



新界鄉議局元朗區中學

N.T. Heung Yee Kuk Yuen Long District Secondary School

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School Mission

The school strives to provide students with all-round education to inspire them to become responsible citizens and to be enthusiastic learners, developing their potential to the fullest extent so that they may cope with the challenge of the fast-changing world.

School Information

Supervisor / Chairman of School Management Committee	Ms. LI Wai-bing, Vickie (PEO (New Territories East))		
Principal (with Qualifications / Experiences)	Mr. YUEN Kwong-yip (B.Sc., P.C.Ed., Adv. PGDE (Distinction), M.A. (Dean's Honours List), Cert. in ECA Management (Credit))		
School Type	Gov	Student Gende	Co-ed
School Motto	(N.B. No English Translation)		
Name of Sponsoring Body	Education Bureau		
Area Occupied by the School	About 6000 Sq. M	Religion	
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	
Incorporated Management Committee	Not Applicable	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	54	
Total Number of Teachers in the School	55	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	96%	
Bachelor Degree	96%	
Master / Doctorate Degree or above	44%	
Special Education Training	49%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	> = 10 Years
16%	9%	75%

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), Putonghua, Chinese History
	English as the Medium of Instruction	English Language, Mathematics, Science (S.1, S.2 and S.3^), Computer Literacy, Technology for Life, Accounting and Economics (S.3), Geography, History, Music, Visual Arts, Physical Education ^S.3 Science (Biology Module, Chemistry Module and Physics Module)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Reading to Learn, Class Teacher Period
S.4 - S.6	Chinese as the Medium of Instruction	Using Cantonese as the medium of instruction: Chinese Language, Citizenship and Social Development, Chinese Literature (S.4 and S.6), Chinese History
	English as the medium of instruction	English Language, Mathematics, Mathematics (Extended Part- Module 2), Biology, Chemistry, Physics, Business, Accounting and Financial Studies (BAFS), Information and Communication Technology (S.4), Economics, Geography, History, Visual Arts, Physical Education
	Adopt a different medium of instruction by class or by group / school-based curriculum	Reading to Learn, Class Teacher Period, Other Learning Experiences (OLE)

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 and S.2), Putonghua, Chinese History
	English as the Medium of Instruction	English Language, Mathematics, Science (S.1, S.2 and S.3^), Computer Literacy, Technology for Life, Accounting and Economics (S.3), Geography, History, Music, Visual Arts, Physical Education ^S.3 Science (Biology Module, Chemistry Module and Physics Module)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Reading to Learn, Class Teacher Period
S.4 – S.6	Chinese as the Medium of Instruction	Using Cantonese as the medium of instruction: Chinese Language, Citizenship and Social Development, Chinese Literature, Chinese History
	English as the Medium of Instruction	English Language, Mathematics, Mathematics (Extended Part- Module 2), Biology, Chemistry, Physics, Business, Accounting and Financial Studies (BAFS), Information and Communication Technology, Economics, Geography, History, Visual Arts, Physical Education
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Reading to Learn, Class Teacher Period, Other Learning Experiences (OLE)

Class Structure & Chargeable Fees (2024/2025)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	5	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	-	-	-
Parent-Teacher Association Fee	\$80					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	\$153 ECA Fund (S.4-S.6 students only)					

Remarks

To boost students' Putonghua proficiency, teaching time for Putonghua in each class of S.1 to S.3 has been increased.

To enhance learning and teaching effectiveness as well as cater for students' diverse learning needs, five classes in S.4 are rearranged into six separate groups whereas four classes in each form (S.5-S.6) are rearranged into five separate groups.

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 for S.1 Discretionary Places: 1. Academic results (of both school examination results and the ranking shown in the Discretionary Places Rank Order List) [30%]. 2. Conduct [10%]. 3. Achievements in extra-curricular activities, voluntary service and remarkable performance in any non-academic aspects (including achievements in arts and sports etc.) [20%]. 4. Interview (conducted in both English and Cantonese) [40%]. Our school will offer interviews for all applicants.
Orientation Activities and Healthy Life
S.1 Orientation and S.1 Bridging Programme are conducted in late July and Mid-August every year. Caring Ambassador Programme is held to help S.1 students adapt to new learning environment and secondary school life. In order to help students achieve healthy development both physically and mentally, our school participates in Cross-schools Healthy School Programme and organizes a wide range of activities through Whole-person Development Committee.

School Characteristics
School Management
School's Major Concerns: <div><div>1. To empower students by enhancing their knowledge and skills to navigate future challenges and opportunities</div><div>2. To nurture students into patriotic and healthy citizens capable of achieving their life plans</div></div>
School Management Organisation: <div>The School Management Committee (SMC) was set up in 1999. It is comprised of a wide representation of stakeholders, including the Chairperson assigned by the Education Bureau, members of Heung Yee Kuk N.T., the Principal, representatives of teachers, parents, alumni and community members.</div>
Incorporated Management Committee / School Management Committee / Management Committee: <div>The School Council was established in 1969 and is now composed of 16 members, chaired by a member appointed by Heung Yee Kuk N.T..</div>
School Green Policy: <div>The school actively develops a green campus, enhances students' awareness of environmental protection especially in the issues of global warming and biodiversity, and promotes green practices among students through energy conservation activities.</div>
Learning and Teaching Plan
Whole-school Language Policy: <div>English is used as the main medium of instruction. (Please refer to 'Subject offered' 2024/25 and 2025/26 for details.)</div>
Learning and Teaching Strategies: <div>Our teaching staff is experienced teachers, possessing professional qualifications. They adopt interactive learning and teaching approaches. Various learning activities blended with different questioning techniques are utilized to inspire students' ways of thinking. Meanwhile, an enquiry approach is adopted to conduct project learning to encourage proactive learning among students and develop their generic skills. By encouraging students to actively engage in classroom learning activities, our school develops students' potential, helping them achieve the seven learning goals and foster their proper values and attitudes through values education. With the establishment of our Safeguarding National Security and National Security Education Committee, our school has fully implemented national security education (NSE). We have deepened students' understanding of the nation, strengthened their sense of national identity, law-abidingness and patriotism by integrating the national security-related curriculum into the present syllabuses of different academic subjects according to the 'Curriculum Framework of National Security Education in Hong Kong', implementing national security education through national security-related learning and teaching activities, and building a positive atmosphere on campus.</div>
School-based Curriculum: <div><div>1. Electives: 3X. (Please refer to 'Subject offered' 2024/25 and 2025/26 for details.)</div><div>2. Curriculum highlights: A Class Teacher Period, in which a variety of activities with various themes are adopted, is conducted every cycle to help students develop positive values and attitudes. 'Reading to Learn' Period aims to promote reading for pleasure and help students develop a good reading habit. It helps widen their horizons and instill positive values in them. 'Other Learning Experiences' Period allows students to broaden their horizons and promotes whole-person development in five areas: Values Education, Community Service, Career-related Experiences, Aesthetic Development and Physical Development.</div></div>
Major Renewed Emphases in the School Curriculum: <div><div>1. Values Education: We aim to develop positive values and attitudes of students, including perseverance, respect for others, responsibility, national identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence and filial piety, encouraging them to be responsible and law-abiding citizens, respect life and others, uphold the spirit of mutual love as well as care for others. Weekly flag-raising ceremonies, talks under the national flag and various activities are held to deepen students' understanding of national affairs so as to further enhance their sense of national identity. To safeguard national security, our school has fully implemented national security education to foster students' understanding of national security.</div><div>2. Reading to Learn: The Reading to Learn Committee comprising of teachers from various KLA works collaboratively to promote reading through the school-based Reading to Learn lessons. Tailor-made activities and online reading-related resources are adopted to nurture a wholesome reading habit in students and develop their reading skills.</div><div>3. Project Learning: Project learning is implemented in various subjects. Teachers play the role of learning facilitators. This programme can facilitate independent learning and cross-curricular learning. It can also foster life skills through experiential learning and develop students' generic skills such as problem-solving, critical thinking and information technology skills.</div><div>4. Information Technology for Interactive Learning: Computer subject is offered in all junior levels to better students' IT skills. Various IT elements such as computer programming, wireless network and e-learning platforms are widely used in all subjects. Our school provides students with useful information and learning materials through Google platforms to facilitate their learning effectiveness.</div></div>
Life Planning Education: <div>Our school emphasizes students' life planning. Apart from providing students with career guidance services, different activities are organized based on our school curriculum components and students' needs to ensure effective implementation of life planning education. Admission talks by tertiary institutions, career talks, alumni sharing sessions, talks for students and parents on SS subjects selections are organized to help students make informed choices on their learning and career goals. We also disseminate career information to let students keep abreast of the latest development in further studies. Students are provided with opportunities for career exploration to help them adapt to the transition from school to work. Our school provides students with useful information for further studies and career, and equips them with the appropriate attitudes through class teacher periods and morning assemblies so as to guide them to make a wise and responsible choice for their further studies and career, and contribute to society in the future.</div>
Student Support
Whole School Approach to Catering for Learner Diversity: <div>Group teaching is adopted to facilitate learning and teaching of core subjects, i.e. Chinese, English and Mathematics in S.2 and S.3. After-school tutorial sessions, summer tutorial courses as well as remedial and enhancement programmes are well planned and implemented to cater for learner diversity. The school social workers and teachers of the Student Support Team work collaboratively to organize seminars, workshops, etc. to enhance students' confidence and motivation. Careers and Life Planning Team provides students with guidance and the latest information about work and studies. The Pre-S.1 Bridging Programme and Caring Ambassador Scheme are held to help newcomers adapt to their new secondary school life. Our school has implemented a dual class teacher system to address students' learning, social and emotional needs, supporting students in settling into their new school life. Class teachers work jointly with the Counselling teachers, school social workers and education psychologist to provide students facing various difficulties with appropriate assistance and support. Parents concerned are kept well informed so as to maintain good communication.</div>
Whole School Approach to Integrated Education: <div>The school is committed to building an inclusive environment to cater for the educational needs of all students and to use school-based models to support students with special educational needs. Through home-school cooperation and resource allocation, the school provides students with appropriate and diversified support services to enhance their learning efficiency and communication skills which can help them integrate into campus life easily. The school has established the Student Support Team, which includes teachers and teaching assistants who have been trained in special education needs. The team maintains close contact with guidance teachers, discipline team teachers, language teachers, social workers, educational psychologists, speech therapists and the special education needs inspector of the Education Bureau. The team also works with other sections of the school to support students in need. The school flexibly allocates a variety of resources, including learning support grant, assessment services provided by the school-based speech therapist, Education Bureau and school-based educational psychologist, counseling services, and school-based integrated education programmes. The school provides special examination arrangements for students with special educational needs and helps them apply for the special examination arrangements in the HKDSE. Class teachers and all other teachers pay full attention to the students with special educational needs and assess their progress through classroom observation and academic performance. The school also purchases service such as music therapy services and learning skills workshop to enhance the care for students with special educational needs.</div>
Measures to Provide Adaptation for Learning and Assessment: <div>Academic assessments are divided into three categories:(1) Examinations: There are two examinations in each academic year – Mid-sessional and Sessional examinations; (2)Tests: Uniform Tests are conducted once per term; test scores are counted in examinations in junior forms;(3)Coursework Grade: Grades are given with reference to students' performance in tests, homework and lessons.</div>

Home-School Co-operation and School Ethos
Home-School Co-operation: Our teachers keep close contact with parents through making regular phone calls, meetings, school activities, school website and newsletters. Since the establishment of the Parent-Teacher Association in 1985, a variety of events have been held to enhance communication between the school and parents. For instance, picnics, talks and seminars for parents were held and scholarships funded by the PTA have also been established.
School Ethos: The school atmosphere is harmonious, peaceful and joyful. Students are self-disciplined, motivated and diligent. A good rapport between students and teachers is established. The school emphasizes students' whole person development, encouraging them to achieve outstanding performance in the following areas: academic, conduct, other learning experiences and service. Our students' outstanding performance has been recognized by the public. For years, many of our students have been selected as awardees in various outstanding selections including HKSAR Outstanding Students Selection, Grantham Scholars of the Year Award, Students of the Year Awards organized by SCMP and New Territories Outstanding Students Selection. The school provides a lot of opportunities for students to explore their potential to the fullest. Various exchange programs, including Mainland sister schools' visits, are held to deepen students' understanding of Chinese history and culture. Overseas trips and excursions relating to STEAM and English learning are also organized for students to widen their horizons and experience different cultures. Students are devoted to serving the community through voluntary work and service while their good deeds are highly appreciated. Our school aims to enable our students to become biliterate and trilingual, and develop their potential in physical and aesthetic domains.
Future Development
School Development Plan: 1. To empower students by enhancing their knowledge and skills to navigate future challenges and opportunities 2. To nurture our students into patriotic and healthy citizens capable of achieving their life plans
Teacher Professional Training and Development: Our school actively supports teachers to attend professional development courses, providing them with sufficient resources and various chances to enhance their professionalism. A series of Teachers' Professional Development Days are organized to offer good opportunities for teachers to take part in various training activities. The school also has encouraged teachers to foster a collaborative culture among the staff. For instance, collaborative lesson preparation is introduced in core subjects and Citizenship and Social Development; peer lesson observation is also implemented in individual subjects and across different subject disciplines. All these enhance teachers' professionalism effectively and efficiently.
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 40 clubs and teams. They are classified into four main domains: academic, interest, service and sports; providing students with various extra-curricular activities to enhance students' whole-person development. To nurture students' positive attitudes and promote healthy lifestyle, the 'One Person One Uniform Team' programme has been introduced in S.1.
School Facilities
Number of Classroom(s): 41
School Facilities: All classrooms are air-conditioned and have access to the computer network. An elevator reaches all levels of the school building. Apart from these, the school also possesses facilities including Multimedia Learning Centre, Campus TV Studio, Student Activity Room, Library, Basketball Court, Volleyball Court, Covered Playground, Guidance Room, Garden, Social Worker Room and Car Park.
Facility(ies) for Supporting Students with Special Educational Needs: Ramp, Accessible lift and Accessible toilet.
Others
Our school provides students with plenty opportunities to explore their potential to the fullest. For years, many of our students have been awarded prizes and scholarships in various outstanding students' selections. Also, students are provided with chances to take part in various exchange programs to widen their horizons, experience the cultures of different countries and develop their interpersonal and self-management skills. The school strongly encourages students to participate in open and inter-school competitions to bolster students' self-confidence and boost their determination in striving for excellence.
Direct Public Transportation to School
MTR Tuen Ma Line (Long Ping Station), MTR Light Rail (Fung Nin Road Station), buses and minibuses going along Castle Peak Road in Yuen Long