



官立嘉道理爵士中學 (西九龍)

Sir Ellis Kadoorie Secondary School (West Kowloon)

22 Hoi Fan Road, Tai Kok Tsui, Kowloon

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### School Mission

Appreciating the cultural diversity of the students and reflecting on the changing demands of the modern world, the school aims at the holistic development of all students to enable them to become lifelong learners and valuable members of the local and global community.

### School Information

Supervisor / Chairman of School Management Committee	Mr. Cheng Kwok Yan, Brian (PEO)		
Principal (with Qualifications / Experiences)	Mr. Lee Tung Ching (Master of Chinese Language and Literature)		
School Type	Gov	Student Gende	Co-ed
School Motto	Carpe Diem (Seize the Day)		
Name of Sponsoring Body	Education Bureau		
Area Occupied by the School	About 7741 Sq. M	Religion	Not Applicable
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes
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	-

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

Number of Teaching Posts in the Approved Establishment	44	
Total Number of Teachers in the School	48	
Qualifications and Professional Training (% of Teaching Staff)		
Had Received Teacher Training	90%	
Bachelor Degree	100%	
Master / Doctorate Degree or above	49%	
Special Education Training	49%	
Years of Experience (% of Teaching Staff)		
0 - 4 Years	5 - 9 Years	>= 10 Years
17%	17%	66%

### Subjects Offered in the 2024/2025 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language (HKDSE); Chinese for Non-Chinese Speaking Students; Chinese History (S.1 - S.3); Putonghua; Advanced Putonghua (S.1 - S.3)
	English as the Medium of Instruction	English Language; Mathematics; Citizenship, Economics and Society (S.1); Life and Society (S.2 - S.3); Geography; Science; Computer and Information Technology; Home Economics; Music; Visual Arts; Physical Education; Class Period
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Other Languages: Advanced Putonghua (S.1 - S.3), French (S.1 - S.3), Hindi (S.1 - S.3), Urdu (S.1 - S.3)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language (HKDSE); Chinese for Non-Chinese Speaking Students
	English as the medium of instruction	English Language; Mathematics; Mathematics Extended Part (Module 1) (S.4 & S.6); Physics; Chemistry; Biology; Economics; Business, Accounting and Financial Studies; Tourism & Hospitality Studies; Information and Communication Technology; Geography; Visual Arts; Physical Education; Other Learning Experiences; Class Period
	Adopt a different medium of instruction by class or by group / school-based curriculum	Citizenship and Social Development

## Subjects to be Offered in the 2025/2026 School Year

S.1 – S.3	Chinese as the Medium of Instruction	Chinese Language (HKDSE); Chinese for Non-Chinese Speaking Students; Chinese History (S.1 - S.3); Putonghua; Advanced Putonghua (S.1 - S.3)
	English as the Medium of Instruction	English Language; Mathematics; Citizenship, Economics and Society (S.1 - S.2); Life and Society (S.3); Geography; Science; Computer and Information Technology; Home Economics; Music; Visual Arts; Physical Education; Class Period
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Other Languages: Advanced Putonghua (S.1 - S.3), French (S.1 - S.3), Hindi (S.1 - S.3), Urdu (S.1 - S.3)
S.4 – S.6	Chinese as the Medium of Instruction	Chinese Language (HKDSE); Chinese for Non-Chinese Speaking Students; Chinese History (S.4)
	English as the Medium of Instruction	English Language; Mathematics; Mathematics Extended Part (Module 1) (S.4, S.5); Physics; Chemistry; Biology; Economics; Business, Accounting and Financial Studies; Tourism & Hospitality Studies; Information & Communication Technology; Geography; Visual Arts; Physical Education; Other Learning Experiences; Class Period (Other Electives to be confirmed)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Citizenship and Social Development

### Class Structure & Chargeable Fees (2024/2025)

	S1	S2	S3	S4	S5	S6
No. of Classes	3	3	3	3	3	3
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	-	-	-
Parent-Teacher Association Fee	\$100					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	SBM Fee \$150					
Other Charges / Fees	ECA Fund (S.4 to S.6): \$153					

### Remarks

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### S.1 Admission, Orientation Activities & Healthy School Life

<p><b>Secondary One Admission</b></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). Admission criteria and weightings for S.1 Discretionary Places are as follows: Discretionary Places Rank Order List (provided by EDB) 45%, Conduct 25%, Language Ability 15%, Awards/Interests/Services 10%, Parent/Sibling has studied/is studying in the school 5%.</p>
<p><b>Orientation Activities and Healthy Life</b></p> <p>Orientation Camp and Bridging Courses are organized for new S.1 students. Orientation Day is arranged for all S.1 students and newly admitted students of other levels. Messages on how to live a healthy lifestyle are conveyed through Health Education, Physical Education, Home Economics and other activities.</p>

<b>School Characteristics</b>
<b>School Management</b>
<p><b>School's Major Concerns:</b></p> <ol style="list-style-type: none"> <li>1. Enhancing learning competence;</li> <li>2. Building positive character.</li> </ol>
<p><b>School Management Organisation:</b></p> <p>Our school adopts school-based management. The School Management Committee is the major decision-making body of the school. A School Improvement Team (SIT), which is composed of the Principal, assistant principals, functional team heads and teacher representatives, has been set up to steer the direction of school development and formulate school policies. Headed by the Principal and assistant principals, various school teams and committees make every endeavor to implement the school policies.</p>
<p><b>Incorporated Management Committee / School Management Committee / Management Committee:</b></p> <p>The School Management Committee was set up to review the school's annual plan and major concerns. The committee comprises the chairperson, PEO from EDB, the Principal, 2 teacher representatives, 2 parent representatives, 1 alumni representative and 2 representatives from the social sector.</p>
<p><b>School Green Policy:</b></p> <p>One-class-one-flower Scheme, Student Environmental Protection Ambassador.</p>
<b>Learning and Teaching Plan</b>
<p><b>Whole-school Language Policy:</b></p> <p>To cater for the need of students of different nationalities, English is the major medium of instruction. Chinese Language (S.1-S.6) and NCS Chinese Language (S.1-S.6) are core subjects. Local Chinese students are streamed into groups adopting English or Chinese as a medium of instruction according to students' language abilities.</p>
<p><b>Learning and Teaching Strategies:</b></p> <p>To promote holistic development in students, the school has been adopting cross-curricular education, diversified teaching pedagogy and a variety of extra-curricular activities on top of the teaching of core subjects for the development of national and moral education, civic responsibility and cultural harmony in students. The school has provided a well-balanced and inspiring learning environment to meet the needs of learning diversity and educational reforms. To enable students to develop their reading habit, the school has organized reading schemes in order to develop students' language abilities and values conducive to lifelong learning.</p>
<p><b>School-based Curriculum:</b></p> <ol style="list-style-type: none"> <li>1. Electives: 2X and 3X. (3X for more able students)</li> </ol> <p>A multitude of subject combinations is devised from different key learning areas postulated by Education Bureau. (Please refer to the school website.)</p> <ol style="list-style-type: none"> <li>2. Curriculum highlights: The school takes into consideration the needs and capabilities of students to design appropriate curricula to enhance effective learning and teaching.</li> </ol> <p>Our school has offered Citizenship, Economics and Society (S.1) and Life &amp; Society (S.2 - S.3) in junior levels which aims to provide foundation knowledge and skills for students so as to ensure a good interface for their studies in senior Citizenship and Social Development, Economics, and BAFS. Besides, various language curricula including IGCSE (Chi.), Advanced Putonghua, French, Hindi &amp; Urdu (S.1 - S.3) are offered to students and Other Learning Experiences lessons are arranged for S.4 &amp; S.5 students in order to excel their potential/talents.</p>
<p><b>Major Renewed Emphases in the School Curriculum:</b></p> <ol style="list-style-type: none"> <li>1. To optimize students' learning capacity</li> <li>2. To develop Innovative Education</li> <li>3. To enrich National Education</li> <li>4. To nurture students' positive values and attitudes</li> <li>5. To lead a healthy lifestyle</li> <li>6. To nurture students to be responsible citizens with a sense of local, national and global identity</li> </ol>
<p><b>Life Planning Education:</b></p> <p>The school is committed to providing effective career and life planning education to students in order to facilitate them to achieve life-long career development which includes both academic pursuit and choice of career path:</p> <ol style="list-style-type: none"> <li>1. Promoting students' self-understanding and life-planning skills. Life-planning workshops with school-based vertical curriculum, together with relevant OLE activities are arranged for students of different levels.</li> <li>2. Providing students with knowledge about the world of work. Various career-related activities/programmes are organized for students.</li> <li>3. Providing guidance to S.3 students in the process of choosing NSS elective subjects. Talk on S.4 Subject Selection, taster programmes, sharing on study experiences, etc. are conducted for all S.3 students.</li> <li>4. Paving the multiple pathways for senior form students. Career talks on multiple pathways, seminars on careers planning and further education opportunities, workshops on interviewing skills, individual and group guidance, etc. are arranged for senior form students.</li> </ol>
<b>Student Support</b>
<p><b>Whole School Approach to Catering for Learner Diversity:</b></p> <p>English is the medium of instruction as well as a medium of communication for students of various nationalities in the school. Subject studies as well as cross-curricular education, are implemented through activity-based learning programmes. A wide range of extra-curricular activities is arranged to cultivate positive values like respecting for other cultures and to build up the harmonious environment for different racial groups in the school.</p>
<p><b>Whole School Approach to Integrated Education:</b></p> <ol style="list-style-type: none"> <li>1. The Student Support Team of our school has been established which consists of Vice-principal, Guidance Mistress, Special Educational Needs Coordinator (SENCO), school social workers, experienced guidance teachers and teaching assistants. The team formulates measures to cater for the needs of SEN students. Educational Psychologist (EP) is involved in the case meeting and renders advice for follow-up actions.</li> <li>2. After obtaining parent's consent, the school will collect the information of all the new SEN students in order to have early identification of their special educational needs and provide appropriate support. Besides, the school will refer those suspected SEN students to EP for further assessment.</li> <li>3. Teachers assess the learning progress of SEN students through observation in class and students' academic performance. Our school also makes full use of the learning support grant to get services from outside professional bodies such as training in social skills and speech therapy services as reinforcing support for SEN students. For non-Chinese speaking students, the school uses the 'Support Grant for Non-Chinese Speaking Students with Special Educational Needs' to hire teaching assistants and outsource language and interest courses to strengthen students' communication and social support, which further enhance their integration into the community.</li> </ol>
<p><b>Education Support for Non-Chinese Speaking (NCS) Students:</b></p> <p>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; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; and organising activities to create an inclusive learning environment in the school. Different Chinese language curriculums are provided for NCS students according to their learning abilities. School-based Chinese enhancement programmes are also arranged to help them prepare for the public examinations. Besides, some school-based support activities are organized to help them get familiar with the learning environment.</p>
<p><b>Measures to Provide Adaptation for Learning and Assessment:</b></p> <p>Tailor-made teaching materials are prepared to cater for learner diversity. Assessment for learning apart from examinations and term tests is introduced. Continuous assessments are based on students' performance in assignments and classroom learning.</p>

<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> Parents' Talks, Parents' Day, Parents' Night, Open Day, Learning Celebrations, Interest Classes, and Principal's Meetings with Parents are run to enhance home-school cooperation.
<b>School Ethos:</b> The school places great emphasis on students' discipline. The Discipline Committee, Guidance Committee and Social Workers of the school have been working collaboratively to facilitate students' growth and learning. Besides, students from S.1 to S.5 are looked after by both Class teachers and Assistant Class teachers. Every year, a "Rainbow Life Programme" is implemented to help the new immigrants to adapt to the new environment in Hong Kong and to integrate into the Chinese culture. All students are required to take part in a Self Evaluation Scheme and a Goal Setting Scheme to do self-reflection and seek further improvement.
<b>Future Development</b>
<b>School Development Plan:</b> Our major concerns are: 1. Enhancing learning competence; 2. Building positive character.
<b>Teacher Professional Training and Development:</b> In addition to Staff Development Days, seminars, workshops, visits, collaborative lesson preparation and sharing of teaching strategies are arranged for teachers' professional development and training with the support of special funding.
<b>Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)</b>
To cater for the diverse interest of students, there are 4 houses and around 21 clubs and interest groups classified according to 4 categories, academic, sports, interests, and services, to offer a great diversity of activities to students. Moreover, the school makes every effort to enhance students' other learning experiences beyond the classroom and greatly encourages them to take part in field trips, inter-school activities, and competitions to widen their horizons.
<b>School Facilities</b>
Number of Classroom(s): 24
<b>School Facilities:</b> Our school was built according to the most modern year 2000 (Y2K) design. There are 32 classrooms, 3 computer rooms, 5 laboratories, a music room, a visual arts room, a home management room, a needlework room, a library, a school hall, a mini-hall, an activity centre, 3 multipurpose rooms, a covered playground, a canteen, a culture square, a volleyball court, 3 basketball courts, a STEM room, a conference room, a staff room, a staff common room and some special rooms. Besides, a social workers' office, a counselling room, a fitness room, a reading room, a teaching resource centre and plentiful open areas with special garden landscape design are also provided.
<b>Facility(ies) for Supporting Students with Special Educational Needs:</b> Accessible lift, Accessible toilet and tactile guide path plan.
<b>Others</b>
To cater to the interest and needs of students, the school is going to strengthen the development on the following areas: Performing Arts Education, Sports Training, Careers Life Planning and Other Languages.
<b>Direct Public Transportation to School</b>
MTR: Nam Cheong Station (Exit C), Olympics Station (Exit A); Minibus No.: 46, 70, 78.