



中華基督教會元朗真光小學
C.C.C. Chun Kwong 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
Mr. Leung Yuen Yiu	Mr. Tsui Kin Sum	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
The Hong Kong Council of The Church of Christ In China	To study the truth until we attain perfection	1906	Chinese	Nanny van	About 3000 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	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	2	1	1	A school general office, a principal's office, a teacher's room, and a conference room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
A music room, an activity room, two group teaching rooms, a STEAM room, a visual arts room, and a social worker's room.				Accessible toilet.

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

Number of teaching posts in the approved establishment			28	Total number of teachers in the school		30
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%	42%	67%	13%	37%	50%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	2	2	2	2	2	12
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	2	2	2	2	12
Mode of teaching at different levels		Co-operative Learning and Class Management are adopted. Small group teaching in Chinese, English and Maths is carried out. Better care is provided through using appropriate teaching methods and lower teacher-student ratio.								
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							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
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Diversified Assessment for Learning	1. The first exam of P1 is cancelled, and will be replaced by formative assessments. Chinese, English, Mathematics and General Studies will all be assessed progressively through formative assessments. 2. In addition to three exams a year for P.2-P.6, formative assessments will be conducted in some subjects. 3. There are also diversified assessments such as group discussions and peer 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							Yes
Streaming arrangement	Mixed ability classes from P.1 to P.6.						

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	8:05 AM	3:15 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To enhance students' physical fitness, there are morning running sessions and sports activities at recess. We also promote values education and emphasize character development. 'Everyone has a Job' programme plays an important role in students' life as it helps students understand the importance of serving others. To enhance spiritual growth, evangelistic meetings with the church are held.		There are interest groups on Wednesdays, extra-curricular activities on Fridays and Saturdays; and gifted classes and homework tutoring sessions after school.		

Life-wide Learning

There are diversified extra-curricular activities. There are Musical Training Class, Visual Arts Class, English Chef Class, Taekwondo Class, Campus Health Dance Class, Cambridge English Class, Rope Skipping Class, Paper Clay Art Class, Latin Dance Class, Handbell Team, Luminous Dragon Dance and Chinese Bass Drum Class, Lion Dance Class, Choir, Brownies Guide, Percussion Group, Hip Hop Dance Class and so on. In addition, there is a school picnic, P.5 Gospel Camp and study tours outside HKSAR arranged every year.

School Mission

To implement a loving education through indoctrinating Jesus Christ's morals. To achieve whole-person education through a student-oriented approach. To establish mutual acceptance, to appreciate one another, with a constructive and competitive school culture, to nurture students with knowledge, to enable them to think independently, to be brave enough to take up responsibility, and serve the community to be good civic servants.

School Characteristics

School Management

School Management Organisation:

The school has set up the Incorporated Management Committee which is responsible for leading the school development. There are four administrative groups under it, namely 'Management and Organisation', 'Learning and Teaching', 'Student Support and School Ethos' and 'External Relations' which are charged by the Supervisor and the Principal to carry out the school development plan and to execute the tasks.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in 2007. There are 7 School Sponsoring Body Managers, 1 Alternate Sponsoring Body Manager, 1 Ex-officio Manager (the Principal), 1 Teacher Manager, 1 Alternate Teacher Manager, 1 Parent Manager, 1 Alternate Parent Manager, 1 Alumni Manager, and 1 Independent Manager in the Committee.

School Green Policy:

- 1. To strengthen students' awareness of the importance of environmental protection to help students establish a green lifestyle with practical activities.
- 2. To promote the importance of waste reduction for cultivating students' habit of environmental protection.

School's Major Concerns:

- 1. To further develop self-directed learning to inspire students' learning potentials.
- 2. To develop a caring school to nurture students' positive values.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school implements cooperative learning. We promote students' class participation and collaboration through cooperative learning routines and varied learning tasks. In order to promote students' learning motivation, some lessons are conducted with the use of tablets. In addition, all subjects have special features of their own school-based curriculums so as to consolidate students' knowledge, skills and attitudes in different subjects.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. To actively promote 'Reading to Learn' to drive the learning of various subjects through reading different materials and expand the depth of students' knowledge. To develop 'Reading across the Curriculum', strengthen students' flexible use of different learning skills, and broaden students' reading horizons.
- 2. To develop school-based STEAM courses to enhance students' ability to apply knowledge and skills comprehensively.
- 3. To strengthen values education in coordination with humanities subjects to deepen students' humanistic literacy. To integrate diverse learning experiences both inside and outside the classroom to foster students' holistic development.

Development of Generic Skills:

Self-directed learning is promoted actively through setting individual learning goals, selecting learning strategies, evaluating learning performances and outcomes, and altering goals as required. Students are encouraged to plan, monitor and evaluate their learning from time to time so as to develop themselves to be lifelong learners and self-evaluators.

Cultivation of Proper Values, Attitudes and Behaviours:

The school actively promotes values education. Our school promotes Positive Education and cooperates with parents to build up the positive energy of students. Through Life Education Classes, flag-raising ceremony, Morning Assembly sharing sessions, guidance and discipline activities, religious activities, service learning activities and other moral activities, we cultivate students to have a positive sense of citizenship, let students feel the love of Jesus Christ, be proactive, love others, love themselves, and have a positive attitude towards life.

Student Support

Whole School Approach to Catering for Learner Diversity:

According to students' different abilities, multiple intelligence courses, group teaching, peer tutoring programs, after-school homework guidance, after-school support groups, etc. are established to provide appropriate support for students with different abilities.

Whole School Approach to Integrated Education:

We adopt the whole school approach to take care of students who have individual needs. We use the school resources and the extra resources we receive to carry out different measures in order to support students with special educational needs. (e.g. after-school learning group, social intercourse training group, concentration training group, Enhanced School-based Speech Therapy Service, fine motor skills training group, Individual Education Plans, game therapy, 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; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; 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:

We have adaptation in teaching for students who have special needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school has a Parent-Teacher Association. The aim is to strengthen the co-operation between parents and school. The PTA holds different activities regularly, e.g. picnics for parents and children, events dedicated to parents during Mothers' Day and Fathers' Day, Workshops for parents, etc.

School Ethos:

Our school actively practises the caring culture, with the integration of guidance and discipline, and cooperates with school-based counselling activities to cultivate the all-round development of students, helping teachers and students to build a good school spirit with love, trust and care. Through the school-based counseling program 'CKPS Smart Kids' Reward Scheme, we cultivate students' self-discipline and systematically guide them in establishing positive values. The program empowers students to develop good habits across diverse domains, face challenges courageously, and overcome difficulties—ultimately helping them become CKPS Smart Kids.

Future Development

School Development Plan:

- 1. To promote 'Reading to Learn' and improve its effectiveness. To promote 'Reading to Learn' by continuously enhancing 'Reading across the Curriculum' to broaden students' reading scope and improve their reading skills and interest.
- 2. To strengthen STEAM Education and cultivate students with the essential competencies for the 21st century, including innovative thinking, problem-solving skills, and scientific literacy.
- 3. To make good use of learning time, provide diverse learning experiences, broaden students' life experiences, expand their horizons, and develop their potential.
- 4. To promote diversified sports and arts activities, establish healthy lifestyles for students, and foster holistic development.
- 5. To continue to promote values education, cultivating students' proper values and attitudes.

Teacher Professional Training & Development:

Have a clear training focus, set up teachers' personal professional development portfolios and develop a Professional Learning Community for Teachers, to carry out systematic professional development policy and training scheme, including teacher professional development day, lesson studies, co-plannings with focused exchange, lesson observations and debriefing activities, teachers' professional development period every Friday etc. To follow the trend of curriculum development, the school participates in the School-based Support Program of the Education Bureau. The school allows teachers to continue to grow in their professional development for improving their teaching quality and developing school-based curriculum that meets the needs of the school.

Others

In order to broaden the horizons of students, the school promotes different exchange programs. For example, for P.4 to P.6 students, the school conducts overseas study trips which allow students to experience the culture of different countries. During the trip, students are also arranged to visit local schools for exchange activities which help students understand the mode of teaching and campus life of other schools, as well as to enrich their learning experience.