



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. CHUNG Wai Leung	Mr. Chow Ping To James	Established	Aided Whole Day	Boys	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
The Pun U District Association of H.K.	Courtesy, Benevolence, Magis, Integrity	1971	Chinese	School Bus; Nanny van	About 4720 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Wah Yan College, Hong Kong					
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
-	-	\$100 (Voluntary)	\$450	-

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, CampusTV Studio, Flight-simulation Cabin, PTA&AA Room, Our Lady statue, Wah Yan's Got Talent, Conference Room, 2 Interview Rooms, 2 Dressing Rooms, Tuck shop
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Student Activity Centre, School History Room, Guidance Activity Room, Small Group Teaching Rooms (x4), VR/AR Room, Subject special rooms: Chinese Language (Hua Xuan), English Language, General Studies, Visual Arts, Music, Computer.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			47	Total number of teachers in the school		50
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%	35%	46%	6%	29%	65%

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		P.3-P.6 levels adopt the large class mode, i.e. with a class size of 30 students (will switch to 25 students per class starting from P.1 2023). In P.4-P.6, students are seated in pairs to strengthen collaboration learning skills.								
Remarks		According to students' learner diversity, individual main subject (Chi., Eng. or Math.) at certain grades has common timetables across the classes for small class teaching, converting the original 4 classes into 5 teaching classes, thus increasing learning effectiveness. Arrangements are reviewed once every term.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		1	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	Assessment and follow-up support are conducted for Primary 1 new students based on performance indicators. From Primary 1 to Primary 3, students are assessed and evaluated based on the concept of multiple intelligences, both in terms of progress and summary assessments.						
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							No
Streaming arrangement	All classes are of mixed-abilities (no 'elite classes'), with teaching and assessment based on differentiated learning objectives to cater for learner diversity. (No tests or examinations in P.1 and in Term 1 of P.2)						

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	7:35 AM	Please see Remarks	12:00 PM - 12:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School Health Ambassadors promote healthy lifestyle and arouse health and hygiene awareness among peers. Fruits are provided during lunch on Mondays and Fridays to encourage students to eat more fruits. On Monday, Wednesday and Friday mornings, the school holds a whole-school exercise session, and during recess, various sports activities are available, such as football, basketball and table tennis.		Monday, Wednesday, Thursday: 07:35 - 14:40 Tuesday, Friday: 07:35 - 14:00 School life begins each morning with prayer, finishes with an end-of-day reflection.		

Life-wide Learning

Cross-curricular Life-wide Learning Days, Athletics, Football, Table Tennis, Badminton, Basketball, Volleyball, Fencing, Tennis, Swimming, Rope Skipping, String Orchestra, Wind Band, Chinese Orchestra, Hand chimes, Handbells, Catholic societies, Choir, Chess, Cub Scouts, CYC, Maths Olympiad, Calligraphy, Junior Red Cross, mBot STEM, Oil Pastel Painting, Acrylic Painting, Magic, French, English and Chinese Debate Team, English and Chinese Drama, Young Pilots and other learning experiences.

School Mission

Based on Jesuit educational principles and the school motto, the School aims at cultivating the following among students under a happy campus atmosphere: multiple intelligences (linguistics, Math, scientific, technological humanistic, aesthetic, physical, logic, self-management, reflection and imagination), respect (for self, others and Nature), empathy and compassion, self-confidence and courage to take risks, sense of responsibility, diligence towards personal excellence, mutual trust with others, religious and moral values, and a commitment to serve and accompany the needy.

School Characteristics

School Management

School Management Organisation:
The IMC directs the development and policies, with an administration team consisting of the Supervisor, Principal, Vice Principals and Senior teachers, leads, manages, supports and monitors panels/committees, in effective communication with the PTA, the Alumni Association and the feeder secondary school.

Incorporated Management Committee / School Management Committee / Management Committee:
According to the constitution, the IMC now has 7 School Sponsoring Body Managers, the Principal, 1 Teacher Manager, 1 Parent Manager, 1 Alumni Manager and 1 Independent Manager. Alternate Managers include 1 from the School Sponsoring Body, 1 from Teachers and 1 from Parents.

School Green Policy:
Environmental policy focuses on reuse, recycling and reduced consumption. Recycling bins are provided for different kinds of materials and plastic. The school encourages students to ride electricity-generating bicycles and has joined the 'Feed-on Tariff Scheme' which makes use of solar panels in school to generate electricity.

School's Major Concerns:
1. Enhance curriculum plan, maximise instructional time and enrich students' learning experiences both within and beyond the classroom.
2. Cultivate students' positive values to foster their holistic well-being in physical, mental and spiritual dimensions.

Learning and Teaching Plan

Learning & Teaching Strategies:
Under school-based subject hierarchical knowledge/competency framework, the school develops a school-based curriculum, including Chinese, English, Maths, GS, H-stem, self-management skills, P.1-P.4 cross-curricular life-wide learning curriculum, P6 cross-curricular Beijing immersion course in history, culture and technology and P5-6 workplace experiential learning. The school has implemented e-learning to increase student-teacher interactions and immediate feedback; multiple intelligences theory use in P.1-P.3 learning in developing students' thinking skills and deepening the learnt knowledge through display, consolidation and application; cooperative learning in developing students' collaboration skills, scientific enquiries, problem-solving skills and creativity. Post-assessment reflection for enhancing students' self-directed learning skills and written feedback describes their acquired knowledge and skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. To cultivate students' positive values through Personal Growth Education;
2. Optimization of diverse learning experiences through making good use of school hours: International Languages Day, reflective sessions, self-care ability sessions and whole school sports sessions etc;
3. Regular implementation of cross-curricular life-wide learning activities with annual reviews;
4. To cater for students' diversity by optimizing multiple-intelligence assessment, teaching and learning materials and assessments according to hierarchical knowledge/competency framework;
5. To maximize the effectiveness of learning and teaching, the school optimizes the STEM curriculum through VR/AR technology and provides students with interactive learning environment;
6. The continuation in improving Assessment Literacy among stakeholders.

Development of Generic Skills:
Through learning in different Key Learning Areas, cross-curricular, and life-wide learning activities, students master, construct, apply, enrich and deepen knowledge, develop critical thinking and enquiry skills. The School has also developed and adopts school-based assessment criteria of problem-solving, creativity and reflection.

Cultivation of Proper Values, Attitudes and Behaviours:
Our 21 school-based values are promoted through campus art works, cross-curricular curricula, award policies, guidance policies teaching reflection, service learning, Mainland and overseas interflow, parent education and teacher professional development.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Set foundational progressive and challenging categories of learning objectives, curriculums and assessments. 2. Design P.1-P.2 school-based teaching and learning materials and assessments according to hierarchical knowledge/competency framework: Set A (foundational/progressive) and Set B(challenging) 3. Set up online learning platform using hierarchical knowledge/competency framework. 4. Nominate and train gifted students to join pull-out programmes and competitions. 5. Set up a parent resources database from which Mentors of the Workplace Experiential Self-understanding Programme are selected. 6.Provide subject-based acceleration scheme in Chi., Eng., Maths and GS.

Whole School Approach to Integrated Education:
The school has hired teaching assistants and Special Educational Needs Support Teachers (SENST) to provide in-class support for students, assist with accommodations during assessments and examinations, and help with monitoring and adjusting their progress. The school also provides social-emotional support groups and school-based speech therapy services. Additionally, they have implemented collaborative programs such as the Medical-Educational-Social Collaboration Program and the "Early Identification and Support for P1 Students with Learning Difficulties" program. The school aims to foster a culture of inclusivity on campus.

Curriculum Tailoring and Adaptation:
Chinese Language: P.1-P.3 use worksheets designed by teachers instead of textbook materials; English language: School-based English modules using thematic learning approach with differentiated instruction are adopted. Based on interests of boys, develop humanity-based STEM curriculum to cultivate students' abilities to apply scientific and technological knowledge, to solve the problems encountered in daily life with creativity.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The School organizes lectures and gatherings for parents on issues such as curriculum, assessments and school policies. The PTA organizes different activities like values education workshops, annual gatherings and seminars for the parents of P.1 students. The PTA also assists the School in coordinating events including Christmas party and Chinese Cultural Day. Parent volunteers provide consistent support in lunch supervision, gardening and library assistance and provide support in events like Sports Day and Swimming Gala. Each class has designated class representatives to strengthen parent-school collaboration.

School Ethos:
The School emphasizes moral and spiritual education, aiming to cultivate students' self-discipline and adherence to rules. Each class implements a 'One Student, One Role' initiative to foster personal accountability. The School establishes student councils and student committees to develop leadership skills and foster a sense of service among upper primary students. Caring ambassadors are appointed to mentor younger students. The School actively promotes values education to help students develop the right values. The school also sets graduation attributes, aiming for students to pursue excellence upon graduation. Service learning is highly valued, and the School establishes groups such as the Rotary Interact Club and Community Ambassadors to actively promote student involvement in voluntary training and community service, enabling them to serve others, thus develop both talent and social responsibility.

Future Development

School Development Plan:
The school improves core subject curriculum and assessments (formative, summative, multiple intelligences) with tiered knowledge/skill framework to support diverse students. The School fully implements values education based on school core values to build positive character with Jesuit characteristics. The School further develops service learning to foster responsibility and the spirit of 'Boy For and With Others'. The School focuses on building a strong teacher community to create effective learning resources and enhance teaching and optimizing school time to enrich learning experiences and develop student potential.

Teacher Professional Training & Development:
1. Organize diverse professional development to support teachers' well-being and foster a collaborative learning environment.
2. Coordinate subject-based professional development systematically to help teachers grasp new teaching trends and improve teaching effectiveness.

Others

1. Scholarships are awarded to the top one to three students in each class with the highest academic achievement for the entire school year.
2. To promote students' balanced development and encourage the pursuit of excellence, the school offers a wide range of reward programs and awards.
3. Exchange programs with Mainland and overseas as well as the participation in international competitions allow students to gain a deeper understanding of Hong Kong, China and the world.