



慈雲山天主教小學 Tsz Wan Shan Catholic Primary School

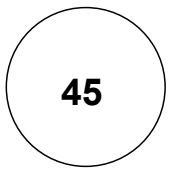
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Father Ngai Tak Man Elton	Ms. Siu Yan	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					50%
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	Strive for Persistency & Self-improvement in Christ!	2002	Chinese (incl.: Putonghua) and English	School Bus	About 10000 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
-	-	\$60	\$380	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	4 Remedial Rooms, 1 SGT office.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Students Activity Room, Prayer Room, Art and Craft Room, General Studies Room, Maker Space, Stem Room, Music Room, PTA Resource Room, Mental Wellness Room, Reading Wonderland, etc.				Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path, Accessible public information / service counter, Visual fire alarm system and .

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

Number of teaching posts in the approved establishment		55	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
98%	100%	33%	67%	22%	26%	52%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	4	5	5	5	5	29
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	5	4	5	5	5	29
Mode of teaching at different levels		Small classes for intensive remedial teaching programme. Remedial classes after school in P.1-P.6 for students with learning difficulties in Chinese, English and Maths.						
Remarks		For the Chinese subject, all classes are taught in Cantonese and Putonghua. In addition, Putonghua is a compulsory subject for all students.						

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)	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	1. Mock assessments/examinations are given to primary one in term 1 but Not recorded in the Report. 2. Some subjects are given practical formative assessments. 3. Skills tests and formative assessment accommodations are given for students with special needs like granting extra time individually, reading aloud, question paper with enlarged prints.				
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.6, Top students are selected into two elite classes based on their total marks of Chinese, English and Maths as well as attaining a conduct grade B or above. Remaining students are evenly distributed into other 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	8	35 mins	7:55 AM	3:15 PM	12:30 PM - 1:20 PM
Lunch arrangement		Healthy school life		Remarks	
Provided by designated supplier and arranged by parents.		1. Promote healthy campus policies, obtain the "Eat Smart School Accreditation Scheme" school certification qualification, and hold regular hygiene and health seminars for students. 2. Promote physical fitness, "School Sports Programme" and other plans to increase student sports opportunities.		Different activities are arranged according to the schedule, such as monthly assemblies, moral and civic education, life education and health education, extracurricular activities, etc., to allow students to conduct lessons respectively, learning through multiple intelligence .	

Life-wide Learning

Students can develop their potential, cultivate interests and enhance self-confidence, including: Maths Olympiad, English drama, rugby, table tennis, etc.

School Mission

Our school takes Christ as the foundation of education and imitates the spirit of St. Vincent de Paul, the spirit of education without discrimination, to create a pleasant learning environment for students so that they can take the initiatives to learn and cultivate good character in a joyful and harmonious atmosphere, a spirit of self-discipline, the ability to distinguish right from wrong, correct values and a strong sense of citizenship are encouraged, so that our students can be willing to take responsibility and serve the community.

School Characteristics

School Management

School Management Organisation:

Under the supervision of IMC, the principal, vice principals and PSM lead the function groups to develop quality education according to the four domains 'Management and Organisation', 'Learning and Teaching', 'School Ethos and Student Support' and 'Student Performance'.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC members includes priest, experienced principals, independent person, parents, teachers and alumni.

School Green Policy:

Join FIT Scheme to install solar panels at school. Since 2025, the school has been joining an energy saving & environmental protection programme co-organised by Catholic Diocese of Hong Kong and The Jockey Club.

School's Major Concerns:

1. Strengthen students' physically, psychologically and mentally development healthily, as they can become a growth mindset and good nature of TWSCPS students.
2. Foster comprehensive learning abilities through thematic learning.
3. Strengthen the connection among teaching, learning and assessment to promote learning effectiveness.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Actively promoting contextualized teaching through a variety of comprehensive learning activities to enhancing students' ability to be proactive in biliterate and trilingual.
2. Implementing thematic learning by promoting Chinese Culture Day, Thematic Reading Day, STEM Day and organizing overseas exchange activities.
3. Actively promoting gifted education, tiered support teaching, and diversified homework policy to cater for learner diversity.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Values Education: The curriculum integrates the five core values of Catholic education, 12 priority values and attitudes, Chinese culture, and elements of positive education.
2. Learning Through Reading: Implementing reading award programmes.
3. Making Good Use of Class Time to Create Space for diverse intelligence learning activities.

Development of Generic Skills:

Providing various learning experiences and project learning, we develop students' communication, collaboration, critical thinking skills and creativity. Our curriculum aims to promote students' whole-person development and cultivate their lifelong learning and independent learning abilities.

Cultivation of Proper Values, Attitudes and Behaviours:

The school-based curriculum cultivates students' development of positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Teachers use different teaching strategies to design classroom activities according to students' different learning styles and abilities.
2. Arrange students to participate in study tours and service activities outside Hong Kong.
3. Use diversified teaching and assessment methods to establish a compatible learning environment.

Whole School Approach to Integrated Education:

1. Our school is committed to create a caring and inclusive campus. Regularly holds teacher workshops and strengthen Tier 1 support .
2. Diversified group activities and services help students engage in campus activities and enrich their learning experience.
3. Improve students' learning motivation and confidence, formulate homework and assessment adjustment policies, and set up supporting small classes, etc.
4. Provides parents with strategies to support their children's learning and growth.

Education Support for Non-Chinese Speaking (NCS) Students:

Our school provides additional support for NCS students to facilitate their learning of Chinese: organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..

Curriculum Tailoring and Adaptation:

1. School-based curriculum is added to some subjects and promote small class teaching.
2. Use the three-tiered framework implementation model to develop school-based gifted education, infiltrate the three elements of giftedness into each learning area, adapt different subject curriculums to enhance students' learning abilities through enrichment, extension and innovative content.
3. Providing diverse groups and school teams for students with different needs to discover their strengths and enhance their learning abilities, such as after-school tutoring classes for Chinese, English and Mathematics, English learning groups, gifted training classes, social skills groups, and Olympiad Maths training classes.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Monthly and schoolnewsletters are published to communicate with parents regularly. Recruit parent volunteers and regularly organise special lectures for parents, parent-child trips and other activities to enhance parents' sense of belonging to the school.

School Ethos:

1. Jesus Christ is the foundation of our school. We follow the principles of the Gospel to provide whole person education and nurture students to become positive and caring individuals.
2. Through school-based counselling activities like personal growth lessons / groups, Self-perfection programme, Sunshine Call programme, TWSCPS Student Award Programme, etc.

Future Development

School Development Plan:

1. We will strengthen students' values education so as to help them establish positive values and encourage them to practise the values in their daily lives. We aim to nurture future generations with the qualities of a good TWSCPS student.
2. To encourage students to care about world affairs, broaden their learning experience, and cultivate them to become good world citizens who are with "both moral integrity and talents, love for the country and Hong Kong" and have an international perspective.
3. Optimizing curriculum planning, enhancing the connection between teaching and assessment, and introducing electronic platforms.

Teacher Professional Training & Development:

1. Providing regular thematic seminars and workshops for teachers, conduct peer lesson observation and evaluation activities .
2. Systematically planning the professional development of all teachers in "STEAM Education" and "Humanities and Science," arranging teachers to participate in curriculum support programmes offered by the Education Bureau and various higher education institutions.
3. Organising not less than 3-day of teacher development days each year, conducting school-based workshops and workshops provided by the Education Bureau on campus. Regularly arranging for teachers to participate in cross-border exchange activities.

Others

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