



聖公會主愛小學
S.K.H. Chu Oi Primary School

45 Tung Chi Street, Shek Yam, Kwai Chung, N.T.

24267424

email@chuo.edu.hk

24272233

http://www.chuo.edu.hk

64

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Kwok Chi Kay Peter	Ms. Poon Oi Ling Kitty	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
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
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served, but to serve.	1968	Chinese	Nanny van	About 6800 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
-	-	\$20	Fees for specific purposes \$400 (Employment of extra native English teachers and improvements to facilities)	- replacement of student card \$25

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Covered playground, basketball court and Parents Resource Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Student Activity Centre, Computer Assisted Learning Room, Stem Lab, Campus TV Studio, Library, Art & Craft Room, English Room, Music Room, General Studies Room, 4 Remedial Classrooms				Ramp, 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		58	Total number of teachers in the school			59
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
97%	100%	32%	40%	16%	14%	70%

Class Structure

							P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year							No. of classes	5	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)							No. of classes	5	5	5	5	5	5	30
Mode of teaching at different levels		The school has organised remedial classes and adopted a New Funding Mode to implement integrated education. Through 'The Whole School Approach' support system, collaborative lesson planning and co-teaching to improve teaching and learning, and enhance the effectiveness of learning and support diverse needs towards holistic development of the students.												
Remarks		-												

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					No
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					No
Diversified Assessment for Learning	Formative and summative assessments are included to have a comprehensive assessment of students' learning performance. Various assessments are set in different subjects.				
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	Two classes from P.4-P.6 with better academic performance and mixed classes for the others to cater for individual differences.				

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	8:10 AM	3:10 PM	12:20 PM - 1:15 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		The school puts a lot of emphasis on the school environment and the physical and mental health of our students. We check the students' menu regularly and ensure our students to have a balanced diet. We even encourage our students to eat more fruit. Through morning assemblies, formal speeches and school competitions, we make students aware of their physical and mental health.		Please refer to our school website: www.chuo.edu.hk The school provides different kinds of activities for students during recess and lunch time.	

Life-wide Learning

Our school develops and delivers a variety of extra-curricular activities which include academic, sports, art, uniform groups, services and interest groups. We also participate in various off-campus activities and competitions to broaden students' horizons. In addition, each subject group arranges outdoor learning activities, visits, lectures, concerts, theme-based activities, competitions and performances every year. We hope that these activities can enhance students' interests in learning and help them fulfill their roles in the community.

School Mission

With the love of Jesus Christ spirit 'Not to be served, but to serve', we provide a holistic education to nurture our students to strive for prosperity of our country and to have a balanced development in various domains, namely, spiritual, moral, intellectual, physical, social and aesthetic growth.

School Characteristics

School Management

School Management Organisation:

Our school belongs to Anglican (Hong Kong) Primary Schools Council Limited. School policies are supervised by the School Management Committee. Our principal leads all administrative / subject groups to carry out the school plans and monitor the school development.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee consists of professionals from all sectors, such as Sponsoring Body Manager, School Principal, Teacher Manager, Parent Manager, Alumni Manager and Independent Manager.

School Green Policy:

Love the Earth, treasure its resources. Through the curriculum and extra-curricular activities, the school raises the students' awareness on environmental protection by implementing Healthy School Scheme and other environmental protection schemes.

School's Major Concerns:

1. Enhance students' self-directed learning ability and problem-solving skills for their future.
2. Create a harmonious life together.

Learning and Teaching Plan

Learning & Teaching Strategies:

School-based curriculum for different KLA's are designed and implemented. Different teaching and learning strategies are adopted to cater for students' needs and interests. Furthermore, various activities including 'inquiry-based activities', 'life-wide learning' and 'project learning' not only enrich students' learning experience, but also enlighten their curiosity, creativity and generic skills. Different questioning techniques, interactive learning and assessment for learning are used to enhance students' high order thinking skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school focuses on the seven major renewed emphases to enhance the whole-school curriculum, and develop distinctive school-based curriculum with reference to the central curriculum framework. We emphasize the importance of nurturing a sense of belonging to our country, the Chinese culture, values education, active learning, STEAM education, media and information literacy, a healthy lifestyle and balanced physical and mental development in order to help students achieve the updated seven learning goals.

Development of Generic Skills:

To develop students' generic skills through learning and teaching in all key learning areas.

Cultivation of Proper Values, Attitudes and Behaviours:

A harmonious relationship among teachers and students is developed through positive seminars and classroom management such as classroom layout, morning assemblies and class slogan. Additionally, the Moral Civic and National Education Team and the Student Guidance and Discipline Team coordinate closely to encourage teachers and parents to gain more insight into positive education.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school adopts the whole school approach and provides educational support services, little teacher programmes, remedial classes, after-school language supporting classes and training groups to cater the needs of different students. Gifted education curriculum and intensive remedial classes are included to support the students.

Whole School Approach to Integrated Education:

The school adopts the whole school approach and provides different kinds of activities to cultivate integrated education.

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

Curriculum Tailoring and Adaptation:

Assessment, dictation and homework are adapted and after-school pull-out programmes are organized to cater the needs of students. Gifted education programmes are organised to cater for learner diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Home-school communication is strengthened through PTA and different activities such as parents' talks, sharing, parents' workshops and family picnics. Also, parent volunteers take part in various activities such as story-telling, extra-curricular activities and joint functions to support the school.

School Ethos:

Good cooperation between Guidance Team and Discipline Team fosters the ethos of simplicity. Students are well-behaved, respect teachers and love the school. Parent-child workshops and support teams are organized to improve students' behaviour. The school implements "Understanding the Adolescent Project" and joint-school "Life, Spirituality and Values Education" program to establish positive thinking among students, teachers and parents and a happy lifestyle.

Future Development

School Development Plan:

Enhance learning and teaching efficacy through diverse learning experiences:

1. Optimise school-based curriculum continuously to promote students' creativity, expression ability and communication ability.
2. Enrich learning experiences through cross-curricular diverse learning to promote students' creativity and collaborative ability.
3. Optimise the design and application of assessment strategies to provide feedback for students' improvement.

Put positive values into practice:

1. Cultivate students' positive values and build up a 'STRONG' positive life style.
2. Enhance students' sense of national identity.
3. Enhance teachers' and parents' application of positive education.

Teacher Professional Training & Development:

Enhancing teachers' professional development by collaborative lesson planning, peer lesson observation, school-based staff development workshops, EDB school-based support services or support services organised by other organisations and inter-school collaboration project.

Others

-