



慈航學校 Chi Hong Primary School

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91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Aw Sian Sally	Ms. Yeung Tung Mui	Established	Aided Whole Day	Co-ed	Buddhism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					85%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Chi Hong Ching Yuen Ltd	Wisdom Radiates Compassion	1952	Chinese	School Bus	About 8000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	\$300 (Miscellaneous Fees)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
28	2	1	1	Staff Rm, General Office, Conference Rm, Principal's Rm, Running Track, Meditation Gallery, Reading Café and Corner, Sensory Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chinese Cultural Learning Centre, CoLab (Innovation and Technology Center), Flight Academy Room, CoSpace, Ng Pui Wing Library, Music Room, Visual Art Room, English Room, Meditation Room, 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			51	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%	40%	62%	15%	35%	50%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	5	4	5	5	4	26
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	3	5	4	5	5	25
Mode of teaching at different levels	1) Two class teachers are arranged for each P.1 class. 2) P.4, P.5 and P.6 students are grouped into classes according to their diverse learning needs. 3) Gifted education and talent pool 4) Remedial classes and after-school homework support classes are provided.							
Remarks	-							

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	Apart from written assessments, the School uses formative assessments, a students' physical fitness scheme, life skills, projects, Mathematics performance assessments and Chinese and English listening and speaking assessments to assess pupils' knowledge, skills and attitude. Data obtained from diversified assessments for different subjects is also used to enhance students' learning.				
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.5 and P.6 students are grouped into classes according to their diverse learning needs.				

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	30 mins	7:55 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We organise various types of learning activities and recreational cultural events to develop students' multiple intelligences. We offer physical fitness circuit classes, electronically track and analyze students' physical data, and implement sports incentive programs, mental health days, etc., to assist students in assessing their physical condition and establishing independent exercise habits.		We provide students with a Meditation Course, Wednesday afternoon classes that alternate "Innovative Technology" and Physical Education, "No Homework Day" every month, appoint two social workers to promote students' physical and mental health, after-school care programme, two school bus services and "Mental Health Day" after each assessment.		

Life-wide Learning

Over 60 activities: PictoBlox AI, CoSpace Coding, Flying Club, Microbit, Handbell team, Chinese Drums, Chinese Orchestra, Ink Painting, Visual Arts Club, English Musical, Drama, English Puppetry, English Speaking Club, English Scientists, Campus Reporters, Dance, Lion Dance, Rugby, Basketball, Athletics, Debating team, Maths Club and Putonghua Club, etc.

School Mission

Following the school motto 'Wisdom Radiates Compassion', we are committed to preaching the teachings of the Buddha and providing our students with a learning environment where ethical, intellectual, physical, social, aesthetic values are stressed so that students are trained to be good and competent citizens with moral values.

School Characteristics

School Management
School Management Organisation: The Incorporated Management Committee, Parent-Teacher Association, Alumni Association and a number of administrative committees are established.
Incorporated Management Committee / School Management Committee / Management Committee: Members include the sponsoring body managers, parent managers, teacher managers, the independent managers, the alumni manager and the principal.
School Green Policy: The School has set up the Sensory Garden eco-ambassadors, organized environmental seminars, hydroponics courses and planting activities to educate students about the importance of environmental conservation and protection.
School's Major Concerns: 1) Providing diversified learning experiences, strengthen the effectiveness of learning, enhance students' confidence. 2) Optimizing values education, continued promotion of "Three-Good Children".
Learning and Teaching Plan
Learning & Teaching Strategies: 1) Cultivate good morals in students through a variety of measures, including Chinese Studies that emphasise the connection between education and daily life, the promotion of various activities that centre on different themes in moral education and the arrangement of practical learning experiences such as the Primary One Hundred Day Celebration, various service teams, and more. In this way, students can maintain positive values for life. 2) Improve students' biliteracy and trilingualism by using Putonghua as the medium of instruction for Chinese in lower primary forms, the provision of five native-speaking English teachers, and the use of a school-based English phonics programme and Reading Programme. 3) Promote innovative technology learning: Enhance students' creativity and problem-solving skills through interdisciplinary STREAM learning.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1) Promote 'Reading to Learn' by early reading programs, Chinese and English mandatory reading books, informative and experiential courses, library classes, school-based reading incentive programs, parent-child reading companionship, interdisciplinary reading, and English online reading platforms (iLearner), HyRead. 2) Promote Information Technology for Interactive Learning by implementing whole-school fiber optic and WiFi coverage and using different e-Learning platforms (Jamboard, Padlet, Seesaw, etc.). 3) Encourage project learning to develop students' generic skills by systematically focusing students of different year groups on different skills. 4) Values education: Improve each student's standing as a moral and responsible citizen through core subjects, Value Education Classes, Growth Classes, Cross-curricular Learning, 'Dialogue Under The National Flag', and more.
Development of Generic Skills: The school aims to develop students' generic skills through diversified teaching and learning, and with holistic activities such as Interdisciplinary Theme-based Learning, Project-based Learning, science and technology activities and overseas exchange trips. The school also aims to help students become lifelong learners by emphasising self-directed learning, and encouraging them to engage in pre-class preparation, to use reference books, or to take notes.
Cultivation of Proper Values, Attitudes and Behaviours: The school has built a campus environment with a positive atmosphere, such as setting up a Meditation Gallery, 100-Day Celebration, birthday parties, and more, display students' excellent works and exemplary student posters on campus, to help students establish correct values, respect others, honour their parents and cherish life. The school also nurtures students to become "Three Good Children" who practise good deeds, good words and good intentions through 'all-round student guidance services', including school-based guidance activities, value education classes, growth lessons, "Three-Good Children" award programs, service learning, and more.
Student Support
Whole School Approach to Catering for Learner Diversity: The student support team systematically records students' educational needs and calls meetings with teachers, parents, the school-based education psychologist, the school-based speech therapist and school social workers to devise adjustment plans. Diversified teaching strategies are adopted and adjustment measures are made on assignments and assessments. Early Intervention Programmes and Individual Education Plans are provided. In addition, establish a gifted talent pool and set up multiple after-school gifted education groups, small-scale talent performance activities, etc.
Whole School Approach to Integrated Education: Taking reference from the 3-tier support model, the Student Support Team, led by the Special Educational Needs Coordinator, uses different resources to enhance integrated education. Diverse support groups, student training workshops, teacher training seminars and parent education talks with school-based educational psychologist (SBEP), school-based speech therapist, school social worker and NGOs are provided. Different support programmes including the Early Intervention and Support Programme, Individual Education Plans, Peer Support Program, Reading Buddy Scheme, Rainbow Student and Parent Support Group are provided. Class support meetings, EP evaluation and consultation meetings are arranged.
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; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..
Curriculum Tailoring and Adaptation: Individual adaptation measures including adaptations for curriculum, modified teaching strategies and special assessment arrangements are offered. Students are supported in a variety of ways, including peer support, adjusted curricula, individual counselling, parent support and more, so they can develop in their learning, social and emotional wellbeing and integration. As such students' physical and psychological needs are met and a happy school campus is created.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1) The PTA and parent volunteer team have been established. 2) P.1 Orientation Day, Story-telling Parent Group, Parents' Seminars, Parents' Group, Parents' Days, PTA picnic days, New Year Gathering, Teacher Appreciation Event, Primary One Hundred Day Celebration, Chinese Culture Parent-Child Traditional Costume Show, Parent-Child Sports Day.
School Ethos: 1) A simple and honest school spirit, harmonious student-teacher relationships, and a caring campus. 2) Discipline and counselling work complement each other. All staff members work hand in hand to foster good morals in students. Through school-based counselling work, the "Three-Good Children" reward scheme, and value education, students can maintain positive values that manifest themselves in their attitude and behavior.
Future Development
School Development Plan: 1) Providing diversified learning experiences, strengthen the effectiveness of learning, and foster greater self-confidence in students. 2) Continued promotion of "Three-Good Children", nurturing students to develop positive values education.
Teacher Professional Training & Development: To align the objectives of teachers' professional development with the school development and key concerns. To achieve teaching effectiveness by means of collaborative lesson planning, learning community, teachers' sharing sessions, participation in the Education Bureau's school-based support programs, aim to optimize classroom teaching.
Others
1) Providing diverse opportunities to boost students' confidence: English musicals, campus TV, "Little Stage" events, opportunities to MC events, various performance and competitions, etc. 2) Broadening horizons: Participating in territory-wide and overseas competitions, as well as exchange programs with different regions. 3) Recognizing achievements: Annual award ceremony and a "Student Hall of Fame" to celebrate excellent students.