



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Chau, Kai Ming Joseph	Ms. Yau Bo Ki Joanne	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Catholic Diocese of Hong Kong	Seeking Knowledge Exemplifying Virtue	1968	Chinese (incl.: Putonghua) and English	School Bus	About 9000 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		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$300 Annual	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	AI Lab, STEAM Lab, Herbal Garden, Organic Farm, Campus TV, LED Wall Displays and Interactive Display Boards (school hall, cover playground, 1/F, classrooms).
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Visual Arts Room, Computer Room, Language Room, Student Activity Room, Remedial Teaching Rooms, Prayer Room, Speech Therapy Room and the Canteen.				Accessible lift, Accessible toilet, Tactile guide path and 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		46	Total number of teachers in the school			46
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%	39%	50%	24%	22%	54%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	4	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	4	4	4	4	4	4	24
Mode of teaching at different levels							The Chinese language is taught in Cantonese in P.1. Classes in Putonghua or Cantonese are available from P.2 onwards. The Chinese and English curriculums move from reading to writing. In order to enhance their writing and speaking abilities, we integrate STEAM and AI into many subjects at our school in order to maximize students' IT competencies and promote self-directed learning.							
Remarks							Our school is well-prepared for the implementation of gifted education. We strive to develop students' creativity, problem-solving, and critical thinking skills. Through the whole-school approach, we cultivate a caring and harmonic learning atmosphere, which leads to active engagement and academic achievement.							

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	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)	3		
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Students' abilities in Chinese and English are assessed through reading, writing, listening, and speaking. Each subject employs diverse assessment modes, such as formative assessments, cross-curricular learning, projects, creative writing, fun dictation, and online assessments, establishing the culture of student self-assessment, peer assessment, and parental evaluation.				
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	Mixed ability classes from P.1-P.3; starting the division into Elite Class from P.4 to P.6.				

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	10	30 mins	8:00 AM	3:20 PM	12:55 PM - 1:55 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier, arranged by parents and Students are required to have their lunch at school.		We are committed to positive life education and mental health culture on campus, creating a trusting and caring environment. Our school promotes the A+ Values Education Program, featuring Catholic education. Additionally, we participate in the Education Bureau's '4Rs Mental Health Charter' to help students establish healthy lifestyle for their physical and mental well-being from an early age.		Bridging Courses are provided for P.1 students to maintain a smooth transition from kindergarten to primary. There are tutorial classes from Mondays to Thursdays.	

Life-wide Learning

In line with the holistic education philosophy and to cater to the diverse potential of students' multiple intelligences, we offer a wide range of extracurricular activities, approximately 50 activity groups: English drama, Cantonese opera, martial arts (Nanquan), break dance, skateboarding, brass band, choir, STEAM courses, financial education, uniformed groups and newly emerged sports such as kin-ball

School Mission

Following the vision of Catholic Schools, our school strives to provide a whole-person education that nurtures well-rounded individuals. Guided by the spirit of Christ, we prioritize love as a fundamental principle in education, instilling in our students a compassionate heart, care for others, and concern for society. Our goal is to cultivate responsible citizens who can positively contribute to their communities.

School Characteristics

School Management

School Management Organisation:

Administration Team, Function Teams and Curriculum Teams to formulate school policies and development plans and implement Catholic education. The Parent-Teacher Association and the Alumni Association support the development and daily operation of the school and provide advice on the development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Lok Wah Catholic Primary School was established on 1 March 2014. The committee members included nine nominees from The Catholic Diocese of Hong Kong, one independent committee member, two teacher representatives, two parent representatives, one representative from the School Alumni Association, and our school head. All of us will work together to enhance our school management.

School Green Policy:

Our school is committed to creating a healthy and sustainable learning environment. We have established the Environmental Protection Ambassadors to promote eco-friendly activities on campus.

School's Major Concerns:

Divine Inspiration Digital Innovation

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Promote gifted and STEAM education to cultivate students' multiple intelligences and computational thinking.
2. Bring in professional support to develop a high-quality school-based curriculum in the following subjects:
 - Chinese: Enhance learning through augmented reality (Faculty of Education, HKU)
 - English: Implement the CEO 1.0 & 2.0 Reading Programmes
 - Mathematics: Utilize programming and cognitive tools to enhance learning, self-directed learning, and computational thinking (QEF)
 - Join JC Project MuSE as the first two pilot schools to collaborate with a variety of organizations including Hong Kong Jockey Club Charities Trust, SF & OC Sports Legacy Company Limited, Hong Kong Baptist University, The Education University of Hong Kong, and Hong Kong Philharmonic Orchestra.
 - Science: Jockey Club Exploration Science Pilot Program
 - Information Technology: One of the two leading schools in the Guangdong-Hong Kong-Macao Greater Bay Area Innovative Technology Education Teachers Association.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Make good use of flexible lesson time: Set up tutorial classes for homework time; Establish school-based 'Recharge Station' in the afternoon to enrich students diverse learning experiences and promoting a balanced development;
2. Reduce the number of tests and exams: from 2 tests and 2 exams to 3 exams;
3. There will be only two exams throughout the year to help Primary 1 students adapt to the new learning environment.
4. Introduce 'Fun Dictation' to encourage self-study. Award bonus marks for extra vocabulary on a given theme.

Development of Generic Skills:

We reinforce interactive group learning and a cooperative approach which help students build on their collaborative and critical thinking skills. Through 'Language-rich teaching', leadership training programmes and other ambassador programmes, we cultivate students' nine generic skills, especially focusing on communication, problem-solving, critical thinking, and self-management skills.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Through religious, moral, civic, national, and national security education, we actively foster a positive, harmonious, and caring campus atmosphere. We encourage students to take initiative, become responsible and diligent learners, and be good citizens.
2. Implementing school-based financial education.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school promotes gifted education by offering the "Learn with FUN" enrichment and remedial courses, as well as homework adjustments.

Whole School Approach to Integrated Education:

1. The Student Support Team is responsible for formulating strategies to cater for student diversity and students' different learning needs by adopting Whole School Approach and 3-Tier Intervention Model.
2. Provide appropriate school-based guidance support to students by collaborating with school-based educational psychologist, school-based speech therapist, occupational therapeutic service and external organisations.
3. We strive to establish a caring campus for our kids which involves the whole school teaching staff participation. In order to cater for students with special educational needs, our school has introduced varied strategies, e.g. Collaborative Learning.

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Gifted Education Programmes, Physical and Arts Education projects are given to talented students to help them reach their full potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

All parents are basic members. Hold regular 'PTA Morning' to strengthen home-school communication; Organise parent-child activities, parent seminars and interest classes. Set up a parent volunteer team to create a good and pleasant learning environment with the school and promote home-school communication and co-operation.

School Ethos:

Actively establish a harmonious and caring campus. Encourage students to be proactive and conscientious students. Cultivate students' sense of responsibility through leadership training programmes. Assist students in their whole-person development through religious cultivation, moral and civic education, national education, national security activities, bridging courses, and school-based counselling activities.

Future Development

School Development Plan:

1. Introduce multi-intelligence lessons and a whole school gifted education curriculum to develop students' potential in different aspects.
2. Implement small class teaching to cater to learning diversity to foster students' learning abilities and self-learning skills.
3. Optimise the teaching resources and strategies to enhance the effectiveness of teaching and learning.
4. Create a caring learning environment to foster the students' positive moral values.
5. Widen students' horizons and encourage experience different cultures and customs through varied exchange programmes.
6. Establish a comprehensive appraisal system to enhance teachers' professional development.

Teacher Professional Training & Development:

1. Co-plan meetings, lesson observations and lesson demonstrations are carried out regularly to provide opportunities for teachers to learn from one another with mutual benefits and simultaneously enhance teaching and learning effectiveness.
2. A self-evaluation conference is launched once a year to review the strengths of our school and future development to strive for excellence.

Others

Student has received multiple honors in various competitions, including awards from the 76th Hong Kong Schools Speech Festival, Chinese writing competition, Mathematics Rummikub Contest, and the Inter-school Cantonese Opera Singing Competition.