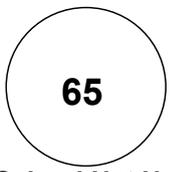




祖堯天主教小學  
Cho Yiu Catholic Primary School

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27423704 http://www.choyiu.edu.hk



POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Wong Man Ping Annie	Mr. Chan Chi Hang Nelson	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					
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Christ our Light	1978	Chinese (incl.: Putonghua) and English	School Bus	About 2200 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
-	-	\$50	\$280	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Chapel and Ecological Park, Chinese Herbal Garden, Koi Pond, Chapel, Recording Studio, Synthetic rubber playground, running tracks. Sports Center (Basketball Machine, Exercise Bike, AI Sports Field).
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Coolthink@Studio, STREAM Room, English Activity Room, Music Room, Visual Art Room, Comprehensive Learning Space, School Counselling Room.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment		45	Total number of teachers in the school			47
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%	47%	55%	19%	15%	66%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	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	24
Mode of teaching at different levels	The entire school implements small class teaching and uses a mixed-ability grouping model. Through peer support, learning is deepened, and by enhancing the curriculum, engaging in diverse teaching and learning activities, and providing tiered assignments, we aim to support students with different learning abilities, enhancing their skills, confidence, and interest in learning.							
Remarks	The school organizes contextual days every week, incorporating themed interactive games and sharing sessions to connect students with regular routines.							

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)	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					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. In addition to standard exams, integrate various assessment methods, such as project studies and formative assessments, to track students' common skills and attitude development. 2. For grades one to three, there will be no exams in General Studies (Primary Science and Humanities); instead, we will use formative assessments to track learning progress and performance.				
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.				

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	9	35 mins	8:00 AM	3:15 PM	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life	Remarks			
Provided by designated supplier, arranged by parents and students can bring their own lunch boxes.	Organize sports days, pre-class exercises, spine protection exercises, and fruit days. Participate in programs like 'Physical Fitness,' 'Healthy School Certification,' 'Jump Rope for Heart,' and 'SportACT,' and encourage students to engage in more physical activities. Students practice 'mindfulness' daily to calm their body and mind, and participate in regular classes and various activities to build positive values and resilience.	1. Actively promote parents' volunteer service and provide family and parenting education to strengthen practices for the positive development of children. 2. Morning classes primarily focus on teaching and learning, while afternoon classes primarily focus on activities, lectures, reading and homework guidance.			

## Life-wide Learning

There are different types of extra-curricular events and activities: Chinese Cultural Day, Variety Show, Boy Scouts, Girl Guides, Road Safety Patrol, Drone Course, Robotic Arm Course, Polymer Clay Making Class, Ballet, Taekwondo, Choir, Percussion Band, Maths Olympiad Club, Drama in English/Putonghua, Campus Stylists, Butterfly Ambassadors, KOL Training Course, etc. Having a variety of activities enables pupils to unleash their talents and develop new interests.

## School Mission

We have dedicated ourselves to nurturing our children in committing themselves to Christian values and the love of Christ. We offer a student-oriented and balanced whole person development through moral, intellectual, physical, social, aesthetic, emotional and spiritual education. We also aim to contribute to the growth, preservation and cherishing of the essence of Chinese cultures and traditions in our school. Last but not least, we achieve our goals of providing a holistic education to our young generation.

## School Characteristics

### School Management

#### School Management Organisation:

School management organization: The IMC was established in 2015 with a committee composed of a sponsoring body manager, the school principal, a teacher manager, a parent manager, an alumni manager and an independent manager. The managers of SSB come from different professional backgrounds, such as law, social work, business, higher education, and primary, secondary education. According to the current educational policy, a Value Education Group was established in leading and supervising the development of the four major domains.

#### Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in 2015-2016. Please refer to our school website.

#### School Green Policy:

The school has a clear environmental protection and energy saving policy, encouraging teachers and students to save energy and paper, and pay attention to environmental protection. We participate in the Greening School Project organized by the Leisure and Cultural Services Department every year to promote green awareness and cultivate students' interest in planting.

#### School's Major Concerns:

1. Integrating the core values of Catholic education with character strengths (Responsibility and Respect) to bring out the unique character that is core to the CYCPS spirit.
2. Make good use of study time, broaden learning horizons, and cultivate a positive attitude towards learning.
3. Align with students' character strengths, continuously optimize holistic learning activities, and achieve balanced development of body, mind, and spirit.

### Learning and Teaching Plan

#### Learning & Teaching Strategies:

1. Students' creativity, problem-solving skills and positive values are implemented through daily practice.
2. Prioritize students' bilingual and trilingual skills by providing them with a rich language environment.
3. Set up transdisciplinary thematic learning, so that students can achieve their goals through interdisciplinary learning under preset situations, roles and tasks.
4. EDiversity @Jockey Club 'Learning by Doing' Academy is implemented in P.1 to P.3 G.S. No textbooks or test/exam in P.1 to P.3, but a school-based curriculum is provided.
5. Various Programmes supported by EDB and universities are implemented.
6. Differentiated Instruction is applied to cater for learners' diversity.

#### Development of Major Renewed Emphases of the Primary Education Curriculum:

1. To build on and deepen students' practice of the NSE, Positive Education, Values Education and Catholic core values.
2. Wisely scheduled P.M. Session so as to widen students' learning and self-study time.
3. Enriching life-wide learning experiences and promoting whole-person development. Help students to develop a balance between their physical and mental development.
4. To cater for students' learning diversity with appropriate learning and teaching strategies.
5. Using an 'organic integration' model, draw on external organizations for support to arrange interdisciplinary learning activities, broaden students' learning experiences, and foster a spirit of technological inquiry.
6. Implement cross-curricular reading curriculum and various school-based reading programmes so as to enhance students' reading skills and establish a good reading atmosphere.
7. Adopt diversified assessment models to enhance assessment literacy.

#### Development of Generic Skills:

Through learning activities across different subjects, project-based studies, science and technology activities, contextual activities, and overseas exchanges, provide diverse learning experiences to develop students' various competencies, with a focus on cultivating creative thinking and problem-solving skills.

#### Cultivation of Proper Values, Attitudes and Behaviours:

In addition to the formal curriculum activities, our school provides a holistic education to foster students' positive values and attitude. Informal curriculum activities and training related to Christian principles and the 5 core values (Truth, Justice, Love, Life and Family) and 12 prior values and attitudes are organized to deepen students' spiritual knowledge. Our students cherish and embrace these values while following the aspects of the School Motto 'Christ Our Light'.

### Student Support

#### Whole School Approach to Catering for Learner Diversity:

A Student Support Team is formed for early diagnosis and intervention in students' learning difficulties. Relevant and immediate support is given to selected students in a timely manner. We also run a scheme known as "I Do My Best". This program consists of school-based speech therapy, creative workshops for the gifted, and peer tutoring to cater for individual differences.

#### Whole School Approach to Integrated Education:

Our school aims to provide a regime that offers an optimal learning environment for students with special educational needs. It includes level-appropriate modifications in learning content and homework assignments, a school-based Educational Psychologist and a school-based Speech Therapist who comes on a regular basis.

#### Curriculum Tailoring and Adaptation:

Intensive and remedial classes are tailor-made to cater for learning diversity. Within the regular curriculum, there are tiered assignment to assist students with vary abilities in their development.

### Home-School Co-operation and School Ethos

#### Home-School Co-operation:

In order to strengthen the concept of home-school cooperation, seminars, workshops and gatherings are held on a regular basis. Our school also invites parents to be storytellers and volunteers for our students. The school has a parent school to provide parents with systematic training.

#### School Ethos:

1. Our school practices a decent and harmonious school ethos and places a focus on moral education. The concept of "integration of Guidance, Discipline and Spirit" is implemented in the class management strategies. The strategies aim to promote Jesus' love and strengthen students' personality development.
2. To develop students' sense of responsibility by holding series of student-leadership training programmes on a regular basis.

### Future Development

#### School Development Plan:

1. The education of the NSE, character strengths and Catholic core values (Truth, Justice, Love, Life and Family) in our school will remain of key importance. CYC will continue to cultivate students' character in a positive manner with the school's motto "Christ Our Light" as the primary focus.
2. By using an interdisciplinary thematic approach, students actively engage in a highly motivating, enjoyable, and systematic environment, allowing them to more effectively grasp subject knowledge and develop lifelong learning abilities, particularly in creativity, problem-solving, and communication skills.
3. Seize the opportunities presented by information technology (including AI) and STREAM development to enrich students' learning experiences, promote autonomous learning, and enhance the effectiveness of teaching and learning.
4. Continuously optimize differentiated teaching strategies to enhance the effectiveness of addressing students' diverse learning needs.
5. Deepen gifted education and align it with systematic, holistic learning activities to allow students to fully realize their potential.

#### Teacher Professional Training & Development:

1. With the support of the EDB, tertiary education institutions and various organizations, school-based teachers' development days and workshops are held to reinforce teachers' professionalism.
2. A knowledge sharing culture in collaborative lesson planning and peer lesson observation has been established in order to enhance the teachers' professionalism. This has developed an adaptable and teachable point of view in refining the school-based curriculum that is relevant to the current Hong Kong policy change.
3. Promote teachers' professional development through the New Teacher Induction Program, peer observations, and open classes to meet the learning and growth needs of students.

### Others

1. The school offers The Sir Cheng Wing Kwun Memorial Scholarship for those who have outstanding performance in academic accomplishments, services, music, sports and visual arts.
2. To promote the concepts of butterfly conservation, a team of Butterfly Ambassadors are well trained. This helps students to appreciate, explore and investigate the natural world.
3. Collaborate with external organizations to cultivate precious species in the school's ecological garden, linking religious and life education to help students understand the importance of caring for nature and cherishing life, and to learn gratitude and appreciation for God's creation.
4. Achieved outstanding performances at the Hong Kong School Recital Festival and the Hong Kong School Music Festival, and received numerous awards in various extracurricular activities, including athletics, volleyball, and programming design.