



香港潮商學校 Chiu Sheung School, Hong Kong

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Cheung Marn Kay, Katherine	Mr. Chim Hon Ming	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					73%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
HK Chiu Chow Chamber Of Commerce	Propriety, Righteousness, Integrity, The Sense of Shame	1923	Chinese & English	School Bus; Nanny van	About 6000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	-	\$25 for replacement of student school report.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	1	1	1	Teachers' Resource Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Rooms, Activity Room, Visual Arts Room, Counselling Room, Conference Room, Group Learning Rooms, Speech Therapy Room, STEM Room.				Accessible public information / service counter.

Teaching Staff Information (including School Head) in the 2024/2025 school year

Number of teaching posts in the approved establishment				43		Total number of teachers in the school		58			
Qualifications and professional training (%)						Years of Experience (%)					
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above		Special Education Training		0 - 4 years		5 - 9 years		10 years or above	
100%	100%	19%		60%		40%		27%		33%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	3	3	4	4	4	4	22
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	3	3	4	4	4	21
Mode of teaching at different levels	1. Small class teaching. 2. Integrated mode for pupils of different nationalities. 3. English as medium of instruction in Mathematics and General Studies. 4. Equal emphasis in Chinese and English. 5. Split group teaching in Chinese, English and Mathematics to cater for different ability of pupils. 6. Afternoon homework sessions to help students finish homework.								
Remarks	1. Whole School Approach with enrichment and enhancement remedial classes in the afternoon session. 2. Learning Support Grant: teaching assistants for students with special education needs. 3. After-school Chinese tutorial classes to support non-Chinese students.								

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Formative Assessments, P.1-P.2 Game Booth Assessments, Summative Assessments.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	P.4-P.6 are streamed according to academic results.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	6	40 mins	8:00 AM	3:20 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Health education & Life education: Table manners, interpersonal skills and environmental protection. 2. Joyful Fruit Month. 3. "Healthy diet, infinite vitality" - Encourage students to eat more fruit and vegetables through cross-subject activities.		Establish Reading Time and Enrichment/Remedial Classes. In the afternoon, we provide learning sessions and activities in various areas to utilize study time more effectively: promote reading and implement STEAM education, National Education, and Values Education effectively. Additionally, enrichment and remedial courses are conducted to cultivate students' core abilities and promote whole-person development.		

Life-wide Learning

Road Safety Patrol, Flag Raising Team, Brownie, Cub Scout, Environmental Protection Ambassador, Community Youth Club, Junior Police Call, Drawing, Lightweight Clay Making, Basketball, Football, Table Tennis, Comprehensive Arts, Fun with Maths, ProCreate Digital Art, STEM Competition, Hip Hop, Bollywood Dance, Swimming, Taekwondo, Violin, International Chess, Pop Band, Percussion Band, Folk Song Group, Choir, Chinese Dance Class, Lion Dance, Fencing, Track and Field, English Storytelling, Debate, English Story Creation, Radio Drama, Filmit, English Drama

School Mission

In accordance with School Motto "Propriety, Righteousness, Integrity and The Sense of Shame", to educate the new generations of Hong Kong and create a pleasant, clean, healthy and harmonious learning environment aims to prompt students' moral, intellectual, physical, social and aesthetic development.

School Characteristics

School Management

School Management Organisation:

School is operating under the management of school board. School development strategies are designed under the leadership of the principal, vice principals, senior teachers and administrative groups. Different administrative groups are functioned under the co-ordination of the senior teachers to enforce the development of the school and the curriculum plan.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2007 to strengthen the management of the school. IMC is formed by elites from various sectors, such as the University Fellow, lawyers, accountants, business elites and so on. They all participate actively in school activities and provide professional advice and support to the development of school.

School Green Policy:

- 1. Encourage pupils to conform with the environmental rules set by the school and the society and reduce on the use of energy and other resources.
- 2. Reduce production of waste and recycle or reuse useful resources and encourage pupils to participate more in environmental protection activities in the community.

School's Major Concerns:

Healthiness, Confidence, Care and Inclusiveness.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Teaching Language: Mathematics and General Knowledge are taught in English.
- 2. E-Learning: Use interactive displays and tablets in classroom instruction to enhance learning effectiveness.
- 3. Specialized Courses: Engage professional instructors for specialized training in Arts and P.E.
- 4. Experiential Learning: Includes overseas exchanges and comprehensive outdoor learning.
- 5. Outcome-Based Learning: Project learning

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Subject learning is scheduled for the morning to help students focus better and enhance their learning effectiveness.
- 2. The afternoon sessions include a variety of learning and activities designed to make more efficient use of study time, promote reading, and effectively implement STEAM education, National Education, and Values Education. Additionally, advanced and remedial classes are offered to help cultivate students' generic skills and foster holistic development.
- 3. Homework periods are provided in the afternoon to assist students in completing more challenging assignments.

Development of Generic Skills:

Life-wide learning and Project Learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Through Self-growth lessons, Assembly, Overseas Learning Schemes, and participation in extracurricular activities and competitions to implement moral, civic and national education.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Assistant Teachers for Co-teaching.
- 2. After-school classes: English classes for Newly-arrived students, Chinese classes for Non-Chinese speaking students.
- 3. Enrichment classes for students with academic diversity.
- 4. Elite Class: To enhance higher order thinking skills for the able students.

Whole School Approach to Integrated Education:

The school's student support team is coordinated by the SENCO. The members include SENSTs, school-based educational psychologist, school-based speech therapist, school social worker, student counsellor etc. The team leads the whole school to support students with special educational needs. Use the "Learning Support Grant" to organize different training classes and inclusive activities, and also provide enhanced school-based speech therapy service, homework and assessment adjustment, Individual Education Plans, etc. for students with special learning needs, so that these students can receive appropriate support.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school. Summer Bridging Programme for Non-Chinese Speaking students. Weekly Cantonese Day for better exposure and immersion of Chinese.

Curriculum Tailoring and Adaptation:

- 1. Remedial groups and homework adaptation to cater for individual differences.
- 2. Special assessment invigilation and assessment papers adaptation for students with special education needs.
- 3. Split group teaching in Chinese and Mathematics to cater for different ability of students.
- 4. Chinese and English curriculum are adapted to cater students with different needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We are committed to enhancing home-school collaboration through activities that improve communication between parents and teachers. Our Parent-Teacher Association (PTA) holds regular meetings to involve parents in decision-making and foster better communication. Parents are encouraged to participate in lesson observation to understand their children's learning environments. We host educational workshops to provide resources for supporting students. Throughout the year, we have two parent days for direct communication about student progress and conduct two home visits per class to gain insights into students' backgrounds. We aim to create a supportive learning environment for all students through these efforts.

School Ethos:

- 1. Create a harmonious and inclusive school environment;
- 2. Pre-Primary Class to bridge kindergarten children to Primary One;
- 3. Two sessions of class-teachers periods daily;
- 4. "Classroom management campaign" to cultivate a sense of belonging of students;
- 5. Full-time station Student Guidance Teacher;
- 6. "I can achieve!" reward scheme, "Understanding Adolescent Project", "Be a decent and polite Chiu Sheung kid" and "Stars of the Month" programme to cultivate good learning attitude and behaviour.

Future Development

School Development Plan:

- 1. Ignite students' passion for learning, enhance personal abilities, fully prepare, and shape the future!
- 2. Cultivate students to live healthily, act lawfully, and keep responsibility in mind.

Teacher Professional Training & Development:

- 1. Schedule regular teacher collaboration for lesson planning and observation, complemented by professional lectures and domestic/international teaching exchanges to elevate instructional quality.
- 2. A sharing culture among teachers, both within and beyond the school, fosters continuous professional development.

Others

- 1. Scholarship for outstanding pupils in academics, performing arts, sports and services.
- 2. With our aim to facilitate students to explore, learn about different cultures and expand worldwide views, our school subsidizes Primary 4 to Primary 6 students to participate in various Mainland and overseas exchange (the U.K., Singapore, Malaysia, Kazakhstan and more) every year.