



元朗天主教中學

Yuen Long Catholic Secondary School

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School Mission

Embracing Christ's love and the ideal of whole person education, teachers and students co-operate to build up the culture of mutual respect. Our school mission is committed to providing quality education to foster students' multiple intelligence and cultivate their life-long learning attitude and Christian values.

School Information

Supervisor / Chairman of School Management Committee	Rev. Ip Po Lam, Martin		
Principal (with Qualifications / Experiences)	Ms Wong Kin Yee (Master of Art)		
School Type	Aided	Student Gende	Co-ed
School Motto	The salt of the earth; the light of the world.		
Name of Sponsoring Body	Catholic Diocese of Hong Kong		Year of Commencement of Operation
Area Occupied by the School	About 4000 Sq. M	Religion	Catholicism
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes
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	
			50%

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	58
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	86%
Bachelor Degree	100%
Master / Doctorate Degree or above	57%
Special Education Training	71%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	5 - 9 Years
24%	3%
>= 10 Years	73%

Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Life and Society, Mathematics, Integrated Science, Geography, Chinese History, History, Religious and Moral Education, Computer Studies, Home Economics, Visual Arts, Design and Technology, Putonghua, Music, Physical Education and Assembly.
	English as the Medium of Instruction	English Language
	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, Mathematics, Citizenship and Social Development, Biology, Physics, Chemistry, Geography, History, Ethics and Religion, Information and Communication Technology, Tourism and Hospitality Studies, Business, Accounting and Financial Studies, Chinese History, Visual Arts, Design and Applied Technology, M1, Physical Education, Multiple Learning and Assembly.
	English as the medium of instruction	English Language
	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, Life and Society, Mathematics, Integrated Science, Geography, Chinese History, History, Religious and Moral Education, Computer Studies, Home Economics, Visual Arts, Design and Technology, Putonghua, Library Class, Music, Physical Education and Assembly.
	English as the Medium of Instruction	English Language
	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, Mathematics, Citizenship and Social Development, Biology, Physics, Chemistry, Geography, History, Ethics and Religion, Information and Communication Technology, Tourism and Hospitality Studies, Business, Accounting and Financial Studies, Chinese History, Visual Arts, Design and Applied Technology, M1, Physical Education and Multiple Learning.
	English as the Medium of Instruction	English Language
	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	3	3	3	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$40					
Student Union / Association Fee	\$30					
Approved Charges for Non-standard Items	-					
Other Charges / Fees	Student Union and House fee \$30					

Remarks

English learning elements are introduced in the subjects so on to expose students with specific language skills which are required in their subject learning. This practice aims to bridge students with their tertiary education needs. Applied Learning modules are offered to senior form students. Junior form students are grouped according to their abilities. Senior form students are divided into small classes based on their language or numeric abilities so as to further facilitate learning.

S.1 Admission, Orientation Activities & Healthy School Life

<p>Secondary One Admission</p> <p>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).</p> <p>Interview: 20%, Academic results of P.5 and P.6: 40%, Conduct:30%, Services, awards and extracurricular activities: 5%. Ties with school: 5%</p>
<p>Orientation Activities and Healthy Life</p> <p>The school runs a S.1 Initiation Programme, a tea-gathering cum seminar for S.1 entrants' parents every summer. The S.1 Initiation Programme consists of curriculum highlights, theme-based learning activities and experiential classes. They all aim at building up rapport among teachers and S.1 entrants, increasing their knowledge about the school and enhance their sense of belonging towards it so that the S.1 entrants can have a smooth transition to secondary school life.</p> <p>The tea-gathering cum seminar aims at giving parents a glimpse of how the school is run, how the secondary school life looks like, and the school's general expectations on students.</p> <p>The school places great emphasis on guiding the students to lead a healthy lifestyle. The tuck-shop operator has been advised to serve less fried foods, while the school-meal provider serves fruits in its meals.</p>

School Characteristics
School Management
<p>School's Major Concerns: Major Concerns I: Enhance student interaction through diverse learning modes and foster students' autonomy in learning. Major Concerns II: Strengthen value education through experiential learning activities, expand potential, and achieve holistic development.</p>
<p>School Management Organisation: An Incorporated Management Committee has been set up. The School Managers are elites from the education and professional sectors. A Father assumes the position of School Supervisor, who generally heads the school. The School Development Committee advises the Principal on matters concerning school development. The SDC oversees the Student Nurturing Committee and the Learning & Teaching Committee, which support the overall development of the school.</p>
<p>Incorporated Management Committee / School Management Committee / Management Committee: The IMC has been set up in 2015.</p>
<p>School Green Policy: The school encourages students to go green. Recycling bins have been placed on campus to facilitate the recycling of paper, plastic articles and aluminum cans. The school kitchen also serves students with hot meals.</p>
Learning and Teaching Plan
<p>Whole-school Language Policy: Cantonese has been adopted as the medium of instruction. The school has hired a Native English Teacher (NET) to support students' language learning. The school is committed to implementing its "Biliteracy and Trilingualism" policy through designing a school-based curriculum, undertaking cross-disciplinary collaboration, competing in English debates, competing in the Speech Festival and running Putonghua activities. English Enhancement Classes, English Remedial Classes, and English Speaking Classes are frequently run to polish up students' proficiency levels. English morning assemblies are held on Tuesdays and Thursdays.</p>
<p>Learning and Teaching Strategies: 1. Emphasis is laid on developing students' language competence. Curricula are designed based on the EDB's 8 Key Learning Areas and it covers the 4 key tasks outlined in Curriculum Reforms. The school-based curriculum is built upon and adapted from the official curriculum. 2. Curriculum Integration and cross-subject activities are implemented to enhance the learning and teaching outcomes. 3. Developing students' interests and habits in extensive reading through subscribing to digital reading platforms (e.g. Hyread e-book), running 'Good book recommendation' sessions by teachers and students, running a league table for active readers, voting for the 10 must-read books, running inter-class board decoration competitions, running slogan-design competitions for the promotion of extensive reading, and running subject-based extensive reading schemes. 4. Developing learners' autonomy through incorporating IT elements in teaching.</p>
<p>School-based Curriculum: 1. Electives: 2X and 3X. Elective subjects on offer include Biology, Physics, Chemistry, Tourism and Hospitality, Design and Applied Technology, History, Chinese History, Geography, Visual Arts, Information and Communication Technology, Business, Accounting and Financial Studies, M1, Religious and Moral Education, etc. 2. Curriculum highlights: Seminars, workshops, and outbound activities, etc are run during Weekly Assemblies to enrich students' learning experiences at school. To realize the vision of the NSS curriculum, the school runs 'Other Learning Experiences' activities and 'Applied Learning' Courses, etc on the purpose of diversifying learning experiences and helping students to build up their CVs. In Junior Forms, Project-based Learning are implemented to develop the generic skills indispensable for completing the assigned tasks.</p>
<p>Major Renewed Emphases in the School Curriculum: First, emphasis will be placed on boosting classroom interaction in the hope of consolidating knowledge and developing generic skills, with the ultimate goal of enhancing the learning outcome. Second, coursework design will be refined to help students build up the habit of working on assignments at home, thereby promoting learners' autonomy. Third, the strategy of 'reading through multi-modal channels' will be carried out to further their joy in reading and promote 'learning through reading'. In terms of addressing learners' diversity, the school-curriculum will be reviewed and adapted to fit local learning needs with the ultimate goal of enhancing classroom learning outcome. During the process, teaching activities to be conducted will be tuned to make them better align to the learning objectives and better address local learning needs. At the same time, electronic resources, web resources, and the self-access learning platforms available on the market will be harnessed and incorporated into everyday teaching. Finally, after-school tutorials will be run to offer support to learners in needs to enrich their overall learning experiences. As for the respect of students' moral development, the primary object in the present school-year will be furthering values education and unleashing potential by means of experiential learning. The school will try to foster a positive vibe on the campus to boost students' intrinsic motivation to learn. The positive vibe will be materialized through beautifying the campus, morning assemblies, workshops and themed activities. Also, school-based values education will be offered through a whole-school approach, with an emphasis on following up on feedback and evaluation results.</p>
<p>Life Planning Education: The Career Team systematically runs a wide range of career-counselling programmes to S.1 to S.6 students to realize its vision in Life Planning Education. Programmes on offer include seminars, workshops, mock exams, internships, corporate visits, exchange programmes, mentorship programmes, and mock job interviews, etc.</p>
Student Support
<p>Whole School Approach to Catering for Learner Diversity: S.1 entrants are streamed on the basis of their attainments in the Attainment Tests so as to take good care of learners' diversity. For the sake of supporting struggling students and stretching the potential of more able learners, after-school Learning Support Groups, Enhancement Classes, Remedial Classes, tutorials and training courses are offered. Teachers would also run supplementary classes for S.4 and S.6 during holidays and after-school. The school has also set up task forces to support NCS, SEN students, and NAS. Their particular learning needs are addressed by gatherings, internal and external activities, psychological and emotional counselling, English Language and Chinese Language classes, etc. Learning Support For Non-Chinese Students (NCS): Chinese language courses run in small-groups or in a pull-out fashion, after-school learning support and group activities. Learning Support for New Arrival Students (NAC): English classes, Cantonese classes, Conventional Chinese Characters classes, and NAS Adaptation Programmes.</p>
<p>Whole School Approach to Integrated Education: The school has set up a Student Support Team to address the particular needs of SEN students. The team comprises 3 teachers and 3 social workers. They support SEN students by running enhancement and remedial classes, carrying out teaching and assessment adjustments, offering counselling, running social groups, offering speech therapy, designing IEPs, referring to Educational Psychologists for assessment and counselling, having parents' meetings and running exam-preparation classes. Also, our school offers a range of support to Non-Chinese Speaking students through the 'Grants for Supporting Non-Chinese Speaking Students with Special Educational Needs'.</p>
<p>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; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents.</p>
<p>Measures to Provide Adaptation for Learning and Assessment: Uniform Tests and 2 examinations are administered every school year. The school values continuous assessments and employs multi-modal assessments to monitor students' learning progress. Classroom performance, SBAs and coursework have been incorporated as assessment components.</p>

Home-School Co-operation and School Ethos
<p>Home-School Co-operation:</p> <p>The Parent-Teacher Association and its subsidiary Parents' Voluntary Services Group provide the school with indispensable support for its development. The Parent-Teacher Association runs seminars, parents' meetings, workshops, tea-gatherings and picnics. Not only do these events promote parent-school communications and exchanges, they also build up rapport between the two parties and enhance student and parents' sense of belonging towards the school.</p> <p>Parent volunteers also lend their support in organizing school functions, such as school uniform redistribution, bazaars, meal tasting for lunchboxes.</p>
<p>School Ethos:</p> <ol style="list-style-type: none"> 1. Whole-school Class-Management Plans: Development Programmes, Leadership Development, Voluntary Services, teacher-student gatherings and dual form-teacher systems, etc. These measures form an extensive support network for students when they are in hard times, and guide them back to the straight and narrow; 2. "Adventure-based Counselling" and "Small Group Counselling": Assisting students to overcome the challenges they encountered in their study and in personal development; 3. A "Discipline cum Counselling" approach to nurture our students; 4. The Religious Affairs and Moral Education Team runs morning assemblies and monthly gatherings to foster students' spiritual development.
Future Development
<p>School Development Plan:</p> <ol style="list-style-type: none"> 1. To foster a positive learning vibe through employing a whole-school approach to disciplining and counselling; To support students' personal development through encouraging them to actively take part in extra-curricular activities and in leadership development programmes 2. To develop students as autonomous and self-regulated learners; 3. To promote a school culture of professional exchanges; 4. To develop school-based curricula for enhancing students' learning outcome.
<p>Teacher Professional Training and Development:</p> <ol style="list-style-type: none"> 1. Teachers are encouraged to participate in different professional development seminars and workshops to meet the school's needs; 2. Lesson observations are carried out to improve teaching effectiveness.
<p>Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)</p> <p>The school runs "Other Learning Experiences" activities so as to offer students a wider exposure to values education and social services, thereby facilitating their career, artistic and physical development. The senior secondary curriculum (with certificates awarded) comprises: "Fitness (Basic) Class", "Cosmetics and Make-up Class", "Barista Class", "Reels Production Classes", "Healthcare (Basic) Class", "Painting Class". On the other hand, there are 21 co-curricular activities on provision, which include: Frisbee, Thai Boxing, K-pop Dance, Oriental Dance, Busking, Band, Pottery, iPad Drawing, Science, Handcrafts, STEM, Boardgames and Cardgames, Magic, etc. They all aim at developing students' non-intellect talents and unleashing their potential.</p>
School Facilities
Number of Classroom(s): 27
<p>School Facilities:</p> <p>The school premises consist of 27 classrooms, a Discipline Room, a Guidance Room, an English Room, a meeting room, 2 Assisted Learning Rooms, and a number of Special Rooms (e.g. a Computer Room, an Information Technology Learning Room, an Integrated Science Laboratory, Biology, Chemistry and Physics Laboratories, a Music Room, a Visual Arts Room, a Home Economics Room, a Religious Room, a Design & Technology Room, a campus TV studio, a Student Activities Centre, a library, a Parent Resources Room, a Covered Basketball Court, a School Hall, a religious room, a gymnasium, a Tuck shop, an on-site kitchen, and a hydroponic farming block.</p>
<p>Facility(ies) for Supporting Students with Special Educational Needs:</p> <p>Ramp, Accessible lift, Accessible toilet and tactile guide path plan.</p>
Others
<p>Our students have reaped awards and prizes in Hong Kong Schools Music Festivals, Hong Kong Schools Dance Festivals, Hong Kong School Speech Festivals, debating contests, IT Project Design Competition, and many other external events. Our students have also been awarded "Yuen [Long District Model Student".</p> <p>The school runs outbound and mainland exchange tours to enrich students' knowledge about the home country and its culture, which include: "South Korea Exchange Tour", "Taiwan Exchange Tour", "Okinawa Exchange Tour", "Chang Sha Exchange Tour", "Sichuan Exchange Tour", "NingPo Exchange Tour", "S.5 Mainland Visit", "Zhuhai Aviation Trip", etc. These tours and visits have helped instilled a global vision into our students, and strengthened the recognition of their national identity and sense of national pride.</p> <p>The school has also launched a number of award schemes to recognize students' achievements, which include: "Yuenteenian Award Scheme", "Award for Outstanding Academic Achievements", "St Peter's Improvement Award", "St Peter's Reading Award", "St Peter's Extra-curricular Activities Award", "St Peter's Service Award", "St Peter's Conduct Award", "Alumni Association Scholarships", "PTA Scholarships", etc.</p>
Direct Public Transportation to School
<p>Tuen Ma Line – Long Ping Station: about 5 mins (on foot)</p> <p>Light Rail – Shui Pin Wai Station: about 1 min (on foot)</p> <p>Lok Ma Chau Control Point: about 30 mins</p> <p>Lo Wu Control Point: 35 mins</p> <p>Shenzhen Bay Control Point: about 50 mins</p> <p>Bus stops: B1 (Lok Ma Chau Control Point) and B2 (Shenzhen Bay Control Point): about 1 min</p> <p>Bus routes: 64K, 68A, 68X, 268B, 268C, 268X, 269D, 276, 276P, K65 (Light Rail Feeder Bus)</p> <p>Light Rail Lines: 610, 614, 615, 761P</p>