



中華基督教會馮梁結紀念中學
CCC Fung Leung Kit Memorial Secondary School

新界大埔寶湖道22號

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辦學宗旨

提供全人教育，藉基督教信仰建立價值觀及服務精神，發揮學生個人潛能，建立自尊感，培訓其獨立思考能力、批判能力及創造力。本校致力提升學生語文能力，並積極推展科學科技教育，培育新一代成為具創意思維的人才。

學校資料

校監/校管會主席	歐陽志剛先生										
校長 (附學歷/資歷)	黃慧珊女士 (理學士、教育文憑、理碩士)										
學校類別	資助	學生性別	男女	創校年份	1987	家長教師會	有	學生會	-	舊生會/校友會	有
辦學團體	中華基督教會香港區會		校訓	明道律己好學立人							
宗教	基督教		學校佔地面積	約6000平方米		法團校董會	已成立				
校監和校董/官立學校學校管理委員會(校管會)主席和成員的培訓連標率											

2025/2026學年教師資料
(包括校長)

核准編制教師職位數目	53			全校教師總人數	53		
學歷及專業培訓 (佔全校教師人數%)							
已接受師資培訓	79%	學士	100%				
碩士、博士或以上	40%	特殊教育培訓	57%				
年資 (佔全校教師人數%)							
0至4年	5至9年	10年或以上					
41%	19%	40%					

2025/2026 學年開設科目

2026/2027 學年擬開設科目

以中文為教學語言	中國語文、普通話、中國歷史、數學*、綜合科學*、普通電腦*、基本商業*、音樂*、體育、宗教教育、生活與社會*、公民、經濟與社會*、歷史、地理、基本科技、視覺藝術*	中國語文、普通話、中國歷史、數學*、綜合科學*、普通電腦*、基本商業*、音樂*、體育、宗教教育、生活與社會*、公民、經濟與社會*、歷史、地理、基本科技、視覺藝術*
以英文為教學語言	英國語文	英國語文
按班別/組別訂定教學語言/校本課程	-	-
以中文為教學語言	中國語文、數學、公民與社會發展、宗教教育、體育、物理、經濟、視覺藝術、生物、資訊及通訊科技、「企業、會計與財務概論-會計」、「企業、會計與財務概論-商業管理」、設計與應用科技、化學、中國歷史、其他學習經歷、應用學習課程、「形象設計」先修課程	中國語文、數學、公民與社會發展、宗教教育、體育、物理、經濟、視覺藝術、生物、資訊及通訊科技、「企業、會計與財務概論-會計」、「企業、會計與財務概論-商業管理」、設計與應用科技、化學、中國歷史、其他學習經歷、應用學習課程、「形象設計」先修課程
以英文為教學語言	英國語文	英國語文
按班別/組別訂定教學語言/校本課程	-	-

2025/2026 班級結構及全年收費

* 有英語延展教學活動。

	中一	中二	中三	中四	中五	中六	備註
班數	3	3	3	3	4	4	本校推行大埔高中課程聯網計劃，與區內學校合辦聯校課程。本校開設視覺藝術，亦分別與職業訓練局及香港專業進修學院合作開辦應用學習課程；時裝形象設計、商用服務英語及流行音樂製作。每周安排兩節課堂讓學生參與校本設計的其他學習經歷課程，包括寵物護理、運動治療、數碼媒體製作、咖啡沖調證書課程等。為照顧學生學習多樣性，會按學生能力分組教學。
學費	-	-	-	-	-	-	
堂費	-	-	-	\$340	\$340	\$340	
非標準項目的核准收費	\$310						
家長教師會會費	\$40	學生會會費		-			
其他收費/費用	-						

中一入學、迎新活動及健康校園生活

中一入學	本校接受中一自行分配學位申請。本校參加中學學位分配辦法的統一派位 (適用於2026年9月升讀中一)。 中一入學： 1. 面試表現 (包括：儀容及禮貌、溝通能力、對本校的認識、興趣及日常生活習慣等) 30%； 2. 小五及小六學業成績 30%； 3. 小五及小六的操行、功過紀錄及評語 20%； 4. 其他表現 (包括：課外活動、服務及各類獎項) 20%。
迎新活動及健康生活	迎新活動： 1. 暑假期間舉辦「中一新生適應課程」，內容包括早會、班主任課、暑期功課輔導及新興活動等； 2. 開學前舉辦中一家長晚會，介紹學校政策，讓家長與班主任會面； 3. 關顧學生的身心靈發展，暑假期間與教會合辦暑期活動，內容包括：補習班及樂器班，讓學生正式入學前已在關愛的氣氛下適應中學校園生活； 4. 開學後，舉辦中一迎新活動、挑戰日營及家長講座，讓學生盡早投入中學生活。

學校特色
學校管理
學校關注事項： <div> <p>學校重視「全人教育」，強調培育學生自學自律精神。</p> <p>本年度發展計劃重點：</p> <ol style="list-style-type: none">加強學生國民身份認同； 培養學生健康的生活方式。 </div>
學校管理架構： <div> <p>設^有法團校董會，推行校本管理。校政委員會及多個部門及小組共同策劃及制訂學校發展方向。</p> <p>。透過策略性規劃、推行及評估的程序，不斷自我完善，促進學校發展。本校亦重視教師團隊精神，建立學習社群，並推行關愛文化。</p> </div>
法團校董會/校董會/學校管理委員會： <div> <p>本校已成立法團校董會，校董包括辦學團體校董、教師校董、家長校董、校友校董及獨立校董，承擔管理學校的責任。</p> </div>
環保政策： <div> <p>本校推行「綠色學校」計劃，安裝節能系統及環保設備。透過德育活動，藉以提高學生環保意識和培養對環境的責任感。</p> </div>
教學規劃
全校語文政策： <div> <p>校方安排高中學生在集會擔任司儀和分享，有助提升口語表達能力和增強他們的自信心。此外，學校安排不同活動藉以提升學生的中英文能力。中文方面：戲劇培訓、中文學會、書法班、中華文化週、語文比賽及全港校際朗誦比賽等。英文方面：中一級午膳英語活動、英語閣、英語周、校際英語朗誦比賽等。為提升初中學生之英語水平，本校於非語文科目推行英語延展教學活動，讓初中學生有系統地接觸相關學科的英語，達至「跨課程語文學習」。</p> </div>
學習和教學策略： <div> <p>本校教師教學認真及盡責，關懷及愛護學生，能運用適切的教學策略並配合學生能力來安排多樣化的學習活動，引發學生的學習興趣。此外，本校積極推行「電子教學」，加強互動教學，提升學生的學習效能。此外為小六升中一及中三升中四之同學設銜接課程，以便他們更快地適應新課程。</p> </div>
校本課程： <div> <ol style="list-style-type: none">選修科目：2X及3X。選修準則：依據學生意願及學業成績。 課程重點：本校致力促進學生全人及均衡發展，根據學生需要，精心將「其他學習經歷」融入固定課節，並於不同時段為學生提供多元化的「全方位學習」機會，以豐富其學習體驗。此外，本校統籌區內聯校課程，提供寬而廣的課程及實踐資源共享的理念，拓闊學生視野。 <p>資優教育：本校採用「三層架構推行模式」，系統性地培育學生潛能，鼓勵多元發展，讓更多學生能夠發掘並發揮個人所長。</p> </div>
學校課程主要更新重點： <div> <p>價值觀教育：中一至中六課程涵蓋尊重、仁愛、勤勞、責任、勇敢、堅毅等價值觀，通過委員會、教學設計、學科連結及聖經實踐，系統性促進全人發展。活動包括班規制定、義工服務、職場參訪及野外訓練，融入聖經金句及反思，提升學生品德與信仰。</p> <p>全方位學習：透過「全方位學習日」進行跨科組專題研習，讓學生有機會聯繫不同學習經歷的知識，發展自己的高階思考能力和溝通能力，擴闊視野。</p> <p>德育、公民及國民教育：以全校參與模式推動國民教育，課堂內外協同合作，通過跨學科主題如全運會、班主任課、周會、中華文化周及內地交流團，結合國民及國安教育比賽，推動多元全方位學習，拓展學生視野，關注國家與社會發展，培育國民身份認同。</p> <p>課外活動：有系統地在學校時間表中編定指定時段，鼓勵學生積極參與多元課外活動，促進全人發展。</p> </div>
生涯規劃教育： <div> <p>以全校參與模式，協助學生了解個人性格及興趣，在不同階段訂定短期及長期人生目標。本校除透過各科目、不同委員會活動及生涯規劃課進行生涯規劃教育外，更與商業機構及政府資助機構合作，舉辦多元化生涯規劃活動，例如模擬放榜及面試、參觀大專院校及海外及內地升學交流團、企業職場體驗及展銷會探索職業世界等，為升學就業作好準備；並按個人的興趣、能力及學業成績引導學生在本港、內地或海外繼續升學的途徑，更培訓生涯規劃大使為同學提供生涯規劃的資訊及解答有關疑問。</p> </div>
學生支援
全校參與照顧學生的多樣性： <div> <p>推行「全校參與」學生支援模式來照顧學生需要，藉恆常活動建立全校關愛共融文化；各級訂立不同培育方向，聚焦確立發展的目標；又設多項獎學金，鼓勵學生發展不同潛能，提升學術表現及照顧經濟有需要的學生；推行支援服務，包括：支援跨境及新來港學童適應香港教育政策，加強英語訓練；為有特別需要學生提供專業服務；安排心理學家提供專業的評估；舉辦多次相關家長晚會及講座；多位老師亦已完成教育局辦的特殊教育專業培訓課程。</p> </div>
全校參與模式融合教育： <div> <p>本校以「全校參與」模式推行融合教育，由學生支援委員會主責策劃、推行及檢視相關工作。成員包括特殊教育需要統籌主任（SENCO）、支援老師（SENST）、教育心理學家、社工及助理教師等。</p> <p>學校從班級層面推動協作，透過班主任、科任老師、科主任與委員會共同制定支援措施，並按需要邀請家長及專業人士出席個案會議。</p> <p>新生入學階段，透過「中一適應課程」系統化蒐集資料，建立早期篩選機制，並運用標準化評估工具進行學習困難篩檢，必要時轉介教育心理學家進行專業評估。</p> <p>在專業服務方面，本校運用學習支援津貼，採購多元服務，包括言語治療、社交技能小組、中文讀寫訓練及潛能發展活動等。同時聘請專科教師、輔導人員及教學助理，專責提供教學調整與支援。</p> <p>校內設有「多元學習活動室」，專用於小組學習、社交及溝通訓練，並配備觸控智能黑板和平板電腦等電子設備，以支援SEN學生學習。此外，亦提供語音轉文字及讀屏軟件，確保評核安排符合學生個別需求。</p> </div>
測考及學習調適措施： <div> <p>除了一般的統測及考試外，本校亦透過進展性評估，促進學生學習及回饋教學。校方亦會透過獎學金鼓勵學業成績優異之學生，藉此鼓勵學生於文憑試取得優異成績。</p> </div>

家校合作及校風
家校合作： <div> <p>推動家長參與學校決策、校內及社區活動。設立跨境家長網絡，支援家長需要。每年舉行兩次家長日，又按不同級別需要舉行家長分享會，以加強家校溝通；推行家長教育講座、親子旅行、親子工作坊及活動等，以提升家長與子女的溝通技巧，並建立和諧的親子關係及正面價值觀。</p> </div>
校風： <div> <p>校風純樸，師生關係融洽；建立關愛及共融文化，各班設雙班主任及各級設級主任跟進及照顧學生；有社工及教育心理學家提供服務，更有駐校教會（中華基督教會廣福堂）與本校共同推展「校牧事工」計劃，以回應師生及家長在心靈方面的需要，並作出適切的支援。</p> </div>
未來發展
學校發展計劃： <div> <p>學校重視「全人教育」，重點發展方向：</p> <ol style="list-style-type: none">學會學習、終生學習； 發展學生潛能； 建立學生屬靈生命、正面積極的人生觀。 </div>
教師專業培訓及發展： <div> <p>為積極鼓勵老師作專業進修。本校特別設立教師專業發展委員會，以促進校內及校外教學交流，並與大學及專上院校協作，進行各項教學研究計劃，以提升學與教效能及發揮團隊精神。校內又設知識分享平台，在校務會議中，恆常分享最新的教學資訊和交流新體驗，以促進教師團隊持續學習文化。</p> </div>
全方位學習（包括通過各學習領域、課外活動、聯課活動等，提供五種基要學習經歷）
<div> <p>學校配合學習宗旨和課程目標，將全方位學習策略融入各學習領域/科目和跨課程的學與教之中，把學習空間從課室拓展到其他環境的策略。透過教師靈活地利用多樣化的環境和社區資源，配合時、地、人各方面所組成的學習情境，讓學生獲得一般在課堂上難以體會的經驗，例如：參觀、實地研習、考察、社會服務、營會、課外活動、興趣小組、思考訓練等。</p> <p>此外，本校的全方位學習策略強調豐富學生五種基要學習經歷，包括價值觀教育、智能發展、社會服務、體藝發展、與工作有關的經驗，讓學生在真實情境中學習，透過不同的學習機會，培養學生多方面的潛能，更有助建立正面的價值觀和態度，促進全人發展。</p> </div>
學校設施
課室數目： 25
學校設施： <div> <p>學校設備完善，全校有600多部電腦，所有課室及專室均設有電腦和智慧黑板。設有自修室，讓同學可於課餘在校內安心溫習。學校的資訊科技設施優良，設有資訊科技研習室及多媒體室等電腦專室共4間。圖書館已全面電腦化，並發展網上閱讀模式。本校備有超過200部平板電腦配合電子教學政策，加強互動效能。本校共設有英語閣讓學生可以經常與外籍老師溝通。</p> </div>
支援有特殊教育需要學生的設施： <div> <p>本校設有多元學習活動室，用作小組學習或社交及溝通訓練。本校亦會利用不同的電子教學設備，協助有特殊教育需要的學生學習，如觸控智能黑板、平板電腦等。除此之外，本校亦設有語音轉換文字軟件及讀屏軟件，協助有特殊教育需要學生進行校內測考調適。</p> </div>
其他
請參考本校網頁。
直達學校的公共交通工具
巴士：79、73X、74D、272X、A47X、E41、*B8、*64X、*65X、*74B、*74P、*74R、*75P、*271B、*271P、*272E、*272P、*274P、*307P、*907C； <div> <div><div></div><div>港鐵：大埔墟站；</div></div> <div><div></div><div>專線小巴：26、28K、806B、806A、806C、*501S、*29。</div></div> </div> <p>*只有特別班次</p>



中華基督教會馮梁結紀念中學
CCC Fung Leung Kit Memorial Secondary School

22 Plover Cove Road Tai Po

26516033

26509629

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http://www.flk.edu.hk

School Mission

Provide "holistic education".
Cultivate proper attitudes and the spirit of serving others based on Christian principles.
Develop full potential.
Build up self-esteem, develop creativity and foster independent and critical thinking.
Enhance language proficiency and empower the acquisition of new technologies in preparation for future innovations.

School Information

Supervisor / Chairman of School Management Committee	Mr. Au Yeung Chi Kong		
Principal (with Qualifications / Experiences)	Ms. Wong Wai Shan (BSc (Hons) in Mathematics, DipEd, MSc. in Mathematics Education)		
School Type	Aided	Student Gender	Co-ed
School Motto	Wisdom and discipline, knowledge and integrity.		
Name of Sponsoring Body	The Church of Christ in China, Hong Kong Council		
Area Occupied by the School	About 6000 Sq. M	Religion	Protestantism / Christianity
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	-

Teaching Staff Information (Including School Head) in the 2025/2026 School Year

Number of Teaching Posts in the Approved Establishment	53
Total Number of Teachers in the School	53
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	79%
Bachelor Degree	100%
Master / Doctorate Degree or above	40%
Special Education Training	57%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	41%
5 - 9 Years	19%
>= 10 Years	40%

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Chinese History, Mathematics*, Integrated Science*, Computer Literacy*, Business Fundamentals*, Music*, Physical Education, Religious Education, Life and Society*, Citizenship, Economics and Society*, History, Geography, Technology Fundamentals, Visual Arts*
	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, Religious Education, Physical Education, Physics, Economics, Visual Arts, Biology, Information and Communication Technology, "Business, Accounting and Financial Studies - Accounting", "Business, Accounting and Financial Studies - Business Management", Design and Applied Technology, Chemistry, Chinese History, OLE, Applied Learning, Image Design Pre-session course
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* Subjects with extended learning activities (ELA) in English

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Chinese History, Mathematics*, Integrated Science*, Computer Literacy*, Business Fundamentals*, Music*, Physical Education, Religious Education, Life and Society*, Citizenship, Economics and Society*, History, Geography, Technology Fundamentals, Visual Arts*
	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, Religious Education, Physical Education, Physics, Economics, Visual Arts, Biology, Information and Communication Technology, "Business, Accounting and Financial Studies - Accounting", "Business, Accounting and Financial Studies - Business Management", Design and Applied Technology, Chemistry, Chinese History, OLE, Applied Learning, Image Design Pre-session course
	English as the Medium of Instruction	English Language
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	-

* Subjects with extended learning activities (ELA) in English

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	3	3	3	3	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$340	\$340	\$340
Parent-Teacher Association Fee	\$40					
Student Union / Association Fee	-					
Approved Charges for Non-standard Items	\$310					
Other Charges / Fees	-					

Remarks

Joint-school Curriculum in Tai Po is applicable to both Senior Secondary Elective Subjects and Applied Learning Subjects. We provide Visual Arts as an elective subject, and partner with VTC and HKCT to offer Applied Learning Subjects such as Image Design and English for Business Services. Every week, two lessons are scheduled for school-based Other Learning Experience courses, including Pet Care, Sports Therapy, Digital Media Production, and Barista Certificate training. Ability-based grouping is adopted to cater for learners' diversity.

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 2026).</p> <p>Secondary One Admission:</p> <ol style="list-style-type: none"> 1. Interview (demeanor and politeness, communication skills, knowledge about the school, interest and daily habits): 30%; 2. P.5 and P.6 academic standard: 30%; 3. P.5 and P.6 conduct, records of merits and demerits and remarks from primary school: 20%; 4. Other performance (including extra-curricular activities, services and awards): 20%.
<p>Orientation Activities and Healthy Life</p> <p>Orientation Activities:</p> <ol style="list-style-type: none"> 1. S.1 Summer Bridging Courses for new students, including morning assemblies, class teacher periods, and introductory sessions and newly emerged sports; 2. Parents' Night with S.1 class teachers to introduce school policies; 3. Orientation activities co-organised by the school and C.C.C. Kwong Fuk Church to support students' physical, mental and spiritual development, including tutorial classes and music instrument lessons, helping students adapt to a secondary school life in a caring environment; 4. Different activities tailored for S.1 students and parents following the commencement of the school term, such as training day-camp as well as parents' talk.

School Characteristics
School Management
School's Major Concerns: Main points of the School Development Plan: 1. To enhance students' sense of national identity. 2. To cultivate students' healthy lifestyle.
School Management Organisation: The IMC is the governing body of our school. It is responsible for the administration of the school via a school-based management approach. Our School Administration Committee as well as various departments and groups work together to formulate school policies. Through strategic planning, effective administration and ongoing evaluation, we strive ceaselessly for self improvement and for an enhanced development of the school. We also attach great importance to fostering team spirit amongst teachers and to the building up of a learning community. These are instrumental to the ever-growing caring culture of our school.
Incorporated Management Committee / School Management Committee / Management Committee: We have an Incorporated Management Committee with representatives from the school sponsoring body, teachers, parents, alumni and the community.
School Green Policy: We have been carrying out a Green School Approach, which includes the installation of a wind / solar hybrid system. Moreover, we have held some moral and civic education activities to enhance students' environmental awareness and develop their sense of responsibility towards the environment.
Learning and Teaching Plan
Whole-school Language Policy: Senior form students are required to host assembly announcements so as to promote their oral communication skills as well as to strengthen their confidence. Besides, we provide different activities to promote students' bilingual ability; in Chinese, we have drama activities, Chinese Club, calligraphy workshops, Chinese Culture Week and inter-school choral speaking competitions; in English, we have S.1 lunchtime English activities, English Corner, English Week and choral speaking competitions. Extended Learning Activities (ELA) in English in some topics of non-language subjects enable junior form students to have systematic exposure to subject-related English so as to fulfill the requirement of "Language across the Curriculum".
Learning and Teaching Strategies: Our teachers are dedicated to education. They are friendly and are able to create a caring and inviting environment for students. They can adopt suitable teaching strategies according to their students' ability level, and they arrange a wide variety of learning activities to arouse students' interests. Also, our school implements e-Learning to establish good student-teacher relationships, enhance learning motivation, strengthen the effectiveness of interactive teaching and ultimately make students love learning. Besides, bridging courses are provided for students promoted from primary school to S.1 and from S.3 to S.4 so as to facilitate their adaptation to the new curriculum.
School-based Curriculum: 1. Electives: 2X and 3X. Selection Criteria: Based on students' preferences and academic performance. 2. Curriculum highlights: The school is committed to fostering students' all-round and balanced growth. Tailored "Other Learning Experiences" are integrated into fixed lesson periods, with diverse "life-wide learning" opportunities offered at various times to enrich their educational journey. Additionally, the school coordinates a district-wide joint-school curriculum, providing a broad and inclusive range of courses while promoting resource sharing to broaden students' perspectives. Gifted Education: The school adopts a "Three-Tier Implementation Model" to systematically nurture students' potential, encourage diverse development, and enable more students to discover and maximize their individual strengths.
Major Renewed Emphases in the School Curriculum: Values Education: From Form 1 to Form 6, the curriculum encompasses values such as respect, love, diligence, responsibility, courage, and perseverance. Through committee efforts, teaching design, subject integration, and biblical practices, it systematically fosters holistic development. Activities include class rule formulation, volunteer service, workplace visits, outdoor training, and incorporating biblical verses and reflections to enhance students' character and faith. We organize "Life-wide Learning Day" to help students develop social skills through interdisciplinary studies. Moral, Civic, and National Education: National education is promoted through a whole-school participation model, with seamless indoor-outdoor collaboration. This includes cross-disciplinary themes like the National Games, class teacher lessons, assemblies, Chinese Culture Week, and mainland exchange programs, alongside national and national security education competitions. These initiatives drive diverse, all-round learning, broaden students' perspectives, and encourage focus on national and societal development, nurturing national identity. Extra-curricular Activities: Designated time slots are systematically allocated in the school timetable to encourage active student participation in a variety of extra-curricular activities, promoting holistic development.
Life Planning Education: By adopting the whole-school approach, we assist students in understanding their personal characteristics and interests, and in setting short-term and long-term life goals at different stages. In addition to career planning education through various subjects, different committee-led activities, and career planning programmes, our school collaborates with business enterprises and NGOs to host a variety of career planning activities. These include activities such as simulated interviews, visits to tertiary institutions, overseas and mainland cultural exchange tours, job tasting programmes, and bazaars to explore the world of work. These initiatives aim to prepare students for further studies and employment. Students are encouraged to continue their studies locally, in mainland China, or overseas based on their interests, abilities, and academic performance. Additionally, we train career planning ambassadors to provide classmates with career planning information and address related queries.
Student Support
Whole School Approach to Catering for Learner Diversity: In order to implement the whole school approach of students support mode and to cater for the needs of students, the constant activities of the Counselling Committee, the Discipline Committee and the Student Support Committee have established a culture of caring and inclusiveness throughout the school. Different levels of development have been set at all six forms to focus on setting development goals. A number of scholarships have been set up to encourage students to develop different potentials, enhance academic performance and care for poverty. The support services include supporting cross-boundary and newly-arrived children to adapt to Hong Kong's education policy and enhance English training. For the provision of professional services for students with special needs, associate teachers provide assistance and psychological assessments are carried out by Education Psychologists when needed. Parents evenings and seminars of relevance have been held many times. Many teachers have also completed professional training courses for special education organized by the Education Bureau.
Whole School Approach to Integrated Education: Our school adopts the Whole School Approach to Integrated Education. Support measures are mainly planned, implemented, and evaluated by the Student Support Committee. Committee members include the SENCO, SENSTs, Student Support Committee teachers, educational psychologist, social workers, counsellors, and associate teachers. The approach is implemented in each form, and committee members work closely with class teachers, subject panels, subject teachers, and other committees to plan support measures for students with special educational needs. Parents and the educational psychologist are invited to attend case meetings if necessary. Information on new students with special educational needs is collected during the F.1 bridging course to identify the needs as early as possible, enabling timely support arrangements. Screening tools are used for early identification of learning difficulties, and students will be referred to the educational psychologist as needed. We use the Learning Support Grant to hire services including, but not limited to speech therapy, programs for the development of relational skills, training classes for dyslexia in Chinese, after-school learning groups, and potential exploration teams. Furthermore, we have employed subject teachers, counsellors, and associate teachers specifically for supporting students with special educational needs. Our school has a "Multi-Learning Activities Room" for group training in socializing and communication, E-learning equipment, such as Smart Blackboard and tablets, are utilized to enhance SEN students' learning. In addition, speech-to-text software and screen reading software are installed in specific to ensure the assessments are arranged in accordance with specific individual need.
Measures to Provide Adaptation for Learning and Assessment: On top of summative assessment, such as tests and examinations, we continuously collect evidences that show students' progress in order to improve their learning effectiveness. Besides, scholarships are recommended to those high-achievers as an encouragement.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school promotes parents' participation in school decisions and active participation in school and community activities. A cross-border parent network is established to support parents' needs. Parents Day is held twice a year, and parent sharing sessions are held according to the needs of different levels, so as to strengthen home-school communication; Parent education lectures, parent-child picnics, parent-child workshops and activities and so on, are also organised to enhance the communication skills between parents and children, promote positive values and establish harmonious parent-child relationships.

School Ethos:

We aim at cultivating love, happiness and inclusion on our campus, so that students can learn and grow up in the best possible environment. Co-class teachers and form teachers are appointed to look after the needs of every student until graduation. School-based social workers and educational psychologist services are provided and the 'School Pastoral Ministry Project' is launched with the C.C.C. Kwong Fuk Church in response to the needs of our students, parents and teachers.

Future Development

School Development Plan:

Our school aims at providing "holistic education". The main points of School Development Plan:

1. Learning to learn, to embrace lifelong learning.
2. To develop students' full potential.
3. To nurture students' spiritual growth and cultivate a position outlook on life.

Teacher Professional Training and Development:

In order to actively encourage teachers to pursue professional training, the school has set up the Teacher Professional Development Committee to promote internal and external teaching exchanges, and collaborate with universities and colleges to carry out various teaching research projects to enhance learning and teaching effectiveness and develop team spirit.

The school also has a knowledge sharing platform to regularly share the latest teaching information and exchange new experiences during staff meetings to foster a culture of continuous learning among the teaching team.

Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)

To complement the learning goals, aims and objectives of Key Learning Areas as well as cross-curriculum priorities, our school has been incorporating closely life-wide learning into whole-school curriculum, with a view to actualizing student learning in genuine contexts and transcending conventional classroom learning settings. With good use of community resources, multifaceted learning contexts (combinations of time, venue and people) and partnership between departments, our teachers also aim to provide students with ample meaningful learning opportunities that serve to achieve the broad learning outcomes that are more difficult to attain through standard classroom teaching alone. Our life-wide learning program includes but is not limited to visits, site visits, field trips, social service, camping, extra-curricular activities as well as thinking skill training.

Besides, our school is committed to deepening students' life-wide learning through the integration of the following five essential learning experiences:

- i) Intellectual Development
- ii) Value Education
- iii) Community Service
- iv) Physical and Aesthetic Development
- v) Career-related Experiences

This multifarious experiential learning acquired through life-wide learning empowers students to achieve the aims of whole-person development (e.g. skills, attitudes, approaches, styles and value) and enables them to develop the lifelong learning capabilities.

School Facilities

Number of Classroom(s): 25

School Facilities:

Classrooms and special rooms are equipped with computers, smart blackboards and air conditioners. There are over 600 computers and more than 200 tablets for students' use, enhancing inter active learning effectiveness. A self-study room is available for students to revise comfortably at school during non-class hours. The School's IT infrastructure is advanced, featuring four dedicated computer rooms. The school library has been fully digitalised and is actively developing more online reading resources. Besides, the school is equipped the English Corner where students can regularly communicate with non-native-speaking English teacher.

Facility(ies) for Supporting Students with Special Educational Needs:

Our school provides dedicated SEN facilities, including a Multi-Learning Activities Room and interactive technologies, to enhance accessibility. For equitable assessments, assistive technologies like speech-to-text and screen reader software enable customized exam accommodations..

Others

Please refer to the School Website.

Direct Public Transportation to School

Bus: 79 , 73X , 74D , 272X , A47X , E41 , *B8 , *64X , *65X , *74B , *74P , *74R , *75P , *271B , *271P , *272E , *272P , *274P , *307P , *907C ;

MTR: Tai Po Market Station;

Green mini-bus:26 , 28K , 806B , 806A , 806C , *501S , *29 。