



荃灣天主教小學 Tsuen Wan Catholic Primary School

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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
Rev. Wong King Sing	Ms. Chan Pik Ki Peggy	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
Catholic Diocese of Hong Kong	In reverence of God and love we are committed. In knowledge and truth we are devoted.	1969	Chinese	-	About 1818 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
-	-	\$50	\$310	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Rooftop Playground.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Prayer Room, English Room, Computer Room, General Studies Room, Music Room, Visual Arts Room, Multi-Purpose Room, Small Group Learning Room, Guidance Room, Planting Zone.				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		38		Total number of teachers in the school		41	
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%	37%	65%	9%	18%	73%	

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		Small class teaching will be implemented by phases starting from P.1 since the 2024/25 school year. To cater for learning diversity, different strategies are adopted such as elite and enhancement programs. English local teachers works collaboratively with our Nets to create a rich English language learning environment. P.4-P.6 gifted programs are offered to unleash the potential of students						
Remarks		-						

Performance Assessment

Number of test(s) per year (P1 only)	2	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)	2	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					Yes
Diversified Assessment for Learning	1. In addition to summative assessment, formative assessment is arranged to assess students' learning progress and outcomes through project learning, dictation, quiz and daily learning tasks. 2. Different parties (e.g. self/peer/teachers/parents) are involved in providing feedback for students' Chinese and English writing.				
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	8:15 AM	3:15 PM	12:40 PM - 1:30 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		1. Implement healthy school policy through different activities, such as Joyful Fruit Month, Bright Smiles Campus Program etc., so as to cultivate students' healthy habits and attitude. 2. Encourage students to play ball games, skip rope and hula hoops during recess or after school.		-	

Life-wide Learning

The school has a comprehensive program catering for the needs of different students.

Leadership: House Captain and officers

Tuesday Moral Lessons, Friday Multi-intelligence Classes, Saturday Interest Classes

Uniform Teams: Young Pioneer of Christian, Flat-raising Team, St John Ambulance Command, Scouts

Sports Team: Dance Club, Basketball Team, Football Team, Volleyball Team, Table Tennis Team, Track and Field Team

Academic Teams: Chinese and English Speech Group, Choir, STEAM Classes,

Maths Elite Classes

School Mission

Our school is a Catholic school. It is our mission to spread the Gospel of Christ through introducing our students to the values of simplicity, love and serving others. Our school aims at providing a happy learning atmosphere to facilitate the whole person development of our students.

School Characteristics

School Management

School Management Organisation:

Our school is managed by Incorporated Management Committee (IMC). Our principal leads the Administration Committee and three Development Committees to administrate the school affairs.

Incorporated Management Committee / School Management Committee / Management Committee:

Our Incorporated Management Committee consists of our supervisor, principal and thirteen school managers.

School Green Policy:

Different environmental and energy policies have been implemented to protect and improve the school environment.

1. Setting recycling bins to recycle useful materials.
2. Using environmentally friendly facilities to reduce energy consumption.
3. Enhancing environmental education in the school curriculum.

School's Major Concerns:

1. Cultivating students' positive values through the 5 core values of Catholic education.
2. Fostering students' whole-person development with diversified learning experiences.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Incorporate whole-class gifted teaching strategies and use different-level questioning skill to develop students' high-order thinking skills.
2. Promote self-learning skills in all subjects so that students can learn consciously, actively and positively.
3. Strengthen students' biliteracy and trilingualism with a series of teaching resources and support measures in Chinese, English and Putonghua.
4. Promote Mathematic Education by creating opportunities for students to apply skills in real life situations.
5. Enhance STEAM education to strengthen students' abilities to integrate and apply knowledge and skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Create more opportunities for students to learn outside the classroom. This will help them gain life experiences, broaden their horizons and develop different potentials.
2. Promote National Education, Constitutional and Basic Law Education through various activities.
3. STEAM education inspires creative thinking by providing students with opportunities to synthesise and apply interdisciplinary knowledge and skills.

Development of Generic Skills:

1. During the lessons, teachers develop students' communication skill, creativity and collaboration skills by using cooperative learning. And we develop students' self-learning skills through e-learning platforms.
2. students' generic skills are developed through a variety of learning events.

Cultivation of Proper Values, Attitudes and Behaviours:

Introduce problem-solving elements in various disciplines to establish positive thinking to improve students' resistance. Promote positive psychology education, e.g. parent-child activities, adventure activities, etc. Incorporate the elements of positive psychology to growth classes. Create a positive school atmosphere, hold various positive events in the school, e.g. singing competitions or morning assembly etc. Positive Parent Group promotes parents-teachers cooperation, focusing on students' emotional needs. Through Teacher and Friend Program, teachers meet the students with emotional needs regularly.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school has Curriculum Development Team and Student Support Team to cater for students' different study needs. We have reinforcement classes, curriculum adaptation and professional training courses for students with special educational needs so that their learning are reinforced their self-confidence is enhanced.

Whole School Approach to Integrated Education:

1. We together to create inclusive cultures in our school to cater for the needs of all students.
2. We adopt a 3-tier support model in order to provide appropriate support to each student, such as group training and Individual Education Plans.
3. Arrange relevant training for teachers and parents so that every child can learn more effectively.
4. Interprofessional Collaboration: School-Based EP, School-Based Speech Therapist and Social Worker etc.

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:

Under the professional guidance of Educational Psychologists, curriculum and assessment tailoring and adaptation are provided for SEN students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association not only serves as a bridge between schools and parents, but also assists school in organizing parent-child activities. Parent volunteers assist our school in implementing various activities e.g. the library helpers and outdoor activities.

School Ethos:

We believe that each student is unique, his/ her potential may be cultivated fully in a safe and happy learning environment. Our school provides a caring culture to nurture students' positive values through whole school approach disciplinary guidance program. We hope our students can lay a foundation for the lifelong learning.

Future Development

School Development Plan:

1. Emphasis on the character development of students, and take the Ten Commandments and True Blessings of God as the guideline.
2. Provide students with high-quality teaching and allow them to have more diverse learning experiences. Popularize gifted education to cater for the different needs of students and develop their potential.
3. Make good use of community resources and improve teaching facilities.

Teacher Professional Training & Development:

1. Our teachers enhance their professions through collaborative lesson planning, classroom observation, school-based professional sharing and external professional exchanges.
2. Teachers attend professional development activities and programs in response to school's and teachers' personal developmental need.

Others

In terms of school competitions, our students attained great results in languages, art and sports. We have exchange program with overseas primary schools. We cooperate closely with Ss. Cosmas and Damian Church and Tsuen Wan Our Lady Kindergarten to provide students with moral and multi-ability cultivation.