Qualifications / Experiences)	Mr. Shum Kai Shing (BA, M.Phil, PGCE)		
School Type	Aided	Student Gende	Co-ed
School Motto	The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding.		
Name of Sponsoring Body	Kowloon Tong Church of the Chinese Christian and Missionary Alliance		
Area Occupied by the School	About 6500 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	

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

Number of Teaching Posts in the Approved Establishment		55
Total Number of Teachers in the School		62
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training		81%
Bachelor Degree		100%
Master / Doctorate Degree or above		22%
Special Education Training		50%
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
79%	5%	16%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	S.1-S.3: Chinese Language, Chinese History, Citizenship, Economics & Society, Biblical Knowledge, Putonghua (S.1 and S.2)
	English as the Medium of Instruction	S.1-S.3: English Language, Mathematics, Integrated Science, English for Fun (S.1)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	S.1: Geography, Around the World (School-based Project Learning), Music, Physical Education, STEAM Education, Visual Arts, Technology and Living S.2: Geography, Around the World (School-based Project Learning), Integrated Performing Arts, Technology and Living, Physical Education, STEAM Education S.3: Geography, Music, Physical Education, STEAM Education, Visual Arts, Technology and Living, Financial Literacy (School-based Curriculum), Citizenship, Economics and Society (Resources and Economic Activities)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese Literature, Chinese History, Citizenship and Social Development, Ethics & Religious Studies, Visual Arts, Health Management and Social Care, Physical Education, Biblical Knowledge
	English as the medium of instruction	English Language, Mathematics, Mathematics (M1&2), Physics, Chemistry, Biology, Information & Communication Technology, Business, Accounting & Financial Studies, Economics, Geography, Physical Education
	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	S.1-S.3: Chinese Language, Chinese History, Citizenship, Economics & Society, Biblical Knowledge, Putonghua (S.1 and S.2)
	English as the Medium of Instruction	S.1-S.3: English Language, Mathematics, Integrated Science, English for Fun (S.1)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	S.1: Geography, Around the World (School-based Project Learning), Music, Physical Education, STEAM Education, Visual Arts, Technology and Living S.2: Geography, Around the World (School-based Project Learning), Integrated Performing Arts, Technology and Living, Physical Education, STEAM Education S.3: Geography, Music, Physical Education, STEAM Education, Visual Arts, Technology and Living, Financial Literacy (School-based Curriculum), Citizenship, Economics and Society (Resources and Economic Activities)
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language, Chinese Literature, Chinese History, Citizenship and Social Development, Ethics & Religious Studies, Visual Arts, Health Management and Social Care, Physical Education, Biblical Knowledge
	English as the Medium of Instruction	English Language, Mathematics, Mathematics (M1&2), Physics, Chemistry, Biology, Information & Communication Technology, Business, Accounting & Financial Studies, Economics, Geography, Physical Education
	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	5	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$290	\$290	\$290
Parent-Teacher Association Fee	\$50					
Student Union / Association Fee	\$40					
Approved Charges for Non-standard Items	House fee: \$20					
Other Charges / Fees	Replacement of Student Card \$26 Alumni Membership Fee \$50 (one-time payment)					

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). Criteria for S.1 Discretionary Places Admission: 1. EDB Rank Order and Internal Academic Performance 50%; 2. Conduct 15%; 3. Extra-curricular Activities / Service / External Awards / Talents 15%; 4. Performance in the interview 20%.
Orientation Activities and Healthy Life
To help S.1 students to adapt to secondary school life smoothly, our school organizes English bridging programme (including English, Mathematics, Science and Humanities), S.1 New Parent's Induction Day, Orientation day in summer, Orientation week in September and On-campus lunch arrangement (1st Term) for the newcomers. In order to help students to develop healthy lifestyle (physically, mentally, socially and spiritually), the school has established various departments, such as Religion and Outreaching Department, Guidance and Counselling Department, Civic, Moral, Nationalistic, Sex, Health and Environmental Education Department to organize rich and stimulating activities, such as hymn sharing, life education, Mental Health Week @ CWGC, ball games, thematic talks and workshops to promote positive and healthy lifestyle. Related guidelines and supervision are given to the supplier of lunch boxes and the tuck shop from time to time to ensure students have a balanced and healthy diet.

School Characteristics
School Management
<b>School's Major Concerns:</b> <div>1. To build a purpose-driven school in which all school stakeholders know their working focuses; 2. To help students develop good learning habits at junior levels and prepare themselves well for HKDSE examinations at senior levels; 3. To facilitate students to lead a balanced and wholesome living style; 4. To enable students to better understand themselves, set up personal goals and pursue their future studies and careers.</div>
<b>School Management Organisation:</b> <div>The staff and the Incorporated Management Committee members work collaboratively to set the school's development direction. Besides, teachers, students, parents and alumni can give their opinions through various channels to facilitate the school management and administration.</div>
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> <div>The IMC, formed on 30 August 2008, can enhance transparency and accountability of school administration, which helps the school to provide quality education.</div>
<b>School Green Policy:</b> <div>The school endeavours to establish an environmentally friendly campus by incorporating conservation and sustainable concepts in various areas: To organize environmentally friendly campaign such as “Inter-class Energy Conservation Competition” ; and, to promote “Paperless school” . For example, students are allowed to submit some assignments online.</div>
Learning and Teaching Plan
<b>Whole-school Language Policy:</b> <div>English is adopted as the MAIN medium of instructions at all levels (please refer to subjects offered in 2024/2025 and 2025/2026 for details). With the use of suitable teaching strategies, teachers help students grasp the curriculum contents. An English language-rich environment is established to uplift students’ English language proficiency. The school devotes to develop students' abilities in biliteracy and trilingualism.</div>
<b>Learning and Teaching Strategies:</b> <div>1. To implement a balanced curriculum of various disciplines with good coverage. Students are expected to take the initiative to learn, to be critical learners, and to acquire self-directed learning skills; 2. To implement different reading schemes at junior levels for nurturing students’ reading competency; 3. To implement STEAM education at junior levels to unleash students’ potentials in innovation; 4. To establish the S.1 “English for Fun” curriculum so as to cultivate students’ linguistic and artistic sentiment; 5. To offer S.2 Integrated Performing Arts curriculum to unleash students’ aesthetic potentials; 6. To enrich students' hands-on learning experiences outside classrooms through diversified subject activities such as visits, study tours, workshops and other learning experiences days so that they can broaden their learning horizon.</div>
<b>School-based Curriculum:</b> <div>1. Electives: 2X, 3X and 4X. The school curriculum aims at meeting the learning needs of students at different stages: Learning foundation and habits are built up through active participation at junior levels while various competencies and skills for future studies are equipped at senior levels. 2. Curriculum highlights: Basing on the abilities and interests of junior students, the junior curriculum, STEAM Education and S.2 Integrated Performing Arts curriculum are tailor-made for them to enhance their critical thinking skills and aesthetic cultivation.</div>
<b>Major Renewed Emphases in the School Curriculum:</b> <div>1. Reading across the Curriculum: (i) Students are expected to read in both Chinese and foreign languages. Award schemes are launched to encourage reading and sharing insights among students; (ii) Library lessons for language subjects are established. Morning reading sessions for widening the learning of subject knowledge, enhancing the language skills and developing the depth of reading to connect learning experiences are implemented; (iii) Students can learn and read through browsing the library website anytime and anywhere; (iv) Good books of various subjects are recommended to students to widen their reading horizon; (v) 'Reading Carnival' is organized to enhance students’ reading interest and competency. 2. Information Technology for Interactive and Self-directed Learning: (i) "Smart Interactive Touch Panels" for interactive learning and teaching are installed in classrooms; (ii) The library is developed to be an interactive learning center via information technology and the provision of online database; (iii) Various internet platforms for promoting self-directed learning via information technology are employed; (iv) STEAM education is implemented at junior levels to unleash students' potentials in innovation. 3. Project Learning: (i) Project learning is promoted and implemented to equip students with problem-solving and other generic skills; (ii) Junior students are required to conduct cross-curricular projects so as to experience self-learning and integration of knowledges and skills across disciplines. It is hoped that a solid foundation for senior secondary learning can be established. 4. Values Education: Departments specifically responsible for implementing values education in the school are set up. Basing on the Christian faith, departments and subjects work collaboratively to promote values education.</div>
<b>Life Planning Education:</b> <div>We believe that every child is unique and each has his/her own potential, talent, interests and dream. Our school-based "Career GPS" is geared to pave the road to success for all students. G-Get Set Goal: Aligned with the developmental needs of students, an array of life planning lessons with stipulated themes for each level is delivered, coupled with regular interviews offered by career teachers. Student's self-understanding is fostered along with goal setting and vocation shaping. Through on-going individual counseling and various career assessment tools, students are facilitated to integrate their personal traits and qualities with their study and career orientations. P-Power Up: Our annual Career Kaleidoscope provides students with invaluable opportunities to learn from alumni, business executives and professionals about their career pathways. Students are able to obtain first-hand knowledge about the contemporary job market requirements for better planning of their educational and career future at an early stage. In partnership with competent NGOs, business communities and professional associations, a wide range of quality experiential learning programmes are implemented to develop students’ attitudes, competencies and generic skills required in their future careers. S-Shine, Inside Out: Given the importance of life planning education to the holistic development of students, we grasp the opportunity when campus life plays a crucial role to students. What we anticipate is to integrate our life planning education with various schools' curriculum components to offer students a vast array of extended learning activities. Students are expected to recognize as well as exert their potentials and more importantly, promote their self-recognition and career maturity.</div>
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> <div>After school learning support classes and English enrichment classes are offered to students of different abilities to consolidate their foundation. Students' diversified learning needs are addressed by subjects in terms of appropriate teaching strategies. The SEN Student Support Team is responsible for taking care of students with special educational needs so that they can adapt to the school's learning environment and enjoy school life as soon as possible. An educational psychologist who assists in both remedial and developmental counselling work, comes to our school regularly. Our gifted students are also nominated to attend courses and competitions organized by own school and organizations outside to stretch their potentials.</div>
<b>Whole School Approach to Integrated Education:</b> <div>The SEN Student Support Department consists of the Principal, the Vice-principals, Special Educational Needs Coordinator, Special Educational Needs Support Teachers, Educational Psychologists, Social Workers Student Counsellor, etc. Aiming at implementing the One School Mindset, it is responsible for planning, promoting, and reviewing inclusive education. Also, all teachers are encouraged to enroll in relevant training courses to enhance not only their teaching and learning, but also their ability to give guidance and supports to students with SEN. In terms of students' learning diversities, our school will arrange trained teachers to conduct classroom research, implement support strategies ,and review. Thereby the students can engage in classroom learning. At the same time, students with SEN will be provided with special arrangements according to their needs for internal examinations and the corresponding application in HKDSE will be made, so that they can be treated with fair and objective assessments and feedbacks. The school makes good use of the Learning Support Grant to assist students with SEN in achieving all-round development. By providing targeted and diversified support services including speech therapy, study groups, social skills training, as well as various activities, such as volunteer training, visits, interest groups, etc., students' concentration, communication, and collaboration skills can be improved.</div>
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> <div>Our school provides additional support for NCS students to facilitate their learning of 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.</div>
Measures to Provide Adaptation for Learning and Assessment:

S.1-5 have 2 examinations and 2 uniform tests annually. Student assessment includes examinations, tests, daily assignments, project work and daily performance in classes. Accommodation in assessments and learning is made for students with special educational needs.

Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Our school attaches great importance on home-school co-operation. We have established a wide range of communication channels, activities, family trips, and workshops, so to encourage parents to actively participate as volunteers, participants, or judges in both school and external activities and competitions. Parents not only can accompany students in their growth, but also can learn and maintain family harmony, as well as physical and mental health. Our school parents also cooperate actively with teachers to create an excellent learning environment.
<b>School Ethos:</b> The school ethos is pure and genuine. Our students are self-disciplined, diligent and kind-hearted. The Student Support Committee coordinates all student support departments to shape a Christian valued culture for students’ growth. 'Holistic Development Review', 'Super Class Award Scheme', 'Outstanding Student Election', 'Competent Leader Award' and 'Student Voluntary Work Award Scheme' are organised every year to encourage students to have a broad and balanced development. Various Outstanding Student Awards aim to recognize students’ personal accomplishments and contributions to school and the community. A full-time counselling worker is employed to support students with special educational needs. The Parent-teacher Association and Alumni Association also participate enthusiastically in school activities and serve as volunteers from time to time. Teachers, parents, alumni and the school social workers work hand in hand to provide a caring school campus for students.
Future Development
<b>School Development Plan:</b> The school takes "Aim High, Reach Higher" as the theme for2025-2027 The annual major concerns are:  Major Concern1:Love and Care for One Another 1.1 To develop a healthy lifestyle that nourishes students' relationships with themselves and others via the "7 Well" initiative. 1.2 To cultivate students' well-being through Christian values of faith, hope, and love.  Major Concern 2: Be a Wise Learner 2.1 To foster stronger academic culture to promote students’ learning engagement and ownership with achievable goals 2.2 Employing teaching pedagogies to address students’ diversified learning needs  Major Concern 3: Be a Good Steward 3.1 Growing a “One School” Mindset 3.2 Paving a Path towards Professionalism 3.3 Building a Conducive School Campus  In addition, the school is placing more emphasis on promoting religious development on campus, with Bible classes being conducted in the form of fellowship for S.1 students. This allows students to learn about the gospel, experience fellowship life, and grow together.
<b>Teacher Professional Training and Development:</b> 1. Through organizing various educational workshops, teachers’ teaching effectiveness is enhanced, thus, teachers are empowered to promote life education. 2. Through arranging peer observation, teachers establish professional learning communities. 3. Through timetabling collaborative lesson planning, teachers optimize their teaching strategies. 4. Through arranging orientation and mentoring schemes for every new teacher, every new teacher adapts to the working environment and enhances their teaching effectiveness. 5. Through continuously releasing the latest information of training programmes, teachers can develop professional training and development upon teachers’ individual needs.
Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)
More than 60 extra-curricular activities are provided to students, including religion, academic, culture, sports, performing arts, interest groups and voluntary services. S.1 to S.5 students are encouraged to participate in at least one extra-curricular activity in sports or Performing Arts in order to develop their potentials. Students are encouraged to participate in at least 6 hours in community service once a year to show their support to the community. Professional coaches and instructors are employed to provide students with high quality training. Besides, the school actively engages in developing the potential of our students and empower them to become future leaders by providing relevant training, workshops and leadership camps actively engages in empowering students to become future leaders.
School Facilities
Number of Classroom(s): 40
<b>School Facilities:</b> There are 40 standard classrooms and special rooms such as Computer Learning Centre, eMaker Hub, Multi-purpose Room, Learning Oasts, Campus TV Studio and Gym Room in our school. Each room of the school is air-conditioned and connected to the school computer network. Smart interactive touch panels have been installed in 45 of our classrooms and special rooms to improve the learning effectiveness. Apart from providing reference books, the Hybrid Library offers online database, which facilitates students to learn anytime via the library website.
<b>Facility(ies) for Supporting Students with Special Educational Needs:</b> Accessible lift and Accessible toilet.
Others
Our students have gained very pleasing results in previous public examinations and have continued to improve. In the 2024 Hong Kong Diploma of Secondary Education Examination, our graduates attained: - an overall rate of Level 2 or above in the four core subjects: almost 100%; - an overall rate of Level 4 or above in Chinese Language, English Language & Mathematics subjects: nearly 45%; - an overall rate of Level 2 or above in all subjects: almost 100%; - the overall rate of Level 4 or above in all subjects: close to 45%; - Over 70% of students obtained a JUPAS offer.
Direct Public Transportation to School
Bus: 46P, 46S, 46X, 72A, 80, 80K, 81S, 82K, 85, 86B, 88K MTR: Tai Wai Station