



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Luk Fai	Ms. Lam Mei Ha	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
Church of Christ in China Wanchai Church	Therefore you shall be perfect, just as your Father in heaven is perfect.	1968	Chinese	-	About 3277 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
-	-	\$30	\$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	Multimedia teaching equipment, Remote Video Teaching Rm, Ecological Plantation Park, STEAM animal pavilion and Solar energy education zone
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
AI Space, Library, Music Room, Student Activity Room, Counselling Room, Information Technology Room, Visual Arts Room, English Room, Staff Room, Guest Room and Religious Room.				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			35	Total number of teachers in the school		39
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
95%	97%	28%	71%	26%	20%	54%

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	2	3	3	3	3	17
Mode of teaching at different levels		To cater for students' diversity, various levels of intensive remedial teaching programmes are offered to students with special educational needs.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)	1	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	No tests or exams in the first term for P.1. Dictations include fun dictations and traditional dictations. Besides formative and summative assessments, we also use a diversified and progressive student portfolio. The school makes some assessment adjustment for SEN students, including enlarging the paper & extending the assessment time.				
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 based on academic performance.				

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	8:00 AM	3:15 PM	1:00 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own lunch.	Physical health (Morning exercise on alternate Thursdays for all students, after-school ball game classes), Fruit Day, school-based healthy policy and food monitoring programme, Fun Day @ Kei To, exercise area during recess, mental health talk, etc.		Before lessons: Reading, assemblies & morning exercise Recess: "Kei To Got Talents", STEAM/English activities Lunch: ITE/reading/English activities, music and board games Thursdays: Integrated lessons Fridays: Growth lessons & OLE interest classes After-lessons: MIC after-class interest courses, Student Christian Fellowship, uniform group training		

Life-wide Learning

Integrated lessons, MIC after-school activities and OLE interest groups (e.g. unicycling, fencing, Chinese dance, taekwondo, sand art, etc.), gifted training (e.g. singing, arts gifted education, and innovative technology inventors, etc.), leaders training, service and uniform teams, School Picnic Day, Sports Day, Fun Day @ Kei To, Reading Day, International Showcase Day, study tours, STEAM Fun Day.

School Mission

The school aims to provide our students with a spiritual, moral, intellectual, physical, social and aesthetic education; to nurture talents and abilities and to develop them to the full, to grow and to develop in character and in personality, as well as to instill proper moral values and conduct based on sound Christian principles.

School Characteristics

School Management
School Management Organisation: Managed by the Incorporated Management Committee and headed by school supervisor and principal.
Incorporated Management Committee / School Management Committee / Management Committee: IMC was formed in August 2007.
School Green Policy: 1. Environmental student ambassadors 2. Waste recycling bins 3. School-based sustainable development education (gardening zone & solar panels)
School's Major Concerns: 1. Cultivate students' reading interest. 2. Promote value education and build students' positive values. 3. Enhance students' general satisfaction by building a lively campus.
Learning and Teaching Plan
Learning & Teaching Strategies: Use of graphic organisers and thinking strategies, note taking, cross-curriculum reading, cooperative learning, ITE, flipped classroom / pre-task learning, OLE (all subjects), theme-reading teaching (Chi. & Eng.), Learning Subject Chinese in Putonghua <Reading Strand> (Chi.), 5E teaching (Maths.), hand-on learning activities (GS, integrated lessons, STREAM), project learning (GS, Music), Service Learning.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Flag-raising team, weekly flag-raising ceremonies, growth courses, Chinese Culture Day, Sister School Exchange Scheme. 2. Homework tutoring lessons, intensive remedial groups, remedial classes and foundation classes. 3. Morning reading time/library lessons, Themed Reading Days, cross-curricular reading and extended reading, electronic reading platforms, and library/reading activities. 4. A variety of all-round learning experiences, such as overseas exchanges, special training for gifted students (e.g. STREAM, Chinese, English, sports, Music, Visual Arts), integrated lessons, MIC after-School activities and OLE interest groups, Sports Day, Reading Days, STREAM Fun Day, Fun Day @ Kei To, Variety Show, outdoor visits, etc.
Development of Generic Skills: Use of graphic organisers and thinking strategies, cooperative learning, e-assignment, project learning (individual & groups), integrated lessons, English Week, Reading Day, STREAM Fun Day, Variety Show, post-exam thematic activities, etc.
Cultivation of Proper Values, Attitudes and Behaviours: Moral and Civic Education, growth lessons, Religious Education (Bible lessons, religion assemblies, Religion Week, student fellowship), integrated lessons, Chinese Culture Day, Service Teams (Prefects, School Helpers, Environmental Ambassador Programme), Uniform Teams (The Red Cross, The Boys' Brigade), School-based life planning education, service learning, flag raising ceremony.
Student Support
Whole School Approach to Catering for Learner Diversity: High achievers: Enrichment and Enhancements Programmes (language, Maths, STEAM, Music, sports, Visual Arts). Low performers: Foundation courses, remedial classes, small classes, after-school tutorial learning classes. 3. Learning programs for students with dyslexia (reading and writing skills). Speech Training Programmes for students with speaking problems. Support for transitions: P.1 bridging summer course, F.1 adaptation talk, F.1 interview course & mock interview.
Whole School Approach to Integrated Education: Our school has set up a Student Support Team. It responds to student diversity in their study and development through the following measures: Chinese, English and Maths foundation courses, remedial classes, small classes, social skill training groups, social and emotional focus training group, inclusive board game group, expressive arts therapy group, executive skill training groups, 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; 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.. Notices translated to English and outings for learning about the school and the community.
Curriculum Tailoring and Adaptation: Provide core and extended curriculum for all KLS and regularly examine the vertical curriculum. Adapt the teaching content according to students' learning needs. Reduce the amount of homework and dictation scope, arrange dictation bonus marks scheme, enlarge the test/exam paper and add extra time in tests and exams for students with special needs.
Home-School Co-operation and School Ethos
Home-School Co-operation: To strengthen Home-school co-operation: Parent-Teacher Association, interest groups, special talks and workshops, parent-teacher meetings, recruit parents as volunteers or facilitators to support school activities.
School Ethos: 1. To instill proper moral values in students so as to cultivate a caring school culture: counselling programme, Religious Education, Civic and Moral Education, after-school homework tutorials and school-based discipline programmes. 2. To cultivate students' correct values and attitudes: Morning assemblies, afternoon assemblies, class teacher classes, growth classes, integrated lessons, etc.
Future Development
School Development Plan: Develop school-based value education programme, interdisciplinary STEAM curriculum, picture book teaching strategy (Chi.), RaC reading texts (Eng.), 5E teaching strategy (Maths.) and cross-curriculum reading strategies (GS). Introduce off-school resources such as e-reading platforms and newly emerged sports, let students participate in diversified learning activities and enjoy a happy and fruitful school life.
Teacher Professional Training & Development: 1. Centralized co-planning periods. 2. Teachers' training targets and records. 3. Open lessons and peer observations. 4. School-based teachers' development training and workshop.
Others
1. Scholarships sponsored by IMC. 2. Scholarships sponsored by School Alumni Association.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Choi Man Yee Katharine	Ms. Cheung Hoi Lan	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
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
Government	To be a knowledgeable person with virtues and eagerness to learn.	1958	Chinese & English	-	About 1627 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Queen Elizabeth School, Homantin Government Secondary School, Jockey Club Government Secondary School, Kowloon Technical School			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
-	-	\$30	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
22	1	1	1	1. Wireless network campus, all classrooms are equipped with computers, projectors and visualizers. 2. Apple TV to promote e-Learning.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Reading Room, Visual Arts Room, Music Room, Computer Room, Activity Room, Arts and Music Room, Students Guidance Room, STEAM Room, Teaching Resource Room, Broadcast Room and Fitness Room.				Ramp, Accessible lift, Accessible toilet, Visual fire alarm system and Wheelchair lift at entrance.

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		42			
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%	29%		74%	10%		15%		75%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	3	3	3	3	19
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	3	3	3	20
Mode of teaching at different levels	1. Small class teaching is done for School-based Chinese Foundation classes. 2. Enhances learning effectiveness of students with different learning abilities through life-wide learning activities and diversified teaching strategies.						
Remarks	1. The Chinese subject has a school-based curriculum catered to the ability of students. 2. There are enrichment and improvement classes. 3. There is in-school speech therapy for students.						

Performance Assessment

Number of test(s) per year (P1 only)	1	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. We use various assessment tools and emphasize formative assessments to understand students' progress. 2. There is project learning in each level.				
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	1. Students are streamed according to their language ability and developmental needs. 2. Streaming is based on the results of the two annual exams.				

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	8:20 AM	3:15 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. "Five Healthy Tips" scheme is implemented to help students reach a state of physical and mental well-being with a focus on developing students' healthy lifestyles. There are 5 elements, including "healthy diet", "daily routine", "regular exercise", "personal hygiene" and "mental health". 2. During recess and lunch recess, students join various activities, such as "Joyful Fruit Month" activities.		1. Students have a morning reading morning period every day for reading Chinese and English books. 2. Students exercise every Friday. 3. "One Specialty Per Student" Scheme allows students to showcase their talents.		

Life-wide Learning

- 1. Combination of all-round learning activities and social services, using a variety of environmental and community resources to hold educational visits, overseas exchange activities, uniformed group activities, leadership training, service-learning, school teams training, English drama etc.
- 2. Extracurricular activities such as African drum class, Korean style dance class, choir, kung fu hand training, music little beans, handbell youth team, coding elites, waist drum dance, Kung fu, lion dance, rainbow bell, violin, guitar, craft classes, cartoon drawing etc.

School Mission

- 1. Believe in teaching our students to enable them to achieve their full individual potential.
- 2. Provide students with a pleasurable learning environment through all-round and unique development in the areas of ethics, intellect, health, social skills and aesthetics based on the School Motto.
- 3. Develop positive attitudes and values in students through whole-person education and enable them to become responsible citizens.

School Characteristics

School Management

School Management Organisation:

Affiliated to the Hong Kong Education Bureau, we have a School Management Committee, School Head, 2 Deputy Heads & 11 administrative teams, leading all the teachers to promote school affairs in different administrative groups.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School Management Committee (SMC) was established in 1999. SMC members consist of representatives from the Education Bureau, Headmistress, teachers, parents, alumni and community members.

School Green Policy:

To promote School Green policies, the Student Environmental Protection Ambassadors promote environmental protection and encourage students to participate the environmental protection activities.

School's Major Concerns:

- 1. Strengthen students' self-management skills and foster the spirit of self-discipline and love for others.
- 2. Foster students' communication, problem-solving, and inquiry skills, promote students' independent learning and enhance their learning performance.

Learning and Teaching Plan

Learning & Teaching Strategies:

Small class teaching; school-based Chinese Foundation Curriculum; bilingual instruction class in upper primary for NCS students. The BYOD policy in P.5- P.6 can promote e-Learning and enhance the effectiveness of learning and teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Promote STEAM education with school-based Coding programming in upper primary computer classes.
- 2. Create friendly school environment for students. Reducing homework and optimize assessment policies to promote happy learning.
- 3. Provide homework tutorial classes every day.
- 4. strengthen National Security Education.

Development of Generic Skills:

Develop students' generic skills through project learning, cross-curricular activities, visits, life education activities and extra-curricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:

We are committed to cultivating good moral values, and we have constructed our morals & values framework. The positive thinking core value of "Sunshine Spirit" aims to promote 12 virtues i.e. filial piety, empathy, national identity, respect for others, responsibility & commitment, integrity, love & care, gratitude, courtesy, self-discipline and law-abidingness, self-reflection, and perseverance.

Student Support

Whole School Approach to Catering for Learner Diversity:

Pastoral Care And Developmental Support: Personal Growth and Adjustment Programme; cross-class group teaching is set up in upper primary levels ; in addition, according to the needs of students, there are enhancement groups ; Developmental, support and therapy groups ; Learning Support Programmes: after-school Chinese / English Learning Class ; Mathematics Olympiad Class ; School-based After School Care Service Scheme ; P.1 Orientation Programme ; Secondary School Life Adaptation Programme ; Bridging Class for Newly Arrived Children, etc; gifted students are nurtured through participation in intra-school and inter-school activities and competitions.

Whole School Approach to Integrated Education:

- 1. Whole School Approach to Integrated Education: School-based measures such as the use of Learning Support Grant, Enhanced Speech Therapy Grant, Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs, are in place to support students with special educational needs.
- 2.The School-based Educational Psychologist visits school regularly to provide the school with services such as policy recommendations for inclusive education, teaching suggestions, student assessment and follow-up, as well as training for teachers and parents.

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Adopting diversified teaching techniques, tailoring or enriching courses to meet the different learning needs of students. Our school curriculum focuses on enhancing Chinese and English languages. Through an electronic platform cooperating with school-based teaching materials, we aim to enhance students' Chinese competence and reading, writing, listening and speaking skills. In English learning, our school establishes a school-based curriculum to enhance students' interest and proficiency in learning English through engaging course content and actively pursues value education across various subjects.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To strengthen home-school cooperation, we organize a variety of activities such as Parents' Day, parents' workshops, PTA picnic, Parent-child Educational Programmes, and organized a parent volunteer team; Parents can provide valuable advice for the development of the school by participating in the Parent Association, the School Management Committee and the Trading Business Supervision Committee.

School Ethos:

- 1. To foster character development through an inclusive and orderly learning environment; to achieve all-rounded development of students in the areas of ethics, intellect, physique, social skills and aesthetics.
- 2. To nurture the spirit of self-discipline, construct a caring environment for students, teachers and parents, foster students' social development, and establish a caring and inclusive culture.

Future Development

School Development Plan:

- 1. Foster positive education, cultivate students' good moral character and positive values.
- 2. Create a STEAM Room to promote STEAM education and enhance students' logical thinking.
- 3. Implement "Pilot Scheme Putonghua as the Medium of Instruction for teaching the Chinese Language Subject" in junior levels.

Teacher Professional Training & Development:

Our teachers actively participate in different types of school-based support programs to enhance their professional development; continuous professional development is done through a structured staff development program which includes of co-planning, lesson observation, subjected- based teaching research and cross-discipline collaboration, as well as enhancing the skills in the use of information technology in teaching.

Others

- 1. Our school promotes Value Education, and the implementation experience has been recognized by the Education Bureau and included as an exemplary model in the latest curriculum documents on values education.
- 2. Our students have achieved remarkable success in both sports and arts, particularly our football team, which has received many awards and honors in various competitions.
- 3. Our school actively participates in the "Project Lighthouse" coordinated by the Security Bureau, offering students a wide range of diverse learning experiences that greatly contribute to their career planning and development.



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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. Lam Yin Mun Edmund	Ms. Chan Shuk Ying	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Methodist Church, Hong Kong	Abiding by the Lord's words	1951	Chinese	School Bus; Nanny van	About 9000 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	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Conference room, School history room, Social worker room, Life education centre, Teacher common room, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Small Chapel, General Studies Room (Maker room), Two Computer rooms, Art room, Music room, Language room, Small group rooms, Activity room, etc.				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				48		Total number of teachers in the school		48	
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%	44%		62%	11%		18%		71%

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	1. Implement experiential learning, allowing students to learn through hands-on activities and critical thinking. 2. Launch a Bring Your Own Device (BYOD) program for grades 4 to 6, and promote e-learning by utilizing various learning tools, such as apps, interactive whiteboards, and online learning platforms.						
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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. Formative and Summative assessment. 2. Performance evaluation in some subjects.				
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	No streaming class.				

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	8:00 AM	3:05 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Morning Prayer, Morning reading period and Flag raising ceremony. 2. School Physical Fitness Award Scheme 3. The "Wake Up Wednesday" activity. 4. "Vibrant Friday" Parent-Child Activity 5. Introduce health information to students and organize diverse activities, such as theater performances and lectures. 6. Based on Nutritional Guidelines on lunch for students				

Life-wide Learning

There are many extra-curricular activities (including study tours outside H.K.), uniformed groups and school teams for students to participate.

School Mission

To develop holistic education based on Christian spirit; and to nourish abundant life through evangelism.

School Characteristics

School Management

School Management Organisation:

It is formed by all share-holders, such as IMC, Principal and School Management groups.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee.

School Green Policy:

- 1. Saving energy and encouraging green living.
- 2. Collaborate with "GREEN @ COMMUNITY" to conduct recycling and upcycling activities at school.
- 3. Using water dispenser, e-notice and e-payment.

School's Major Concerns:

- 1. Cultivate students' 21st-century skills.
- 2. Foster students' physical, mental, and spiritual well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Launch the SPARKLE program to help children shine in their learning, showcasing 21st-century skills and fostering a fulfilling life.
- 2. Promote experiential learning to cultivate students' proactive learning and willingness to share, enhancing their engagement and sense of achievement.
- 3. Develop students' scientific thinking and creativity through hands-on STEAM learning activities.
- 4. Emphasize assessment literacy, using big data and evidence-based approaches to improve learning outcomes and inform teaching.
- 5. Continue to promote cross-curricular reading activities to broaden students' learning experiences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Develop students' physical, mental, and spiritual health in line with the twelve core values.
- 2. Utilize afternoon class time to promote the SPARKLE program, enriching students' learning experiences and fostering 21st-century skills.
- 3. Actively implement experiential learning, allowing students to gain rich experiences inside and outside the classroom.
- 4. Facilitate differentiated instruction and gifted education to help students realize their potential.
- 5. Engage the entire school in promoting STEAM education, cultivating students' spirit of inquiry, problem-solving skills, computational thinking, and creativity.
- 6. Organize cross-curricular reading activities to develop students' common competencies.
- 7. Optimize coursework, create learning space, and design diverse assessment methods to evaluate student progress using big data.
- 8. Foster students' national identity through classroom activities, campus atmosphere, and comprehensive events.

Development of Generic Skills:

Through diversified learning experiences, students' higher-order thinking skills, creativity, and collaborative abilities are developed.

Cultivation of Proper Values, Attitudes and Behaviours:

According to our school theme of every year, we will organise different activities to promote positive values, attitudes and thinking.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Provide training programs for gifted students, such as gifted education academy courses, school-based STEAM, and math Olympiad courses.
- 2. Establish support groups to follow up on SEN (Special Educational Needs) students.

Whole School Approach to Integrated Education:

School adopts Whole School Approach to Integrated Education. We make specific measures in supporting students with SEN through establishment of student support team, collaboration with professionals and deployment of resources (e.g. learning support grant, enhanced speech therapy grant).

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:

- 1. We will adopt various accommodation measures to facilitate the development of students' multiple intelligences.
- 2. We will also provide bridging programs for J.1 and J.6 students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Establish a Parent-Teacher Association to organize a parent volunteer group and create a talent pool to assist in various activities.
- 2. The school regularly holds parent meetings to help parents gain a deeper understanding of their children's learning situations.
- 3. The school provides parenting education courses to enhance parents' parenting skills, promoting healthy growth for children.
- 4. Through collaboration between the school, home, and church, organize various parent-child activities and morning prayer meetings to care for and support parents.

School Ethos:

- 1. Establish a school culture based on the principles of "life education."
- 2. Cultivate twelve essential values and attitudes according to the school-based plan, actively fostering a positive outlook on life for students.
- 3. The school atmosphere is simple, with harmonious teacher-student relationships, emphasizing the development of students' character.
- 4. Encourage students to pursue excellence in physical, mental, and spiritual health, as well as in practicing correct values through diverse activities and reward programs.

Future Development

School Development Plan:

- 1. Broaden learning experiences to cultivate 21st-century skills in students.
- 2. Promote value education to nurture well-rounded individuals with physical, mental, and spiritual health.

Teacher Professional Training & Development:

Support from EDB School-based Support Division or Tertiary Educational Institutions.

Others

- 1. To provide different areas of scholarship for those students who have good academic results or performance in sports or arts.
- 2. Our church will provide different activities for us, such as Happy Kids Supporting scheme, Prayer groups, Inspiring Programme and etc.



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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
Sister Wong Pui Ling Virginia	Principal Au Man Yi	Established	Aided Whole Day	Girls	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
Canossian Missions	One Heart And One Way	1900	Chinese (incl.: Putonghua) and English	School Bus	About 6780 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Mary's Canossian College				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
-	-	\$50	-	-

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, Medical Room, Student Guidance Room cum PTA Centre.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
10 rooms (Art Room, Music Rooms, Computer Room, Multi-Media Room, STEAM LAB, Marian Maker Space, Marian Cave Plus (Immersive Learning Room), Remedial Rooms, Activities Room).				Ramp, Accessible lift, Accessible toilet 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		44	Total number of teachers in the school		44
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%	56%	44%	63%	16%	33% 51%

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	Activity-Based Teaching, Self-Directed Learning, Collaborative Teaching, Group/Cooperative Learning						
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Assessment for learning: Self-Assessment, Peer Assessment, Formative Assessment, Project-Based Assessment, Summative Assessment, Practical Assessment, Oral Assessment				
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 in P.1. Students of P.2 and P.3 are allocated to Putonghua class or Cantonese class according to Chinese and Putonghua abilities. Students of P.4 to P.6 are streamed according to their academic results.				

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	3:00 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We promote a healthy lifestyle through various campus activities, including the Fitness Incentive Program, morning exercises, short exercise breaks, Fruit Day, Wellness Breaks with multiple activities during lunchtime, organizing different types of sports and competitions for students and teachers, and mindfulness training. These initiatives aim to cultivate good health habits among students.				

Life-wide Learning

Our school offers over 30 extra-curricular activities (including 5 uniform groups) and more than 50 after-school leisure programmes, school picnic, sports day, overseas and mainland exchange programmes, inter/intra-school academic, physical and aesthetic activities, social services and summer programmes to help students develop their potential. Through “Integrated Lesson,” we provide diverse learning experiences to enrich students’ learning journeys.

School Mission

The School upholds the educational philosophy of the Canossian Daughters of Charity by developing students' integrity and gospel values through a balanced educational programme. The School attaches great importance to moral, intellectual, physical, social, aesthetic and spiritual development, to live up to the school motto "One Heart and One Way". With these qualities, St Marians would in return contribute to their families, school, community and country.

School Characteristics

School Management

School Management Organisation:

Based on the Education Bureau's performance indicators, we divide our core teams into four major categories and establish different working groups to drive school development. We foster a culture of self-assessment, the whole school approach of 'Planning-Implementation-Evaluation' is implemented. We utilize stakeholder surveys to collect data for continuous improvement in teaching and learning.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee consists of 14 members. It has been set up to manage the School and to promote education in the School, ensuring that the Vision, Mission and Core Values of the School are carried out.

School Green Policy:

We put efforts to arouse children's concern about the environment.

School's Major Concerns:

- 1. We implement the Canossian educational philosophy to nurture students' spiritual growth, helping them understand, experience, and transmit the core values of Canossian education for holistic development.
- 2. Lead a healthy lifestyle, develop personal hobbies and talents in order to achieve a balanced physical and mental development.
- 3. We actively promote STEAM education to enhance students' general competencies.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. We encourage self-directed learning and e-learning strategies to develop students' lifelong learning abilities. Our BYOD program (for Pr. 4-6) fosters students' information literacy.
- 2. By optimizing lesson and learning time through blended learning, we provide meaningful pre-learning and post-extension activities. We design diverse learning experiences for students, inspiring their multifaceted potential through various learning opportunities.
- 3. Evidence-based review and feedback drive our teaching practices, aiming to enhance both teaching and learning effectiveness.
- 4. In addition to regular classroom learning, students participate in various learning activities, such as school-based gifted programs, comprehensive learning experiences, outdoor learning, and overseas exchanges, enriching their educational journey.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Utilize blended learning and flexible schedules to create learning opportunities and enrich students' experiences.
- 2. Emphasize value education, including Chinese culture, National Security Education, to promote students' holistic development.
- 3. Encourage interdisciplinary learning through project-based studies, integrating STEAM education to foster creativity, problem-solving, and generic skills. Use tech knowledge to improve lives and support those in need, while embodying compassion and humility.
- 4. Promote healthy living habits through sports and mental well-being activities to achieve balanced physical, mental, and spiritual development.

Development of Generic Skills:

Through various subject-based learning activities, classroom activities, and diverse types of activities, students develop generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school values a caring campus culture, actively promoting values education. We emphasize gratitude, respect, and responsibility as core elements, enabling students to build a positive and resilient mindset during their six years of primary school.

Student Support

Whole School Approach to Catering for Learner Diversity:

We implement the differentiated instruction strategies in the classroom. Enrichment classes for elite students and remedial classes for weaker students. Speech therapist and educational psychologist pay regular visits to help students in need.

Whole School Approach to Integrated Education:

Funds from the Learning Support Grant and the Enhanced Speech Therapy Grant are deployed to support students with SEN and cater for student diversity. Students are provided with diversified modes of support to enhance their learning effectiveness and help them adapt to school life.

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; 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:

-

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA plays a crucial role in the school by organizing workshops, seminars on parenting and parent-child activities and subsidizing the expenses on exchange study tours and activities. Newsletters are published regularly so as to inform parents of their children's school life. Representatives from the PTA supervise school bus, lunch boxes, and take part in school tendering affairs. Volunteers provide valuable manpower support.

School Ethos:

With a strong religious atmosphere and the emphasis in the formation of heart, the School upholds and teaches the core values, Charity, Commitment, Humility, Integrity, Perseverance and Respect to prepare students properly for their life and future responsibilities. Students are given opportunities towards attaining excellence in accordance with their aptitudes.

Future Development

School Development Plan:

- 1. Promote the cultivation of Canossian values — gratitude, respect, and responsibility — among students, and help them establish positive life values and attitudes.
- 2. Foster a school-wide atmosphere that enhances students' understanding of the nation and Chinese culture, nurtures their national identity and sense of citizenship, instills patriotism, and encourages the practice of good behavior rooted in traditional Chinese virtues.
- 3. Promote a healthy lifestyle and a positive outlook on life to support the physical, mental, and spiritual well-being of students and the development of a positive mindset.
- 4. Cultivate students' generic skills through cross-curricular learning, integrating technology and interactive learning methods. Enable them to connect knowledge and skills from various subjects to real-life understanding, and continuously develop their learning capabilities through diverse learning experiences, equipping them to become future pillars of society.

Teacher Professional Training & Development:

To adapt to educational reforms and school development, we systematically arrange various teacher training programs at the school level. We encourage teachers to pursue professional development based on their individual needs.

Others

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School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Herbert Peter	Mr. Lee Ying Chiu	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					80%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
East Asian Educational Association	Joy In Duty	1930	Chinese	School Bus	About 4000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Tak Sun Secondary School			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
-	-	\$80	\$310	Web Learning Platform, Exercise books & Extra-curricular activities fee.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Chapel, Statue of our Lady, Tak Sun Kitchen, Smart Jump Rope, Smart Book Cabinet.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Meeting Rooms, Multi-purpose rooms, Campus TV room, STEAM room, Music Room, Art Room, Library and Games Room.				Ramp, Accessible lift, Accessible toilet and Braille and tactile floor plan.

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

Number of teaching posts in the approved establishment				48	Total number of teachers in the school		53
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%	98%	42%	62%	18%	21%	61%	

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	1. P.1 – P.6 are evenly distributed based on their abilities and grade. 2. Subjects are conducted every morning (Periods 1-8). 3. After lunch each day (Periods 9-10), integrated activities or remedial classes are held. 4. Enrichment for P5-P6 and remedial classes are provided to students with different ability. 5. School ends early every Wednesday after lunch (at 2:00 PM).						
Remarks	Morning Mass before lessons everyday (optional), Integrated activity classes include life education, career planning, values education, mental health, and subject-based games						

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)	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. There will be diversified assessment which include self-assessment, peer and parental assessment. 2. Daily marks constitute 10% of the total.				
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.1 to P.6 students' abilities will be evenly distributed				

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	8:00 AM	3:00 PM	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and delivered by parents from 12:20 - 12:50p.m.	1. Two days per week are designated as 'Fruit Day', and activities such as 'Fruit Month' & 'Fruit Party'. 2. The quality of the food provided by the appointed supplier is always kept under inspection by parents. Random checking will be done by a special team monthly. 3. Whole-School Fitness Testing & Health Centre. 4. Talk & Activities (Anti-drug, Sex education and Prevention of drug abuse).		1. Neither tuck-shop nor vending machines are operated in school to ensure students have healthy eating habit. The drinking water dispensers are available. 2. 'Healthy Eating Policies' are stated in school's handbook. 3. Over-weight students are encouraged to join "FitFit Station" in the morning. 4. 'EatSmart School Accreditation Scheme (ESAS)' achieved.		

Life-wide Learning

Outing activities such as Visiting Museum, Innovation Laboratory and Government agencies. Internal school activities including Community Youth Club, Chinese and English Coral Verse Speaking, Chinese and English Drama Classes, Pre S1 Mock Interview Class, Outdoor Sketching, Handbell, Djembe, Percussion, Acapella, Track and Field, Ball Games, Fencing, First-aid, Story Reading, Programming Robot, Drone, Teaching Maths in English, Pottery Class, Swimming, Scout, Maths Olympiad, Comics, Debating Class, Clay Modeling and Tak Sun Good Voice.

School Mission

As a Catholic school we imitate the teaching of Christ. Main Objective: "A person with all rounded development as well be Christian gentlemen with a global outlook". We are committed to working together with 'The Parent-Teacher Association and providing various communication channels.

School Characteristics

School Management

School Management Organisation:
The Incorporated Management Committee is established consisting of different stakeholders, School Sponsoring Managers, Independent Manager, Parent Manager, Teacher Manager and Alumni Manager.
The School Administration Team consists of Supervisor, Principal, Vice-Principals and senior teachers.
Panel heads of each subject develop subject action plan.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee consists of 13 members, 6 managers from the sponsoring body, the School Principal, 1 Alumni Manager, 1 Independent Manager, 2 Teacher Managers, 2 Parent Managers. There are 3 official meetings in each academic year.

School Green Policy:
To raise students' environmental awareness, they are encouraged to participate in various campaigns such as "CHERISH WATER CAMPUS" to practise water-saving lifestyle, the "Earth Hour", "BookCrossing Station" and three-color recycling bin. The school also adopts eNotice to reduce paper usage.

School's Major Concerns:
Overall learning objective: Christian Gentlemen with a Global Outlook. Posses Diligence, Joy, Charity and Courage!

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Assessment Literacy: Focusing on Learning, Teaching and Evaluation. Analyze assessment statistics to understand students' learning needs and difficulties, optimize curriculum and strategy of learning and teaching
2. Catering for Learner Diversity: Adopting diversified, differentiated and multiple instructions to allow students self-reflect and self-change timely
3. Utilizing Learning Time: Arranging flexible timetable by encouraging students to join varied activities to develop personal hobbies via self-directed learning

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Values Education: Based on the spirit of Christ and Catholic ethics and moral values, it demonstrates the school's mission, the cultivation of gentlemen, the five core values of Catholicism, and the values and attitudes needed by society
2. Life-wide Learning: Learning Outside Classrooms through Life-wide Learning, Service Learning and other activities.
3. STEAM Education: Developing STEAM and coding education using Robot, Drone, Robotic Arm, 3D Printing, micro:bit, and so on.
4. Learning and Reading Across the curriculum: Chinese and English subjects adopt practice such as storybooks teaching, e-reading and reading across curriculum to raise students' reading habits and interests.

Development of Generic Skills:
Through the activities of Life-wide Learning, STEAM education, study tour, running outside the classroom to enable students applying generic skills learnt in the classroom which can then be transferred to other learning situations to meet the challenges of future.

Cultivation of Proper Values, Attitudes and Behaviours:
1. Actively promote national education to cultivate students into citizens who love their country and Hong Kong.
2. Taking "Gentleman Cultivation" as the mainstay, and bringing out twenty four character strengths through 'Diligence', 'Joy', 'Charity' and 'Courage'.
3. Emphasis on the good communication skill of each stakeholders.
4. Introduce the ten priority values education and five core values education through subject and personal growth lessons.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Engaging the entire school community to foster an inclusive environment
2. Proactively identifying the diverse learning needs of students and implementing a range of supportive educational programs

Whole School Approach to Integrated Education:
Implementing a "Whole School Participation Model for Inclusive Education", we have established a Student Support Team to provide appropriate assistance for students in need. This includes school-based speech therapy services, school-based educational psychology services, focus groups, social skills groups, reinforcement classes, in-class withdrawal groups, literacy groups, and individualized learning plans.

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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school. Our school arranges after-school tutorial groups for NCS students if necessary.

Curriculum Tailoring and Adaptation:
1. Adjusting and tailoring the curriculum according to students' needs
2. Establishing a system for homework and assessment modifications to address the diverse learning needs of students

Home-School Co-operation and School Ethos

Home-School Co-operation:
The PTA was set up in 1995. Each class level has a sub-committee. There are over 300 parent volunteers serving the school. In line with the spirit of "Home-School Cooperation", the school has established a "Parent Academy" starting from the 20-21 school year, in which family-based recognition certificate and credit system are established. This is to encourage parents to continue learning, actively participate in parent lectures and various home-school activities, and strengthen home-school cooperation, thereby enhancing the cultivation of children's positive ability, establishing a good and effective communication culture, and promoting the healthy growth of children.

School Ethos:
1. To build up the image of Tak Sun Boys: Diligence, Joy, Charity and Courage.
2. To cultivate the learning attitude of Tak Sun Boys: Joy in Duty!
3. Allowing teachers to accompany our students to grow through the "Mentoring Scheme".
4. Cultivate the brotherhood among our students through "Big Brothers Mentor Programme".
5. Cultivate students' perseverance and harmony communication through "Tak Sun Knights".

Future Development

School Development Plan:
1. Values Education Curriculum
2. Positive Mindset Education
3. Compassionate Communication
4. Optimising School Curriculum
5. STEAM Education
6. Parents Education

Teacher Professional Training & Development:
1. Encourage teachers to continue Professional Development according to EDB "T-standard+"
2. Organize Professional Learning Community
3. Build professional network with EDB, Universities and Secondary Schools
4. Hold Teachers' Development activities and trainings based on current education policy

Others
1. Exchange Programs: Parent-child study tours to the mainland, overseas exchange programs for all grades, and leadership training exchanges in Nagasaki, Japan
2. Establishing scholarships to encourage holistic student development
3. Serving as the organizing body for the 18th Kowloon Scout Group of the Hong Kong Scout Association
4. Awards Received: Chief Executive's Award for Teaching Excellence in Moral and Civic Education, Hong Kong Professional Teachers' Union Outstanding Teacher Award (Caring Group—Gentleman Development, National Education, Chinese Language, Information Technology), Department of Health Healthy Eating Quality Certification, Hong Kong Red Cross Humanitarian Campus Award, and Caring Campus Award



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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
Dr. Wong Chi Ho Jimmy	Mr. Tsang Ying Yin	Established	Aided Whole Day	Co-ed	Not Applicable
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 Tung Koon District General Association	Diligence, Filial Piety, Loyalty, Integrity	1970	Chinese	-	About 4000 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
-	-	\$20	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	2	1	Environmental Education Garden, Counselling Room, Medical Inspection Room, Conference Room, Group Learning Room, PTA / Alumni Association Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, STEAM Coding Room, School Library, Audio/Visual Room, English Room, STEAM LAB, Student Activity Room, Visual Arts Room, Music Room, Maker Space, Kiddy Jolly Room, Sports Playhouse and Chinese Learning 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			34	Total number of teachers in the school		37
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%	54%	74%	3%	38%	59%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	2	2	3	4	3	16
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	2	2	2	3	4	15
Mode of teaching at different levels		Small class teaching.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)	1	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)	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	Formative assessment is emphasised to enhance effective learning, while diverse modes of summative assessment are used to evaluate students' knowledge, skills and attitudes. In 1st term of P.1-5, summative assessment is replaced by formative one. To support P.1's transition to the new learning stage, 1st exam is conducted as a mock assessment, while P.6 continues with 2 exams and 2 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	P.1 to P.6 students in each class are of mixed abilities. Students from P.2 to P.3 and P.4 to P.6 will be remained in the same class to let teachers to have better understanding of students' progress.				

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	35 mins	8:00 AM	3:30 PM	12:55 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We foster a vibrant sports culture through Active School, Physical Fitness Award, Straighten Up School and Sports Promotion Program etc. Regular events like Sports Days and inter-house games encourage participation. The AI Sports System helps students build habits, confidence, values and athletic potential. Through the Eat Smart School Accreditation Scheme, we promote healthy eating habits.		We utilise a parent mobile app and a smart student card system for attendance tracking, payment processing, notice signing and school news distribution.		

Life-wide Learning

Apart from visits, experiential activities, and social services, we also organise outbound exchange programmes and a diverse range of extra-curricular activities, including DreamStarter, hockey, athletics, Taekwondo, martial arts, rope skipping, dancing, table tennis, basketball, volleyball, Smart IT Kids, ink and wash painting, pottery, wind band, choir, choral speaking, little writer, Cambridge English, Scouts and Girl Guides etc. These activities foster students' whole-person development by allowing them to showcase their talents and abilities.

School Mission

Our school is committed to creating a joyful learning environment and offering a balanced, structured and diversified curriculum. We aim to foster all-round development in ethics, intellect, physique, social skills and aesthetics, aligning with our school motto: Diligence, Filial Piety, Loyalty, Integrity.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee, the Principal and different administrative committees.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of the IMC include the Supervisor (Dr. Wong Chi Ho Jimmy SBS, BBS, JP), School Sponsoring Body Managers, the Principal, teachers, parents, alumni and independent members.

School Green Policy:

1.Our school collects donated uniforms, textbooks and reading materials from students to support those in need. 2.Reusable utensils are provided to promote sustainability. 3.Three-colour recycling bins are installed on campus for effective waste sorting. 4.Renewable energy facilities, such as solar panels, are installed on the rooftop.

School's Major Concerns:

1.Foster a healthy school environment and cultivate positive values in students. 2.Enhance learning and teaching continuously.

Learning and Teaching Plan

Learning & Teaching Strategies:

We cater for students' diverse learning needs by offering a wide range of educational experiences. Our curriculum highlights include Chinese literature and reading strategies; collaborative lessons with Native English Teacher for P.1-3 and speaking classes for P.4-6 to enhance language proficiency. In Mathematics, we emphasise advanced problem-solving strategies. General Studies incorporates STEAM and humanities projects, and high-order thinking, while Information Technology introduces coding and AI education for P.1-6. Our school-based curriculum includes hockey and swimming (P.E.), recorder (Music), and printmaking (Visual Arts). Additionally, expert-led courses are offered in calligraphy, lion dance, Wing Chun, Tai Chi and scientific exploration. We adopt a student-centred approach through Differentiated Instruction and Blended Learning, leveraging e-platforms to help students build knowledge, showcase achievements and achieve whole-person development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We promote values education, life education, national education and national security education. We integrate the priority values into our curriculum. We also foster Chinese culture through diverse activities to cultivate students' national identity. We reinforce STEAM with projects emphasising coding and scientific exploration at different levels. Our campus features diverse facilities, including the Ecological Corner, Chinese Medicine Garden and Robotics Team. Information literacy education is implemented to develop students' ability and attitude toward using information effectively and ethically. We emphasise reading, promoting cross-curricular reading and e-reading platforms. Life-wide learning activities, such as visits, competitions and workshops, enrich students' learning experiences. We also encourage self-directed learning, information searching and sharing through e-platforms.

Development of Generic Skills:

Through a variety of learning activities, including project-based learning, co-curricular programmes, life-wide learning experiences, training sessions, community service, and outbound exchange programmes, we develop students' collaboration and communication skills. Our emphasis on Mathematics, Coding, and STEAM education cultivates computational thinking, creativity, and problem-solving abilities. Additionally, we prioritise reading and values education to nurture students' self-directed learning, self-management and critical thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

We nurture students' whole-person development through ambassador programmes, life education, positive education, and diverse classroom management activities, fostering a positive school culture. We encourage students to actively participate in community service, show concern for society and the nation, and develop into proactive, responsible citizens who contribute meaningfully to their country.

Student Support

Whole School Approach to Catering for Learner Diversity:

We adopt the Cater for Learner Differences Approach to address the diverse needs of our students. A three-tier operation mode is implemented for gifted education: 1. Advanced thinking strategies are introduced in lessons, and a talent pool is established. 2. Gifted students are selected for specialised training programmes. 3. Ample opportunities are provided for students to participate in external gifted programmes and competitions. Additionally, we offer various support programmes, including Homework Support Classes, Induction Programme for Newly Arrived Children, Chinese Proficiency Programme for NCS students and the School-based After School Care Service Scheme, operating from 15:30 to 18:30, to accommodate the diverse needs of students.

Whole School Approach to Integrated Education:

The Student Support Team coordinates a three-tier support system, providing early identification and tailored assistance to students based on their learning needs, such as the School-based Adaptation Programme and Remedial Classes. Additionally, we also provide support programmes for the students in need, including Chi/Eng Reading and Writing Skills Training, Social Skills Training, Attention Training, Fine Motor Skills Training, Executive Function Skills Training, Emotion Management Training, Arts Therapy, Sensory Integration Training and School-based Speech Therapy. These services are funded by the Learning Support Grant and the Enhanced Speech Therapy Grant. The Summary of Support for Students is provided to parents annually to keep them informed about their child's progress and support measures in place.

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; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

We place much importance on nurturing multiple intelligences for students. In daily teaching, high-order thinking questions are asked, and problem-solving and multi-sensory elements are included. Teachers also design challenging questions for higher-ability students to strengthen their thinking skills. Furthermore, for students with learning difficulties or special educational needs, we formulate tailored support measures such as school-based adaptation plans or individual education plans (for Tier-3 students) to boost their interest in learning. This approach ensures that students with diverse learning needs and styles are fully supported.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association (PTA) is dedicated to fostering home-school collaboration, strengthening parent-child communication and supporting students' whole-person development. The PTA actively engages parents in various school activities and promotes the self-improvement of family members through seminars and workshops.

School Ethos:

1. Various moral education topics are introduced to help students to establish healthy living habits. 2. Moral Education lessons are conducted in alignment with the twelve priority values to promote character education. 3. Conduct 'Caring Ambassador Programme' to promote care and support among students. 4. Positive Education thematic activities are organised to strengthen students' resilience and establish positive values.

Future Development

School Development Plan:

1. We design our curriculum based on Chinese culture and STEAM education, keeping pace with the times and equipping students with the skills needed for the future. 2. We pay equal attention to academic disciplines, Physical Education and Arts in order to showcase students' potential and foster whole-person development. 3. We prioritise positive values as the foundation of character development, emphasising inclusivity and kindness to cultivate responsible and virtuous citizens. 4. We prioritise biliteracy (proficiency in written Chinese and English) and trilingualism (fluency in Cantonese, Putonghua and English) to cultivate linguistic excellence. 5. We promote reading to enable students to become knowledgeable and well-mannered individuals.

Teacher Professional Training & Development:

1. Establish professional learning communities. 2. Collaborate with the Education Bureau, universities and colleges to enhance teaching practices. 3. Conduct workshops, lectures, exchanges and experiential activities on diverse themes, taking care of teachers' holistic well-being.

Others

1. Diverse scholarships are offered to encourage whole-person development. Our sponsoring body has established various awards or programmes (such as School-based Gifted Education Grant, School Outstanding Student Award, Best Performance in Arts and Sports Award and Extra-curricular Activity Award Programme) to support students in their pursuit of excellence. 2. A wide range of learning, sports and arts activities, as well as competitions and exchanges, are organised both inside and outside classrooms to enable each student to showcase their potential. 3. We actively promote sports development. As the hockey training base, our school participates in competitions across various regions each year. 4. We organise diverse STEAM activities and competitions to nurture students' potential in science and information technology.



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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
JP. YEUNG YIN CHI JENNIFER	Principal LAM SIU WAI	Established	Aided Whole Day	Co-ed	Not Applicable
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
Tung Wah Group of Hospitals	Diligence, Frugality, Loyalty, Trustworthiness	1968	Chinese	School Bus	About 2550 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
-	-	\$10	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	LED Wall, Wireless Network Campus, Digital Interactive Whiteboard, Interactive Projection System, Smart Farm
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Library, Computer Room, STEAM Room, Music Room, Visual Arts Room, Guidance 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			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%	34%	50%	4%	6%	90%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	3	3	5	5	5	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	3	3	3	5	5	22
Mode of teaching at different levels	Small group Pull-out Remedial Teaching Programme for P.4-P.6 SEN students in which they benefit from small group teaching and tailor-made curriculum.							
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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. Summative: one formative assessment and two exams per academic year for P.1; three exams per academic year for P.2 to P.6; 2. Formative: dictation, regular marks, learning attitude, project design, etc; 3. Participatory: diversified modes.				
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.3 to P.6 pupils are streamed according to overall academic results. There is one express class at each level from P.3 to P.6, with streaming based on academic results in Chinese, English and Maths.				

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	8:35 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Do exercises in the daily morning assembly. 2. Set up Lunch Team to supervise the quality of the school lunch to comply with the 'Nutritional Guidelines on School Lunch for Primary School Students' published by Department of Health. 3. Organize Positive Song Dedication, Blissful Birthday Parties and Wall of Encouragement.		1. Morning reading lesson (Tue.-Thu.), tutorial lesson (Mon.-Thu.); 2. After-lunch activities in Hall (e.g. basketball arcade games, board games), Library, English Room and Computer Room.		

Life-wide Learning

Athletics Team, Swimming Team, Basketball Team, Football Team, Table Tennis Team, Wushu Team, Shuttlecock Team, Solo Verse and Choral Speaking, Dance Team, Choir, Chinese Zither Class, Violin Class, Taekwondo Team, English Drama Team, English Public Speaking Class, Cambridge English Class, Abacus Class, Math Olympiad Class, Coding, Drone Football, Drone Coding, 3D Printing Class, Lego Spike, Micro:bit, App Inventor, Leather Crafting, Clay Making, Little Scientists, Drawing Class, Balloon Twisting Class, Pastel Nagomi Art Class, Magic Class, Handicrafts Class, Knot Tying Class, Chinese Chess Class, Little Astronauts, Little Emcee Training, Mindfulness Training, Cub Scouts, Little Postman, Junior Police Call and Flag Raising Team.

School Mission

It is the mission of Tung Wah Group of Hospitals to provide comprehensive educational services to the society. We endeavour to realize all-rounded development of students who can achieve their potential and serve the society when they grow up. Grounded on the school motto: 'Diligence, Frugality, Loyalty and Trustworthiness' as the guiding principle of students' moral and intellectual development, we strive to enable them to lead a rich and meaningful life.

School Characteristics

School Management

School Management Organisation:

Our school is managed by Incorporated Management Committee (IMC). We have different administrative groups to work in different areas, including curriculum development section, teaching affairs section, guidance and counselling section, extra-curricular activities section, student affairs section etc.

Incorporated Management Committee / School Management Committee / Management Committee:

The school IMC was set up on 1 Feb 2006. Members include representatives from the sponsoring body, headteacher, teachers, parents and independent persons.

School Green Policy:

Promote a series of environmentally friendly activities, including waste recycling scheme and participate in Student Environmental Protection Ambassador Scheme.

School's Major Concerns:

- 1. Promote positive values education and cultivate students' civic virtues
- 2. Enhance students' learning motivation and foster a community of enthusiastic learners.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Implement self-directed learning, cooperative learning and e-learning in different subjects.
- 2. Implement 'reading strategies' and 'integration of reading and writing' in Chinese learning.
- 3. Implement Primary Literacy Programme – Reading and Writing (PLP-R/W) with support by NET Section (EDB) to enhance students' reading and writing abilities.
- 4. Develop students' number sense, promote inquiry-based learning and problem-solving skills in Maths learning.
- 5. Implement inquiry-based learning in General Studies and promote STEAM Education through learning activities in the Science Education.
- 6. To broaden students' learning experiences, moral and civic education lessons and diversity learning lessons are held on Wednesdays and Fridays respectively.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Organize school-based value education by creating a value-based atmosphere and providing classroom learning, team training, Mainland and overseas exchange tours to cultivate students' sense of national identity towards our country, perseverant and optimistic, studious and speculative, compliant and obedient, sympathetic and grateful values and attitudes.
- 2. Schedule diverse learning activities on Friday afternoons to foster balanced development of students.
- 3. Develop STEAM activities to boost students' science, technology and computational thinking abilities, to nurture students' media and information literacy and to use information technology in a rational and responsible manner.
- 4. A school-based cross-curricular thematic learning programme is implemented, along with morning reading lessons, reading lessons, and thematic reading months to establish a reading culture on campus.
- 5. Set up teacher and student-centered diversified modes of assessments to enhance assessment literacy.

Development of Generic Skills:

- 1. To enhance the generic skills of students through classroom teaching and life-wide learning activities
- 2. To integrate different thinking strategies in lessons to foster multi-dimensional thinking abilities.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Foster positive values in students, including good manners and compliance with rules, perseverance and hard work, sincerity, and filial piety.
- 2. Facilitate students' affective development and cultivate positive mindset including emotional management, positive thinking and perseverance.
- 3. Strengthen students' social skills to handle family and peer relationships.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Incorporate cooperative learning strategies in lessons.
- 2. Design graded assignments in core subjects.
- 3. Provide remedial classes (for less able learners) including small-group remedial classes before school.
- 4. Offer pull-out enrichment programmes (for gifted learners) including training for Cambridge Young Learners' English Test, Maths Elite Class and Chinese Literature class.
- 5. Provide English Course and Immersion Programme for Newly-Arrived Students.
- 6. Provide learning support groups.

Whole School Approach to Integrated Education:

- 1. Establish Student Support Team and adopt the Whole School Approach to offer appropriate and diverse support services to all students with SEN.
- 2. Provide small class remedial teaching and pull-out classes for P.4-P.6 students with learning difficulties.
- 3. Provide school-based speech therapy services and deliver regular individual and group therapy sessions for students with speech impairment.
- 4. Offer individual and small group support to students with SEN including academic, social, emotion management and self-management groups.
- 5. Adapt curriculum and provide assessment accommodation.

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Through regular co-planning meetings, we develop tailor-made learning materials to cater for learner diversity and to enhance learning effectiveness.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school maintains close ties with parents in order to strengthen the communication between parents and teachers. PTA actively promotes various activities and talks for parents, enhancing the effectiveness of family education and facilitating Home-School Co-operation.

School Ethos:

School emphasizes moral and values education. The students are well-behaved and motivated to learn.

Future Development

School Development Plan:

- 1. Establish a positive atmosphere on campus through the whole-school approach; promote positive values education, and cultivate students' civic virtues.
- 2. Enhance students' interest, motivation, and skills in learning, foster self-directed learning, and develop students into a community of enthusiastic learners through diverse learning activities.

Teacher Professional Training & Development:

- 1. Enhance teaching effectiveness through regular co-planning and lesson observation of the core subjects, and scheduled teacher sharing sessions and workshops on curriculum development.
- 2. Increase teacher capacity through participating in the school-based support services provided by EDB.

Others

- 1. Four awards in 24/25 Hong Kong School Drama Festival (Primary English Group) : Award for Outstanding Performer, Award for Outstanding Stage Effects, Award for Outstanding Cooperation and Award for Commendable Overall Performance.
- 2. Silver award in 2025 Hong Kong Inter-School Choral Festival – Competition cum Masterclass.



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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. IP TING KWOK	Ms. Yu Pui Kam Lourdes	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	Diligence in Learning, Cultivation of Morality, Charity and Gregariousness.	1968	Chinese	Nanny van	About 4000 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	\$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	2	1	Wifi Campus, Church, Mountain of Holy Mother, Multi-purpose Room, Group Activities Room, Reading Room, Hydro Farm, Butterfly Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-purpose Rooms, Multi-media Learning Centre, SMART LAB, Visual Art Room, 2 Music Rooms, Student Counselling & Activity Room, STEM LAB, English Room, Smart library.				Accessible lift.

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

Number of teaching posts in the approved establishment			59	Total number of teachers in the school		60
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%	32%	36%	12%	15%	73%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		1. Putonghua is used as the medium of instruction for Chinese Language for all levels. Primary Literacy Programme is implemented in P.1 and P.2. Through story-book learning, enhance students' writing from reading. 2. Information technology skills are applied in different subjects to enhance the effectiveness of students' learning.								
Remarks		1. Enrichment and intervention programmes are provided before and after school classes. 2. Co-operative learning is adopted to develop students' abilities to communicate and collaborate. 3. "13 Gifted Thinking Strategies" from EDB is adopted to develop students' higher order thinking skills.								

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	No
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	Formal Assessment is emphasized to keep track of students' learning performance. Lesson observation, tasks, oral presentation and project learning reports are employed as learning evidence. Peer assessment and self assessment are also used to foster the development of self-learning and generic skills. Two written examinations are arranged as summative assessment.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
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.1 - P.3 mixed abilities; P.4 - P.6 streamed according to academic performance.				

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	3:20 PM	1:05 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
1. Provided by designated supplier. 2. Delivered by parents. 3. Students bring their own lunch.	1. PE Corner 2. Life-Wide Learning Program		1. Students' physical, mental and spiritual development is nurtured in a healthy learning environment. 2. Homework lessons, personal growth lessons and activities are provided to strengthen teacher-student relationship.		

Life-wide Learning

School Orchestra, School Chinese Orchestra, Oriental Dance, Western Dance, Boy Scouts, Brownies, Pioneers of Christ, Coding and Robot Team, Maths Olympiad, Putonghua Drama, Table Tennis, Basketball, Swimming, Volleyball, Chinese Calligraphy, Art Class, Community Youth Club, English Debate Club, English Drama, School Choir, Rope-skipping, Red Cross, Road Safety Patrol, Fencing, School Flag-guards and STEM Club.

School Mission

Our school is committed to providing our students with an integral development of the spiritual, moral, intellectual, physical, social and aesthetic aspects, and a holistic education in accordance with the five core values of Catholic Education. We hope our students live up to the school motto, 'Diligence in Learning, Cultivation of Morality, Charity and Gregariousness' and serve our community with dedication.

School Characteristics

School Management

School Management Organisation:
Catholic Diocese of Hong Kong Catholic Education Office, IMC, Principal and different administrative committees.

Incorporated Management Committee / School Management Committee / Management Committee:
The members of the IMC include the Supervisor, School Sponsoring Body Managers, the Principal, Teacher Manager, Parent Manager, Alumni Manager and Independent Manager.

School Green Policy:
1. Guidelines of air-conditioning.
2. Wasted paper recycling plan and education activities.

School's Major Concerns:
1. Develop new thoughts of teaching in order to promote diversification of learning and enhance learning interests of students.
2. Strengthen value education and raise their awareness of national identity for reinforcing students' positive thinking.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. English and Putonghua Assemblies provide a language-rich environment for students to foster biliteracy and trilingualism.
2. Use of information technology to build up a new environment of learning and teaching and develop students' self-learning abilities.
3. Develop STEM education and enhance students' inquiry spirit.
4. Through co-operative learning and different levels of questioning techniques to develop students' higher order thinking skills.
5. Through life-wide learning, service learning and overseas study program to broaden students' horizons and enrich their learning experience.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Implementing "Reading across the Curriculum (RaC)" enables students to develop the ability to read in a language. RaC leads students to become independent learners by integrating and constructing different subject knowledge.
2. Making good use of learning time, designing meaningful assignment and creating space for promoting balanced physical and mental development.
3. Fostering students' development of positive values can equip them with virtues such as a sense of responsibility, respect for others, perseverance, integrity and caring to contribute to their families, society and the nation.
4. Developing generic skills and inquiry thinking can let students learn independently and actively.
5. Through national education, students have better understanding of Chinese culture and national identity.
6. Constructing 8 Key Learning Area for equipping students' personal development and life-wide learning.

Development of Generic Skills:
Students are motivated by the interactive and cross-curricular learning activities. The students develop learning strategies and their generic skills in learning are strengthened.

Cultivation of Proper Values, Attitudes and Behaviours:
Promote positive culture with the foundation of five core values of catholic education.

Student Support

Whole School Approach to Catering for Learner Diversity:
Students Support Team co-ordinates all the suitable counselling and training services to meet diverse educational needs of the students.

Whole School Approach to Integrated Education:
Students Support Team, Learning and Teaching Group, Curriculum Development Group and Students Guidance Teacher collaborate to give SEN students the help that they need in school, we have established support groups to oversee that the environment that we provide is loving, supportive and able to facilitate their learning and close their learning gap so as to ensure their future success.

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; 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.. Our school provides after school support for NCS students to facilitate their learning of Chinese.

Curriculum Tailoring and Adaptation:
The school provides enrichment courses, gifted programmes and remedial classes to address students with diverse learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. The home-school relationship is close and harmonious.
2. The PTA and its parent volunteers team are very supportive with the school development and student activities.
3. To enhance home-school co-operation and communication, PTA newsletter is published annually.

School Ethos:
1. The school aims to foster students' development by religious atmosphere. The students enjoy their school life and have a harmonious relationship between teachers and peers. Teachers are committed and caring.
2. We have high expectations on students' virtues, performance on academic and extra-curricular activities. Various award schemes are introduced to encourage students to develop their full potential and live up to the school motto, 'Diligence in Learning, Cultivation of Morality, Charity and Gregariousness'.

Future Development

School Development Plan:
1. Strengthen school curriculum development to enhance the effectiveness of teaching and learning.
2. Cultivate the five core values of Catholic Education (Truth, Justice, Love, Life and Family) to nurture students to be wholesome in body, mind and soul.
3. Integrate information technology into the learning and teaching activities of various subjects, and make use of online learning platforms to promote creativity and problem-solving skills. This allows teachers and students to promote self-directed learning.

Teacher Professional Training & Development:
Encourage and organize professional development activities for teachers depending on the direction of school development.

Others

1. Yuen Siew Georgiana Bernadette Memorial Education Fund and various students award schemes are organised to encourage students to strive for excellence.
2. Exchange Trips in different themes.



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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 IP TING KWOK	Ms. Chan Shuk Yee Polly	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	Learning good virtues with great effort and engaging in the community with kindness	1968	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 9900 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
-	-	\$40	\$310	Activities and outings fees, exercise books fees and student handbooks fees, etc.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	P.1 & P.2 Discussion Area, e-Reading Ship, Reading Cafe, Virgin Mary Hill, Fish Pond, Garden Beds, Octagonal Pavilion.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
InnoSTREAMers Classroom, Visual Arts Room, Music Room, General Studies Room, Religious Studies Room, CoolThink Classroom, Activities Room, School Campus TV Station, English Corner, Space Library.				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			58	Total number of teachers in the school		64
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
91%	98%	35%	28%	19%	19%	62%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		With the New Funding Mode, we assist students of special learning needs. In P.1-P.6, streaming is based on average ability of students.								
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	We make use of examinations as summative assessments. Formative assessments are carried out in various modes, like end-of-unit written assessments, observation, student self-assessment, peer assessment, project learning, daily life skill assessment and physical fitness assessment, etc. There are three exams throughout the year, and the second exam (J.1-5) is only for the main subject.				
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	Streaming is based on students' average ability.				

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	2:45 PM	1:00 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and packed lunches.	With the implementation of the Healthy School Policy, we promote Mental Health Day and organize various activities to promote health, like Fruit Day, talks (sex education, anti-smoking, anti-drug), physical fitness and various sport activities.		After lunch, students can go to playground, Religious Studies Room, Library, Computer Room or other locations to participate in activities. School Campus TV Station broadcasts video clips about moral education, student performances and school information.		

Life-wide Learning

orchestra, percussion band, choirs, Ukulele, Chinese and English debate, English and Putonghua musicals, Spanish, verse speaking, ceramics, ink painting, Chinese chess, Young Pioneers of Christ, scouts, swimming, gymnastics, basketball, badminton, table tennis, rope skipping, dancing, fencing, programming, Micro:bit, Tublock, etc.

School Mission

Our school is committed to preaching the gospel of Jesus Christ, and promoting holistic education based on the five core values of Catholicism. We encourage our students with the school motto of "learning good virtues with great effort and engaging in the community with kindness", so as to enable them to achieve a balanced development in the six aspects of education, that is, spiritual, moral, intellectual, physical, social and aesthetic, as well as leading a life of truth, goodness and beauty.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee is established. In addition, under the leadership of the principal, school policies are designed and carried out by 3 divisions, including the Management and Organization Division, Learning and Teaching Division, School Ethos and Student Support Division. The divisions bear responsibility collectively and undertake school mission.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee members include the sponsoring body manager, teacher manager, alumni manager, parent manager and independent manager.

School Green Policy:

We participate in Action Blue Sky, participate in the Greening School Subsidy Scheme and Clean Campus Scheme. We teach our students to grow plants and nurture butterflies with the Gardening Group and Ecology Group. Through life-wide learning, we nurture in our students an attitude to protect the environment. In addition, through waste recovery and source separation, students adapt a low-carbon life style and cherish resources.

School's Major Concerns:

Our school is guided by the vision and mission of promoting the five core values of Catholic education. In line with this, we actively foster the school-based STR²EA²M approach and actuate positive value education to cultivate a healthy and harmonious learning environment for our students.

Learning and Teaching Plan

Learning & Teaching Strategies:

Promote gifted education, self-directed learning, e-learning, life-wide learning, assessment for learning, etc. Extended learning activities that include morning reading, project learning, service learning and provision of language environments, etc.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Values Education: We integrate 5 core values in Catholic Education with the 12 priority values and attitudes, national education, national security education and positive education. With the ongoing renewal of our school-based values education framework, we intend to implement values education. STEAM Education: Through curriculum consolidation, we incorporate religious education, RAC, values education and STREAM, further enhancing our school-based STR2EA2M education, in the purpose of fostering students' exploration skills in technology, media and information literacy. Make good use of learning time: 1) Through adjusting the lesson time, we aim to create space, organise cross-curriculum learning activities in the afternoon. Students can also choose their own life-wide learning activities. We also have tutorial sessions, so students can complete their assignment with teachers' supervision. 2) We optimize teaching strategies and design diverse learning tasks to better stimulate students' learning.

Development of Generic Skills:

Through classes and extra-curricular learning activities of various learning areas and subjects, such as project learning, science and technology activities, life-wide learning, debate and discussion, etc. The 9 generic skills are cultivated in students.

Cultivation of Proper Values, Attitudes and Behaviours:

Integration of positive education, school-based moral and national education and life education, sex education, character education and health education. Through classroom activities and real-life incidents, we cultivate students' positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

Kindergarten-Primary 1 bridging courses, Primary 6-Secondary 1 bridging courses, TOP Programme, Sunshine Programme, homework tutorial classes, Community-based projects, Individual Remedial Teaching Plans, individual education plans, school-based speech therapy services, JC A-Connect: Jockey Club Autism Support Network and Understanding Perspective Group.

Whole School Approach to Integrated Education:

Implement whole-school participation mode integrated education with cross-professional collaboration. The Student Support Team is established to help arrange appropriate teaching and assessment adjustments for students, counseling groups, social training groups, school-based speech therapy services, individual learning plans, and homework adaptation policies for students in need.

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; 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.. After-school pull-out Chinese learning groups for non-Chinese speaking students.

Curriculum Tailoring and Adaptation:

Curriculum adaptation is implemented based on the needs of students. Integration of curricula in Life-Wide Learning Weeks.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parents and Teachers' Association was established in 1995. There is a big team of parent volunteers that assist in the implementation of various activities at school. There are parent representatives in the Incorporated Management Committee. They participate in school policy making.

School Ethos:

- 1. According to the school motto, cultivate correct values, self-discipline and self-love in students.
- 2. Promote positive campus culture and put the 5 core values of Catholicism in practice so that students become good citizens that love God and love others.

Future Development

School Development Plan:

- 1. Deepen student understanding of the five core values of Catholic education.
- 2. Implement effective teaching and learning strategies that cater to the diverse learning needs of students.

Teacher Professional Training & Development:

T-Standards for teachers, professional development days for teachers, training activities including lesson co-planning, peer lesson observation, lesson research, workshops, open classrooms, sharing and exchange.

Others

The school determines to uphold the 5 core values of Catholicism -- Truth, Justice, Love, Life and Family so that students become future leaders. The school attaches great importance to developing students' potential. It provides them with opportunities to perform in a talent show, various extra-curricular activities and service learning, etc. Students not only actively participate in activities and services inside and outside school, they also join many academic, sport and art competitions in the community and inter-school competitions. They have obtained excellent results in various extra-curricular activities and competitions, particularly in STEAM education, verse speaking, dancing, swimming, football and music.



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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. Yeung Tsz Hei	Ms. Wong Wing Sze	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					80%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Yaumati Kaifong Welfare Advancement Association Ltd.	Honesty and Honor	1968	English	-	About 2484 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
-	-	\$100	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	Visualizers and projectors are installed in each classroom and special room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Music Room, Language Room, Visual Art Room, Counselling Room, Conference Room, Resource Room.				Accessible lift.

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

Number of teaching posts in the approved establishment			30	Total number of teachers in the school		34
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%	47%	80%	3%	15%	82%

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		Our school employs the activity approach in our lessons, as well as various excursions for an all rounded learning for the students.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)	1	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	No
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					No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	We assess students' performance through analyzing their results from diversified sources, such as results from examinations, tests, diversified assessments and projects. We ensure that students are assessed holistically, in both academic and other areas.				
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	Class by average abilities.				

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	3:25 PM	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Participate in 'Joyful Fruit Month' and 'SportACT Award Scheme'.		Two ECA lessons per week, as well as class teachers' lesson, reading lesson and Moral & Civic lesson.		

Life-wide Learning

Brownie, Cub Scout, Football, Basketball, Cricket, Taekwondo, Lion Dance, Drama, Folk Dance, Chinese Dance, Nepalese Dance, Indian Dance, Recorder Team, Chinese Folk Song, Show Choir, Amazing Voice, Woodwind class, Ukulele, Reading, Putonghua, Computing, Handcraft, Flag Raising Team, Go Chess, Go Green, Art World

School Mission

To provide education for students from all walks of life and of different races, tailor teaching to their diverse needs so that their talents and potential can be developed. The school motto is based on virtues of honesty and honor. Students are groomed to conform to these virtues as the basis for their personal development in the future.

School Characteristics

School Management

School Management Organisation:
Management / Working Committees supervising the following departments: Curriculum Department, Discipline & Guidance Department, Academic Affairs Department, General Services Department, Extra-curricular activity Department, Student Health & Dental Department, Library, Learning Support Department and Information Technology Department. They commit to work closely for the school development and students' learning.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee consists of the following members: one Supervisor, six Managers, two Independent Managers, one Teacher Manager, one alternate Teacher Manager, one Parent Manager and one alternate Parent Manager. They work closely together to promote school development.

School Green Policy:
We have implemented measures to conserve energy in the school. We have a gardening team which undertakes different activities to promote conservation of the natural environment.

School's Major Concerns:
We encourage students to become self-learners. We have been promoting a spirit of unity and harmony in school. We expect students to respect one another, be supportive and accept differences in others' cultural and religious backgrounds.

Learning and Teaching Plan

Learning & Teaching Strategies:
English is used as the main medium of instruction, with reference to our students' learning needs and in line with EDB curriculum aims and objectives, we will use our lesson time flexibly, to provide students with different kinds of learning experiences, which will help them to learn effectively and efficiently.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Strengthening values education, national education and national security education; making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development.

Development of Generic Skills:
The generic skills are cultivated in all subjects through co-operative group learning, project learning and all-round learning experience.

Cultivation of Proper Values, Attitudes and Behaviours:
Through Moral & Civic Education, our school emphasizes the promotion of positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:
We try our best to help students with lesser ability or problems with adaptation into the mainstream classroom learning.

Whole School Approach to Integrated Education:
1. Promoting the whole-school approach to integrated education
2. Establishing Student Support Team, team members included SENCO, SENSTs, School Social Worker and other teaching staffs.
3. Cross-sector collaboration and interprofessional collaboration with school based Educational Psychologist and school based Speech Therapist.

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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:
Our school curriculum is structured to provide a broad-based and balanced curriculum for students to attain all-round development according to their own attributes. We put emphasis on the full development of students' moral, intellectual, physical, social and aesthetic potential. The school endeavours to achieve these goals by providing a lively and enjoyable learning environment. (<http://www.ymtkfas.edu.hk/curriculum.html>).

Home-School Co-operation and School Ethos

Home-School Co-operation:
PTA Executive Committee consists of a Chairperson, a Vice Chairperson, a Treasurer, a Secretary, a Welfare and Activities Coordinator and a Liaison Officer. It is a very important committee which takes the role of bridging school and parents together. Through years, we have established a very strong bond with parents. We have meetings with parents, gathering their valuable opinions about school development.

School Ethos:
Students are learning in a cordial and harmonious environment.

Future Development

School Development Plan:
1. Promote reading for learning through STEM activities.
2. Develop students' critical and logical thinking through STEM based activities.
3. To develop students' self-directed learning to enhance academics and social skills.

Teacher Professional Training & Development:
We arrange our teachers to attend workshops and seminars that are related to their fields of teaching and interest. We also invite speakers to hold seminars in our school for the purpose of enhancing teachers' development.

Others
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School Information					
Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. So Shing Yit Eric	Ms. Yung Mei Yan	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					79%
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	And you will have knowledge of what is true, and that will make you free. Then you will know the truth and the truth will set you free.	1911	Chinese (incl.: Putonghua)	School Bus; Nanny van	About 5000 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
-	-	\$50	-	Fees for Specific Purposes \$430

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	2	3	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Comprehensive Learning Resource Center, STEAM room, Library, Dance Studio, Music Room, IRTP Room, English Reading Room, Computer Room, TV Campus, Botanical Garden, English Step Up Room, etc.				Accessible toilet.

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

Number of teaching posts in the approved establishment			69	Total number of teachers in the school		70
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%	34%	62%	16%	34%	50%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	6	6	6	6	6	36
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	6	6	6	6	6	36
Mode of teaching at different levels	1. After-school small group tutoring classes are available to enhance the motivation and ability of students with special educational needs in language learning. 2. Split class teaching to help less able pupils.						
Remarks	For Chinese Language, Cantonese is the medium in P.1 classes; Putonghua is the medium of instruction in P.2-P.6 classes.						

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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Carry out both formative and summative assessment.				
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	P1-3 students are allocated to classes on a random basis. P4-6 students are allocated to classes according to their academic performance.				

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	3:30 PM	1:15 PM - 2:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Actively participate in various sports programs aimed at promoting a "healthy lifestyle", such as: The Jockey Club School Football Development Scheme, Fundamental Movement Learning Community (FMLC), EDB "Seed" Project – Developing an Active and Healthy School Campus in Primary Schools (MVPA60), and the School Physical Fitness Award Scheme, among others.		On Fridays, school ends at 2:35 pm, and there are different types of outreach activities. Provide diversified learning activities every day, such as: gifted leader group, science ambassador, English ambassador, math elite training class, leader student training class, biotechnology Ambassadors, uniform teams, Symphonic Band, Chinese Orchestra, various sports and art activities training.		

Life-wide Learning

To enrich students' learning experiences, our school often arranges for students to participate in different types of experiential activities outside of the classroom, such as Chinese Culture Day. Various extracurricular activities are also organized to develop students' multiple intelligences, including academic, sports, arts, interests, and uniformed groups, totalling over 80 activities. Our school has achieved notable success in various external competitions across Hong Kong, showing inspiring results.

School Mission

Help pupils not only to acquire the basic knowledge, but also to learn how to learn and to master life-long skills.
Aim at cultivating pupils' positive values and attitudes to achieve the educational aims of promoting whole-person development.

School Characteristics

School Management
School Management Organisation: The school administration spreads under 4 domains, namely "Management and Organization", "Learning and Teaching", "Support to Children and School Culture" and "Children's Development". The teaching staff work as a team and constantly carry out internal evaluation for their professional enrichment and the betterment of pupils.
Incorporated Management Committee / School Management Committee / Management Committee: The school is affiliated to the H.K. Council of the Church of Christ in China and is subject to the directions of the IMC. Members of the Committee includes the Supervisor, the School Head, 3 teachers, an alumnus, a parent and 3 representatives from the above H.K. Council. Policy of the IMC is made known to all stake holders.
School Green Policy: 1. Renewable Energy Program in Heep Woh include Solar Photovoltaic Power Generation System, Insulation Shield (insulation glass layer), Rickshaw Power Generation System, Food Waste Composting Device. 2. Save the natural resources: Use less paper and electricity. 3. Cartridge Recycling Program. 4. 3 recycling bins for different kinds of litter.
School's Major Concerns: 1. Love yourself and others, be loyal to China. 2. Self-motivate and encourage yourself, work independently to pursue progress.
Learning and Teaching Plan
Learning & Teaching Strategies: The school aims to cultivate students' abilities and qualities through seven learning objectives. Cross-curricular learning activities, comprehensive learning activities, Chinese Culture Day, STEAM Day, MAKER FAIRE, and Life Education Programs are regularly organized to broaden students' learning experiences. Daily pre-class reading sessions are arranged to cultivate students' reading habits, and Life Education classes are offered to nurture students' morals and values.
Development of Major Renewed Emphases of the Primary Education Curriculum: Emphasis on the development of primary education curriculum renewal: In line with the latest curriculum development, the school provides students with diverse learning experiences. Students participate in various cross-curricular learning and reading activities. STEAM inquiry activities, integrating subject learning focal points, enriching comprehensive learning experiences, cultivating an inquisitive and innovative spirit, and building independent thinking and problem-solving skills. The school continuously optimizes the curriculum, teaching strategies, and assessment literacy to enable students to showcase their strengths, discover their potential, strengthen their understanding of Chinese culture, and foster positive values education, including life education, national and national security education, and promoting balanced physical, mental, and holistic development.
Development of Generic Skills: 1. Promote cooperative learning to enhance organization skills, communication skills and collaboration skills. 2. Design and implement cross-curricular learning tasks to let students link up knowledge and develop critical thinking skills. 3. Emphasize practical activities to allow students to face challenges in real situations and strengthen their problem-solving skills. 4. Encourage students to participate in creative expressions to stimulate their imagination and creativity.
Cultivation of Proper Values, Attitudes and Behaviours: Students can discern right from wrong and appropriately fulfill their responsibilities in the family, society, and country. Students can recognize their national identity and understand the importance of caring for society, the nation, and the world, becoming responsible citizens. Students can establish a healthy lifestyle.
Student Support
Whole School Approach to Catering for Learner Diversity: Remedial classes are provided to cater to students with slightly weaker academic performance. There is a variety of extra-curricular activities after school, e.g. remedial classes in different levels and systematic training for more able or gifted students with outstanding performances or achievements in areas of science, mathematics, languages and leadership. These activities aim to comprehensively address the needs of both gifted and slightly weaker students. Additionally, the school offers various parent education programs and workshops provide parents with advice and information.
Whole School Approach to Integrated Education: Our school has a Special Educational Needs Coordinator, Special Educational Needs Support teachers, school social worker and School-based Educational Psychologist to arrange various services and support measures for students with special educational needs, including school-based speech therapy services, teaching assistants in class, Individual Education Plan and appropriate and diversified support services to enhance students' learning effectiveness and life skills. The school also organizes various activities to promote an inclusive culture, such as seminars, workshops, education programs and activities, allowing students to learn from each other in an inclusive environment in order to establish an inclusive and caring culture campus.
Curriculum Tailoring and Adaptation: The school tailors the curriculum according to students' learning needs, designs effective homework, strategically implements assessment to enhance learning, and guides students in inquiry-based learning to cultivate their self-directed learning abilities and attitudes.
Home-School Co-operation and School Ethos
Home-School Co-operation: Since the establishment of our Parent-Teacher Association in 1995, both teachers and parents have worked hand in hand for the betterment of our pupils. As a result, our pupils enjoy a wide range of activities which greatly enrich their school lives. Our Parent-Teacher Association. The members are enthusiastic and active, often assisting the school in handling non-teaching tasks, and providing diversified support to the school. Our school regards the parent volunteer team as an important partner, and establishes a high-quality parent volunteer team to assist the school in implementing activities.
School Ethos: We have a well-planned student counselling programme to help our pupils with learning difficulties and emotional or family problems. Our attention also lies on parent education. The school actively cultivates students to cultivate good morals and a healthy growth attitude towards life. Implement diversified student support activities in schools to allow students to make good use of life experience in their study and life, and implement developmental, preventive and remedial school-based support programs. Students learn how to get along with others and how to solve problems when they study and live on campus, and care about their classmates. The teacher-student relationship is harmonious, and the campus atmosphere is harmonious and friendly.
Future Development
School Development Plan: 1. Love yourself and others, be loyal to China. 2. Self-motivate and encourage yourself, work independently to pursue progress.
Teacher Professional Training & Development: Teachers show enthusiasm participating in various educational courses and seminars through which their professional and training development is enhanced. Sharing sessions are also held at school.
Others Each grade in every academic year offers various scholarships and awards, including the Rev. Peter Wong Memorial Scholarship, Yau Tsim Mong District Outstanding Student, Chinese Christian Church Hong Kong Outstanding Student, Parent-Teacher Association Conduct Scholarship, Excellent Academic Performance Award, Outstanding Academic Performance Award, Outstanding Conduct Award, Yau Tsim Mong District Remarkable Progress Award, Outstanding Athletes, Excellence in Sports and Arts Award, and Principal Choi Yiu Chi Memorial Scholarship, etc.



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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. Yung Chuen Hung	Ms. Yip Suet Yin	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					60%
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	Learning to Understand	1971	Chinese	Nanny van	About 6769 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
-	-	\$30	\$150 for students' e-payment and printing in each term.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Blackbox theatre, STEAM room, English room, General Studies room, Visual Arts room, music room, group learning room, computer room, multi-purpose room and social worker 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				33		Total number of teachers in the school		38			
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%	38%		43%		24%		22%		54%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	2	3	3	4	16
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	2	2	3	3	14
Mode of teaching at different levels	Small class teaching is implemented, with around 25 students per class. Students are grouped according to their average abilities so that all-round care can be provided.							
Remarks	-							

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)		0	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	Results from formative assessments, in-class observation and project learning all contribute to final results.						
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	Students are grouped according to their average abilities.						

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	8:00 AM	3:05 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school is a part of Smart Kids Alliance program.		-		

Life-wide Learning

A variety of life-wide learning, including: outdoor learning day, sports day, picnic day, art day, STEMA Day, Chinese cultural theme-based learning week. As for extracurricular activities, we have Cub Scouts, karate, violin, ink painting, swimming, and etc. In terms of school sports teams, we provide training in lacrosse, football, basketball, table tennis, rhythmic gymnastics, oriental dance, handbell, choir and etc. Students can explore their interests and be inspired by their potential through engaging in a variety of activities.

School Mission

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver high quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

School Characteristics

School Management

School Management Organisation:
The Hong Kong Council of the Church of Christ in China

Incorporated Management Committee / School Management Committee / Management Committee:
The first Incorporated Management Committee was established in 2007-2008.

School Green Policy:
One million dollars was granted by Environment and Conservation Fund to set up a central kitchen to offer fresh lunch to students.

School's Major Concerns:
1. Master learnings from lessons, cultivate initiative, and built-up self-confidence.
2. Better self-understanding, potential development and dreams exploration.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Our school implements small class teaching and adopts cooperative learning method. Teachers motivate students to think by asking questions at various levels. To increase students' engagement in lessons, "teacher-student interaction" and "student-student interaction" are both promoted.
2. Encourage pupils to learn on their own by encouraging e-learning in the classroom and to make lessons more flexible and interactive.
3. Integrate different subjects with a theme and plan life-wide learning, so that students can gain knowledge and learn from experience.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Emerge value education in different subjects and build up positive values while acquiring knowledge.
2. Include performance assessment in Mathematics and General Studies to evaluate student's performance.
3. Encourage students to use their creativity and lesson knowledge to solve problems by promoting school-based STEAM education.

Development of Generic Skills:
1. To develop students' capacity for higher-order thinking and self-directed learning.
2. To foster students' "Learning to Learn" abilities as well as their capacity for exploration, invention, and research.
3. To cultivate students' senses of zest for life, social consciousness, and civic duty.

Cultivation of Proper Values, Attitudes and Behaviours:
Each student has a booklet that they can keep track of all the good qualities they have developed over the year and to inspire them to reach their full potential as a person. Develop students' virtues by engaging them in activities such as the Grateful Diary, KT Boarding Pass, Dream Corner, Character Strength, and Positive Challenge Award Scheme.

Student Support

Whole School Approach to Catering for Learner Diversity:
In order to help students with learning difficulties, additional teachers are allocated to English, Chinese and Mathematics subjects in some levels. Homework support is provided in tutorials.

Whole School Approach to Integrated Education:
Core members of students support team consist of Special Educational Needs Coordinator (SENCO), Special Educational Needs Support Teacher (SENST), the school social worker, teachers and professionals. We provide support to students in need through deploying resources (e.g. learning support grant and enhanced speech support grant). Specific measures are also taken to help students with SEN (e.g. teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy services, individual education plan) and mechanisms in soliciting parents' views and discussion on student progress are also available.

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; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:
The school designs a weekly bridging course for students who are enrolled as our students in the Discretionary Place Admission Stage. In addition, we design an English remedial course for newly-arrived students in order to enhance their interest in English. Enhancement programmes are provided for more able students in English, Mathematics Chinese and General Studies.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. To foster a good relationship with parents, the school works to encourage parent education.
2. In order to establish a strong network of communication among parents and increase parents' efficacy, we work with the Kei Tsun Church to offer a variety of courses and sharing sessions for parents.
3. Volunteers from the parent community assist with lunchtime activities, school landscaping, and decoration.
4. In order to strengthen parents' sense of belonging to the school, the school has arranged BYOD lessons observation for parents to have a better understanding about students' learning. There are also parental activities, for instanced Chinese New Year fun fair and PTA picnic.

School Ethos:
1. Through morning assemblies, class teacher lessons, moral and civic education lessons, integrated lessons, etc., cultivate students' moral character and optimistic outlook.
2. Implement "one person, one service" to foster a spirit of altruism among students. Include service learning in school curricular so that students can serve our district.
3. Leadership training program to develop students' leadership skills.

Future Development

School Development Plan:
1. Enhance teachers' understanding and skills of, as well as attitude to assessment literacy so that they can focus on students' learning effectiveness.
2. Provide appreciative, timely and specific feedback to enable students to improve their learning.
3. Optimize the lessons so that students can better understand what they have learnt and teachers can accurately diagnose students' learning effectiveness. This will boost students' confidence in their ability to learn.
4. Develop diversified assessment to cater for diverse needs, enable students to master what they have learned, and induce students to have self- learning.
5. Students can understand themselves better, able to discover their strengths and limitations, and embrace and value themselves.
6. Students develop healthy habits and positive values to prepare themselves for the future and future planning.
7. Creating opportunities to provide students a platform to realize their potential and feel confident in themselves.

Teacher Professional Training & Development:
Establish a culture of help among teachers, create a professional learning community, and use action learning groups as the primary vehicle for ongoing professional development.

Others
Every year, the school arranges cross-border learning for P.4–P.6 students to broaden their horizons. The Hong Kong Academy for Gifted Education's courses are another option we provide to prospective students. Scholarships from the Tai Kok Tsui Kei Tsun Church, the Peter Wong Memorial Scholarship, and the Miss Chan Yin-hung English Scholarship are also offered by our school. These scholarships are given as encouragement and acknowledgment to students who have demonstrated excellence in study, conduct, or continual improvement.



鮮魚行學校 Fresh Fish Traders' 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. Wong Tin Hung	Mr. Sze Chi King	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					67%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
HK & KLN Fresh Fish Trade General Association	Modesty, Honest, Courage, Perseverance	1969	Chinese (incl.: Putonghua) and English	Nanny van	About 1000 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
-	-	\$35	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	WiFi900 Network Campus, Reading corner, Small-class rooms, Reading Zone, Steam Centre, Sport Playground Zone, Energy-generating bikes Fitness Zone
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, English Wonderland, Campus TV, Coding & Computer Lab, Visual art room, Music room, Counselling & activity room, Student activities Centre, Multi-media conferencing room, Future Lab				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			23	Total number of teachers in the school		25
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%	91%	32%	28%	40%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	1	1	2	2	2	10
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	1	1	1	2	2	9
Mode of teaching at different levels	P.1-P.6: Small class teaching, Blended E-learning Models, Life Skills Learning, Steam Project learning, School-based Chinese Bridging class for NCS students. There are moral classes for Primary 1-6 once a week.						
Remarks	In P.1 use activity-based interdisciplinary learning with additional teaching assistant to support learning in class, while in P.2-P.6, students with like-ability are streamed into small groups for core subjects.						

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)	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. Diversified modes of Assessment to assess students' learning progress 2. Use continuous assessment such as project work, self evaluation and peer evaluation. 3. Regularly analyses assessment data and immediate feedback to improve 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.1 - P.6: streaming is based on students' average ability. P.1 - P.6 English class: According to the academic performance, the students are streamed into two to three groups.				

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	35 mins	8:15 AM	3:40 PM	1:00 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. To develop a habit of exercising, we are one of the participating School Physical Fitness Award Scheme. 2. We also encourage student to participate in school-based sports & Arts award scheme etc. 3. Nurture students' service learning development.		1. Morning Assembly (7:45a.m. to 8:15a.m.) and Reading lesson & PE lesson. 2. We have a new arrangements of the timetable from 2023/24 school year. Our slogan is "focused in the morning and happy in the afternoon". 3. We have a "Student talent Show" & "Teacher Professional Learning" on Friday. School ends at 2:00p.m.		

Life-wide Learning

Encourage students to develop their potential through diversified activities so as to establish their lifelong hobbies and enhance their well-balanced development. School will provide a wide range of activities offered to pupils to develop their multiple intelligence and to enrich their learning experience, such as OLE, Talent Show & Joyful Friday.

School Mission

Our school is a government aided school sponsored by Fresh Fish Traders' Association. Our mission is to provide education without discrimination. Our school motto is "Modesty; Honesty; Courage; and Perseverance". We aim to educate students to be hardworking, and to nurture the spirit of service to the society. Students will learn in a pleasant environment and undergo whole person development in moral character, intellectual capacity, physical fitness, social skills, and aesthetic judgement. We also advocate students' life-long learning, and keep finding and implementing new ideas in teaching to meet the ever-changing world.

School Characteristics

School Management

School Management Organisation:

Under the leadership of the Principal, teachers and staff to carry out the school policy established by the Incorporated Management Committee. The school administration spreads under 4 domains, namely "Management and Organisation", "Learning and Teaching", "Support to children and School Culture" and "Students Performance". We use "PIE" to achieve the professional enrichment and the betterment of pupils.

Incorporated Management Committee / School Management Committee / Management Committee:

The school is affiliated to the Fresh Fish Traders' Association and is subject to the directions of the FFTS Incorporated Management Committee. The FFTS Incorporated Management Committee members include School Managing Directors, Supervisor, Principal, teachers, parents, alumni and independent managers.

School Green Policy:

- 1. Our students learn by doing to protect the environment and save the resources through life-wide learning.
- 2. We nurture our students to cherish green and embrace a low carbon life-style.

School's Major Concerns:

- 1. Self-directed Learning
- 2. Promoting healthy lifestyle

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Mixed-mode teaching and learning (target teaching and learning + questioning techniques + e-learning and artificial intelligence).
- 2. Homework time to facilitate students to learn proactively.
- 3. Morning Reading lessons, Moring Exercise, Life education, Moral, Life and National education lessons are incorporated into the curriculum.
- 4. English NET teacher and the local English teachers use "Rotation" as a collaborative teaching strategy to enhance the students' speaking, listening, reading and writing skills in English.
- 5. Make good use of various KLAS/subjects to develop students' generic skills, broaden students' learning experiences and foster their whole-person development through life-wide learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Making good use of learning time and creating space to promote a balanced physical and mental development.
- 2. Strengthening values education (including life education, national education, Science and cultivation of Positive Values and Attitudes).
- 3. Catering for learner diversity by STEAM education, strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.
- 4. Nurturing students' media and information literacy.

Development of Generic Skills:

In addition to learning and teaching of various subjects and key learning areas, project learning and extra-curriculum activities enable students to nurture their generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Integration between Life education, Positive education, Experiential Services learning and Growth Mindset

Student Support

Whole School Approach to Catering for Learner Diversity:

Whole School Approach to Cater for Student Diversity: We arrange many programs, such as the bridging courses and curriculum for primary one, school-based educational psychology services, after school tutorial classes, individual education plan, school-based speech therapy services and P.1 teaching assistant.

Whole School Approach to Integrated Education:

Building on the current collaborative working culture, School Students Support team and the School social worker work together to support the Whole School Approach to Integrated Education. Besides, the implementation of School-based Educational Psychology Service and the School-based Speech Therapy Service across all year levels to enhance the measures in supporting students with SEN.

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; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

- 1. Curriculum Tailoring and Adaptation are adopted in school.
- 2. We use various modes in formative assessment to find the strengths and the weaknesses of our students, teachers then use different teaching strategies to enhance the students' learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Establish close partnership between school and the parents.
- 2. A well-established team of parent volunteers to assist the daily operation of school.
- 3. There are PTA representatives and parents' manager in the Incorporated Management Committee. They participate in school policy making and allow the school policies to be more transparent.

School Ethos:

- 1. Harmonious School Culture.
- 2. We attach importance to our students' moral behavioural development. Through various moral education and counselling activities, we develop moral concepts in our students. We hope that they can love, respect and discipline themselves as good students and citizens.
- 3. We encourage our students to participate actively in social services, such as visiting elderly homes and flag selling etc.

Future Development

School Development Plan:

- 1. The Quality Assurance on learning
- 2. Blended E-Learning and Teaching
- 3. Enhance the Learning and Teaching to cater the learning diversity
- 4. Cultivate positive behaviour and attitudes
- 5. Student Self-regulated learning program
- 6. STEAM Education

Teacher Professional Training & Development:

- 1. Small class Teaching and Learning
- 2. E-Learning and Cloud-based mobile Learning and Teaching
- 3. Cater learner diversified
- 4. School-based Support Services

Others

School has received a variety of awards & scholarships have been provided to students who attain good results in their academic & behavioral performance.



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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. Chan Chu Chung	Ms. Fung Wai Lam	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 Lutheran Church Hong Kong Synod	Build up ourselves and others; Strive for excellence	1971	Chinese (incl.: Putonghua) and English	Nanny van	About 5700 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Advanced School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$310	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
28	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Learning Hub, STEM and Innovation Room, Distance Learning Room, Chapel, Drama/Dance Room, Multi-purpose Room, Music Room, Art Room, English Room, Religious Activity Room, Student Activity Centre				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			54	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%	50%	74%	9%	34%	57%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	5	5	5	5	28
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	4	4	5	5	5	28
Mode of teaching at different levels	1. Small class teaching; Intensive Remedial classes Programme (IRTP) for Chinese, English and Mathematics. 2. P.2, P.3, P.4 English has Enrichment Class to cater for high ability students. 3. P.5 and P.6 Mathematics classes are grouped according to abilities.							
Remarks	P.1 - P.4 use Putonghua to teach Chinese Language.							

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)	0	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 includes knowledge, skills and attitudes, and participation in self-study activities. Multiple modes of assessment are used, e.g. homework performance, coursework, oral presentations, projects, self-designed tasks, performance assessment, etc. All subjects adopt continuous assessment to replace traditional pencil-and-paper tests for formative assessment.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
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 grouping for P.1 - 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	10	30 mins	8:10 AM	3:15 PM	12:55 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We are one of the 'Advanced Schools' for the "Whole School Health Program", and strive to promote physical activity, healthy eating, social well-being and mental health among students. Moreover, through the Jockey Club Active School Programme, we arrange elite athletes to come to our school to enhance students' sports development.		*Only 8 periods on Fridays. School ends at 2:45 p.m. on Fridays.		

Life-wide Learning

Spanish, Japanese, French, Maths Olympiad, Coding class, Chinese dance, Soccer, Basketball, Karate, Lacrosse, Swimming, Drama, English Musical, 3D Stereo Pen Painting class, Chinese painting, Praise team, Christian Fellowship, Choir, Musical instrument class, String orchestra, Guzheng class, Handchimes, Scout, Boys' Brigade, Red Cross, Road Safety Patrol, Junioract Club.

School Mission

With a mission to spread the gospel and share the truth of the Holy Bible, we strive to provide students with whole-person education - emphasizing a balance in spiritual, moral, intellectual, physical, social and aesthetic development - so that they will glorify God, love others and become leaders of society in the future.

School Characteristics

School Management
School Management Organisation: The school sponsoring body is The Lutheran Church Hong Kong Synod. The school is managed by the Incorporated Management Committee.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of this school was established in 2007. The composition of the IMC includes School Sponsoring Body Managers, School Principal, Teacher Managers, Parent Managers, Alumni Manager and Independent Manager.
School Green Policy: The school sets up recycling bins, implements guidelines for using air-conditioning wisely and works together with the PTA on recycling projects, including book and school uniform recycling activities.
School's Major Concerns: Development of a joyful, caring school with international culture. Please also refer to our school website.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Our curriculum is innovative and flexible. We design Module Curriculum which includes 'Drama', 'Community Service', 'STEAM ', 'Chinese Culture', 'PE', 'Music' and 'Art' modules. 2. We emphasize reading, life-wide learning and promote self learning. 3. We attach great importance to developing students' creativity and STEAM education.
Development of Major Renewed Emphases of the Primary Education Curriculum: Strengthen value education, including life education, citizenship and national security education, and STEAM education; enhance reading and information literacy; make good use of class time to provide students with diversified learning experiences and promote all-round development through flexible and module lesson ; optimize assessment and strengthen catering student diversity; cultivate students' healthy lifestyles and promote the balanced development of students' physical and mental health.
Development of Generic Skills: 1.Systematically develop students' self learning skills, including lesson preparation before class, note-taking, use of learning tools and IT to enhance learning. 2. Incorporate the 3 elements of gifted education into the curriculum: higher order thinking skills, creativity, personal and social skills. 3. Cultivate the 9 generic skills in students through lesson design, learning tasks and after-class activities of various subjects.
Cultivation of Proper Values, Attitudes and Behaviours: The Student Development Team comprises Life Education, Discipline and Guidance as well as SEN. They work together to develop students' positive values and attitudes via religious education, class building, morning and weekly assemblies, PSE and service learning.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. A professional team including student guidance teacher, school social worker, school-based educational psychologist and school-based speech therapist, to give students comprehensive care. 2. Set up a talent pool for gifted and talented students so that they can be nominated to participate in appropriate enrichment activities or competitions, gifted programmes within or outside the school. 3. Can arrange intensive remedial classes, after-class tutorials, support groups, school-based and district-based learning support programmes for less able students or those with special needs. 4. Set up "Caring Angel Scheme" and "Paired Reading Scheme" to encourage peer support. 5. Extracurricular activities cover academic, sports, arts, religious programmes and social services to develop students' diverse interests and multiple intelligences.
Whole School Approach to Integrated Education: 1. Our school has set up a Student Support Team, which adopts a "whole-school participation" model, flexibly utilizes the "Learning Support Grant" and integrates existing resources. Through the "three-tier support model", it provides learning support, social training groups and other support to students, caters for students' different learning needs, and promotes an inclusive campus culture. 2. Our school uses school-based educational psychologists and external organizations to help parents, teachers and students understand and enhance their knowledge of mental health.
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: Can arrange instructional, homework and assessment accommodation as necessary.
Home-School Co-operation and School Ethos
Home-School Co-operation: Our school emphasizes home-school communication. We work closely with parents through the PTA and have parent managers in the IMC. Throughout the year, we organise many parent-child activities, e.g. Mid-Autumn Festival Celebration Evening; family activities, annual spring picnic, flag-selling day. We launch the 'Outstanding Parents' Award Scheme' to encourage parents to participate actively in school activities and work as volunteers to support school development. We also promote parents' education to help their children's growth and learning.
School Ethos: 1. We love and care for our students to create a caring school campus. 2. We emphasize class building to create a happy and autonomous learning environment for students. 3. We emphasize teachers' professional development and work in collaboration with various universities and educational bodies to enhance learning and teaching. 4. We emphasize cooperation with parents and links with the community to promote students' whole person development. 5. We emphasize links with alumni to facilitate school development.
Future Development
School Development Plan: 1. Cultivate global citizens who respect diversity, are open and have an international perspective. 2. Optimize classroom learning and assessment to take care of student diversity. 3. Inspire students' potential and establish a healthy and positive outlook on life.
Teacher Professional Training & Development: 1. Enhance teachers' professionalism through collaborative lesson planning, lesson studies, open classes and exchange visits. 2. Participate actively in collaborative projects with the Education Bureau, universities and professional bodies.
Others
Provision of a rich English learning environment with 4 Native-speaking English teachers.



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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. Fan Chun Ho Samson Jeremiah	Mr. YEUNG YUI SHEUNG	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					92%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	NOT TO BE SERVED BUT TO SERVE	1968	Chinese	-	About 1650 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
-	-	-	Fees for special purposes: \$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	All classrooms are equipped with Interactive whiteboards.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Music Room, English Room, library, Play Therapy Room and Staff Room.				-

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

Number of teaching posts in the approved establishment			50	Total number of teachers in the school		53
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%	96%	33%	64%	10%	4%	86%

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		Split classes are implemented which enhance the effectiveness of students' learning. The small class size provides remedial support for students with similar abilities or learning difficulties.								
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	No
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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Summative assessments as well as formative assessments are adopted to promote assessment for learning. Various modes of assessment are used and they include group discussion, presentation, classroom observations, project work ,service learning and online learning platforms such as Seesaw, Padlet and Razkids. P.1-P.5 has two tests and two exams per year.						
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.1-P.2 mixed abilities; P.3-P.6 streamed according to academic performance.						

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	35 mins	8:05 AM	3:15 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To cultivate students' positive well-being.		1. Healthy lunch in 3:2:1. Vegetarian lunch provided. Joyful Fruit Day. 2. Healthy Eye exercise. 3. Promote the culture of 'Caring School' with the help of Senior Leaders and Student Ambassadors.		

Life-wide Learning

Experiential learning activities such as Sports Day, Graduation Camp, picnic, Games Day, visits, overseas study tours; Comprehensive after-school activities such as school band, choir, oriental dancing, Hip Hop, drawing class, table tennis school team, creative rope skipping school team, LEGO Robot class, English conversation class, Cambridge Courses, Mathematical Olympiad and Christian Fellowship; Various service groups such as Scouts (Cub & Grasshopper), CYC, Red Cross and JPC, flag-raising team.

School Mission

Following the Christian principle, "NOT TO BE SERVED BUT TO SERVE", S.K.H. Kei Wing Primary School aims at helping students grow with positive thinking. Through active participation in the daily school life with various extra-curricular activities, students acquire not only the knowledge and skills but also the qualities of an all-round person in order to help others and glorify God.

School Characteristics

School Management
School Management Organisation: Anglican (Hong Kong) Primary Schools Council Limited.
Incorporated Management Committee / School Management Committee / Management Committee: These include the School Supervisor, the Principal, The Sponsoring body manager, teacher manager, parent manager, an independent manager and alumni manager.
School Green Policy: Use appliances with Grade 1 energy label, install recycle bins, plant environmentally friendly plants.
School's Major Concerns: 1. To enhance learning and teaching effectiveness: - Consolidate students' self-directed learning skills. - Promote teachers' professionalism and enhance classroom teaching effectiveness by strengthening students' self-directed learning abilities. 2. Establish a positive campus atmosphere - Enhance students' sense of accomplishment through praising and exhibiting students' achievements.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. There are morning assemblies, moral education classes, national security education classes and growth classes. Through the comprehensive implementation of moral and civic education, students are cultivated with good morals and correct values. 2. To enhance students' understanding of the history, culture and development of our country through different kinds of activities. 3. Provide abundant learning experiences for students through organising cross-curricular activities and outdoor activities. 4. Develop E-learning platform to enhance self-learning ability. 5. Use various teaching strategies such as cooperative learning, small group teaching, collaborative learning etc. to cater for individual differences. 6. Optimize classroom teaching design through the cycle of Planning (P), Doing (D), Checking (C) and Acting (A). 7.To stimulate students' interest in reading and help them learn through reading
Development of Major Renewed Emphases of the Primary Education Curriculum: Strengthening values education (including life education, national education and national security education)*; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing, strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness
Development of Generic Skills: To develop students' creativity through learning and teaching in all the key learning areas.
Cultivation of Proper Values, Attitudes and Behaviours: To nurture students with the core values of the Hong Kong Sheng Kung Hui by following the Christian principle.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Curriculum adaptation and teaching strategy modification. 2. Small class and Remedial Teaching Programme. 3. School-based Speech therapy service. 4. School-based Educational Psychology service. 5. The use of graded worksheets.
Whole School Approach to Integrated Education: Student Support Team is established to implement the whole school approach in integrated education and multi-disciplinary cooperation. With adequate use of support of learning support grant, school would provide academic support, counselling group, and social skill training group, etc. to support the diverse learning needs of students. In addition, school-based educational psychologists or other procured services provided by other organizations to understand and enhance mental health knowledge of teachers, parents, and students. School would also provide school-based speech therapy services, such as assessment, therapy, or sharing to students with special educational needs.
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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: Our school provides special homework and assessment arrangements to cater for individual needs in education.
Home-School Co-operation and School Ethos
Home-School Co-operation: We lay stress on communicating and collaborating with parents. Campus is open for maintaining a direct contact between parents and teachers. Our Parent Teacher Association provides a vast variety of activities for parents in promoting parent-child relationship and parental education.
School Ethos: We adopt a whole school approach to guidance and discipline to foster an ethos of rustic simplicity and sincerity. Our school promotes moral and civic education, so as to inculcate our pupils with positive values and attitudes to develop holistic education systematically which nurtures our pupils with high moral and spiritual virtues. Adaptation measures for P.1 students include talks for P.1 parents, and the Big Brothers and Sisters Scheme with upper form pupils mentoring the P.1 pupils on a one-to-one basis throughout the academic year.
Future Development
School Development Plan: School Development Plan: Self-directed Learning; Positive Education ;National Citizenship Education Professional Support: Promote professional support services for school-based curriculum development Subject Development: Chinese Language: Primary 2 "Picture Book Teaching", Primary 5 "Novel Teaching" ;English Language: Sunnyside Up Project (P.5-P.6), THRASS phonics program (P.1-P.2) ;Mathematics: simulated shopping activities, estimation activities, Olympiad Math class, Math book reading; General Studies: STEM Activity Day, advanced thinking skills, "Joyful Reading Book Scheme" ;Computer: STEM Robotics Coding Class; Physical Education: MVPA60 Incentive Scheme; Personal Growth Education: "BE PRICELESS" SEED Course Teacher Professional Training and Development: The school regularly organizes professional development workshops for teachers and encourages them to participate in external training courses. Through collaborative lesson planning and participation in various teaching support programs, teachers' professional knowledge and skills can be enhanced.
Teacher Professional Training & Development: On continuing professional development of teachers, we arrange professional seminars and workshops, encourage teachers to join professional training. Co-planning meetings and other supporting projects to serve as a platform for promoting professional sharing as well as professional skills.
Others
VR headsets are purchased and used in different lessons to boost students' motivation and broader their horizon. The school works with All Saints Cathedral to offer activities on Christianity education for students. STEM Education has been promoted at school which aims to enhance students' interests in Science, Technology and Mathematics. Through STEM Education, students' creativity, collaboration and problem solving skills will be developed. Set up the school band using QEF, and recruit over 100 students to be team members. The band is divided into Junior, Middle and Senior group.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lau Pak Ling	Mr. Chow Tak Fai	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	To Love and Understand, To Nurture and Improve Oneself	1972	Chinese	School Bus	About 10320 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
-	-	\$50	\$155 per school term	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	2	1	Air-conditioned teaching rooms, the halls with broadband networked computers, campus TV live broadcast.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chapel, Computer rooms, STEAM LAB, 2 Music Rooms, Art Room, Seed Room, English Room, Activity Room, Parent-Teacher Association Room and Tuck Shop, Evangelization Room, Campus TV.				Accessible lift.

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		55
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%	43%	55%	9%	27%	64%	

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		There are remedial lessons of Chinese, English and Mathematics for Primary 2-6 students. There are also moral classes for Primary 1-6 once a week. A remedial learning team is established to assist students with Special Needs.								
Remarks		Internet connecting throughout the campus, 'STEAM', 'Campus TV' and '3D Printing' are being launched. Mobile computing devices are used to facilitate e-learning across curriculum.								

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)		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	Diversified assessments are being used in different subjects. Project learning and group discussions are adopted in General Studies and other subjects. There are both self-assessment and peer-assessment.						
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	Putonghua classes and Non-Putonghua classes are provided for Primary two to four students.						

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	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Participation in healthy eating promotion projects such as School Policy of Healthy eating, The School "EatSmart@School.hk Campaign" and Fruit Record Incentive Project. Establishing activities such as Protection of the Spine Action, care of eye and vision, hygiene seminars and health information boards.		Class Teacher Lesson is scheduled every morning and remedial classes are arranged after school. Co-curricular activities, extra-curricular activities are conducted every week. Value education lesson is arranged every week.		

Life-wide Learning

There are 40 clubs and societies, including Chinese Choral Speaking, Cambridge (English), English Choral Speaking, Maths Olympiad, Chinese Orchestra, Choir, Percussion Band, Chinese Dancing Club, Social Dancing Club, Drama Club, athletic team, Judo, Taekwondo, Rope Skipping, swimming team, various ball teams and uniformed groups. These activities are intended to develop students' multiple intelligence and team spirit.

School Mission

Adhering to the School Motto 'To Love and Understand, To Nurture and Improve Oneself', our school aims to provide quality education. According to the Catholic education beliefs and values, we nurture and groom our students to live out the spirit of Jesus Christ, to attain a balanced and holistic development in spiritual, moral, intellectual, physical, social and aesthetic aspects.

School Characteristics

School Management

School Management Organisation:

Our School is sponsored by the Catholic Diocese of Hong Kong. Led by the Principal and the Vice-Principals, and in close coordination with the School Improvement Team, Administration Team, Functional Groups, Special. Task Groups and Subject Panels, various policies, projects and tasks are planned and implemented.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee: Mr. Lau Pak Ling, Principal Chow Tak Fai, Rev. Fr. Mak King Hung, Principal Li Wai Fung, Dr. Wong Ka Chi Joseph, Mr. Cheung Ting Pong, Ms. Lam Cheuk Chi Crystal, Ms. Yu Hang Sang Priscilla, Mr. Tang Chi Ho Francis, Principal Ng Wa Piu Henry, Ms. Chan Shui Chi, Ms. Man Sau Ching, , Ms. Chan Yin Hoi, Ms. Fung Lok Sze, Mr. Yip Ying Kai Yankee.

School Green Policy:

We establish a team of green ambassadors and join different activities. We also promote the idea of recycling useful materials and protecting our environment.

School's Major Concerns:

- 1. Foster the values of law-abidingness, filial piety, and national identity in students, guiding them to become individuals who love God, love others, and love themselves.
- 2. Enrich students' learning experiences and enhance their education through diverse learning opportunities.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school offers a small-class teaching environment where diverse and interactive learning strategies are employed to actively engage students and promote self-directed learning. Students are equipped with cognitive tools and strategies to develop high-order thinking skills. The integration of educational technology and STEAM in our curriculum further enhances students' learning effectiveness. We organize a wide range of activities to broaden students' horizons.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our new curriculum places a high priority on values education (including life education, national education and national security education). It aims to create space for whole-person development and strengthen STEAM education. We strive to meet the needs of individual learners and foster their well-being. We also provide extensive life-wide learning opportunities to extend students' learning beyond the classroom. In addition, we instill a lifelong love of learning in our students through cross-curricular learning and reading immersion. Equipping students with information and assessment literacy, we prepare them with the necessary skills to navigate future challenges, while nurturing their individual talents and passions.

Development of Generic Skills:

A variety of activities in Life-wide learning enable students to engage their interests in learning in real-life contexts and authentic settings. Generic skills are developed via the TKT Fun Fun Fun Activities, extra-curricular activities, project learning, programmes for reading across curriculum, subject-based game stalls, high-order thinking programme, school-based coding curriculum, 5G STEAM from home and so on.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school aims to promote a positive school culture through a wide range of multiple intelligences activities with the Catholic core values and moral and civil education in order to allow students to appreciate themselves and meanwhile respect others. Students are trained to equip themselves with perseverance to overcome hardship in their future lives and contribute to society as a group of loving and caring citizens.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school arranges many programs, such as bridging courses and curriculum for Primary One and Primary Six, school-based educational psychologist services, school-based speech therapist services, extra remedial classes and programs for the gifted. Besides, teachers design enrichment teaching materials to cater for individual needs. The early identification of children with potential learning difficulties or speech and language problems provide students with early remedial support.

Whole School Approach to Integrated Education:

Special Educational Needs Coordinator (SENCO) in our school is in charge of the planning, the coordination and the implementation of policies related to Integrated Education (IE). Teachers in our school are trained in order to cater for students with different special needs in their learning. Specialized Special Educational Needs Support Teachers are provided to improve the effectiveness and efficiency and further cultivate the inclusive school culture, with extra support as appropriate, e.g. pull-out/small-group classes, 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:

Based on school needs, curriculum tailoring is adopted in school. We implement co-operative learning and provide gifted courses, remedial teaching classes and after-school tutorial classes.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We treasure the spirit of co-operation between parents and the school which is further enhanced by the establishment of Parents and Teachers Association (PTA). The activities held by PTA, such as parent-child recreational activities and educational seminars, are diversified. In addition, PTA assists and sponsors the school to organize some large-scale functions like Sports Day, Christmas and Chinese New Year celebrations and Library reading activities, etc.

School Ethos:

The school ethos is simple, and places an emphasis on civic and moral education. The school has arranged a full time professional counsellor and a religious education teaching assistant. We believe in the combination of guidance and discipline and home-school cooperation can create a lively learning environment. We nurture students with the correct values and encourage them to face life with a positive attitude. Students are also provided with opportunities to develop their multiple intelligence. Adaptation measures for primary one students. We also encourage pupils and parents to maintain a good and close relationship with the school.

Future Development

School Development Plan:

Our school aims to provide good quality of education in accordance with Christian values. We also help the students to build up positive thinking and to enhance their learning efficiency and potential.

Teacher Professional Training & Development:

According to the prevailing Continuing Professional Development policy for teachers, teachers are trained and developed based on the seven learning goals of primary education, with the aim of fostering a learning organization.

Others

Our school has a variety of awards and scholarships for students who attain excellent academic performance, exemplary service to the school and outstanding achievements in sports and Visual Arts. We implement the programme 'One child, One aesthetic skill' every year, encouraging students to participate in competitive programmes and supporting their performances to a standard of excellence. We provide both teachers and students different opportunities to learn outside the classroom. Students have been taken on field trips to different cities. The locations visited include Japan, Singapore, Seoul and New Zealand etc. The aim is to broaden the horizons of the students and hone their self-management skills.



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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
Ms. Yau Kwok Lai Frances	Mr. Leung Hau Yau	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					100%
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	To be knowledgeable; To love and serve others	1972	Chinese	School Bus	About 6132 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
-	-	\$50	\$310	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	LED Display Wall in School Hall, Interactive Digital Boards in classrooms, Track and Field, Chinese History Culture Gallery, Wind Power System, etc
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
18 special rooms: Computer Lab, STEAM Room, Multiple Intelligence Studio, Music Room, 21st Century Visual Art Room, Smart General Studies Room, English Room, Mathematics Room, Civic Education Resources Room and Games Room, etc.				Accessible lift.

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

Number of teaching posts in the approved establishment			57	Total number of teachers in the school		59
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%	98%	39%	77%	15%	18%	67%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	Differentiated learning is provided for students who have difficulties in learning Chinese, English and Mathematics. There are remedial classes to help our students build a solid foundation, which can boost their grades in core subjects and help them develop good learning habits. Starting from the 2025-2026 year, Small Class Teaching will be implemented in P.1.						
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
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Summative and formative assessment strategies are used.				
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	No streaming. Students are evenly distributed into classes according to their academic results.				

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	3:30 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students are encouraged to participate in various physical activities before the lessons and after lunch every day in order to help them build healthy habits and cultivate a healthy lifestyle.		Morning assembly and class teacher period (08:15 a.m. to 08:40 a.m.) 1st-7th lessons: Cycle mode (Day 1-6) 8th-9th lessons: Fixed mode (Monday to Friday)		

Life-wide Learning

Drama, STEAM Elite, Science and Technology Training, Go Chess, Chinese and Western Musical Instrument Classes, Chinese Drum, Orchestra, Choir, Chinese Dance, Taekwondo, Swimming, Skipping, Ball Games, Track and Field, Community Youth Club, Pioneers of Christ, English Elite Class, Maths Elite Class, Visual Art Elite Class, Chinese Debate, Three languages Solo Verse Speaking, Pull-out Enrichment, Scouts, Reporters Club, School Gardening Club, Flag-raising Team etc.

School Mission

Through the spirit of Christ, it is our school's mission to nurture our students with love and compassion and enable them to develop their moral values and virtues fully, and provide quality education in an ideal environment for students to learn so that they may become a responsible and environmentally friendly citizens with excellent critical thinking and communication skills.

School Characteristics

School Management

School Management Organisation:
Based on the mission of Catholic Diocese of Hong Kong, the principal leads all different departments to establish the school development goals and policies.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee was established in the 2012-13 school year.

School Green Policy:
1. The school environmental policy is established. All school members need to reduce the use of electricity, water and paper to live an eco-friendly lifestyle.
2. An Environmental Resource Group holds different activities including seminars and competitions for students to learn environmental knowledge and cultivate their environmentally friendly living habits.
3. Environmental Ambassadors help teachers organize various activities to promote environmental protection.

School's Major Concerns:
1. To facilitate students' learning motivation and create an autonomous learning atmosphere.
2. To cultivate students' positive values and enhance their physical and mental health, thereby nurturing them to be good children who care and love others and possess civic qualities.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Develop students' core values and attitudes through Moral and Civic Education and Religious Studies.
2. Enhance the biliterate and trilingual abilities of students by providing a language-rich environment, various activities, English Phonics Lessons taught by NETs and Reading Programmes in order to strengthen students' listening, speaking, reading and writing skills.
3. Provide interdisciplinary learning experiences for students through school-based curriculum, note taking, e-learning, higher-order thinking strategies and cross-curriculum STEAM education to construct knowledge and develop their generic skills and problem solving skills.
4. Provide morning exercise, reading time and rhythmic dance lessons; emphasize health education and environmental protection education and equip school with wind and solar energy systems.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Making good use of learning time, creating space for students to develop personal interests of their own choices for self-directed learning.

Development of Generic Skills:
Enhance students' generic skills, for example, creative writing, cross-curriculum problem solving skills, science project learning and IT skills, through various interdisciplinary learning activities and teaching strategies.

Cultivation of Proper Values, Attitudes and Behaviours:
Students learn to be grateful, appreciate others and serve others in different activities. Through joining various online and outdoor learning activities, students' civic literacy and their sense of belonging to the country can be enhanced.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Carry out whole-class and pull-out enrichment programmes. (For example: English Elite Classes, Maths Elite Classes, STEAM Group, and Sports and Aesthetics Activities.)
2. Provide support for the transition from Kindergarten to Primary One and from Primary Six to Secondary One.
3. Provide "Early Identification and Intervention Programme for P.1 Students with Learning Difficulties" and then assist the ones who need additional support.
4. Provide extra lessons for the students with the learning diversity.
5. Provide learning adaptation.

Whole School Approach to Integrated Education:
Our school has developed a Student Support Team. We make good use of the Learning Support Grant and Enhanced Speech Therapy Grant to help students who have special educational needs. We have specific measures in supporting students with special educational needs such as arranging homework adaptation, providing special arrangement for examinations, providing school-based speech therapy service, designing Individual education plans, etc.
In the process, we monitor and discuss students' progress with their parents, so as to provide suitable support for students.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of 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; 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:
1. Cater for students' learning diversity through school-based support services and lesson study.
2. Grade skipping and homework adjustment policies help students learn more effectively.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. Regular meetings and communication between parents and the school are maintained to enhance good communication.
2. PTA organizes parent-child activities and educational talks and workshops for parents regularly according to the Curriculum Framework on Parent Education (Primary School).
3. Parent volunteers help school carry out various activities with full support.

School Ethos:
1. Introduce the five core values (truth, justice, love, life and family) of Catholic education through the core curriculum and the non-formal curriculum.
2. Provide chances for students to apply the school motto through curriculum planning.
3. Cultivate students' good morals and positive values through Values Education and School-based Student Guidance Scheme.
4. Provide chances for students to serve so as to love and embrace differences.

Future Development

School Development Plan:
1. Focus on I.T. development in order to help enhance teaching and learning.
2. Carry out STEAM education and I.T. skills learning systematically throughout the curriculum in order to equip students with different learning skills.
3. Provide various learning experiences to cultivate students' creativity and self-directed learning.

Teacher Professional Training & Development:
Professionalism of teachers is enhanced through training for individuals, in groups and for the whole school.

Others

The school greatly emphasises on students' whole-person development and encourages "One Life One Sport and Art". The school organizes diversified and life-wide learning activities for students according to their abilities and interests, so as to cater for learner diversity and establish students' positive values and attitudes. The school is committed to developing STEAM and drama education as well as enhancing students' bilingual proficiency and performing skills through various trainings. Trainings on debating and public-speaking skills are also strengthened in order to cultivate students' creative thinking skills, critical thinking skills and problem-solving skills.



塘尾道官立小學

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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
Ms. CHAN Kit-ling	Mr. Tsang Kwok Wai	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
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
Government	Please refer to the Chinese version	1959	Chinese	-	About 2380 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Queen Elizabeth School, Homantin Government Secondary School, Kowloon Technical School, Jockey Club Government Secondary School			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
-	-	\$40(per family)	\$240 (School-based Management Fees)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	1. Wi-Fi, computers, interactive whiteboard, visualizers and air purifier. 2. Spine-care chairs are used to maintain all students' spinal health.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Campus TV Station, Art Room, Music Room, Student Activity Room, Computer Room, Multi-Purpose Room, Counselling Room, English Room, Parent-Teacher Resource Room, Meeting Room, Social Workers' 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			43	Total number of teachers in the school		43
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%	98%	34%	66%	4%	38%	58%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	4	4	4	4	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	3	4	4	4	22
Mode of teaching at different levels		1. Boost interaction and positive mutual dependence amongst students through small group collaboration in class. 2. Enhance learning effectiveness of students with different learning style through life-wide learning activities and diversified teaching and learning strategies.								
Remarks		1. Elite groups and remedial groups are set up. 2. The school is backed up by an educational psychologist and a school-based speech therapist.								

Performance Assessment

Number of test(s) per year (P1 only)	1	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. Conduct diversified learning assessments throughout the year, including summative assessments and progressive assessments within the school. 2. Assessment forms are diverse, together with teachers' appropriate feedback, to comprehensively collect students' learning evidence.				
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.1 to P.3 mixed abilities; P.4 to P.6 streamed according to academic performance.				

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	3:10 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Participate in the 4Rs Mental Health Charter to enhance the mental health of students, teacher and parent. 2. Arrange a wide range of physical activities to improve students physical fitness. Enable students to nurture positive values and develop a habit of doing exercise regularly. 3. Participated in 'Eat Smart School Accreditation Scheme', pursue a healthy eating policy and promote healthy eating.		1. Arrange diversified lunchtime activities. Allow students to show their diverse talents by creating them a performance platform. 2. Broadcast different programs to promote moral education and other school events via the campus TV channel. 3. Set up activity classes, uniform teams, arts integration classes and multiple intelligences classes.		

Life-wide Learning

Creating a holistic learning experience to develop students' multiple intelligences and help them become self-directed learners through cross-curricular activities and utilizing diverse resources. To cater for pupils' whole person development, we also coordinate ample of life-wide learning experiences for students to broaden their horizons, such as outdoor visits, co-curricular activities, exchange tours, English Day, English Drama, Chinese cultural programs and STREAM Day.

School Mission

Our school adheres to the school motto and encourages students to be diligent, perseverant, loving and confident.

School Characteristics

School Management

School Management Organisation:

- 1. The school is affiliated to the EDB and a school management committee has been set up.
- 2. The principal leads vice-principals and different administrative teams to develop school plans. Teachers form different administrative teams or task forces to perform duties together and enhance teacher professionalism in teaching and learning.

Incorporated Management Committee / School Management Committee / Management Committee:

The Government assigns personnel to be the chairperson of the school management committee, with the principal being the ex officio member and community members being independent members. Besides, there are representatives from alumni, parents and teachers. Hence, professionals and stakeholders from all walks of life work together with the school to formulate development plans and examine school policies.

School Green Policy:

- 1. The posts 'Green Ambassador' and 'Lunch Ambassador' are set up. It is to raise students' environmental awareness through service learning and activities.
- 2. Utilize the Life-wide Learning to cultivate students' attitude towards protecting the environment, learning to live in a low-carbon life through waste recycling, and cherishing resources.

School's Major Concerns:

- 1. Understanding Science Popularization for the Future — Advancing Innovation and Technology Trends through STREAM Education to Deepen Students' Inquiry and Problem-Solving Skills.
- 2. Embracing a Positive Life for Family and Nation — Fostering Positive Values, Well-being, and Patriotism through Curriculum and Diverse Learning Experiences.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Providing students with a diversified learning experience by offering multiple intelligences lessons, arts integration lessons, project-based learning, cross-curricular learning and enhance students' sense of national identity.
- 2. Strengthening students' learning skills with the use of technology by implementing the BYOD scheme.
- 3. Enhancing students' computational thinking and promoting STREAM education by taking part in different STREAM activities and competitions.
- 4. Catering for learner diversity by strengthening students' higher order thinking ability and adopting different teaching modes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Strengthening values education and national education, fostering positive values, well-being, and patriotism.
- 2. Reinforcing STREAM education, and nurturing students' media and information literacy to deepen students' inquiry and problem-solving skills.
- 3. Enriching life-wide learning experiences and fostering whole-person development.
- 4. Strengthening cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities.
- 5. Enhancing assessment literacy and making good use of learning time and creating space to promote balanced physical and psychological development.

Development of Generic Skills:

Implementing project learning and STREAM activities to develop students' generic skills and foster their independent learning ability and scientific inquiry spirit are implemented through daily lessons.

Cultivation of Proper Values, Attitudes and Behaviours:

To promote a positive values and National Security Education based on a whole school approach through setting up a school-wide participation rewards program various activities. The elements of positive values and National Security Education are incorporated into different subject activities, personal growth lessons and parent education to create a positive learning atmosphere and promote students' sense of national identity.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Provide early support to P.1 students who have special educational needs through 'Early Identification and Intervention Programme for P.1 Students with Learning Difficulties'.
- 2. Support from teachers or teaching assistants is obtained in class. Homework and assessment adaptation and different after-school intervention groups are provided to SEN students.
- 3. Arrange elite and remedial classes for students in need. Provide opportunities for gifted students to participate in a variety of courses and competitions.

Whole School Approach to Integrated Education:

- 1. Utilize the Learning Support Grant flexibly to cater for learning diversity of students.
- 2. School-based Educational Psychologist (SBEP) conducts I.Q. and Reading & Writing assessments for students. School-based Speech Therapist (SBST) conducts speech assessment and individual/group training for students.
- 3. SBEP and SBST conduct relevant workshops and talks to parents, teachers and students. Parent Support Group is formed.
- 4. Conduct Individual Education Plan (IEP) for concerned students with SEN.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school. Establish 'Caring Ambassador Scheme' to assist non-Chinese speaking students to integrate into campus life. Provide NCS students with after-school support programmes in learning Chinese as appropriate.

Curriculum Tailoring and Adaptation:

- 1. Cater for learner diversity by making adaptation to the curriculum.
- 2. Launch STREAM elite training, before-school and after-school elite and remedial classes.
- 3. Provide opportunities for gifted students to join different courses and competitions.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. The Parent-Teacher Association holds annual meetings, parent-child picnics, workshops and talks, and organizes parent volunteer teams to assist the school in organizing large-scale events which helps strengthen the harmonious partnership between parents and the school.
- 2. Parents can provide valuable advice for school development through PTA, SMC and the monitoring committee on trading operation.

School Ethos:

- 1. The school culture is simple and unpretentious, with mutual respect between teachers and pupils. The school organizes bridging programmes for P.1 and P.6 pupils and a "Little Teacher" programme, establishing a culture of care.
- 2. Promote moral and civic education, patriotic education, life education, and positive education to enhance students' positive values and patriotism.
- 3. Advocate for a healthy campus to promote the physical and mental well-being of pupils.

Future Development

School Development Plan:

- 1. Advancing innovation and technology trends through STREAM education to deepen Pupils' inquiry and problem-Solving Skills.
- 2. Fostering positive values, Well-being, and patriotism through curriculum and diverse learning experiences.

Teacher Professional Training & Development:

- 1. Policies on professional development are formulated to encourage teachers' continuing professional development.
- 2. Collaborative lesson planning meetings and observations are carried out and school-based support programmes are conducted regularly to facilitate teachers' professional development.

Others

Provide ample opportunities for pupils to join various inter-school competitions, allowing them to develop their potential; Establish scholarships and awards for outstanding pupils to recognize their excellence in academics, extra-curricular activities, and community service; Encourage pupils to participate in study tours and exchange activities with sister schools to broaden their horizons.



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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
Ms. Wang Mei Lieh Mariette	Principal Lam Ka Hong Dicky	Established	Aided Whole Day	Co-ed	Not Applicable
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
Kowloon Women's Welfare Club	Virtue, Wisdom, Sincerity and Diligence	1960	Chinese	School Bus	About 1050 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
-	-	\$50	\$310	Photocopy fee \$40; School-based teaching materials \$100; e-Learning fee \$100.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	1	1	1	Parent Resource Center, Conference Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, Squash Court, Outdoor climbing wall, E-sport Centre, LP Kitchen, Music Room, Computer-assisted Learning Room, Language Room, Student Activity Centre and Interview Room.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			20	Total number of teachers in the school		34
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
83%	97%	20%	79%	26%	33%	41%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	1	1	1	2	1	8
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	2	1	1	1	2	9
Mode of teaching at different levels		Small class teaching is carried out in P.1 to P.6. There are two groups of Intensive Remedial Teaching Programme for P.3 to P.6 students.								
Remarks		In P.1 & P.2, we have a teaching assistant to support learning in class, while in P.3 - P.6, students with like-ability are streamed into small groups for the three core subjects (Chinese, English and Mathematics). Therefore, the teacher to student ratio in each group for these three core subjects is 1:8 or 1:20.								

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)		0	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. We use observation, schoolwork, project learning and continuous assessment to assess students' learning progress. 2. The school values continuous assessment and uses a diversified assessment approach to evaluate students' overall performance. 3. The school regularly analyses all assessment data and utilizes the results to improve teaching.						
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	Deployment of teaching assistants in P.1 - P.2 classrooms. Adopt ability grouping in P.3 - P.6 for the three core subjects (Chinese, English and Mathematics).						

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	6	35 mins	8:00 AM	3:45 PM	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school has adopted the "Mental HealthSchool 4Rs Mental Health Charter" to promote psychological well-being among students, staff and parents. All students participate in the "MVPA60 Program" to develop healthy exercise habits throughout our school community. Through our unique "Li Ping Kitchen" initiative, we integrate dietary education into the curriculum to cultivate positive values.		Morning Schedule: Dedicated to classroom instruction utilizing blended learning approaches, focused teaching methods, and digital learning tools Afternoon Structure: Designated homework/self-study periods and "FreeTime" sessions, creating a balanced "Happy & Academic" environment that makes our school a true "Happydemic" institution We've developed our own School-based AI Learning Platform to enhance student learning		

Life-wide Learning

(A) Annual Special Learning Activities:
Each year, students participate in various distinctive learning programs, including: (1) A 5-day Comprehensive Learning Day (with curriculum designed by our teachers); (2) A 3-day/2-night experiential learning camp; (3) Approximately one-week overseas learning experience
These programs are designed to broaden students' educational horizons.

(B) School Interest Groups:
Our school offers diverse extracurricular clubs, including: STEAM | Lion Dance | Squash | Roller Skating | Basketball | Dodgeball | Rope Skipping | Cub Scouts | Olympiad Math | Table Tennis |

School Mission

Our school believe that the new teaching and learning mode – "learning in the morning, activities in the afternoon and self-learning at home" could help flourish students to become happy and academic individuals.

School Characteristics

School Management

School Management Organisation:
School board is established to monitor school operation by Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:
The IMC of our school is composed of school supervisors nominated by the sponsoring body, the school supervisor, the principal, independent supervisors, teacher representatives, parent representatives, and alumni representatives. All members of the Incorporated Management Committee actively support the school by regularly attending both the Incorporated Management Committee meetings and School Management Committee meetings. Through these meetings, they gain a thorough understanding of the school's operations and provide valuable suggestions.

School Green Policy:
1. In 2020/21, the school had installed a solar power generation system, with a total of 20 solar power panels, on the rooftop so as to enhance students' awareness of environmental protection.
2. To integrate the concept of environmental protection into school life, waste paper and plastic recycling bins are placed on each floor of the school.
3. The school had participated in the Green School Program in 2022, and won the Bronze Award in the "19th Hong Kong Green School Award".

School's Major Concerns:
2024/25 to 2026/27 Schools' Key Concerns: (By order of importance)
1. The use of AI to optimize teachers' work, promote student learning, and facilitate self-directed learning.
2. Using sports and cooking as entry points to strengthen Parent Education, Values Education, and Life Planning Education, among other crucial elements.
3. Deepen the HAPPYDEMIC SCHOOL concept by incorporating the 4Rs elements to create a happier and healthier school life for all stakeholders in the school.

Learning and Teaching Plan

Learning & Teaching Strategies:
Carry out a brand-new timetable:
1. Mixed-mode teaching and learning (target teaching and learning, questioning techniques, e-learning and artificial intelligence).
2. Self-learning sessions to facilitate students to study proactively (make use of the school-based self-study packages).
3. Homework time to facilitate students to do their homework proactively (make use of the school-based revision packages).
4. Free Time sessions to motivate students' learning.
5. Using sports and cooking as entry points to strengthen parental education, values education, and career planning, among other crucial elements.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Students mainly have lessons in the morning through mixed-mode teaching, e-learning and target teaching and learning. In the afternoon, there will be homework time, self-learning sessions, Free time sessions and Life-wide Learning so as to encourage students to become happy and academic individuals in this HAPPYDEMIC School.

Development of Generic Skills:
To cultivate students' generic skills through a variety of Interdisciplinary Learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:
With "Growth Mindset" as the core, it is taught in both formal and informal courses, and it is infiltrated in the subject curriculum. With the arrangement of the classroom and surrounding school environment, students can understand the essence of "Growth Mindset" -- Change your mindset, change your points of view.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. We adopt whole-school approach to meet students' diverse learning needs. Individual Education Plan and remedial service are provided for the students.
2. Our school has strengthened its special education support team by recruiting additional professionals, including school-based special education support supervisors, teaching assistants, and shadow teachers. These dedicated staff members work alongside our existing special education support officers and teachers to provide comprehensive care and guidance for students with special learning needs.
3. Small class teaching is carried out in P.1 to P.6. There are two groups of Intensive Remedial Teaching Programme for P.3 to P.6 students.

Whole School Approach to Integrated Education:
Core members of student support team use different resources (e.g. Learning Support grant, enhanced speech therapy grant) and method (e.g. teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy services, individual education plan), to support students with SEN.

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; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.
1. Extra teachers were employed to give support.
2. Students in some classes were divided into small groups in Chinese, English and Mathematics lessons. This arrangement is beneficial to NCS students.

Curriculum Tailoring and Adaptation:
1. Every subject is implemented school-based curriculum. 2. Extra teachers were employed to give support. Students in some classes were divided into small groups in Chinese, English and Mathematics lessons. This arrangement is beneficial to students.
3. Providing appropriate learning methods for students of different levels and groups through Cot scheme, lesson preparation and peer observation.

Home-School Co-operation and School Ethos

Home-School Co-operation:
1. The parents appreciate school's vision and mission. 2. The parents support our school culture of love and caring.
3. PTA takes charge of students' lunch service, students' uniform, school bus service, order for books and exercise books, etc.
4. Parents participate in sports courses organized by the school to foster closer relationships between the school, parents, and students.

School Ethos:
1. We emphasize whole-person development and provide different kinds of support for students. 2. Multiple Intelligence Studies lessons are given to pre-primary students. 3. We have class remedial time and "small teachers" planning. 4. Different sports activities are offered during the lunch break for students to participate in.

Future Development

School Development Plan:
1. Construct a new timetable to build Li Ping a HAPPYDEMIC School.
2. Added the first squash court and e-Sports Stadium in Hong Kong aided primary schools, so that students can have access to more unique activities.
3. The establishment of LP Chef Corner aims to strengthen important elements such as Parent Education, Values Education, and Life Planning Education.
4. Insist Humanistic Education by providing supports students with special educational needs.
5. Promote diverse learning to develop students' design thinking.
6. Strive to obtain external resources in order to grant students more opportunities to learn in different ways.

Teacher Professional Training & Development:
1. We pay much attention to improve the quality and quantity of teaching and learning.
2. Work with the EDB and various universities to implement School-based Support Services in different subjects, so as to enhance teachers' teaching skills.

Others

1. Fujifilm Easy Mini Squash Schools School 2024/2025--Inter-School Mini Squash Competition (New School Group) (Men) Team Championship
2. The Excellence Award in the Sixteenth Hong Kong Cup Diplomatic Knowledge Contest & the Most Active Participation in School Award
3. Hong Kong School Drama Festival 2023/24 School Performance Phase Primary School English Drama (Award For Commendable Overall Performance)
4. Smart City Project Programme (Outstanding Smart City Performance Award)
5. The 4th Inter-School Smart Sports STEM Competition 2024-2025 (Team Award for Highest Total Steps; Team Award for Highest Single-Day Steps)



拔萃女小學 Diocesan Girls' Junior School

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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Yu Ka Po Benita	Dr. Ming Ho Holly	Not Applicable	Private Whole Day	Girls	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Council of Diocesan Girls' School	Daily Giving Joyful Service	1860	English	School Bus	About 13000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Diocesan Girls' School					
			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
\$86,000	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Basketball Court, Chinese Culture Room, PTA Room, Indoor Swimming Pool, Art Garden, Little Farmers' Plot, Middle Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Scripture Room, Multi-Purpose Room, Tree of Life, Language Room, Performing Arts Centre, ECA Room, Music Activity Centre, Visual Arts Centres, Student Activity Centre, Multimedia Learning Centre, STEM Room, Science Centre, Gymnasium, Hall & Library.				Ramp, Accessible lift, Accessible toilet, Tactile guide path and Supportive Education Rooms.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		61
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
82%	100%	49%	12%	51%	13%	36%

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				No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		Group and individual remedial teaching to cater for the needs of students with academic learning difficulties. There are also enhanced classes for gifted learners.								
Remarks										

Performance Assessment

Number of test(s) per year (P1 only)		1	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	No
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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	Besides summative assessment in the form of tests and examinations, the School stresses the importance of formative assessment through students' daily work, participation in class, project learning, oral presentation and other learning experiences.						
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	Class by average abilities.						

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	8:00 AM	3:30 PM	12:35 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The School aims to develop healthy lifestyles, positive values, and proactive attitudes among students, thereby enhancing their resilience and immunization against adversity. A School Counselor and Student Support Officer work with a group of Guidance Team teachers to support the well-being of our students.		Half-day school on Wednesday		

Life-wide Learning

Drama Clubs; Debate Team; Gardening Club; Dance Club; Computer Club; Putonghua Variety Show; Odyssey of the Mind Team; Brownies; Red Cross; Community Service Team; School Choirs; Symphony Orchestra; String Orchestras; Percussion Bands; Wind Bands; Chinese Orchestra; Concerts; Chinese and Western Instrumental Classes; Athletics Team; Swimming Team; Badminton Team; Basketball Team; Volleyball Team; Table-tennis Team; Handball Team; Netball Team, Fencing Team, Leadership Training Programme; Outward Bound School; P.6 Retreat; Life Education Activity Programme; Swimming Gala; Sports Day; educational visits and talks.

School Mission

The School is committed to providing a quality, all-round liberal education based on Christian principles and Chinese cultural values. We offer our students a positive learning environment where they achieve their maximum potential and develop a love of lifelong learning. All students are empowered to participate as confident and responsible members of the global community.

School Characteristics

School Management

School Management Organisation:

The School is managed by the School Council, which consists of parents and alumnae representatives.

Incorporated Management Committee / School Management Committee / Management Committee:

The Council of Diocesan Girls' School

School Green Policy:

Environmental education is vital in our school as we prioritize fostering environmental consciousness and sustainable practices among students. Activities spanning all grades promote environmental awareness and inspire action. The school actively combats climate change and supports sustainable living through various recycling campaigns, including mooncake tin box and coffee capsule recycling. Enriching learning experiences are provided to further deepen students' understanding of environmental issues by hosting guest speakers and providing in-house programs focusing on educating and raising awareness about various environmental challenges. In addition, a group of students were selected to represent our school in the Seahorse Rangers programme by the Ocean Park Conservation Alliance. Through a holistic approach to environmental education, we nurture a generation of environmentally conscious individuals.

School's Major Concerns:

- 1. School campus revitalization.
- 2. Enhancing STEM and technology in teaching and learning.
- 3. Offering students a well-balanced programme that prioritizes student learning and well-being.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Educational tours and school exchange programmes are arranged to broaden students' horizons.
- 2. English drama activities are incorporated into oral lessons to enhance students' skills in performing arts and boost their confidence. The School also offers an after-school drama course.
- 3. "Enrichment and Extension" and "Project T" time provide hands-on, experiential, and project-based learning opportunities.
- 4. Thinking skills are incorporated into our daily teaching to encourage deeper learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. The School has a Life Education Programme (LEP) and a National Education Team comprised of teachers from different departments. The LEP team develop and continuously refine the school's character education and life planning education curriculum to suit students' needs. Teachers in the National Education team develop and reinforce the national education curriculum, including Flag-raising ceremonies, talks and theme days to enhance positive values among students and promote national security education in different aspects of school life.
- 2. Various learning experiences are organised regularly to give students diverse learning experiences.
- 3. The School has a STEM Room and a Science Centre, giving plenty of flexible space for teachers to design STEAM activities.
- 4. The School library has a rich collection of fiction and nonfiction books. A Library Committee, including teachers of different departments, collaborate to purchase books for the library.

Development of Generic Skills:

Through project-based learning, gifted education projects and civic and moral education courses, pupils' generic skills are developed. They are also enhanced through pupils' participation in Outward Bound School and various inter-school competitions and international competitions. Activity-based programmes are designed to promote creativity, critical thinking, collaboration and communication among students.

Cultivation of Proper Values, Attitudes and Behaviours:

The School aims to build respect, self-discipline among the students by providing them with an environment where they are respected and expected to exercise self-discipline. Christian values of love, compassion, zest, respect, generosity, gratitude, joy and uniqueness are inculcated through Morning Assembly, the formal curriculum and all aspects of school life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Collaborative schemes with Diocesan Girls' School during lessons, ECAs and sport trainings are implemented regularly within our School. Teachers from both schools meet during the school year to observe lessons and discuss the curriculum so they can better understand the needs of students when transitioning to secondary school. Near the end of a school year, Secondary One students will speak with our Primary Six students and answer any of their questions regarding life in the Senior School.

Whole School Approach to Integrated Education:

A speech therapist with rich experience in learning strategies, together with three teachers as the coordinators, are lending support to students with diverse learning needs so that teachers, parents and students can employ the recommended strategies for more effective teaching and learning.

Curriculum Tailoring and Adaptation:

Students with learning challenges are placed in smaller class settings. Enhancement programmes are organised for gifted pupils, who are also encouraged to participate in elite training and competitions.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA takes an active role in collaborating with the School to organise educational visits, special activities and parenting seminars. Parents are encouraged to participate in our school life through many volunteering activities throughout the school year.

School Ethos:

The School cultivates a caring and rich learning atmosphere where all students have the opportunity to learn both cooperatively and independently. Adaptation measures for P.1 students include talks for P.1 parents and the Big Sisters Scheme with P.6 girls mentoring the P.1 girls on a one-to-one basis throughout the academic year.

Future Development

School Development Plan:

- 1. Recreational area revitalization: Completion of improvement work in the Middle Garden and Little Farmers' Plot;
- 2. National Education, Life-Planning Education and teaching strategies refinement: Incorporating National Education and Life-Planning Education into the regular curriculum while refining teaching strategies across the curriculum;
- 3. Well-balanced ECA programme for students: To restructure the programme to meet students' needs and promote student well-being.

Teacher Professional Training & Development:

The School strongly supports teachers' professional development. Teachers are active in collaborating closely with their peers, organising lesson observations and sharing sessions as well as attending external training programmes.

Others

In the 76th Hong Kong Schools Speech Festival, we attained 247 prizes in the English & Chinese (Cantonese & Putonghua) Sections. In the 77th Hong Kong Schools Music Festival, the School's musicians continued to achieve outstanding results in solo and group competitions, capturing 4 first places, 5 second places and 2 third places in group competitions. The School was the Champion in the Kowloon South Area Inter-Primary Schools Table Tennis, Athletics and Swimming competitions. A fee remission scheme is provided for students with genuine financial needs. In addition, PTA Scholarships are given to students who demonstrate good conduct and provide service to the School. Academic, sports and music scholarships are also awarded to deserving students with excellent performance.



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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lui Kwan Yiu, BBS, MStJ	Mr. Chou Chi Ming	Established	DSS Whole Day	Co-ed	Not Applicable
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
Po Leung Kuk	Love, Respect, Diligence and Honesty	1999	English	School Bus	About 4000 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
\$20,500 (To be paid in 10 installments)	-	\$150	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	A Music Complex (+ a theatre), A Sports Complex (+ indoor swimming pool), indoor + outdoor sport climbing walls, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Practice Rooms for Symphony Orchestra and Chinese Orchestra, Campus TV studio, Multimedia Language Centre, Astrobase, Computer Rooms, Music Rooms, Visual Arts Rooms, Environmental Resource Centre and Language Rooms, Organic Garden.				-

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		77
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
96%	100%	35%	47%	35%	23%	42%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (Based on the approval of EDB in 2025)				No. of classes	-	-	-	-	-	-
Mode of teaching at different levels		Co-teaching and split classes are adopted in Chinese, English and Mathematics in order to cater for the different learning needs of students. Small class teaching for third languages (Basic French / Japanese / Spanish).								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)	1	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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Besides examinations, there are various forms of assessment and projects to evaluate the learning progress of students.				
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	8	35 mins	8:00 AM	3:25 PM	12:30 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Healthy School Policy and programmes such as Healthy Campus and Fruit Day have been implemented.		-		

Life-wide Learning

Fencing, volleyball, basketball, football, badminton, table-tennis, tennis, athletic training, swimming, triathlon, Latin dance, karatedo, taekwondo, Sports Climbing, Chinese Orchestra, Symphony Orchestra, Handchime Ensemble, Choirs & various Chinese and western instrumental classes, art & crafts, water painting, computer graphics, cubs & brownies, Student Tour Guides, etc.

School Mission

Developing children's potential to the fullest is an overriding aim of our school. Education is about nurturing the whole child - our school embraces development of the child in the moral, intellectual, physical, social and aesthetic spheres. Our school is committed to providing a caring and stimulating environment where children are joyful and secure enough to be able to work to the best of their ability.

School Characteristics

School Management

School Management Organisation:
Incorporated Management Committee, Administrative Teams & Subject Teams

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee has been successfully implemented.

School Green Policy:
Our school puts emphasis on helping students to establish the essential knowledge, attitude and skills to build up relationship between humans and the natural environment.

School's Major Concerns:
1. To strengthen student ownership of learning
2. To create a positive school culture

Learning and Teaching Plan

Learning & Teaching Strategies:
Our main medium of instruction is English. We have a multicultural background and a rich English language learning environment. Besides Chinese, English and Putonghua, all students have to study a third language (Japanese, French or Spanish). Furthermore, we put great emphasis on art and physical education. Professional tutors and coaches are employed to help explore and develop the potential of students. There are cross-curricular project learning activities providing ample opportunities for students to learn and experience.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Our School focuses on integrating online self-learning resources and face-to-face classroom learning experiences to create a space for students to learn and develop physically and mentally. Our School also provides students with different types of extra-curricular activities, school team training, interest classes, service team training, etc. to promote the whole-person development of students. Our School actively promotes the development of STEAM education and enhances students' interest in scientific research. With the use of the e-reading platform, students' autonomy in cross-curricular learning and reading is enhanced. Our School combines different types of assessment methods to reflect and give feedback on students' learning progress in a timely manner to effectively enhance the effectiveness of learning and teaching.

Development of Generic Skills:
We nurture students' global competence by daily classroom activities and various outside-the-classroom learning experiences.

Cultivation of Proper Values, Attitudes and Behaviours:
Our school emphasizes on nurturing students' positive attitudes and values through daily life contexts, so as to meet students' growing needs and the changes of the community. Related learning activities promoted in Personal Growth Education Lessons and different key subjects (and cross-curriculum) lessons cultivate students to be global citizens with positive attitudes and values, the courage to be responsible, and self-reliance facing adversity.

Student Support

Whole School Approach to Catering for Learner Diversity:
Through split classes and co-teaching of some subjects to cater for individual learning differences.

Whole School Approach to Integrated Education:
Our school implements a whole school approach to integrated education. The Pastoral Care Team designs related policies to provide educational psychological service to students in need. Supporting services include "Early Identification and Intervention Programme for Primary One -Students with Learning Difficulties", School-based Speech Therapy Service and adjustment in assessments. Besides, social skill training groups, attention span training groups as well as art therapeutic group are organized to cater for individual differences and to help students with special educational needs. With continuous communication with parents, the school can provide appropriate support for students at school and at home.

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; and organising activities to create an inclusive learning environment in the school. Chinese Language is taught in Putonghua and Cantonese.

Curriculum Tailoring and Adaptation:
Our School offers education with a holistic perspective through diversified academic programmes and extra-curricular activities. The objective is fully tied in with the School's vision and mission of achieving all-round development and cultivating a global sense in students under the multicultural environment. The School's curricula are from time to time further strengthened by enhanced language-learning ambience, enhanced teaching and learning approaches as well as integration of school events into the curriculum.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Our school has clear "Home-School Cooperation policy" and parents actively participate in school policies planning and implementation. Parents trust and support our school and many parent helpers are zealous in joining school functions and activities.

School Ethos:
1. We promote multicultural education and the values of unity in diversity. We stress the importance of a harmonious and caring school life as well as good interpersonal relationship.
2. Parent-Teacher Association and Alumni Union have been established to provide additional support to students.

Future Development

School Development Plan:
We will further develop students' potential in language learning, art and physical education. In order to nurture our students to be self-directed learners, we will also keep on promoting IT in education and providing our students with more learning opportunities.

Teacher Professional Training & Development:
We stress the importance of the professional development of teachers to enhance learning and teaching effectiveness.

Fee Remission

Our school offers full, 60% or 40% fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.
- Newly admitted students could apply for the school fee remission after 1 week(s) of commencement of the new school year. Application results will be announced within 4 month(s) after submission of applications.
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

Our School offers various types of scholarship. Please refer to our school website for details.