

Kit Sam Lam Bing Yim Secondary School

Parents' Handbook

2021 – 2022

Message from the Chairperson

September 2020

Welcome to the big family of Kit Sam Lam Bing Yim Secondary School. All parents will become members of the Parent Teacher Association (PTA) with your daughter becoming a student here. We hope to establish good communication between parents and the school and to establish a supportive partnership for efficient home-school cooperation.

Every September marks the beginning of a new school year. It represents another step forward for our daughters. As parents, we are always full of mixed feelings for our children when they progress to the next stage. We are happy to watch our daughters grow up and become more independent, and worried to know that they are going to face more challenges. We look forward to overcoming the obstacles along the road with our daughters and embracing the new journey ahead.

Kit Sam Lam Bing Yim Secondary School has a great learning environment and caring teachers who love to inspire students to learn and develop their self-learning competence. In addition, with the support of the PTA, students are able to embark on the journey with courage and love.

In order to enhance parents' understanding of the school policies, the school has published this *Parents' Handbook* to allow parents to have a better understanding of the school's operation. We hope parents can take some time to read this handbook carefully. If you have any questions about this handbook or the PTA, feel free to contact the school and work together to allow our children to grow up in faith, hope and love.

I wish all parents and students could enjoy a happy and healthy school life in the new school year. May God bless you all.

Ms. Wong Tsz Yan
Chairperson

Message from the Principal

Congratulations to your daughters for successfully entering secondary school, which is an important stage of students' development. Welcome to the Kit Sam family. Let us become partners and work closely together to nurture your children, and lead them to the path of healthy development!

Facing the challenges of the society in the new century, talents of the future generation have to be capable of learning and innovating. They have to build up a solid knowledge foundation, various learning skills, and a proactive and truth-seeking attitude towards learning. Therefore, the learning experience in secondary school is distinctly different from the one in primary school. Apart from allowing students to pursue knowledge and develop learning skills, secondary education, more importantly, aims to help students develop positive values and attitudes towards life. Besides, teaching students to think critically and distinguish right from wrong is also of great importance.

Children are precious gifts from God. They are not only the "fruits" borne by the love between us and our partners, but also our sacrifice for love. As their parents, we are our children's first teachers. Our words and actions, as well as teaching approaches play a pivotal role in influencing our children. How to strike a balance between being strict and nice? As parents, how do we support our children when they are facing challenges of growing up and studying? Could we just discipline our children without teaching them? Should we wrap our children up in cotton wool, protecting them from setbacks or getting punished? Or should we become their companions?

Therefore, I sincerely share the expectations our school has of the students and parents. I hope that we can cooperate with one another:

What Kit Sam expects of students	What parents can do to cooperate
<ul style="list-style-type: none"> ➤ Be caring ✧ Respect and be considerate of others ✧ Be willing to cooperate with others and serve the community 	<ul style="list-style-type: none"> ➤ Teach with words and deeds, encourage your children to share and cooperate with one another as well as participate in different services.
<ul style="list-style-type: none"> ➤ Be responsible ✧ Be proactive and attach importance to learning; ✧ Practice self-discipline and comply with the rules; ✧ Have a sense of commitment and responsibility. 	<ul style="list-style-type: none"> ➤ Motivate children to cultivate a proactive attitude: encourage them to finish homework every day and prepare for classes proactively, revise conscientiously and study for every assessment. ➤ Establish good learning habits and hobbies: read good books with your children together and encourage them to take part in different activities that are beneficial to mental and physical health. ➤ Help children build self-discipline: let your children clean up their own things and teach them a systematic approach to clean and organize things like their study materials and school circulars. ➤ Cultivate students' sense of respect for themselves and others: encourage and assist children to pay attention to their virtues and values, appearance, attitudes and behaviours.
<ul style="list-style-type: none"> ➤ Possess pure character ✧ Be virtuous and do not be blind to fad or fashion; ✧ possess good character (e.g. honesty, humility, diligence, with ambitions, be civic-minded etc.) ✧ possess an ability to make moral judgements independently, good cultural accomplishment and habits of living. 	<ul style="list-style-type: none"> ✧ Share and discuss social issues with your children, so they can develop a sense of belonging to the society as well as the ability to make sensible judgements. ✧ Share happy and sad moments in your life with your children so that they can learn to be responsible towards their family and become empathetic and compassionate. ✧ Be tolerant and support your children. Work with the school to encourage positive behaviours and attitudes in your children, especially when they have deviant behaviours or feel lost. ✧ Cultivate a good temperament in children. Encourage them to take up hobbies by joining various activities, such as music, art and sports.

I hope that under this supportive environment, “our children” will flourish to their full potential and grow into a knowledgeable, mature and compassionate person!

May God bless each and every one of us!

Dr. Lau Yiu Hung
The Principal

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School Sponsoring Body, Mission, Motto and Goals

School Profile

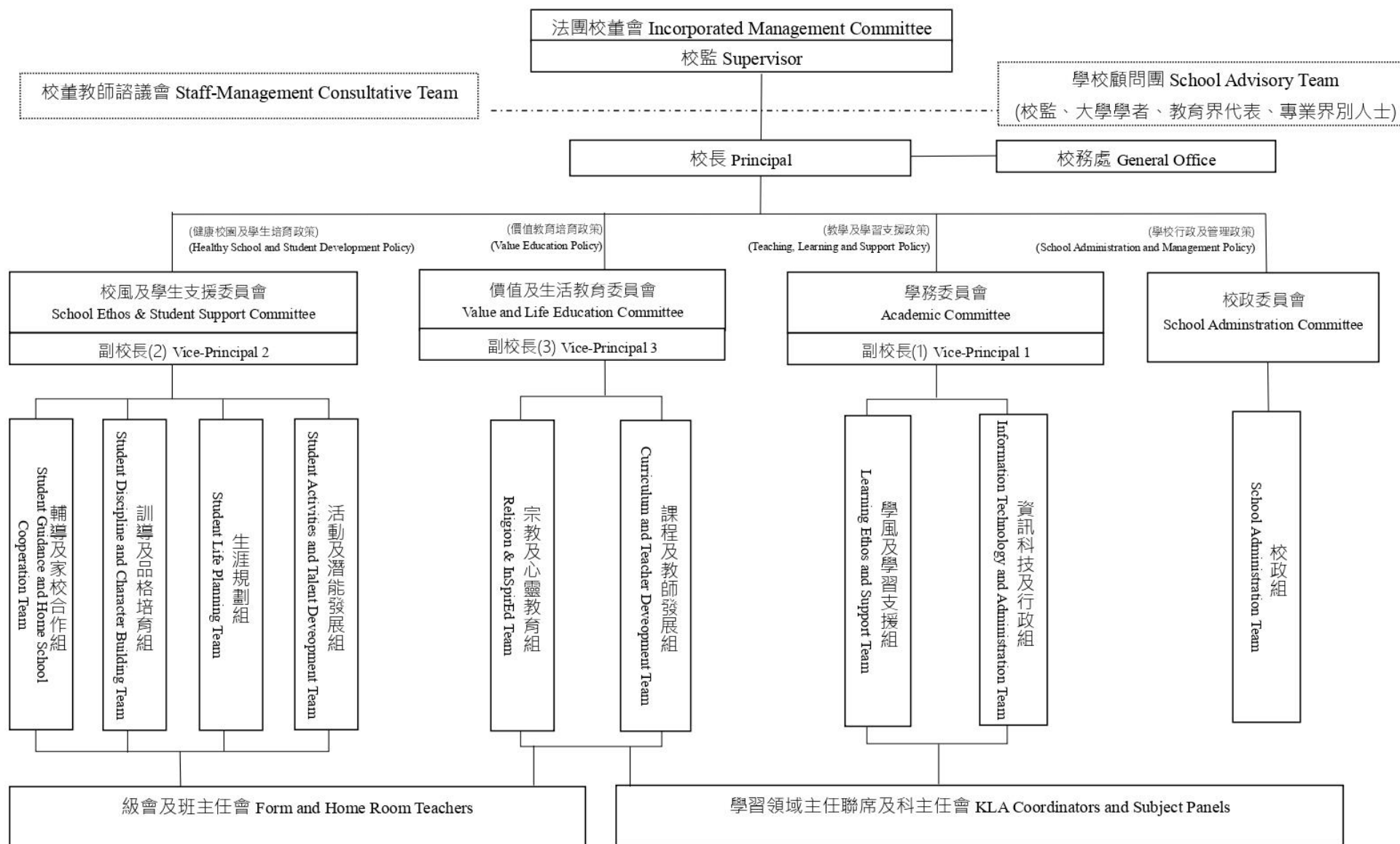
- School sponsoring body: The Sisters of the Immaculate Heart of Mary
- Mission: To enhance involvement of The Catholic Diocese of Hong Kong in the education field, spread the Gospel through education, create an atmosphere of freedom and love within the spirit of Gospel at school as well as cultivate students' all-round development.
- Motto: Rectify the hearts to manifest our virtue
Purify the souls to enlighten our world
- Goals:
- 1.) To focus on moral, intellectual, physical, social, aesthetic and religious education to implement a balanced education for whole person development
 - 2.) To provide a happy and positive learning environment to nurture students' ambitions to take charge of their learning, preparing them for their further education and career development
 - 3.) To offer life education to cultivate students' ability in independent and critical thinking so as to foster correct values and attitudes
 - 4.) To provide well-rounded extra-curricular activities to fully develop students' potential and nurture their sense of responsibility while serving the community
 - 5.) To create an atmosphere of caring and mutual respect and promote the spirit of loving and helping one another in order to enable students to grow physically and mentally

Characteristics of Kit Sam Students

We hope that Kit Sam students can understand and unfold their true selves that are deep in their hearts (*rectify the hearts*), improve themselves (*purify the souls*), manifest the virtues and good deeds of Holy Mary (*manifest our virtue*) as well as extend our love to others (*enlighten our world*). We hope that our students can possess the following characteristics and abilities through getting educated in Kit Sam Lam Bing Yim Secondary School:

Characteristics	Abilities
<p style="text-align: center;">Caring</p> <p style="text-align: center;">Responsible</p> <p style="text-align: center;">Pure</p>	<p style="text-align: center;">Self-regulated learning ability</p> <p style="text-align: center;">Critical analysis ability</p> <p style="text-align: center;">Communicative ability</p>
<ol style="list-style-type: none"> 1. Caring (respect others and serve the community) <ul style="list-style-type: none"> ● being respectful and considerate ● being able to cooperate with others ● serving the community proactively 2. Responsible (be courteous and take responsibilities) <ul style="list-style-type: none"> ● following the rules and practice self-discipline ● possessing positive values and take responsibilities for their families, the society, country and the world ● being determined, optimistic and ambitious 3. Pure <ul style="list-style-type: none"> ● being virtuous, not being blind to fads or fashion ● cultivating good cultural accomplishment and habits of living ● possessing good character (e.g. honesty, humility, diligence, with ambitions, be civic-minded etc.) ● possessing an ability to make moral judgements independently 	<ol style="list-style-type: none"> 1. Self-regulated learning ability <ul style="list-style-type: none"> ● staying curious and eager to pursue knowledge ● mastering the skills of learning ● fostering a reading habit ● mastering information technology and the abilities of collecting and managing information ● being able to broaden their own learning experiences and having a global vision 2. Communicative ability <ul style="list-style-type: none"> ● mastering the basic competence of three languages; being able to write fluently in Chinese and English, possessing the ability to communicate with others in Cantonese, English and Putonghua 3. Critical analysis ability <ul style="list-style-type: none"> ● mastering the ability to memorize, understand, apply, analyse, integrate and evaluate knowledge ● being able to innovate and respond to changes ● being able to think critically and independently ● being able to solve problems and make decisions ● respecting culture diversity and getting along with people from different cultural backgrounds

School Administrative Structure



Self-regulated Learning

Education does not only aim at allowing students to gain knowledge. More importantly, it strives to grow students into courteous and enthusiastic learners, bringing them lifelong benefits. Based on the western scholar Zimmerman's learning theories, our school adopts a "self-regulated learning" approach and emphasizes student-centred learning. Through using "self-learning", "co-learning", "learning among groups" and "guided learning" as the learning framework in class, we help students to transform from passive receivers into active learners as well as to improve their motivations in learning and cognitive and meta-cognitive strategies, making their learning more effective.

Enhancing learning motivation

Learners will have a good understanding of their learning targets and learning content. Also, they will become engaged proactively in learning and adjust different learning strategies based on their reflections, so they can construct knowledge and consolidate what they have learnt.

Improving cognitive and meta-cognitive strategies

Our school has fully adopted a self-regulated learning approach. Our teachers will set learning objectives and design learning plans for every topic in a module, and ask students to prepare for class beforehand. This way, learning happens even before lessons, so students can start their exploring adventures as soon as possible. Moreover, through diverse learning activities in class, students will share learning outcomes of co-learning and their self-regulated lesson preparation with their classmates. They will compare and learn from one another. Tablets, movable blackboards, and small blackboards will be used by students to showcase what they have learnt to other groups. By challenging others and asking questions in their groups, students can share insights with group members and learn from one another more effectively. Finally, students will summarize and reflect on what they have learnt from the class. The junior classes focus on "studying with peers, working in groups, and learning effectively", while the focus of senior classes is "collaborative learning and mutual encouragement". These focuses stress the importance of effective study skills and ways of thinking, which can teach and strengthen students' cognitive and meta-cognitive strategies.

Parents' cooperation and encouragement

It is crucial for parents to cooperate and encourage their children so that students can cultivate good learning habits, learn to apply different learning strategies, and therefore become proactive in learning. At home, parents should encourage students to develop an organized schedule for work and rest, as well as prepare for classes and finish after-school consolidation exercises on time following the guidance of the learning plans. Under close cooperation between home and school, it is believed that students will grow into courteous, disciplined and proactive learners, gaining lifelong enlightenment from what they have learnt.

Class Structure

The number of classes in each level:

Level	S1	S2	S3	S4	S5	S6
Number of classes	4	4	4	4	4	4

Curriculum

Our school has adopted the standard curriculum of grammar schools. The course content is designed according to students' abilities and the needs of social development. Students are encouraged to develop competence in "learning to learn".

Subjects \ Level	S1	S2	S3	S4	S5	S6	
Chinese Language [#]	C	C	C	C	C	C	[#] Using school-based resources, some classes are split into groups or have co-teaching arrangements in Chinese Language, English Language, Mathematics, Science, Integrated Humanities and Liberal Studies. C Chinese as the medium of instruction E English as the medium of instruction P Putonghua as the medium of instruction E** The medium of instruction is English for the students from the science stream and Chinese for other classes E* The medium of instruction is English for the elite classes and Chinese for other classes E/C Chinese as the medium of instruction with some English learning elements
Putonghua	P	P	P	-	-	-	
English Language [#]	E	E	E	E	E	E	
Mathematics [#]	E	E	E	E	E	E	
Mathematics Extended Part Module 1 (M1)	-	-	-	E	E	E	
Science [#]	E*	E*	E*	-	-	-	
Chinese History (Elective subject in the senior secondary curriculum)	C	C	C	C	C	C	
Integrated Humanities [#] /Citizenship and Social Development [#]	E/C	E/C	E/C	C	C	C	
Ethics/Religious Education	C	C	C	C	C	C	
Computer Literacy	E/C	E/C	E/C	-	-	-	
Visual Arts	C	C	C	C	C	C	
Aesthetic Development	-	-	-	C	C	C	
Physical Education	C	C	C	C	C	C	
Music	C	C	C	C	-	-	
Geography (Elective)	-	-	--	C	C	C	
Physics (Elective)	-	-	-	E	E	E	
Chemistry (Elective)	-	-	-	E	E	E	
Biology (Elective)	-	-	-	E**	E**	E**	
Chinese Literature (Elective)	-	-	-	C	C	C	
Economics (Elective)	-	-	-	C	C	C	
Health Management and Social Care (Elective)				C	C	C	
Information and Communication Technology (Elective)	-	-	-	C	C	C	
Tourism and Hospitality Studies (Elective)	-	-	-	C	C	C	
Business, Accounting and Financial Studies (Elective)	-	-	-	C	C	C	
Ethics and Religious Studies (Elective)	-	-	-	C	C	C	

Notes:

- (1) The medium of instruction for Junior Secondary Mathematics (all classes) and Science (certain classes) is English.
- (2) Senior secondary students can choose to study 2-3 elective subjects out of the 14 elective subjects based on their ability and interests.
- (3) S5 and S6 students can alternatively choose an Applied Learning course as an elective.

Class Timetable

Time	Monday	Tuesday *	Wednesday	Thursday *	Friday	Special Time					
8:10	Morning Assembly & Home Room Teacher's Time					8:10					
8:25 (50 min per Lesson)						8:25 (40 min per Lesson)					
9:15	Recess (10 mins)					9:05					
9:25						9:15					
10:15	Recess (15 mins)					9:55					
10:30						10:10					
11:20	Preparation Time (5 mins)					10:50					
11:25						10:55					
12:15 (1:15)	Noonbreak First Bell					11:35 (12:35)					
1:20						12:40					
2:10	Recess (10 mins)					1:20					
2:20						1:30					
3:10	Preparation Time (5 mins)					Cancel					
3:15	(S.1-S.2)	(S.2-S.6)	(S.1-S.3)	(S.4-S.6)	(S.1-S.3)	(S.3-S.6)	(S.1-S.2)	(S.2-S.6)	(S.1-S.3)	(S.4-S.6)	2:10
	Reading Time		Life Education	Lesson	Reading Time		Reading Time		Reading Time		
3:35	Reflection/ SS lesson	Lesson// Project Learning			Reflection/ SS lesson	Project Learning// Reading Time	Reflection/ SS lesson	Project Learning// Reading Time	Reflection/ SS lesson	Project Learning// Reading Time	2:25
4:05	Dismissal					2:50					

- Note:
1. Students must arrive at school to prepare for lessons before 8 a.m. every morning.
 2. Students have to line up in the playground and have the morning assembly every Tuesday and Thursday. The morning assembly will be carried out in the classroom on other school days.
 3. The special timetable is used on days for special learning activities.

Examination Regulations

- 1.) To be approved to attend examinations, students must have an attendance rate of 80% or above.
- 2.) No extra time will be given to students who arrive late for the examination.
- 3.) Students are not allowed to leave the examination centre before the examination ends.
- 4.) In case of taking leave and absence from an examination due to sickness or funerals of immediate family members, students have to notify the General Office as soon as possible. Students must then submit an absence letter with a parent's signature as well as a medical certificate (if sick leave is taken) to their class teachers on the first day they return to school, which is for the application for absence from an examination. Otherwise, the students will receive zero marks for the absent subject.
- 5.) Students who are absent from an examination because of reasons other than the ones mentioned in item (4.) will receive zero marks for the respective paper.
- 6.) In case of breaking the examination rules, such as talking after taking seats and before submitting the paper, continuing to write after the exam ends and having their mobile phones ring during the exam, generally The student will then be followed up by the school discipline team.

Penalty will be imposed in case a student violates examination regulations, namely, talking (after being admitted to the examination centre and before the papers are collected), continuing to write after the “stop writing” announcement, and the ringing of one’s mobile phone, etc. 5% of the student’s score on the paper will be deducted as their punishment and the student will then be followed up by the School Discipline Team.

- 7.) Students who cheat in an examination will receive a penalty of zero marks for that paper and demerits on their records.
- 8.) Adverse weather conditions:
 1. During the examination period, if the Education Bureau announces class suspension, examinations on that day will be cancelled and make-up examinations will be arranged afterwards.
 2. In case of heavy persistent rain and thunderstorms, if the Education Bureau has not announced class suspension, parents can decide whether or not to ask their children to go to school for their examinations when there is a very adverse weather and traffic conditions in their districts. Yet, parents must notify the General Office as soon as possible and provide a documentary proof to the school afterwards. Separate arrangements will be made by the school based on the actual circumstances.

Assessments

1. Release of the report card

Students are expected to attend every class and activity punctually to achieve the best learning outcomes. Students must at least have an attendance rate of 80% on school days to be allowed to attend the examination as well as receive their report cards.

S1 to S5	Students' overall performance of the school year will be assessed in two school terms and a report card will be released once after each school term. Coursework and examination performance of every subject will be listed on the report card, and both of which share equal weighting in the overall result. The overall result of a subject is the average of scores gained in both school terms, both coursework and examination performance included.
S6	Report cards will be released once per school term. Coursework performance is listed in the first term while examination performance will be included in the second term. The overall result of a subject is the average of scores gained in both school terms.

2. Release of the Uniform Tests Results: S1 to S3 students will take the Uniform Tests every semester. The test results will be listed out on the result slip.
3. Passing score of each subject: the passing score is 50% of the total score for S1 to S4 and 40% of the total score for S5 to S6.
4. Students who have been studying for two years at the same level yet still meet the promotion criteria should consider a development direction that suits them.

Promotion Criteria

Our school not only places emphasis on students' academic results but also stresses the importance of their moral cultivation. Therefore, the promotion criteria are set taking into consideration students' academic achievements and conduct. The criteria are as follows:

Level	Promotion Criteria
S1 to S3	<ol style="list-style-type: none">1. A pass in at least 2 core subjects among Chinese Language, English Language, and Mathematics; and2. A pass in the overall average score; and3. Compliance with conduct requirements
S4 to S5	<ol style="list-style-type: none">1. A pass in at least 3 core subjects among Chinese Language, English Language, Mathematics and Liberal Studies; and2. A pass in the overall average score; and3. Compliance with conduct requirement. <p>(Remarks : Applicable to all students who take 1 to 3 electives)</p>

To be promoted to the next level, students must meet the above criteria in both academic performance and conduct, as stipulated by the school.

Homework Policy

1. Homework design

An appropriate amount of homework is assigned to students to strengthen and consolidate their learning. Homework is designed to help students construct knowledge, strengthen their understanding and make connection among concepts. Opportunities are also provided for students to apply the skills learnt to foster their generic skills. Apart from homework, our school believes that assignments also include:

- lesson preparation and learning plans
- reflections and summaries after lessons
- consolidation exercises

2. Awards for punctual submission of assignments

To encourage students to foster a good habit to hand in assignments on time, the following rewards are provided:

- Students who submit all assignments on time in the school year with good performance in other areas will be awarded The Certificate of Dedication.
- A monthly award will be given to S1 to S3 students who hand in all assignments on time.

3. Penalty for students who fail to hand in assignments on time

- To foster students a habit to hand in assignments on time and minimize their chance to copy from others, all students must hand in their homework before the commencement of the first period. Late submissions will be considered as non-submission of homework and will be recorded.
- A minor demerit will be given to students who fail to submit assignments for 15-29 times, and 2 minor demerits will be given for 30-49 times and so on.
- S1- S3 students who fail to submit their assignments 10 times or more each month ought to attend the detention class for the whole week to complete the assignments. The detention class time slots are as follows:

4:05p.m-5:15p.m.	(normal timetable)
2:50p.m-4:00p.m.	(special timetable)
- A message will be sent via the phone to parents if students are required to attend the detention class.
- For those students who have demerit records because of homework non-submission may apply for participation in the “Programme for Good Habits of Homework Submission”. In order to encourage students to make improvement, the demerit records will be cleared if the participants can fulfil the requirements within a specific period.

Gifted Education Policy

Giftedness manifests in a diverse range of domains and it should not only be referred to having a high IQ. Gifted students may have one or multiple outstanding achievements or potentials in certain domains of intellectual activities, a certain subject, independent and creative thinking, social skills and leadership, athletics, mechanical skills or other areas requiring gross or fine motor coordination, etc. However, being gifted does not mean being perfect. Gifted students may also have physical or sensory impairments, special learning difficulties or emotional and behavioural problems.

1. Principles of Gifted Education Policy in Hong Kong

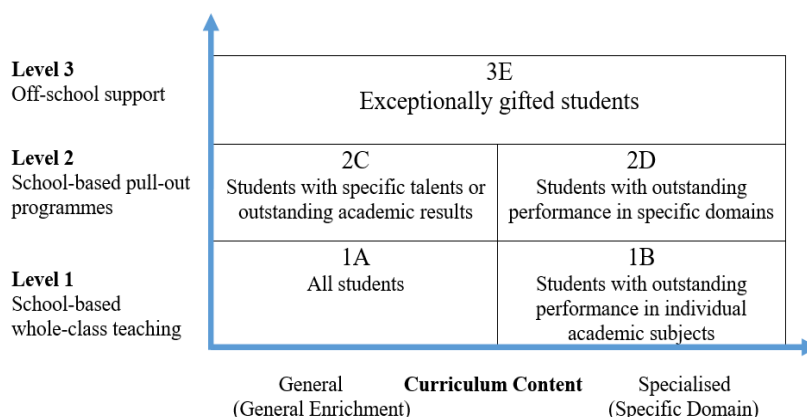
- (1). Nurturing multiple intelligences is a fundamental goal of quality basic education and should be the mission of ALL schools;
- (2). Gifted education should be part of quality education. The needs of gifted students, like their less able counterparts, should basically be met in their own school;
- (3). A broad definition using multiple intelligences should be adopted;
- (4). Inspiring students' thinking and nurturing their creativity and social skills should be the foci of gifted education;
- (5). Schools should provide gifted students diverse and coherent educational activities;
- (6). Resources collected from educational parties/bodies should be collected as support to schools.

2. Assessments for gifted students

Since gifted students have different characteristics and learning needs, various assessment tools are required to carry out an effective assessment, such as standardized intelligence testing, creative intelligence testing, academic achievement assessment, behavioral trait observation scale/questionnaire and tasks reviews, etc. When assessing gifted students with other special educational needs, evaluators must be careful in choosing the right assessment tool and understanding the assessment results to avoid underestimating the true potentials of the student being tested.

3. Implementation of Gifted Education

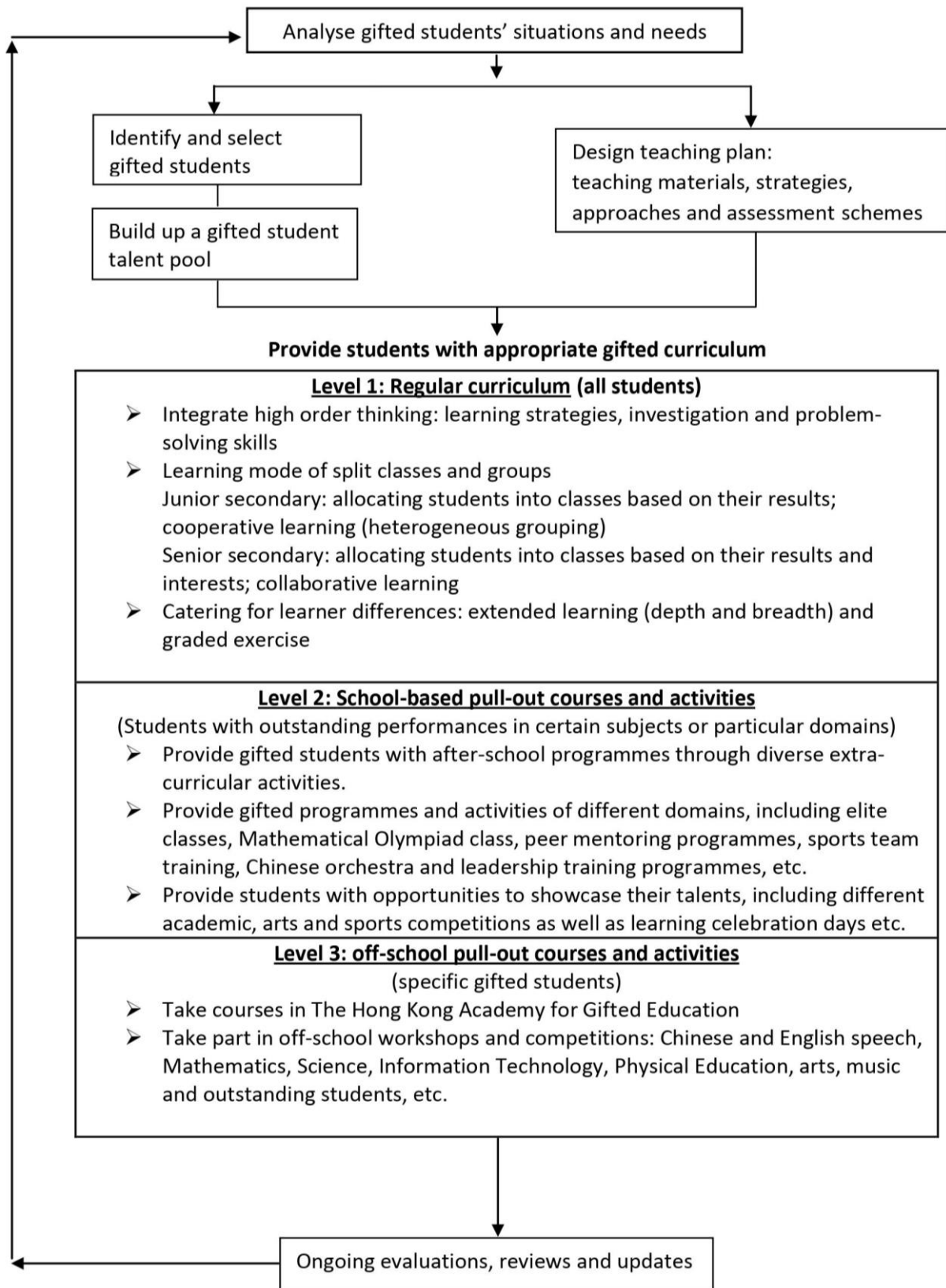
The Three-tier Implementation Model for Gifted Education



The curriculum on gifted education in our school operates under a three-tier framework. At Level 1, elements of gifted education and extended content and are added into the regular curriculum to provide students with various levels of thinking skills and to adjust teaching approaches for students with different characteristics. At Level 2, school-based pull-out enrichment programmes and activities are provided for students who achieve relatively outstanding performance in certain domains to create a favorable learning environment for them. Level 3 refers to off-school support. Students with extraordinary performance will be given the chance to take part in courses and competitions outside the school settings in order to enrich their learning experience and provide them with specialized training opportunities.

4. School-based gifted education support and its procedures

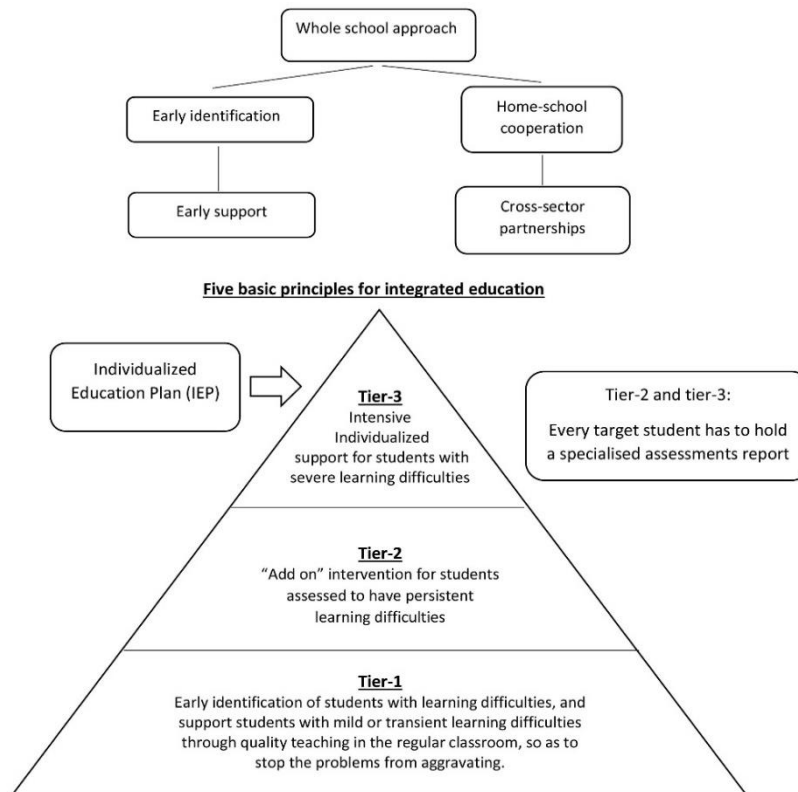
In order to foster students' individual all-round development, our school has adopted self-regulated learning with the Learning Ethos and Support Team responsible for planning and carrying out appropriate measures to nurture the gifted students. As a result, students can build on their talents, boost confidence and cultivate innovative ideas, enlarge their visions and create more room for their future development.



Note: If parents have any questions regarding gifted education for students, please feel free to contact our Vice-Principal (academic) and the teacher-in-charge of the Learning Ethos and Support Team.

Integrated Education Policy









Our school strives to cultivate a caring culture. Through the whole school approach and planning by our professional team, we aim at early identification of and support for students with special educational needs. Support schemes, curriculum and teaching adaptation as well as special arrangements for examinations and assessments will be planned for them to allow every student to tap into their full potential and grow healthily.



1 Learning Ethos and Support Team and Special Educational Needs Coordinator (SENCO)

Our school has set up the Learning Ethos and Support Team to plan and implement integrated education policy. In response to the arrangements made by the Education Bureau, our school has appointed a teacher to take up the role of Special Educational Needs Coordinator in the 2018/19 school year to support integrated education.

The coordinator must lead the Student Support Team to perform the following duties:

	Planning, implementing, monitoring, reviewing and evaluating resources utilization and support measures in different areas
	Adopting a trans-disciplinary model for early identification and support
	Cooperating with teachers/functional groups to formulate support plans, curriculum and teaching accommodation as well as assessment arrangements
	Improving communication and cooperation with parents
	Helping to promote training for school teachers and colleagues
	Strengthening the connection with external organizations and making good use of the community resources
	Guiding colleagues to adopt effective strategies for learning support through arrangements like collaborative lesson planning and teaching
	Cooperating with the guidance team at school to provide advice regarding teaching and learning as well as resources utilization, catering for the needs of the students with mental illness and reinforcing mental health education.

2 Target groups and types:

Categories	Types	
	English name	Abbreviation
Cognition and learning needs	Specific Learning Difficulties (Dyslexia)	SpLD
	Intellectual Disability	ID
Behavioural, emotional and social development needs	Autism Spectrum Disorders	ASD
	Attention Deficit / Hyperactivity Disorder	AD/HD
Sensory, communication and physical needs	Speech & Language Impairment	SLI
	Physical Disability	PD
	Visual Impairment	VI
	Hearing Impairment	HI
Others	Mental Illness	MI

3 Home-school cooperation

Home-school cooperation plays an important role in helping students succeed in learning. Parents can have a better understanding of their daughter's learning progress and needs through keeping in close contact with class teachers as well as joining parent-child activities held by the Parent and Teacher Association (PTA), Parents' Day, Sports Day and Open Day, etc., so as to offer support to the school. If children are suspected of having special learning difficulties, parents should notify the class teacher as soon as possible in order to provide their daughter with appropriate help.

(1). Helping parents fully understand their roles

- Education Bureau "Parent Guide on the Whole School Approach to Integrated Education" <https://www.edb.gov.hk/attachment/en/edu-system/special/support/wsa/ieparentguide.pdf>
- A number of leaflets that help parents identify children's special educational need(s).

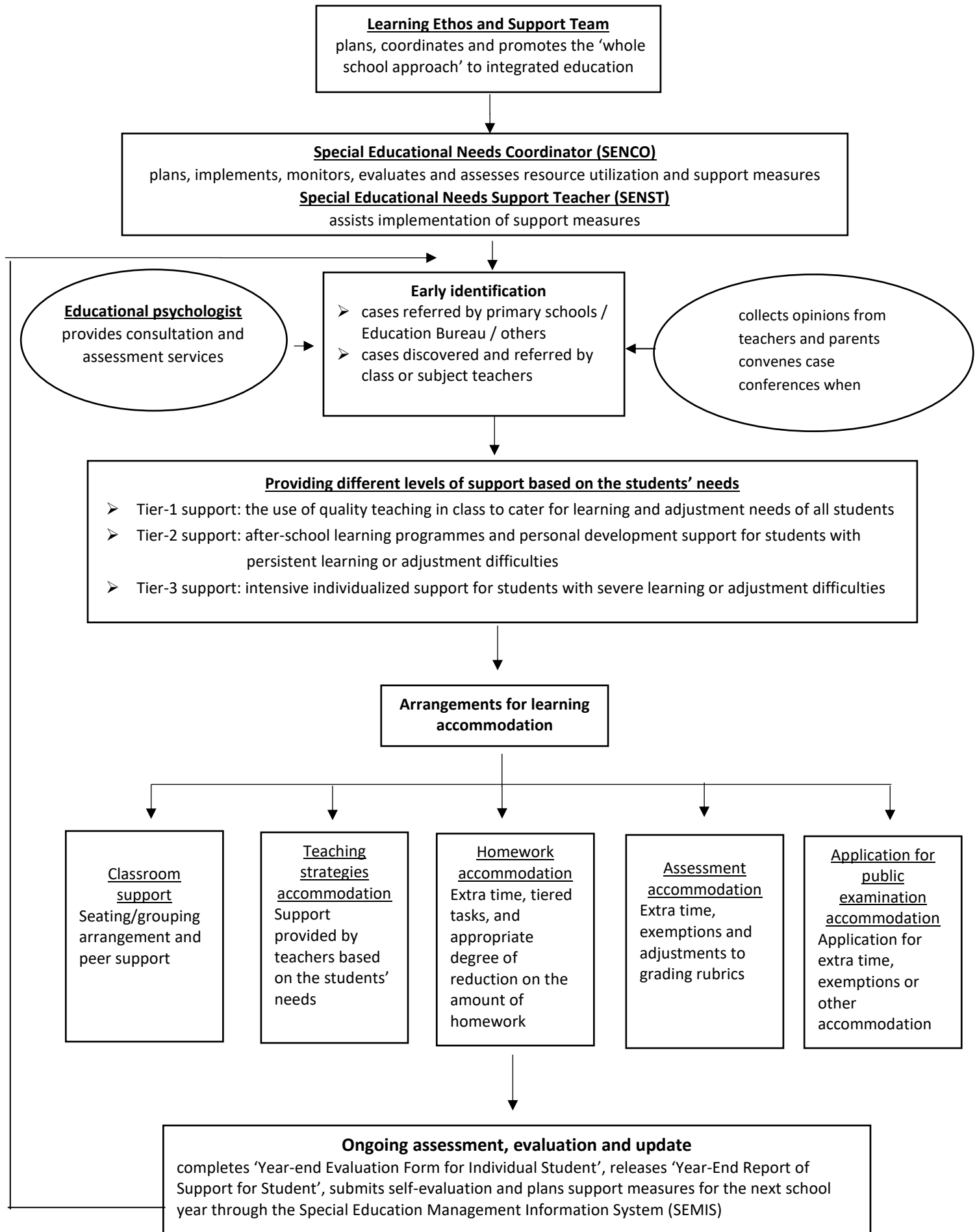
(2). Communicating and cooperating with parents

- Establish a systematic and regular communication mechanism (parent teacher meetings, parents' handbook, activities held by the PTA, etc.)
- Invite parents to attend case conferences, where students' study progress is reported

(3). Home-school regular communication mechanism

Before the school year
➤ School policies and support measures are explained to parents on the Orientation Day or in other activities for parents. Details of the regular communication mechanism and ways to contact teachers concerned will be introduced.
At the beginning of the school year
➤ For the student suspected of having learning difficulties, teachers should understand her performance at home or request the parents to provide relevant information (such as the assessment report) about the student. If necessary, the student may be referred to professionals for further assessment.
➤ For students requiring tier-3 support, parents are invited to an "Individual Education Plan Conference" and formulate the content and objective of the IEP.
Mid of school year
➤ Schools should make use of Parents' Day, meetings with the "Student Support Team", school circulars, student handbook or telephone contact, etc to liaise regularly with parents and inform them of the progress of the student, especially those requiring tier 2/3 support.
End of school year
➤ 'The Year-End Report of Support for Students' is given to parents to understand the assistance offered and student performance. 'Parent Feedback Form' will be distributed to collect parents' opinions about the support services.

4. “Students with Special Educational Needs” Service Flow Chart — Whole School Approach to Integrated Education



Reward and Punishment System

1. Reward system

(1) Annual awards

For students who are peer role models with good conduct and excellent academic performance, scholarships and certificates may be awarded to them as deemed appropriate, and the award will also be recorded in their report cards as appreciation.

- | | |
|--|---|
| 1) Kit Sam Outstanding Achievement Award: | The most outstanding student in academic performance, conduct and service in the school year |
| 2) Positive Initiative Award: | The student who strives to make progress in times of adversity |
| 3) Kit Sam Scholarships: | Students with excellent academic results and conduct in each form |
| 4) Sister Laetitia Lei Memorial Scholarship: | Students who achieve excellent academic results in Religious Studies and good conduct, and take part in religious activities and services proactively in the school year |
| 5) Scholarships for English Immersion Programmes | Students who achieve good conduct and excellent academic results in English Language, and take part in English activities and services proactively |
| 6) Subject Prize: | The student who achieves the best result in the subject in each form in the school year |
| 7) English Language Award: | Students who achieve good overall results in English Language in each form in the school year |
| 8) Chinese Language Award | Students who achieve good overall results in Chinese Language in each form in the school year |
| 9) Mathematics Award: | The junior form students who achieve good overall results in Mathematics in each form in the school year |
| 10) Science Award: | The student who achieves the best result in Science in each form in the school year |
| 11) Physics Award: | The student who achieves the best overall result in Physics in the school year |
| 12) Chemistry Award: | The student who achieves the best overall result in Chemistry in the school year |
| 13) Visual Arts Award: | Students who achieve good academic result in Visual Arts in each form in the school year |
| 14) Outstanding Performance in Arts or Sports: | Students who achieve good performance arts or sports in the school year |
| 15) Certificate of Dedication: | Diligent students without records of absence, lateness, early leave, no submission of homework and punishment, with a pass in overall average mark and are not subjected to recommended pass. |
| 16) Certificate of Best Dedication | Diligent students who attain excellent performance among those receiving Certificate of Dedication |
| 17) Certificate of Good Conduct: | Students who achieve good performance in conduct inside and outside school, and are role models in the eyes of teachers and schoolmates. |
| 18) Certificate of Outstanding Service: | Students who provide good service and achieve extraordinary performance in their participation in the student bodies at school. |
| 19) Outstanding Volunteer Service Award: | Students who achieve good performance in voluntary service inside or outside school in the school year. |
| 20) Most Improved Students Award: | Students who achieve outstanding improvement in academic performance and conduct in each class. |
| 21) Merit System: | Students who achieve good performance in academic achievement, conduct, activities and services inside and outside school. |

(2) Merit System

1. Objective: In order to encourage students to be proactive, students with good performance in the four areas, namely academic achievement, conduct, activities and service, will be awarded merit points.
2. Judging Criteria:
 - A. Academic achievement
 - (1) Academic improvement: At the end of the school year, at most 25 students in each level with greatest improvements in the overall average score in the school year will be nominated and be awarded 2 points respectively.
 - (2) Punctual submission of homework: Every student who submits homework punctually in the month will be awarded 1 point.
 - (3) Good Performance in Uniform Tests: Every student who obtains a pass in the overall average score in all subjects in the Uniform Tests will be awarded 1 point.
 - (4) Good academic results: In each class, students who come first, second or third in academic results in each semester will be awarded 2 points respectively.
 - (5) Good results in academic subjects: Students who achieve good results in academic subjects and is posted on the “Outstanding Academic List” each semester will be awarded 1 point per subject.
 - B. Conduct
 - (1) Punctuality: Every student who goes to school punctually without a truancy record in the month will be awarded 1 point per month.
 - (2) Good conduct:
 - (a) At the end of each semester, every student who gets “B+” or above for conduct will be awarded 2 points.
 - (b) Every student who has been given an award in major form-based conduct-related activities will be awarded 1 or 2 points.
 - C. Activities
 - (1) Every student who joins a single off-campus competition on behalf of the school and achieves excellent performance will be awarded 1 or 2 points. Individuals who join multiple off-campus competitions of the same kind on behalf of the school and achieve outstanding performance can be awarded 6 points at most.
 - (2) Every student who achieves excellent performance in a competition at school will be awarded 1 or 2 points. Individuals who achieve excellent performance in multiple competitions of the same kind at school will be awarded 6 points at most.
 - (3) Students with excellent performance in extracurricular activities will be awarded 1 or 2 points.
 - D. Service
 - (1) Students who provide a service to the class proactively and responsibly will be awarded 1 or 2 points.
 - (2) Students who provide a service to the school proactively and responsibly will be awarded 1 or 2 points.
 - (3) Students who provide a service to an outside organization proactively and responsibly will be awarded 1 or 2 points.
 - E. Outstanding performances
 - (1) Students who achieve an outstanding performance in the areas mentioned above and are highly commended may be awarded 2 to 4 points after being approved by the Principal.
3. Calculation Method: Every 3 points from the areas mentioned above will turn into 1 merit; every 3 merits will turn into 1 credit; every 3 credits will turn into 1 major credit. The points regarding punctuality and submission of homework are announced every month.
4. Prize: Every school year, the first two students from each form who have been awarded the highest number of merits in all four areas mentioned above will be awarded a Gold Prize.

(3) Punishment Guidelines on Misconduct

Category	Sanctions
Truancy / skipping class	Black mark —Major demerit
Cheating / assisting or attempting to cheat	Black mark —Minor demerit
Lying / forging parents' signatures / deceiving parents or the school	Warning — Minor demerit
Being impudent and rebellious (disrespecting and disobeying teachers, disrupting the order)	Warning —Demerit
Violating rules for absence	Warning — Black mark
Bringing prohibited items to school (like pagers, mobile phones, cigarettes, lighters, luxury goods, electronic games and poker cards, etc)	Warning —Black mark
Possessing or circulating materials and photos with undesirable notions	Warning —Black mark
Bullying, intimidating or threatening others or extortion	Black mark —Major demerit
Disorderly conduct at school (like throwing objects from a height, causing nuisance to others, fighting, using foul language, inflicting bodily harm upon any other person)	Warning — Major demerit
Disorderly conduct outside school (like drinking alcohol, smoking, causing nuisance in public and shoplifting)	Warning — Major demerit
Late arrivals / Seriously late arrival (late for more than 30 mins)	Warning —Major demerit
Seriously late arrival in the examination period (late for more than 30 mins)	Black mark
Using the electronic tablet without teacher's prior permission	Warning — Black mark
Absence from special activity days without proper reason(s)	Warning — Black mark
Stealing	Black mark — Major demerit
Wilful damage to property of the school or others	Black mark — Minor demerit

1. Regarding the progressive discipline system, students who violate the rules will be punished according to the degree of severity of their misconduct. The more severe it is, the heavier the penalties will be.
2. The above guidelines are meant to be used by the school as reference when enforcing school rules. Any other misconduct not listed above will be handled by the school with discretion. The school can make reasonable adjustments to the guidelines and enforce them at any time.
3. For unruly students who repeatedly break rules, do not change their behaviors after getting punished, or engage in any serious misconduct, the school may consider suspending the students.

(4) Action Plan

Our school has carried out the Action Plan in order to encourage students to improve themselves and cultivate good habits. Students who have been given warnings or demerit points due to the following misconduct can talk to the discipline teacher responsible for their form and apply for the plan. If participants have been disciplined and built up good habits and attitudes in a designated period of time, their records of warnings and demerit points will be excluded from their report cards. The possibility of exclusion depends on whether the students are willing to change for betterment. The details of the plan are as follows:

	Misconduct	Tasks the participants must complete
1	Bringing or using mobile phones	Maintaining good behaviors and attitudes in a designated time and getting approved by discipline teachers, class teachers and other subject teachers.
2	Being late for five times or above	
3	Failing to tap card (for taking attendance and leaving school)	
4	Being impudent to teachers	
5	Speaking foul language	

Uniform and Appearance

Students must wear the school uniform when going to and leaving school and maintain a simple and tidy appearance. Thus, students' school uniforms must be neat and their hair must be simply styled. Any changes to their appearance that violate the following guidelines are not allowed.

Definitions and guidelines for wearing tidy uniform:

1. Summer uniform

- (1) Dress: Short-sleeved plain white one piece dress with no more than 2 inches above the middle of the knees
- (2) Belt: White belt of the same material and colour of the dress
- (3) School tie: Red school tie with the school badge sewed on it and not exceeding the belt
- (4) Socks: Plain white socks 3 inches or above the ankles without trademarks, patterns or laces on the socks
- (5) Shoes: Plain black leather shoes with heels no more than an inch and no excessive decorations
- (6) Cardigan /Vest: School cardigans or vests can be worn when the weather gets colder. Students are not allowed to wear any cardigans or vests during morning assemblies when the temperature rises to 26 degree Celsius or above.

2. Winter uniform

- (1) Shirt: Long-sleeved plain white shirt with no buttons on the collars.
- (2) Dress: Grey sleeveless one piece dress with no more than 2 inches above the middle of the knees.
- (3) Belt: Grey belt of the same material and colour of the dress.
- (4) School tie: Red school tie with the school badge sewed on it and the badge visible to others.
- (5) School blazer: School blazer made of waterproof silk fabric with the school badge sewed on the top left pocket.
Students must wear the school blazer to school as part of the winter uniform.
(The inner part and the outer coat of this new school blazer can be separated.
Starting from 2015-16 school year, S1 students must wear this new school blazer.
Other students are expected to change to the new blazer gradually.)
- (6) Socks: Long plain grey socks without any trademarks, patterns or laces on them.
- (7) Shoes: Plain black leather shoes with heels no more than an inch and no excessive decorations.
- (8) Cardigan /Vest: School cardigans or vests can be worn under the blazer in cold weather.
- (9) Scarfs: Plain red, white, black or grey scarfs.

Special arrangements will be made by the school according to the change of weather and the students' needs:

The following are the guidelines for special situations:

- (1) If the temperature is 20 degree Celsius or above, it is optional to wear the school blazer.
- (2) If the temperature is 12 degree Celsius or below,
 - students can wear the whole set of sports uniform with the school blazer or
 - plain dark blue or black cotton wadded jacket, down jacket, and quilted jacket (which must be warmer than the school blazer).

3. Sports uniform

New sports uniform (for all seasons)

- (1) Short-sleeved sports T-shirt
- (2) Long-sleeved sports jacket
- (3) Sports pants
- (4) Sports shorts
- (5) Plain white socks 3 inches or above the ankles without trademarks, patterns or laces on the socks
- (6) Plain white sports shoes
- (7) On the day of the P.E. lessons in all seasons, students can wear the full set of sports uniform to school, including: short-sleeved sports T-shirt, long sleeved sports jacket, sports pants, sports shorts, plain white socks and sports shoes.

4. Appearance

- (1) Students must dress in a simple manner and maintain a tidy and neat appearance.
- (2) No dyeing of hair and hair extension are allowed. Students must not make their hair colour lighter using treatments, such as perming using negative ion etc.
- (3) No hair products are allowed, such as hair spray and hair gel.
- (4) Students with hair below the shoulders must tie their hair up in a tidy manner, and not have their fringe covering the eyebrows.
- (5) Only plain black, white or red hair accessories are allowed.
- (6) Only a pair of small round plain-colored stud earrings is allowed. Both earrings must be symmetrical and of the same design.
- (7) No accessories are allowed, except a pair of earrings.
- (8) No make-up or nail polish are allowed.
- (9) No coloured contact lenses are allowed.

In case of violating the above policy, students are required to make corrections immediately. The school will review and update the school rules periodically.

Attendance Requirements and Procedures of Taking Leave

Attendance Requirements

1. According to our school's attendance requirements for students, all students must attend classes punctually as well as complete classes and assignments every day.
2. As extra lessons or school activities may be arranged on weekdays after school or on Saturday mornings, students should avoid arranging any off-campus tutorials or interest classes that are held before 5:30pm on weekdays, or on Saturday mornings to prevent time clash with such classes and activities.
3. All students are required to attain an attendance rate of 80% or above in each term, so as to be eligible to take the examinations and receive the report card of a school term
4. For students who have been absent for a prolonged period of time, the school has to report the case to the Education Bureau, which will then follow up.
5. The record of absence on the report card:
(1) All causes of not attending school are regarded as absence, including valid reasons (e.g. sickness, injuries, or attending relatives' funerals) and invalid reasons (e.g. truancy), except attending off-campus activities on behalf of the school (e.g. inter-school competition). The days of absence will be recorded on the report card.

(2) In accordance with the Education Bureau computer record system, being absent for less than half a day is to be counted as 0.5 day of absence, and hence the unit of the attendance is counted in the unit of 0.5 day.

Procedures of Taking Leave

1. Students should learn proactively and must not be absent with invalid reasons. Students must follow the procedures of taking leave from school in case of sick leave or casual leave.
2. If a student is applying for sick leave, her parent should notify the General Office as soon as possible. The student should submit a letter of absence signed by a parent to the class teacher on the day she returns to school. In case of taking leave for two consecutive school days or more, the student must also submit a doctor's medical certificate. If the student is applying for personal leave, she should submit a letter signed by a parent and the written proof to the class teacher three working days in advance. The student can only take the leave after receiving approval from the school.
3. The school will not approve leave due to unnecessary events, such as traveling or visiting relatives. Students who take leave without approval from the school or following the procedures of taking leave will be punished.
4. Template for a letter of absence:

_____ (Date)
Dear Class Teacher of _____,
Kindly excuse my daughter / _____ (relationship), _____ (name), of Class _____ for her absence from _____ to _____ (____ days(s) inclusively) because of _____. [Please state the reason(s)]
Thank you for your kind attention.
Yours sincerely, Signature of Parent/Guardian: _____ Name of Parent/Guardian: _____

Guidelines on Lateness and Early Leave

Students must not be late for classes or leave early without a valid reason. In case of lateness and request for early leave, students should go through the following procedures:

1. If students are late for school, the school will make a record of the late arrival in the Student Handbook. Students will get 1 black mark if they are late for 5 times or more, and 2 black marks if they are late for 10 times or more and so on. Students must bring their Student Handbook to school every day. Parents are encouraged to check their Student Handbook every day, giving timely reminders to their children or taking follow-up actions to achieve effective home-school cooperation.
2. Students who are late for school in the morning for over 30 minutes or arrive at school in the afternoon must report to the General Office, fill in a form and submit it to the teacher of the ongoing lesson. After being approved by the teacher, the students can then enter the classroom.
3. Students who need to leave early because of sickness or other valid reasons must collect a form from the General Office, fill in the form, ask their class teachers or discipline teachers to sign the form. They should submit it to the General Office before leaving the school. Students must submit a letter of absence signed by their parent to their class teachers on the first day they return to school. (Students who apply for leave after lunch must also fill in the early leave form and submit it to the General Office before leaving.)

Guidelines for Taking Attendance with E-Card

Students must take attendance with their E-cards when they go to school in the morning and leave in the afternoon. Both parents and the school can check students' record of absence or late arrival. In order to ensure accurate attendance records, students are required to take attendance with their E-cards when entering and leaving the school every day. Class teachers and discipline teachers will also remind students the importance and their responsibility to take attendance with E-card from time to time. Students who still fail to take attendance with E-card after multiple reminders will be punished.

Details of punishment are as follows:

1. If students have not taken attendance with their E-cards for 10 times, they will receive a verbal reminder from their class teachers.
2. If students have not taken attendance with their E-cards for 15 times, their class teachers will give them a verbal warning and notify their parents. The students will have detention for an hour.
3. If students have not taken attendance with their E-cards for 25 times, students must see the discipline teachers and get 1 black mark.
4. Students who have lost their E-card must report to the General Office about the loss, or else they will still be subject to the above punishment.

Mobile Phone Storage and Guidelines on Governing the Use of Mobile Phone Lockers

Our school **does not** encourage students to bring mobile phones to school. Using the mobile phone at school is strictly prohibited. Yet, mobile phone storage service is provided for students because the school has taken into account that parents may need to contact their children after school. Thus, our school has installed lockers with an electric door for students to store their phones. After students are given the permission to use the lockers, they should place their phones in the lockers by themselves every day.

Parents are urged to remind their children to take care of their mobile phones, place them in the lockers, and avoid bringing expensive phones to school. The school will not be liable for any loss or damage. Parents should also urge their daughters to store their mobile phones. If students are discovered to be showing or using mobile phones against the rules, disciplinary action will be taken and parents need to collect the mobile phone in person. Details of the application procedures and the “Guidelines on Governing the Use of Mobile Phone Lockers” are as follows:

Applying for mobile phone storage service:

1. Students must fill in the form – “Applying for Mobile Phone Storage Service” – at the beginning of the school year, specifying the phone number, brand, colour, model, and price.
2. Students can use the mobile phone storage service only after approval is given by discipline teachers.

Guidelines on Governing the Use of Mobile Phone Lockers:

1. Each student can only use the locker assigned by the school.
2. The right to use the assigned locker must not be shared.
3. Only the phone approved by parents on the application form can be stored in the locker.
4. The students who applied for the service must not store other students’ mobile phones in the locker.
5. Students must prepare a good lock (no password locks are allowed) and keep the key safe. In case of loss, students should notify teachers immediately.
6. Students must turn off their mobile phones before placing them in the locker.
7. Students can only place their phones into the locker between 7:45-8:10 am. The lockers will be open again between 4:05-5:30 pm (2:10-5:30 pm for the Special Timetable) for students to pick up their phones.
8. Students must not store or pick up their phones during lessons without permission from the school. If needed, students can ask their class teachers for assistance.
9. The electric door for the lockers will be locked at 5:30 pm every day by the school. Students who have not picked up their phones at or before 5:30 pm can pick it up on the next school day.
10. Students should take good care of their phones.
11. The school will not be responsible for any loss or damage caused to the phone or its system while in the locker.
12. When necessary, the school can accompany students/discipline teachers to check the students’ lockers.
13. Students must take good care of the lockers. Those who intentionally damage the lockers must pay for the compensation.

* If students violate the above rules, the school can take disciplinary actions or even terminate students’ rights to use the locker.

School Social Workers and Guidance Teachers

If you notice your children are having behavioural, mental or academic problems, you should communicate with their class teachers as soon as possible. You can also contact school social workers or guidance teachers to help students solve the problems together.

Social workers/Student Guidance Officers	Telephone
Ms Chan Miu Ying (School Social Worker)	2337 8650 (School) 2750 7913 (Hong Kong Children & Youth Services)
Ms Tsang Wing Yan (Student Guidance Officer)	2337 9594

Parenting Tips: Discipline and Communication

Discipline

1. Parents should become role models for their children
2. Both parents should adopt the same approach to discipline
3. Identify clearly the seriousness of a matter while not being stringent
4. Help children build up a positive self-image
5. Help children foster self-management ability

1. Parents should become role models for their children

Parents are their children's "first teachers". The development of children's behavioural patterns are based on what they learn from their parents' behaviours. Thus, parents should become role models themselves so that their children will gain motivation and directions of learning.

2. Both parents should adopt the same approach to discipline

If both parents teach using the same approach, children can understand more clearly about what reasonable expectations and the consequences of their behaviours are. Hence, children will not ride roughshod over others and make unreasonable demands.

3. Identify clearly the seriousness of a matter while not being stringent

It is common that parents hope that their children have good performance. Parents become worried when the children make a mistake. Yet, please remember that we are not perfect. Everyone makes mistakes. Parents should give clear guidance to their children on important matters and values. Parents should not be over-critical regarding small problems so as to avoid damaging children's self-esteem or the relationship between parents and children.

4. Help children build up a positive self-image

Proper praise and constructive criticism can help children understand their strengths and weaknesses and build up a positive self-image. Hence, they can cultivate a positive attitude when facing difficulties. Never scold children or use corporal punishment in public since these methods will lead to children's low self-esteem and they may mistake that mean-spirited words and violence could solve problems.

5. Help children foster self-management ability

Parents should remind their children to arrange daily tasks, including arranging time for doing homework, taking a shower, having entertainment, setting morning alarms, cleaning their rooms and desks, etc., to develop children's abilities in time management, independence and self-discipline, so that they can become a responsible person.

Communication

All parents love their children. However, sometimes when parents express themselves in an inappropriate way, it may directly hurt children’s self-esteem, resulting in losing confidence and resentment towards parents and communication barriers.

Test on <Communication Between Parents and Children>

Try the following test and see if the communication between you and your children is harmonious. Please put a ‘✓’ in the appropriate box.

		Yes	No
1.	Have you always complained about your children in front of friends and relatives?	<input type="checkbox"/>	<input type="checkbox"/>
2.	Have you praised or encouraged your children when you discovered their strengths?	<input type="checkbox"/>	<input type="checkbox"/>
3.	Have you ever told your children, “Why are you so stupid? You are absolutely useless!”	<input type="checkbox"/>	<input type="checkbox"/>
4.	Have you ever told your children, “I would be reassured if only you could be studying as well as your sister!”	<input type="checkbox"/>	<input type="checkbox"/>
5.	Have you ever criticized your children’s friends and classmates in front of them?	<input type="checkbox"/>	<input type="checkbox"/>
6.	If you smoke, have you ever prevented your children from smoking?	<input type="checkbox"/>	<input type="checkbox"/>
7.	When you are upset, have you ever contained your anger as much as possible so as to not take it out on them?	<input type="checkbox"/>	<input type="checkbox"/>
8.	If you and your spouse have different opinions on disciplining your children, have you ever complained about your partner in front of your children?	<input type="checkbox"/>	<input type="checkbox"/>
9.	Do you always forget or break the promises you make to your children?	<input type="checkbox"/>	<input type="checkbox"/>
10.	If your children have done something wrong together, have you ever only punished the older daughter but not the younger one?	<input type="checkbox"/>	<input type="checkbox"/>
11.	Have you ever told your children, “If you have such a poor performance in the next examination, why don’t you just quit and find a job instead!”	<input type="checkbox"/>	<input type="checkbox"/>
12.	When you notice your children having fashionable clothes and following the trends, have you tried to understand their feelings before stopping them from doing so?	<input type="checkbox"/>	<input type="checkbox"/>

Scoring table

1.	Yes - 0 marks	No - 2 marks	7.	Yes - 2 marks	No - 0 marks
2.	Yes - 2 marks	No - 0 marks	8.	Yes - 0 marks	No - 2 marks
3.	Yes - 0 marks	No - 2 marks	9.	Yes - 0 marks	No - 2 marks
4.	Yes - 0 marks	No - 2 marks	10.	Yes - 0 marks	No - 2 marks
5.	Yes - 0 marks	No - 2 marks	11.	Yes - 0 marks	No - 2 marks
6.	Yes - 0 marks	No - 2 marks	12.	Yes - 2 marks	No - 0 marks

Analysis

20 – 24 marks	Your communication with your children is quite effective. It helps to establish a good relationship between you and your children.
10 – 18 marks	Your communication with your children is yet to be improved. You should listen to and understand your children’s thoughts more.
8 marks or Below	Your communication with your children is rather problematic. You should learn the following communication techniques: <ol style="list-style-type: none">1. Listen to your children attentively.2. Praise more and criticize less.3. Maintain harmonious and pleasant communication.4. Do not speak at great length.5. Allow children to express their opinions and may adopt them if they are feasible.6. Parents may express their feelings more frequently.7. Keep the tone gentle when speaking.8. Solve problems together with mutual understanding.

Test on <Communication Between Parents and Children> — extracted from the “Parents’ Handbook” by the Hong Kong Children & Youth Services.

Scholarships and Grants

Scholarships

Our school offers Kit Sam Scholarship, School Supervisor's scholarship, Principal's scholarship and teachers' scholarships, PTA scholarships and alumni's scholarships.

Grants

Objectives:

To help students minimize impacts on their learning due to financial difficulties arising from incidents or sudden events.

Targets:

S1 to S6 students who are in need (to be recommended by the school and especially the ones who are not covered under the existing social security system).

Application Procedures:

1. Students and their parents can obtain the application form from the school.
2. Students should submit the completed form to their class teachers, the social workers or the Vice Principal (Student Development).
3. The Vice Principal will then pass the application forms to the class teachers for them to fill in the recommendation section.
4. After the class teachers have recommended the students, the Vice Principal will contact the Principal and the social workers to meet the students together. Through the meeting, they will decide the areas covered by the grant and its limitations by checking if the students are eligible to apply for other government financial assistance schemes.
5. After the meeting, the Principal, the Vice Principal and the social workers will discuss support measures, the covered areas of the grant, and the amount.
6. The school will notify parents of the application results and the amount.

Student Activities Support Grant

Students who receive the Comprehensive Social Security Assistance (CSSA) or a full grant of the Textbook Assistance (TA) Scheme are eligible to apply for the grant. (For students with financial difficulties, including those who are from single-parent families or receive a half grant of the TA Scheme, or those whose family members suffer from chronic illnesses or parents are unemployed, they must submit a written application for the grant and their applications will be processed based on the circumstances.)

Subsidized activities and areas:

1. **Subsidized activities:** Participation in life-wide learning activities organized or recognized by the school, such as extra-curricular or co-curricular activities, field trips, service learning, career experience, local and non-local competitions, exchange activities outside Hong Kong, or interdisciplinary activities or training programmes provided by the local post-secondary institutions.
2. **Covered areas:** Necessary basic expenses in the activities, such as expenses of materials, transportation or equipment.

Amount of Grant (decided based on the amount determined by the Government every year):

\$650 for each eligible applicant every year.

Application procedures:

1. Individual applications by students

- 1.1 Students can obtain an individual application form outside General Office.
- 1.2 After filling in the form, students should submit it to the teacher-in-charge and the teacher will then verify and sign the form.
- 1.3 The teacher-in-charge or students should put the form into the collection box outside General Office.
- 1.4 After the application is approved, staff members from General Office will notify the students about collecting the grant.

Note: Students must pay the full cost beforehand. They will only receive the grant after the activity has ended.

2. Group applications by teachers on behalf of students

- 2.1 The school will list out the payment details in the school circular. Students who receive CSSA or full grant of the TA Scheme are only required to pay the amount after the deduction of the allowance.
- 2.2 Teachers will fill in and submit the group application on behalf of the students, so students do not have to apply individually.

Guidelines on Extra-curricular Activities

Students should participate in extra-curricular activities proactively in order to achieve a balanced development of moral, intellectual, physical, social, aesthetic and religious education. Parents are asked to urge students to observe the following guidelines on extra-curricular activities:

1. Every student will be allocated into one of the four Houses, namely the House of Wisdom, Justice, Prudence or Purity. All House members should work on house affairs together with concerted efforts.
2. Every S2 to S5 student is required to join at least one extra-curricular activity every school year, whereas S6 students can choose whether to join or not. All students must not participate in more than two clubs or societies.
3. S1 students must participate in two extra-curricular activities, in which one is an interest class while the other is one of the following five domains, namely spiritual education, sports, music, arts or uniform groups. Therefore, teachers can select students with the potential for further training in accordance with the development of the New Senior Secondary (NSS) curriculum.
4. Societies or clubs will recruit new members in September every school year. All regular meetings will be held from September to late May according to the meeting schedules. Every member must attend the meetings punctually.
5. Students are not allowed to withdraw from the societies/clubs without valid reasons after joining them. In case of applying for withdrawing from the societies/clubs, parents must have a meeting with the Head of the Student Activities and Talent Development Team as well as submit a written application (relevant documents will also be required when necessary). Only when the application is approved will the students' membership officially be withdrawn from the societies.
6. Students should attend activities and meetings punctually. Absentees must follow the procedures of taking leave.
7. Students' performance in extra-curricular activities will be graded and recorded on the report card.
8. Students must wear specific clothing and bring items needed to attend meetings.
9. Outdoor activities held by the class committee or societies, including trips and camping activities, etc., must be approved by the Principal in advance and led by class teachers, teacher advisors of the societies or other teachers. Teachers-in-charge should send written notice to parents, informing them of the details of the activity.
10. In case of heavy rain, thunderstorm warning in force or high air quality health index, students who have joined school trips or outdoor activities must still meet at the designated location. Teachers-in-charge will decide whether to carry out or call off the event based on the actual situation. Also, in case of special circumstances, like Red or Black Rainstorm Warning and Tropical Cyclone Warning Signals in force, students have to follow guidelines from the Education Bureau.

The Concept of Life Planning

Life planning is an ongoing and lifelong process that helps us achieve objectives at different stages of life. At the schooling stage, life planning education plays a significant role in fostering students' self-understanding, personal planning, goal setting, reflective habits of mind and learning about progression pathways. Effective life planning equips students with knowledge, skills, and attitude to make wise choices in accordance with their interests, abilities, and directions as well as connect their academic or career aspirations with whole-person development and lifelong learning. Therefore, parents are asked to support and cooperate with the school as well as urge their children to finish reflection activities on time, such as setting up aspirations and writing reflections.

Student Learning Profile (SLP)

SLP is a summary presentation of what a student participates and achieves, in terms of their whole-person development during the senior secondary years. It aims to recognize the whole-person development of all students as well as facilitate reflection on their ongoing experiences and set goals.

The following information can be included in SLP:

- * academic performance in school (other than results in the Hong Kong Diploma of Secondary Education Examination);
- * Other Learning Experiences (OLE), including moral and civic education, community services, work-related experience, arts development, and sports development;
- * performance/awards gained outside school; and
- * student's 'self-accounts' (e.g. highlighting any impressive learning experiences or career goals)

SLP is a learning tool that facilitates students' reflection on their personal development. It is also a summary of students' personal qualities and serves as evidence of their whole-person development. Currently, other than the JUPAS participating-institutions, over 30 non-JUPAS tertiary institutions, 127 tertiary institutions in the mainland and over 160 tertiary institutions worldwide have accepted SLP as a reference document to examine students' whole-person development.

HKDSE Exam and multiple pathways for students

1. Introduction of HKDSE Exam

The Education and Manpower Bureau (now known as the Education Bureau) announced in 2005 that the three-year senior secondary academic structure would be implemented in S4 starting from September 2009. Under the new academic structure, every student will finish the three-year junior education and the three-year senior education.

Most of the day school candidates will take four core subjects (Chinese Language, English Language, Mathematics and Liberal Studies), two to three elective subjects or Applied Learning (ApL) courses in the Hong Kong Diploma of Secondary Education Examination (HKDSEE).

Standards-referenced reporting (SRR) is adopted to report candidates' assessment results in the HKDSE Examination.

The following are some examples of frequently asked questions on the HKDSEE. Please refer to the following document for other questions.

<https://lifepanning.edb.gov.hk/en/about-us/common-questions.html>

Q : How many subjects are required for university admission? What are the level requirements?

A : Students attaining Level 3 for Chinese Language and English Language and Level 2 for Mathematics and Liberal Studies in the HKDSE Examination (“3322”) are eligible to be considered for admission to the 4-year undergraduate programmes of local publicly-funded or self-financing tertiary institutions. Individual institutions / faculties / programmes will determine the attainment level required for one or two elective subjects (usually at Level 2/3) and other admission requirements. Some institutions may put in place various selection procedures due to the practical needs of the programmes. Therefore, the minimum requirements for admission will be on a competitive basis. The latest admission requirements have been uploaded to respective websites of the institutions / faculties / programmes.

Q : If students do not reach the minimum entry requirement of a core subject (e.g. Mathematics), will they be denied access to universities?

A : The entrance requirements for university in terms of the four core subjects are: Level 3 for Chinese Language and English Language; Level 2 for Mathematics and Liberal Studies. Yet, universities will exercise flexibility in handling individual cases.

Q : Apart from applying to universities with their HKDSE Examination results, what are other pathways for students?

A : Under the New Academic Structure, our students, as always, can choose among multiple pathways available other than degree programmes. They may apply for sub-degree programmes (including associate degree and high diploma programmes), the Diploma Yi Jin or Vocational and Professional Education and Training programmes, according to their interests, needs and abilities. They may also participate in the Youth Employment and Training Programme or study overseas.

The Diploma Yi Jin has been put in place from the 2012/13 academic year onwards to provide an alternative pathway for S6 school leavers to obtain a formal qualification for the purposes of employment and further studies. The Hong Kong Council for Accreditation of Academic and Vocational Qualifications (HKCAAVQ) has evaluated and confirmed that the exit standard of the Diploma Yi Jin programme is deemed comparable to the attainment of Level 2 in five subjects

including Chinese Language and English Language in the HKDSE Examination. For students who have satisfactorily completed the Maths Plus elective module, the exit standard of their Diploma Yi Jin is comparable to the attainment of Level 2 standard in five subjects including Chinese Language, English Language and Mathematics in the HKDSE Examination.

2. Introduction of pathways for students

There are multiple pathways for students. See this link for details:

<https://334.edb.hkedcity.net/new/en/index.php>



What's New

28.05.2020

Virtual Information Expo on Multiple Pathways 2020 will go live on 12 and 13 June [View](#)

15.04.2020

2020 HKDSE Commences in Late April with a Series of Precautionary Measures [View](#)

23.03.2020

2020 HKDSE Written Examinations Postponed to Late April

10.02.2020

Presentation Slides of 2020 Parents' Seminars on "Senior Secondary Curriculum and Subject Choices" have been uploaded

29.01.2020

Cancellation of the Parents' Seminars on "Senior Secondary Curriculum and Subject Choices"

03.01.2020

Parents' Seminars on "Senior Secondary Curriculum and Subject Choices" to be held in March 2020 (Full)

Remark: The presentation slides of the Parents' Seminars will be uploaded to this website a week after the completion of the seminar.

25.11.2019

Main findings of the "Survey on Senior Secondary Subject Information: 2018/19 School Year" have been uploaded

26.09.2019

The "EDB Designated Webpage for 2019 / 20 Secondary 6 Students" has been launched.

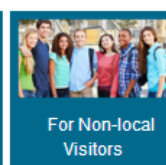
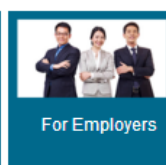
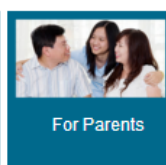
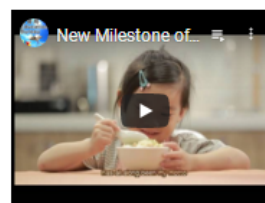
19.06.2019

Presentation Slides of Parents' Seminar on "Get prepared for the Release of HKDSE Examination Results – the Latest Information on Multiple Pathways" have been uploaded

23.05.2019

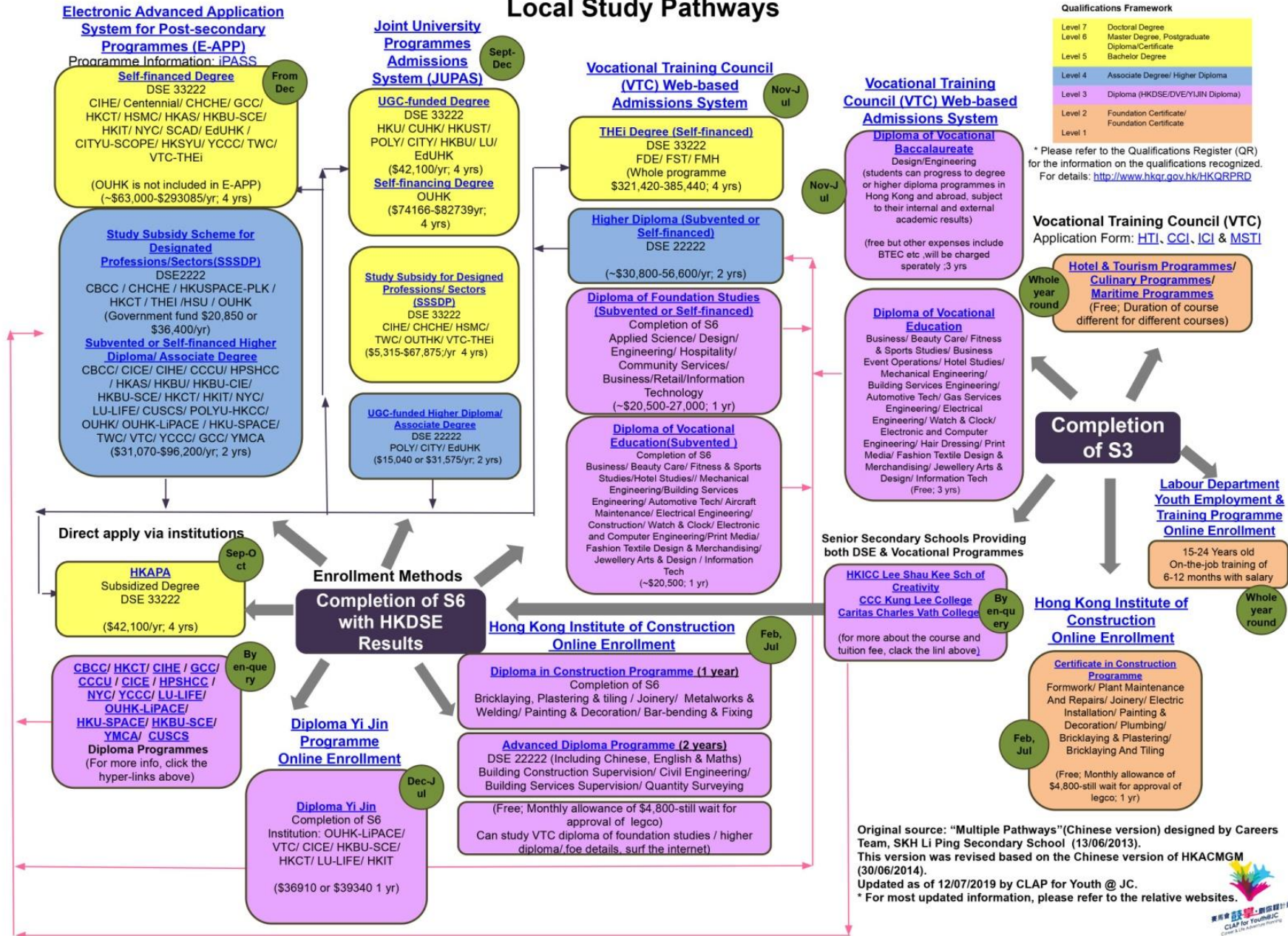
The "2019 HKDSE Exam Results Release Designated Webpage" has been launched

[More >](#)



Study paths for S6 graduates under the NSS academic structure

Local Study Pathways



Further Studies and Careers Information

Parents can access the following information using QR code reader of smartphones.

Introduction of the New Academic Structure for Secondary Education and Higher Education		https://334.edb.hkedcity.net/new/tc/introduction.php
Parents' Roles in Children's Stage of Learning in Junior and Senior Secondary Levels		https://lifeplanning.edb.gov.hk/tc/parents/junior-senior-secondary-level.html
Activities about the New Academic Structure Organised for Parents		https://334.edb.hkedcity.net/new/tc/activities.php
Smooth Transition from Primary to Secondary Level 2015		https://334.edb.hkedcity.net/doc/chi/Parent Pamphlet 2015 chin.pdf
Life Planning Website – Parents' Corner		https://lifeplanning.edb.gov.hk/tc/parents/index.html
e-Bulletin for Parents (Parents can subscribe to the up-to-date education information provided by the Education Bureau)		https://www.edb.gov.hk/tc/student-parents/parents-related/ebulletin-for-parents
Strategy on Senior Secondary Programme Choices (Hok Yau Club) (For students choosing elective courses in form3/4)		http://student.hk/site/?q=innercat/301
Parents' FAQs about "Other Learning Experiences(OLE)" and "Student Learning Profile (SLP)"		https://cd1.edb.hkedcity.net/cd/lwl/ole/article/qa_for_parents_hot_issues_v2.pdf

Applied Learning - Parents' Corner		https://www.edb.gov.hk/tc/curriculum-development/cross-kla-studies/applied-learning/Parents-corner/index.html
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Profile of Parent-Teacher Association

I Objectives

1. To reinforce the cooperation and connections between parents and the school in order that home and school education complements each other, achieving effective learning.
2. To facilitate parents' involvement in the education process, supporting the school, improving and enhancing student welfare.

II Job content

1. To coordinate annual general meetings, tea receptions for S1 parents to meet with the Principal, and parents' activities for expressing appreciation to teachers, as well as co-organise Parents' Day, publish newsletter as well as update the Parent-Teacher Association (PTA) website in order to strengthen parents' connections with the school.
2. To promote Parents' Academy, encouraging parents to join courses or school activities on parents' education, allowing parents to access information to facilitate communication with their children and guiding the children to have healthy growth.
3. To organise seminars and provide books and audiovisual resources loan service to educate parents, allowing them to master ways to educate their children.
4. To coordinate 'parent-child activities'; and interest classes and assist with the planning and organization of 'parent-child voluntary service' to strengthen the relationship between parents and their children.
5. To award scholarships and book vouchers, participate in the selection of lunchbox suppliers as well as assist with the planning and organization of second-hand textbooks sale programmes to improve and enhance student welfare.
6. To arrange executive committee members of PTA to attend school events, e.g. Sports Day, S1 Newcomers' Parents' Day, Graduation Ceremony and Open Day.
7. To provide a suggestion box and email system for parents to give suggestions.
8. To arrange parents to attend relevant activities held by the Education Bureau or other institutions.
9. To assist with the election of Parent Managers.

III Introduction of "Parent Manager" Election

1. The PTA is authorised by the Incorporated Management Committee (IMC) to carry out the "IMC Parent Manager Election" and elect a Parent Manager and an Alternate Parent Manager to become the members of the IMC. The term of office of a Parent Manager and an Alternate Parent Manager is two years. They must attend IMC meetings and assist with promoting the school development, so as to achieve the missions, objectives and core values of the school sponsoring body.
2. All parents of current pupils of the school are eligible to become candidates. Parents in relation to a pupil include the guardian of the pupil and a person who is not the parent or guardian of the pupil but has the actual custody of the pupil. All parents of current pupils are eligible to vote.
3. The election is carried out according to the relevant regulations of the "Education (Amendment) Ordinance 2004: reference for establishing the Incorporated Management Committee" and the "Education Bureau Circular Memorandum No. 259/2004 appendix: Guide for Parent Manager Election". The relevant regulations are included in the appendix at the end of the PTA Constitution.

IV Constitution

Our Constitution has been uploaded onto the PTA website. Parents are welcome to visit the following link for more details:

<https://sites.google.com/a/kitsam.edu.hk/parents-teacher-association/whatsnews>



Your participation is what motivates the PTA!

Parent-Teacher Association invites all parents of pupils to join different activities or become parent

volunteers. You are also very welcome to join the election and become a committee member. Your participation is what motivates the PTA! The PTA will work hand in hand with you to ensure that Kit Sam girls can grow up happily and healthily.

In order to reinforce home-school cooperation, parents are welcome to visit the school website and the intranet for the latest information on the school.

School Website (<http://www.kitsam.edu.hk>)

Information about the school and activities can be found on the school website.

Please pay attention to the following items:



➤ Important information	[Highlights] → [Important News]
➤ School circulars distributed to students	[Documents] → [School Circulars]
➤ School calendar	[Documents] → [School Calendar]
➤ News and activities of the Parent-Teacher Association	[Parents] → [Parent-Teacher Association]

Kit Sam Intranet

A hyperlink to the Kit Sam intranet is included in the school website. The intranet provides an interactive platform for teachers, parents, and students to communicate with one another. Apart from sending emails and school circulars, teachers can also provide interactive teaching materials for students to learn on this platform; parents as well can access more information about their children at school, e.g. students' attendance, the balance of their e-Pouch and records of merits and demerits.

Opening Hours of Multimedia Learning Centre (MMLC)

In order to provide more chances for students to learn after class using computers, the Multimedia Learning Centre (MMLC) and the school library will be open for students at lunchtime and after school.

The opening hours are as follows:

Lunchtime	12:45 pm – 13:15 pm
Afterschool	16:05 pm – 17:30 pm

Other School Polices and Measures

In order to enhance the quality of school management and education, our school formulates policies and measures based on the actual situation and the development needs of the school. We would like to draw your attention to the following policies. The relevant policy documents can be found on the school website (<http://www.kitsam.edu.hk>).

1. Statement on Policies and Guidance in relation to Protection of Personal Data
2. School Guidance on Complaints Handling
3. Policy for the Prevention and Handling of Sexual Harassment

Opening Hours of Campus and Study Room

Campus	School days	7:30am – 5:30pm
	Saturdays	8:30am – 12:45pm
	School holidays	8:30am – 4:00pm
Study rooms	School days (S3 to S6)	4:05pm – 6:45pm
	Saturdays and school holidays (S4 to S6)	9:00am – 6:00pm
	Summer holidays (S4 to S6)	9:00am – 6:00pm

* The campus and study room will be closed on Sundays and public holidays.

Typhoon and Rainstorm Arrangements

- 1 In case of typhoon signals or rainstorms, if a tropical cyclone warning signal number 8 or above or a red or black rainstorm warning signal is hoisted by the Hong Kong Observatory, classes will be suspended according to the guidelines from the Education Bureau.
- 2 In case of typhoon signals, rainstorms, thunderstorms or special incidents, if the Education Bureau announces class suspension through radio or TV, classes will be suspended immediately in our school.
- 3 In case of the above situations during lessons, if the Education Bureau announces class suspension, classes will be suspended in our school and students should leave the school immediately.
- 4 In case of a red or a black rainstorm warning signal during lessons, lessons will continue and students will leave the school after classes according to the normal class timetable when they can go home safely.
- 5 Classes and examinations will be cancelled on the day of class suspension. (Please refer to Item (8) of the Examination Regulations for make-up examinations arrangement)

Electronic Payment Methods

The school will arrange different learning activities or help students purchase teaching materials and stationery in order to cater to students' various needs. For parents' convenience, students can pay for the relevant cost and miscellaneous fees of the items mentioned above using e-Pouch.

Notes about adding value to e-Pouch and its payment:

- Parents can add value to students' e-Pouch using the following methods:
 - (1) Adding value with cash in VANGO or Circle K convenience stores.
 - (2) Opening a PPS account and transferring the payment via PPS by phone to the school account (the merchant code of Kit Sam Lam Bing Yim Secondary School is 6221).
 - (3) Transferring payment via internet banking. The payment account number: Student number + verification code.

- For the above payment methods, users will be charged an administrative fee by banks or related service companies. For every top-up, \$2.2 will be charged by internet banking or the PPS company and the minimum reload amount is \$200, whereas VANGO or Circle K convenience stores will charge a fee of \$3.4.

Lunch Arrangements

According to school rules, S1 to S3 students must stay at school for lunch. Students can order lunch monthly, pack their own lunch to school, or have their lunch delivered by parents.

S4 to S6 students can have their lunch outside the campus during lunchtime.

After the food sampling session with student representatives, representatives of the PTA and the school teachers as well as based on the discussions at the meeting according to the Education Bureau procurement procedures, the Hong Kong Gourmet Limited has been selected as the school lunch supplier this year. To facilitate the process of lunch fee payment, lunch orders and refunds for absent students, and so on, the contractor of the school tuck shop “Vitaland Services Limited” is responsible for collecting lunch fees and refunding. Parents are asked to pay attention to the following information about school lunch:

1. Notes for lunch box ordering
 - 1.1 S1 to S3 students must order lunch for the whole month.
 - 1.2 It is optional for S4 to S6 students to purchase lunch for the whole month or every Monday to Thursday in the month.

Lunch supplier	Lunch options per day	Price per meal
Danny Catering Service Limited	4 types	\$24.5

(Note: The lunch supplier and the price of per meal may change based on the service contracts. For further details, please refer to the latest school circular.)

2. Students will order lunch once a month. They must submit a completed order form with the relevant lunch fees to the staff of the tuckshop on or before a specified date every month.
3. Late payment will not be accepted. (For late payment due to any particular reason, please submit a letter written by parents, and then the school will consider the case on an individual basis.)
4. Notes for completing lunch order form and lunch fee payment
 - 4.1 The order form is divided into the left and right sections. Students should fill in all the information needed and submit the form with cash, cheques, deposit slips from The Bank of East Asia, or the receipt from the 7-Eleven convenience stores (\$5 will be charged for paying in 7-Eleven stores) to the school tuckshop. The form will be stamped by the staff of the tuckshop to prove that the students have successfully ordered the meals. The left section of the form will be returned to the students as a receipt and record; the right section will be kept by the tuckshop.
 - 4.2 Students should blacken the circles near the date with a black pen when completing the right section of the order form (no correction fluid or tapes are allowed since they can cause issues when scanning); if wrong details are filled in, it should be crossed out and blacken the right ones again.
 - 4.3 Late submission of lunch order forms will not be accepted.

5. Notes for parents delivering lunch

5.1 Parents are asked to apply for the “Parents’ lunch delivery card” to prevent unauthorised people from gaining access to the campus. Parents/guardians/domestic helpers who deliver lunch to school are asked to display the “Parents’ lunch delivery card” to gain access to the parents' waiting area in the covered playground. Students will pick up lunch at the parents' waiting area after the fourth lesson.

5.2 Time slot for parents delivering lunch

Parents who deliver lunch for students are required to apply for a “Parents’ lunch delivery card” at the beginning of the school year. On school days, after showing the “Parents’ lunch delivery card” at the following time slot, parents can wait at the covered playground for their daughters to pick up the lunch.

	Time for parents to deliver lunch
Normal hours	12:05~12:25
Special time	11:25~11:45

5.3 Students’ lunchtime

	Students’ lunchtime
Normal hours	12:15-13:15
Special time	11:35-12:35

6. Cancellation and refund arrangement

6.1 In case of taking leave, if students have ordered lunch boxes, parents must call the school tuckshop before or at 9:00 a.m. on that day to cancel the lunch order (Tel: 67963091). The telephone number of the school tuckshop has been printed on the lunch order form and the back cover of the students’ handbook.

6.2 The lunch fees will be refunded in cash coupons which list out the date of students’ absence and the refund amount. Students can order lunch in the following month using the coupons. Cash coupons issued in June or unused coupons will be refunded to students in cash at the end of the school term.

7. Notes for students having lunch at school

7.1 To maintain good hygiene, students should not share their meal.

7.2 To promote environmental protection, the lunch supplier uses reusable lunch containers made of plastic. Containers will be reused after being hygienically cleaned and disinfected. The lunch supplier will only distribute cutlery to students who have made lunch orders in September. Students have to clean and keep the cutlery on their own. No disposable cutlery will be provided by the lunch supplier.

7.3 The importance of good nutrition during teenage years is beyond dispute. Students should eat nutritious food for lunch to obtain enough nutrients instead of being picky about food or going on a diet. If necessary, the class teachers or teacher-in-charge will call parents to learn about students’ diets.

Procedures of Making Appointments with Teachers

1. Our school encourages parents to learn more about their children's learning progress. Parents are welcome to make appointments with teachers by calling the General Office (Tel: 23379594) and come to school at the appointed time. Please go to the General Office and ask the staff to notify the teachers after arriving at school.
2. Since teachers are required to follow the teaching timetable, parents may not be able to contact teachers immediately. If so, please leave your contact information and enquiries for teachers to respond to you.
3. If parents need to notify their children of unexpected emergencies (e.g. family members' emergency medical conditions), they can call the General Office and the school staff will pass the message to the students.
4. If students need to leave early due to personal matters, parents or guardians must submit a written application to the school in advance. After getting approved, students can leave early after registering at the General Office. For parents or guardians who pick up students from the school, please first register at the General Office for identity authentication and wait for their children there. The staff will then arrange the students to go to the General Office.

Parent Volunteers

We sincerely invite parents who share the values of our school to become parent volunteers through the PTA, so as to enhance our students' quality of learning as well as strengthen the communication and connection between home and school.

Uniform Ordering

Types of uniform : Summer and winter school dresses, school blazers, sweaters, and sports uniforms

Supplier : Fung Cheong Shun (Shatin) Limited

Address : Shop 114, 1/F, On Kay Court Shopping Centre, 20 Chun Wah Road, Ngau Tau Kok, Kowloon.

Telephone : 2684 1380

Useful Websites and Phone Numbers

Institution	Website/Address	Tel
Kit Sam Lam Bing Yim Secondary School	http://www.kitsam.edu.hk	23379594
Hong Kong Children & Youth Services School Social Work Service	http://www.cys.org.hk	27507913
School Tuckshop	----	2337 7091
Fung Cheong Shun (Shatin) Limited	Shop 114, 1/F, On Kay Court Shopping Centre, 20 Chun Wah Road, Ngau Tau Kok, Kowloon.	2684 1380
Education Bureau	http://www.edb.gov.hk	2891 0088
Life Planning Information Website of the Education Bureau	https://lifeplanning.edb.gov.hk/	3698 3503
Hong Kong Examinations and Assessment Authority	http://www.hkeaa.edu.hk	3628 8833
JUPAS Office	http://www.jupas.edu.hk	2334 2330
Student Finance Office	http://www.wfsfaa.gov.hk	2802 2345
Hong Kong Children & Youth Services	http://www.cys.org.hk	2761 1106
Breakthrough	http://www.breakthrough.org.hk	2632 0000
The Hong Kong Federation of Youth Groups	http://www.hkfyg.org.hk	2527 2448
'Youthline' Hotline	https://wmc.hkfyg.org.hk	2777 8899
Social Welfare Department	http://www.swd.gov.hk	2343 2255
The Hong Kong Council of Social Service	http://www.hkcss.org.hk	2864 2929
Hong Kong Catholic Marriage Advisory Council	http://www.cmac.org.hk	2810 1104
Harmony House	https://www.harmonyhousehk.org	2342 0072
Hong Kong Christian Service	http://www.hkcs.org	2731 6316
The Boys' & Girls' Clubs Association of Hong Kong	http://www.bgca.org.hk	2527 9121
Stewards	http://www.stewards.org.hk/	2790 3891
HKEdCity	http://www.hkedcity.net	2624 1000
ICAC iTeen Camp	http://www.iteencamp.icac.hk	----
Youth-online.com	http://www.youth-online.com	----
Hok Yau Club's Student Guidance Centre	http://www.student.com.hk	2397 6116

Address : 9 Fu Mei Street, Wang Tau Hom, Kowloon

Tel : 2337 9594

Fax : 2336 3549

Website : <http://www.kitsam.edu.hk>

Email : school@kitsam.edu.hk