



迦密愛禮信小學 Carmel Alison Lam Primary School

Hin Keng Estate, Shatin, N.T.

26996945

26019441

info@calps.edu.hk

http://www.calps.edu.hk

88

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Yung Yuk Yee	Ms. Yick Wai Yu	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					80%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Evangelical School Development Incorporation Ltd	Self-discipline through the understanding of the Word Service to Mankind through faithfulness to the Lord	1986	Chinese (incl.: Putonghua) and English	School Bus	About 6200 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
-	-	\$20	School-based Management Fee \$225 per term, used for hiring NET, student insurance, maintaining school hygiene.	Fee for Replacing Student ID Card: \$17

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Each classroom equipped with computer, audio-visual equipment and Smartboard. Book Crossing Corner and water machines are present around school.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Multi-Media Computer Room, Art Room, Library, STEAM Room, English room, Student Guidance room, Parent Resources Room, Conference Room etc.				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment				46	Total number of teachers in the school		49
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%	31%	60%	12%	18%	70%	

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. Teachers adopt diversified teaching strategies alongside cooperative teaching, displaying students' work. 2. Through training in higher-order thinking, problem-solving skills, we enhance students' creativity, logic, problem-solving abilities. 3. We elevate students' spirit of self-directed learning through IT elements. 4. Holistic development of every student by addressing learners' diversity.						
Remarks	In order to increase the competitive power of our students, the medium of instruction for P.1 - P.3 in teaching Chinese is Cantonese and Putonghua. When they move on to P.4 - P.6, the medium of instruction in teaching Chinese becomes Cantonese.						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	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	Besides formative and summative assessments, other learning assessment methods, such as student self-assessment and peer assessment, parent evaluations, online assessments, project studies, practical assessments, and physical fitness tests. Through diversified learning assessments, teachers can better understand the various dimensions of students' development, thus promoting 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	In P.1-P.4, students will be evenly divided into four classes. In P.5-P.6, there will be one more able class and the other three classes will be divided evenly.				

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	11	30 mins	8:00 AM	3:10 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and Self prepared lunch.	1. All students have joined the School Physical Fitness Award Scheme, Sport-Act Scheme. 2. Promote Alison Star Reward Scheme in the effort to uncover students' personality strengths. 3. Whole school participation in Life Edu. activity prog. 4. Regular sanitization procedures and pest control measures. 5. Join the Mental Health @School teacher's network in promoting students' mental wellbeing.		1. During the homework tutoring, the teacher supports students in getting their work done. 2. A diverse selection of interest groups, thematic learning programmes to provide students a holistic learning experience. 3. Designated sports areas during recess to encourage students to do sports. 4. Fitness programmes for overweight students.		

Life-ofe Learning

We offer over 30 activities to students, ranging from language training to sports activities which include: English drama, Maths Olympiad, choir, woodwind instruments, folk dance, football, basketball, handball, rope skipping, taekwondo, ocarina, western instruments, painting, Boys' Brigade, Girl Guide, CYC, fellowship, campus reporter and master of ceremony, etc.

School Mission

We aim to provide holistic education, including moral, intellectual, physical, social, aesthetics and spiritual, to the students in accordance to the Bible. With holistic, quality education, we enhance students' learning abilities and maximize their potential. Our students will get to know God through the Bible's teaching, and growing up surrounded by faith, hope and love, they will be self-disciplined people who care about their nation and community, bringing glory to God and honor to those around them.

School Characteristics

School Management

School Management Organisation:

- 1. The School Management Team holds regular meetings in making decisions over school policies, while the Principal and all staff members participate in planning, facilitating and evaluating school development work. Other shareholders are to supervise the progress of the plans.
- 2. The school also has Executive Groups, Function Groups and Subject Groups led by a PSM-grade teacher. All teachers are involved in promoting school policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC was established in 2008. The total number of school managers is fifteen, comprising of the principal, parents, teachers, alumni, representative of the sponsoring body and independent representatives.

School Green Policy:

- 1. Regularly hold environmental protection events to raise students' awareness of protecting the environment and saving resources, such as regularly holding lights out activities, zero food waste reward schemes, watching dramas with relevant topics, school outings, etc.
- 2. The school has the tri-colour recycling bins and each classroom has relevant recycling facilities to facilitate reduce, reuse, recycle. We have also actively promoted the paper-less office amongst the staff to lessen paper waste.

School's Major Concerns:

- 1. Major Concern 1: Unleash academic potential, establish quality learning.
- 2. Major Concern 2: Nurture students' character charms for a holistic living.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Teachers use a student-centered approach with diverse strategies like cooperative learning, STEAM education, and drama to foster collaboration and participation, enhancing students' collective abilities.
- 2. Teachers use a student-centered approach and differentiated instruction to cater for diverse learning needs, enabling all students to participate in class and enhancing their chances of success.
- 3. Promotion of IT learning through BYOD. Teachers utilize various eLearning platforms to raise the effectiveness of teaching and learning, and fosters self-directed learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Diverse learning experiences beyond the curriculum to maximize learning time and create space.
- 2. Enhancing Catering to Students' Diversity through differentiation, allowing them to develop their personal holistic strengths.
- 3. Including elements of STEAM into each subject. To nurture students' media and information literacy, we instill upon them effective and ethical methods of utilizing information.
- 4. Through cross-curricular reading and collaboration, assist students in building learning scaffolds, encouraging them to continue learning.
- 5. Through assessments of learning, assessments for learning, and assessments as learning, enhance assessment literacy and promote the effectiveness of teaching and learning.
- 6. Develop positive values and promote the whole-person development of students through the Life Growth Courses.
- 7. Emphasize national education by holding flag-raising ceremonies and speeches every week, enhance students' recognition of their national identity.

Development of Generic Skills:

We provide chances for students to practice different duties out of the classroom so as to develop their generic skills. Establish students' generic skills including but not limited to: teamwork, communications, creativity, critical thinking, IT processing, and researching skills.

Cultivation of Proper Values, Attitudes and Behaviours:

The cross-disciplinary thematic learning of values, the organization of the "6+1" curriculum, the six-level thematic activities and the school-wide Chinese Culture Month, enable students to learn in real-life situations and practice "learning by doing". The course applies the "4F explanation skills" reflection method to help students organize their learning experiences, so that the activities can become the basis for future application and practice, so as to achieve knowledge, emotion, will and action.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Through optimizing classroom teaching, we cater to students' diverse learning and adapting needs. Our gifted education includes Maths Olympiad classes, Cambridge English classes, Robotics classes, writing class, English Ambassadors, Carmel Ambassadors, Campus Reporters, Worship team, Rummikub classes and various performance classes, allowing our students to discover and nurture their talents.
- 2. Adopting a 3-tier support model to provide appropriate support for students according to their special educational needs (such as assistant teacher support, intensive remedial classes, etc.)

Whole School Approach to Integrated Education:

- 1. There are school-based educational psychologist and school-based speech therapist to provide services to individual students and parents to improve students' self-confidence and learning ability.
- 2. The student support team coordinates student support services, such as providing homework and examination accommodations, setting up emotional groups, social groups, etc., to support students' different learning needs.

Curriculum Tailoring and Adaptation:

- 1. Through collaborative planning, peer observations, and curriculum adjustments, create suitable teaching content that meets diverse student needs.
- 2. Make necessary examination accommodations for students with special educational needs.
- 3. Tiered curriculum design to address the diversity of student learning.
- 4. Provide after-school induction programmes such as English Class and Cantonese Class for newly arrived students to adapt to a new learning environment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. The school has designed a series of parent education programmes to help parents work together with the school to effectively educate students under the same teaching philosophy.
- 2. Our PTA and parent volunteers have assisted in creating a loving and caring school environment by taking up crucial roles around the campus, such as taking care of P.1-P.2 students during lunch, hosting story-telling sessions throughout the year and more.

School Ethos:

- 1. Our students treat others politely and sincerely with a heart of gold. Our School Management Team, staff members hold fast onto the belief of "Student-Centered with a Core of Christian Truth".
- 2. We facilitate students' values education and moral growth through weekly assemblies, class shepherding, personal growth lessons, student fellowship and more. The bond between students and teachers are also strengthened in the meantime offering more time for them to get to know one another.
- 3. Boasting harmonious teacher-student relationships and tight-knit collaborations between parents and the school, we have received the Caring School Award for many years.

Future Development

School Development Plan:

- 1. Through catering the diversity of learning needs, enhance students' learning abilities and competencies, and apply what they have learned.
- 2. By implementing science curriculum, strengthen the school-based STEAM education to enhance students' common competencies and the spirit of self-directed learning.
- 3. Establish school-based gifted education, develop a talent database, and improve opportunities for students to showcase their talents and achieve excellence.
- 4. Promote school-wide values education activities. It organically combines different learning areas and strategically plans.
- 5. Interdisciplinary group activities, through rich learning experience.
- 6. strengthen character education, cultivate students' correct values and attitudes enable students to become virtuous people.

Teacher Professional Training & Development:

- 1. Enhance teaching effectiveness through collaborative lesson planning and peer observation.
- 2. Teachers are required to further their professional development to stay ahead of the times. Each year, the school also arranges a variety of workshops and training to facilitate teachers' professional development and optimize teaching.
- 3. All teachers take part in school administrative work, actively fulfilling their roles in strategizing, executing and supervising duties.

Others

- 1. We award students that excel academically and those with the most significant improvement with the "Carmel Scholarship" and the "PTA Scholarship". Our students have also performed well in inter-school and territory-wide competitions regarding mathematics, handball, dance, uniformed groups, and more.
- 2. Our school places heavy focus on students' ethical and spiritual growth, hosting activities across student fellowship, teachers' fellowship, gospel days, gospel camp, etc. We hope students can receive God and Jesus as their savior.



香港九龍塘基督教中華宣道會陳元喜小學 Christian Alliance H.C. Chan Primary School

Mei Lam Estate, Sha Tin, N.T.

26998030

26031446

mail@cahcc.edu.hk

http://www.cahcc.edu.hk

88

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Law Chun Hung	Principal Fung Chi Pang	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					80%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kowloon Tong Church of The Chinese Christian and Missionary Alliance	The fear of the LORD is the beginning of wisdom; and the knowledge of the Holy One is understanding. Proverbs 9:10	1984	Chinese (incl.: Putonghua) and English	School Bus	About 6000 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	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Classrooms are air-conditioned & equipped with computer & electronic screen. School wireless network supports e-learning. E-payment is adopted.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Reading Room, Play Room, STEM Makerspace, Dance Room, Lecture Theatre, Music Room, Computer Room, Arts Room, General Studies Room, Campus TV Studio, drama room, library, Sports Room, Prayer Room and Spiritual Garden.				Accessible lift and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment				51		Total number of teachers in the school		57			
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%	41%		78%		7%		22%		71%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	4	4	4	4	26
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	5	4	4	4	27
Mode of teaching at different levels	Collaborative Learning strategies are adopted in P.1- P.6. P.1- P.3: Space Town Go! Teaching Chinese in Putonghua and Cantonese, P.3- P.6:BYOD Program P.1- P.6: Elite Programme & Remedial Teaching Programme.							
Remarks	Please refer to the school website. https://www.cahcc.edu.hk							

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	In order to enhance effective learning, assessment is conducted as an integral part of learning, teaching and feedback cycle. Formative assessment (in form of self-assessment, peer assessment and parent assessment) is carried out both informally and formally in daily classroom teaching and learning. Summative assessment is conducted at the end of the teaching and learning process.				
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.3: Mixed ability classes. P.4- P.6: Group according to academic results. P.1: Chinese is taught in Cantonese.P.2-P.6: Chinese is taught in Putonghua and Cantonese, based on students' ability and parents' preference.				

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	7	35 mins	8:00 AM	3:00 PM	1:05 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own lunch.	Lunch Monitoring Committee monitors the food quality provided by the supplier. Encourage students to have healthy eating habits.		Promote "one-art-and-one-sport-for-life" scheme. Every student has to join at least one aesthetic activity and one sport activity. Promote positive and enjoyable learning environment, supported by Christian values.		

Life-wide Learning

The school develops students' multiple intelligences by various activities such as Christian fellowship, Chess, Choir, Chinese Musical instruments, Percussion, Taekwondo, Dancing, Debate Team, Math Olympiad, Swimming, Shuttlecock, Rope skipping, Drama, Road Safety Patrol, The Hong Kong Brigade, The Scout and ball games teams.

School Mission

To take the Holy Bible truth as the foundation, integrated with modern education theories and methods. To provide the highest quality holistic education, and to develop six essential facets of character: spiritual, moral, intellectual, physical, inter-personal and aesthetic qualities.

School Characteristics

School Management

School Management Organisation:

Our school is one of the primary schools supervised by Kowloon Tong Church of the Chinese Christian and Missionary Alliance. The school is managed by the Incorporated Management Committee. The School Council and the Administrative Team will be responsible for the management and development of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in 2008.

School Green Policy:

- 1. 'Green Prefects' scheme, 'Green School' Policy and 'One Person One flower' Scheme.
- 2. Promotion of environmental protection education by gardening workshops, recycling of uniforms, books and toys, etc.
- 3. Promotion of the development of local renewable energy (Solar Harvest).

School's Major Concerns:

- 1. To cultivate a holistic education of Christian values.
- 2. To nurture a harmonious and caring learning environment.
- 3. Implement School-based Gifted Development Programmes.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. To develop students' potential of curiosity, creativity, reflective and logical thinking through School Based Gifted Program with Strategies such as 6 Sets of Creative Thinking and Higher-order thinking skills (HOTS) training, Scientific investigation, Drama in Education, Leadership training ,etc.
- 2. To enhance the effectiveness of learning and students' self-directed learning ability by implementing BYOD e-learning program.
- 3. To promote value education in order to enhance students' self-esteem, learning motivation as well as their self-efficacy for a fabulous life.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. To enhance students' problem-solving skills and creativity through diverse learning strategies and activities.
- 2. To encourage reflective thinking and foster students' ability to think critically and learn independently.
- 3. To cultivate their reading habits and motivation in reading.
- 4. To showcase students' critical and creative thinking skills by promoting biliteracy and trilingualism.
- 5. To unleash students' diverse potentials, nurture resilience, and establish a healthy lifestyle by launching The Life-Long Integrated Arts Program.

Development of Generic Skills:

To foster generic skills including communication skills, critical thinking, collaborative learning and problem-solving through leadership training, study excursions, drama education, project learning, science and technology education and cooperative learning. Information technology skills and study skills will be developed as children participate in project learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Through the school-based spiritual education (SPIRIT) curriculum, the school provides all students with Christian positive value courses and activities to care for the emotional needs of students, provide counseling to nourish students, appreciate their positive behaviors, and cultivate six qualities of students: Servant Leadership, Proactive, Integrity, Respect, Insight, and Transform.

Student Support

Whole School Approach to Catering for Learner Diversity:

A whole-school approach to differentiation of the curriculum caters for learners' diversity. We undertake enrichment and extension activities with the external resource supported by EDB and tertiary institutions. We also implement cooperative learning and enrichment program as differentiation strategies.

Whole School Approach to Integrated Education:

The core members of student support team consist of Vice Principal / Assistant Principal, Special Educational Needs Coordinator, school social workers, student supporting teachers and student supporting assistant. Through the meetings (discussing teaching strategies and remedial methods), school provides necessary supports to Sen students. The remedial classes and supporting classes are established to cater students' learning diversity.

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. Dedicated teachers will communicate with parents regularly to cater the needs of the parents.

Curriculum Tailoring and Adaptation:

The school offers different training programs for talented and gifted students. Curriculum tailoring and adaption of homework and assessments are the supportive measures for the less capable students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

E-notice system is utilized to keep parents' informed. Through organising parent meetings, parents' tea gathering and Letters to Principal, together with utilizing e-notice system, parents are well informed and thorough communication is ensured. To maintain harmonious and supportive home-school relationship, the school organizes workshops and interest groups for parents to establish support network. Parents are also willing to devote their time and effort to the school in a voluntary capacity. To enhance home-school co-operation and communication, we publish School Magazine and PTA Newsletter.

School Ethos:

The school aims to nurture children's spiritual values: servant leadership, proactive, integrity, respect, insight and transform. We attempt to achieve this balance through religious, moral and life education programmes.

Future Development

School Development Plan:

In the coming years, our goals include:

Major Concern 1: Strengthening Positive Character, Cultivating Christian Soldiers

- 1.1. Enhance the cultivation of students' Christian values and attitudes, fostering proactive commitment as Christian soldiers
- 1.2. Strengthen students' national consciousness, demonstrating a caring heart for their country and homeland
- 1.3. Establish a healthy lifestyle, allowing students to affirm themselves, enhance self-confidence, and plan for a fulfilling life

Major Concern 2: Unleashing Creative Thinking, Showcasing Students' Potential

- 2.1. Further enhance students' creative thinking and deepen their reflective abilities
- 2.2. Foster students' interest, depth, and breadth in reading
- 2.3. Enable students to become biliterate and trilingual, enhancing their presentation skills, inspiring the exploration of their diverse potentials

Teacher Professional Training & Development:

Enhance teachers' professionalism through school-based seminars and workshops. Increase the effectiveness of teaching and learning through co-operative learning techniques, co-planning, co-teaching, peer class observation and sharing with other schools.

Others

- 1. The school sets up various scholarships to encourage students with outstanding academic results.
- 2. The school organizes study tours to broaden students' horizons and enrich their learning experiences.
- 3. By organizing a musical, the school aims at developing students' communication skills, teamwork skills and creativity. Students' potential is also considerably promoted.



香港中文大學校友會聯會張煊昌學校
C.U.H.K. F.A.A. Thomas Cheung School

Ka Tin Court, Hin Keng Estate, Shatin, N.T.

26931898

26936538

info@tcps.edu.hk

http://www.tcps.edu.hk

88

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Yau Ying Sum	Ms. Chan Sze Wing	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					31%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Education Foundation Alumni Association of CUHK	To broaden one's intellectual horizons and to keep within the bounds of propriety	1987	Chinese	Nanny van	About 7000 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
-	-	\$30	\$400 for sanitary equipment and Parents App annual fee.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	All classrooms are well equipped with interactive whiteboard and visualizer. There are also covered basketball court, orchard and vegetable garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Visual Art Room, English Room, Computer Room, Conference Room, Remedial Room, Multi-purpose Activity Room, Creative Science Laboratory, School Campus TV, INNO-STEAM multi-purpose activity 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			44	Total number of teachers in the school		51
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%	53%	53%	6%	22%	72%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	4	4	4	5	4	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	2	4	4	4	5	21
Mode of teaching at different levels		Split class teaching and co-teaching to cater for learners' differences from P.2 to P.6.								
Remarks		Small class teaching								

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	Formative assessments including problem solving, practical activities and applications in Social Studies and Mathematics.						
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 based on English and Chinese results starts in Key Stage 2. Top 30 best students in English will be placed in Class A. Then the top 30 best students in Chinese will be placed in Class D.						

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	7:50 AM	3:20 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	"Well-being Tuesday". Only one piece of homework will be given in each of the three subjects – Chinese, English, and Mathematics, allowing students to relax in the middle of the week. "Healthy Living Friday". All teachers and students will do the fitness exercise named "Ba Duan Jin" in the morning. Students are also encouraged to prepare fruits for lunch on this day, adopting sustainable living.		1. (Friday) With the early release of school at 2:20pm, students can take a rest or participate in extra-curricular activities while teachers can engage in more professional development events, enhancing the quality of education. 2. (Wednesday & Friday) Diverse learning period is established to allow students to explore and develop their own interest via other learning experiences, fostering whole-person development.		

Life-wide Learning

Diversified extra-curricular activities such as drum corps, Western dance, K-pop dance, rope skipping, sand painting, harp, taekwondo, choir, musical, elite athlete training, cub scout, girl guides, flag guards, e-orchestra and percussion band, etc are provided for unleashing students' full potential. On top of that, the school will annually organize various events including Sports Day, Talent Show, English Day, Chinese Cultural Day and Study Tour, etc.

School Mission

We intend to provide a child-centred and pleasurable learning environment for our students. Our mission is to inspire our students' potentials, and encourage them to strive for the best.

School Characteristics

School Management

School Management Organisation:

The School Management and Leadership Team is responsible for managing the school affairs and improvement; different administrative teams are led by executive heads and teachers to promote school development.

Incorporated Management Committee / School Management Committee / Management Committee:

An Incorporated Management Committee (IMC) has been set up, consisting of Supervisor, Sponsoring Body Manager, Independent Manager, Principal, Parent Manager, Alumni Manager, Teacher Manager. The IMC is responsible for the management, operation and development of the school.

School Green Policy:

Green education is actively implemented to arouse students' awareness towards environmental protection.
Energy-saving lighting, water-saving devices and motion sensor lights are installed.

School's Major Concerns:

- 1. Developing Innovation and Technology Education, nurturing internationally competitive talents.
- 2. Establishing Well-Being Education System, promoting whole-person development.

Learning and Teaching Plan

Learning & Teaching Strategies:

Small class teaching has been implemented with the use of different teaching and learning strategies in order to promote self-learning.
Students are encouraged to participate in different competitions so as to develop generic skills via diversified learning experiences. Reading lessons, Civic and Moral Education and Project Learning Week etc. are arranged regularly. Cross-subject life-wide learning activities are organized: English Day, Putonghua Day, Talent Show, Chinese Cultural Day and outings.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Aiming to develop lifelong learning ability, we systematically train the reading skills of our students through the implementation of Morning Reading Scheme and Reading Award Scheme. To cope with the schemes, online reading platforms in both Chinese and English are also provided.
- 2. In order to cultivate students' media and information literacy, e-learning courseware and platforms are utilized in class to enhance the effectiveness of learning as well as teaching.
- 3. A "Project Learning Week" is arranged for students to develop various generic skills.
- 4. Promoting interdisciplinary courses of STREAM and A.I., cultivating the scientific exploration and innovation skills of students.
- 5. School-based moral and life education curriculum is implemented to reinforce students' values education.
- 6. Provide P.1 students with a programme of arts, music and physical activities to develop their potentials.

Development of Generic Skills:

Focus on communication, problem-solving, collaboration, self-management, critical thinking and creativity development.

Cultivation of Proper Values, Attitudes and Behaviours:

Coping with the development of school-based life education, "I-Shine" Award Scheme is implemented to build up students' self-management ability and to help them achieve the 12 qualities of a TCS student, including responsibility, propriety, filial piety, empathy, integrity, perseverance, diligence, abidance by the law, commitment, benevolence, respect for others, intelligence and unity.

Student Support

Whole School Approach to Catering for Learner Diversity:

Based on Epstein's TARGET domains, we have developed various strategies to enhance students' learning motive. Through early identification and intervention, we provide a multi-structured approach to support students with a variety of learning needs.

Whole School Approach to Integrated Education:

Our school adopts a whole-school approach to provide support to students with different learning needs. We offer school-based speech therapy service and Understanding the Adolescent Project (UAP) to cater for students' diversity, so as to strengthen their self-confidence and learning abilities. We also provide special arrangements in homework, dictation and examination for students with special education needs.

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

Curriculum Tailoring and Adaptation:

- 1. English Reading Workshop for Key Stage 2 is taught by NET.
- 2. School-based gifted programmes.
- 3. Reading strategies scheme.
- 4. School-based STREAM Education plans and innovation courses.
- 5. "A+ Programme" is implemented in P.1. Integrating English learning elements into arts education key learning curriculum, students are able to learn in a multi-disciplinary way with the collaboration of NETs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school values home-school co-operation. The Parent-Teacher Association (PTA), acting as a bridge between the parents and the school, has been established to reinforce mutual communication. There are two Parent Managers in the IMC, increasing the participation of parents in school development. Latest news of the school will be published regularly through e-Class Parent App and other social media.

School Ethos:

The school values the campus caring culture. We have been consecutively awarded the "Caring School" for fourteen years. Adopting the philosophy of "Discipline and Guidance as One Service", various schemes such as "School-based Self-improving Scheme" and "Shatin Pupils Ambassador Scheme" are implemented to enable students' self-perfection in terms of behaviour and character.

Future Development

School Development Plan:

2025-2028 Development Plan:

- 1. Fostering the spirit of scientific inquiry and innovative thinking of students.
- 2. Nurturing students' language proficiency and generic skills.
- 3. Promoting healthy lifestyles among students.
- 4. Cultivating positive values in students by grounding them in Chinese culture.

Teacher Professional Training & Development:

Encourage and organize professional development activities for teachers and co-organize the joint school teacher exchange program with other schools.

Others

- 1. Prizes to encourage students to improve themselves in various aspects.
- 2. School-based Native-speaking English Teacher (NET) Scheme is implemented. By employing multiple NETs, students' English learning environment is enhanced.
- 3. School-based phonics and reading programme, after-school storytelling and English speaking courses are provided to students in Key Stage 1.
- 4. Keys 2 Literacy Programme is implemented for P.4 to P.6 students.
- 5. English Drama Elite Class to provide language training for those students with potential.



循理會白普理基金循理小學
F.M.B. Chun Lei Primary School

☎ Sun Chui Estate, Shatin, N.T.

☎ 26057755

☎ 26020092

✉ info@clam.edu.hk

🌐 http://www.chunlei.edu.hk

88

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Li Lok Shing Samuel	Mr. Yeung Kam Yiu	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 Free Methodist Church of Hong Kong	And now these three remain: faith, hope and love. But the greatest of these is love.	1983	Chinese (incl.: Putonghua) and English	School Bus	About 3900 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
-	-	\$20	\$300 (employment of extra NET Teacher)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	1	1	1	Our new campus will open in the 2026/27 school year within the same estate, with 26 classrooms, 17 special rooms, a sports field, covered playground, and a 700-seat hall for better development.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Wonderland, Innovation Hub, activity room, music room, visual art room, counselling room, Dream Airway, resource room, multi-purpose room and meeting room, Campus TV.				Ramp and Accessible lift.

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		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
100%	98%	16%	82%	18%	28%	54%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	5	5	4	4	4	4	26
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	4	5	5	4	4	4	26
Mode of teaching at different levels	We will focus on catering pupils' learning diversity through 'Active participation' and 'Frequent display of student work and achievement'. Small class with co-operative mode of learning. Remedial learning programme for students with learning difficulties. To rebuild their confidence and motivate their interest of learning.								
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	Three assessments per semester, Formative assessment throughout the school year and let teachers understand the learning progress of the students. Project learning programme for General Studies. Progressive assessment of Chinese, English and Mathematics 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	According to student learning ability, teaching Chinese in Putonghua curriculum in Primary 1 to 4, elite class and BYOD classes will be streamed in Primary 5 and 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	7:55 AM	3:00 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Encourage healthy eating and early sleeping by Personal Development Award. Morning exercise before lessons start. 4Rs School Environmental Green Policy.		Assembly and reading in the afternoon once a week. Library lesson/personal growth lesson held on alternate Wednesday. Extra-curricular activities and interest groups are provided for students to develop their multiple-intelligence on Friday. Homework remedial lesson are provided at least four times a week.		

Life-wide Learning

Various kinds of extra-curricular activities and interest groups are provided for students to develop their multiple-intelligence and different potentials. Life-Wide Learning school structure is developed including different level of outdoor learning program, educational visit concerning Chinese culture, various of elite groups, school teams to develop high ability students.

School Mission

To provide a quality whole-person Christian education. To help students accept Jesus Christ as their Saviour and live a Christian life with faith, hope and love. Care for the community and proud of their country. Ready to serve always.

School Characteristics

School Management
School Management Organisation: The IMC launching school based management and will make the final decision. Meanwhile, the School Management Team will take the role of preparing the school development plan.
Incorporated Management Committee / School Management Committee / Management Committee: The IMC of FMB Chun Lei Primary School.
School Green Policy: 4Rs Environmental scheme.
School's Major Concerns: 1. Living a healthy life in spirit, mind, and body. 2. Enhancing learning abilities and creating a confident future.
Learning and Teaching Plan
Learning & Teaching Strategies: Our school aims to cultivate students' life long learning and self-directed learning abilities. We design our teaching through four dimensions: pre-class preview, classroom teaching, post-class consolidation, and achievement assessment. We adopt small-class teaching, cooperative learning, and differentiated teaching methodologies. Besides, the use of diverse e-learning tools, thought-provoking learning tasks, and school-based bridging courses are employed which foster the teaching and learning competency and develop students' higher-order thinking skills and generic skills. Our school is also committed to promoting the Three-tier Implementation Model for gifted education, providing opportunities for every student to unleash their potential. We continuously enhance professional interaction and caring culture among our teaching team, actively engaging participation in diverse professional training. Through collaborative lesson planning, lesson observation and reflection.
Development of Major Renewed Emphases of the Primary Education Curriculum: Strengthen the education of value systems (including life education, national and national security education); make good use of learning time to create spaces, promote balanced physical and mental development, and enrich comprehensive learning experiences; promote holistic development of students, strengthen the care for the diversity of students; strengthen STEAM education, cultivate students' media and information literacy; strengthen cross-curricular learning and reading, develop lifelong learning abilities; enhance assessment literacy, promote learning and teaching efficiency.
Development of Generic Skills: Our school aims to cultivate nine generic skills, namely communication skills, numeracy skills, information technology skills, critical thinking skills, creativity, problem-solving skills, self-management skills, study skills and collaboration skills, through learning activities in different subjects or learning areas. Our teaching team also emphasizes the development of students' multiple intelligences by creating diverse interest groups and multiple intelligence activities that unleash students' potential, aiming to enhance their interest in learning and sense of achievement.
Cultivation of Proper Values, Attitudes and Behaviours: In implementing the Whole School Approach to Discipline and incorporating spiritual, guidance and counseling together, we promote life education to cultivate students who love themselves and others, practice gratitude and contentment, think positively, and enjoy learning. Our aim is to nurture students who are reflective, loving, and willing to dream.
Student Support
Whole School Approach to Catering for Learner Diversity: We fully implement gifted education through the Three-tier Support Model and school-based policies, allowing all students in the school to have inspiring and enriching learning experiences that enhance their potential. Students with unique talents are provided opportunities for cultivation within or outside the school. Our gifted and talented programmes are in three domains: arts and athletics, academic and leadership. Various school teams are provided for our students such as Chinese Literary Elites, English Stars, Math Prodigies, STEM Scientists, Aviation Training Team, School Choir, Music Worship, Visual Arts, Martial Arts Team, Soccer Team, Basketball Team, Table tennis Team, Track and field Team, Volleyball team, Computer Elites, and Tchoukball.
Whole School Approach to Integrated Education: Our school has established Student Support Team (SST) led by our Special Educational Needs Coordinator (SENCO), following the "whole-school approach" to support students with special educational needs. We also have School-based Educational Psychology Service, School-based Speech Therapy Service, two social workers and a counselor to provide appropriate support to students and families 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; 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: To cater for students learning diversity, we provide: - Homework and Dictation adaptations. - Special assessment arrangements for students with reading and writing difficulties. - Speech therapy services - Intensive Remedial Program. Additionally, we have different gifted and talented programmes to unleash students' potential.
Home-School Co-operation and School Ethos
Home-School Co-operation: Parents are important partners in our school. We foster collaboration between parents and the school through activities such as Parent-Teacher Associations, parent workshops, and parent volunteer groups. We regularly organize parent education events, stress-relief activities for parents, parent-child workshops, parent-child trips, and twilight camps to establish a support network for parents and encourage mutual support among them.
School Ethos: Our school places great importance on the students' life and moral education. The "Life Project" is comprised of senior teachers of Discipline Team, Religious Team, our missionary, social workers, and counseling teachers. Together, they lead the implementation of life education. By integrating spiritual guidance and counseling, we cultivate students' positive values and foster a caring campus culture.
Future Development
School Development Plan: Cultivating students' spiritual growth, strengthening their inner well-being, and passing on the mission of moral integrity. Establishing a school-based curriculum and enhancing campus teaching facilities. Strengthening experiential learning to improve students' transferable skills. Continuously developing all-round learning, multiple intelligence activities, career planning, and overseas learning to broaden students' horizons and enable them to showcase their talents.
Teacher Professional Training & Development: 1. Based on the teachings of Christianity and share the message of Jesus. 2. Lesson co-plan and observation to establish a learning organization. 3. Organizing teacher fellowship to build up team spirit and improving teaching performance.
Others
Free Methodist Church scholarship, Parent Teacher Association scholarship, School Management Committee scholarship and Sir Robert Black Trust Fund Scholarship. Achieve excellent result in Secondary School Places Allocation and intercollegiate competitions. Our school has successfully obtained approval from the Education Bureau for campus relocation. We are scheduled to move to a larger school building within the same estate in the 2026-2027 academic year. This new campus will provide a more spacious learning environment, enhanced academic programs, and improved teaching facilities.



循理會美林小學
Free Methodist Mei Lam Primary School

Mei Shing Court, Tai Wai, Shatin, N.T.

26052868

26022709

fmml@netvigator.com

http://www.fmml.edu.hk

88

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Lee Yan Yan Yolanda	Ms. Chiu Chit Ling	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
Free Methodist Mei Lam Primary School Limited	Faith, Hope, Love	2005	Chinese & English	School Bus	About 2000 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	\$300 (Additional Native-speaking English Teacher and improve students' learning environment and facilities)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	Mei Lam Ecological Park, LED high-definition display screen, School Counseling Office, Lift and whole school covered by wireless WiFi.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
9rooms (Positive Education Centre, STEM Room, Library, Campus TV, English Room, General Studies Room, Art & Craft Room, Music Room, Computer 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			38	Total number of teachers in the school		57
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	42%	44%	14%	10%	76%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	2	4	4	4	3	19
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	2	2	4	4	4	18
Mode of teaching at different levels		1. Small class teaching. 2. Diversified learning strategies, including cooperative learning, self directed learning and learning by doing to improve students' learning effectiveness.								
Remarks		1. P.5 Chinese and English,P4 Chinese divide 4 classes into 5 groups for teaching. 2. After-school tutoring is provided for P.6 Chinese and P.5 Mathematics.								

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	By completing progressive assessments, students are able to review their learning performance and progress. Teachers will also provide timely feedback and support to reinforce their learning by observing students' learning performance, including assignments, group discussions, presentations and data collection activities.						
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. Average class placement for P.1 to P.4, P.5 and P.6 are divided into classes 2. According to students abilities, teaching students in accordance with their aptitude, and making adjustments to their courses and homework.						

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	7	35 mins	8:00 AM	3:25 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Healthy campus (happy/green campus) 2. Healthy Eating (Healthy Snacks in the Snack Department, Fruit Week) 3. Sports Health (Morning physical activity time, morning exercises) 4. Social Wellness (Developing Emotional Intelligence)		1. Implement the timetable of "Morning classes, afternoon activities". 2. Afternoon activities include class management, growth classes, weekly meetings, creative arts, interest groups and Friday Fun Fun Zone. 3. Tutoring classes from Monday to Thursday. 4. During the "Fun Fun Zone" on Friday, students are free to participate in different types of fun activities.		

Life-wide Learning

Uniform teams such as scouts, music such as hand bell, violin, string orchestra, chorus, sports such as track and field, shuttlecock, fancy rope skipping, basketball, football, table tennis, softball, dance, active life ambassador, visual arts training, Recitation Team, Math Olympiad Team, STEAM Team, etc. A fellowship period for P.5 students to learn the truth.

School Mission

Carry out the balanced development of cultivating students in spiritual, moral, intellectual, physical, social and aesthetic education. Also gives students the opportunity to understand and accept the truth of Christ, build good character, develop their potential, and lead a prosperous life.

School Characteristics

School Management

School Management Organisation:

Divided into four categories, and different working groups are established to promote the development of schools. The school has also established a self-assessment culture and made good use of stakeholder questionnaires to collect data to continuously optimize learning and teaching.

Incorporated Management Committee / School Management Committee / Management Committee:

Our school is managed by experts including church pastor, company executive, retired government executive, accountant and doctor. Besides, we also have parent, teacher and alumni managers.

School Green Policy:

Aquaponics system facilities, Well# intelligent water filling station, energy-saving lighting system in classrooms (with user sensors and light-sensitive detectors), recycling of waste paper plastic bottles, and student environmental protection ambassadors.

School's Major Concerns:

Root in Christ (Relationship with God), Explore the Truth (Relationship with things)
Inspire the Potential (Relationship with Self: Self-Practice), Accompany in Harmony (Relationship with others)

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Teachers explain and write on the blackboard the classroom teaching objectives, so that students can clearly understand the focus of daily learning, take notes, and organize the learning content.
2. Use the skills of layered ability to ask questions to inspire students to think.
3. To design diverse learning experiences for students and to inspire students' diverse potential through different learning experiences.
4. Make good use of the class hours and the principle of class hours to provide diversified and meaningful pre-class preview and after-class extension.
5. Use the learning activity of "learning by doing" to allow students to interact with the living environment and gain experience through the operation process.
6. Evidence-based review and feedback on teaching to improve teaching and learning effectiveness.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Set up a "CAT programme" to cultivate students' abilities and interests in creativity, art and technology (STEM).
2. Utilize the class hours to achieve the campus life of class in the morning and activities in the afternoon.

Development of Generic Skills:

To cultivate students' generic skills through different activities, the school-based curriculum "Creative Arts" (Creativity, Art and Technology) is designed to allow students to develop systematically in creativity, information technology skills, numeracy skills and problem-solving skills.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Strengthen teachers, students and parents to understand the 6 virtues "24 character strengths", and cultivate students' six virtues including wisdom and knowledge, courage, spirituality and transcendence, benevolence, justice and temperance.
2. Promote the implementation of positive concepts in class management, discover students' character strengths, and assist them in giving full play to their personal character strengths.

Student Support

Whole School Approach to Catering for Learner Diversity:

The individual differences of students will be catered to through the 3 tier support model. We support quality teaching in regular lessons and always recommend potential students to join gifted programs. We also have small group teaching, after school remedial groups and Individualized Education Program to those SEN students. Adaptation programs are provided to P.1 new comers. Additional English lessons and adaptation programs are provided to students from Mainland.

Whole School Approach to Integrated Education:

We aim at building a harmonious caring campus. Our student support team plan, implement and promote whole school approach in catering students with special educational needs (SEN). We have school-based educational psychologist and school-based speech therapist to provide individual training for students in needed. We also make use of the Learning Support Grant from the EDB to employ supporting teachers and buy different services to enhance students' concentration, social and motor skills.

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:

Teachers will design tiered worksheets according to the students' abilities, as well as make adjustments to the writing homework for SEN students, such that the amount of writing is reduced. Teachers will make adjustments to dictations for these students, such as reducing the dictation syllabus, or even changing the format of dictation, such that these students can feel more confident in preparing for dictations. On top of that, the school will arrange for students with learning difficulties to have additional time or be pulled out during examinations according to their individual needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. FMML has set up "Mei Lam Parent Academy", which is committed to promoting home-school cooperation and communication between parents and children. Through different activities, lectures, groups, etc., parents can explore and research together on the issue of parenting, so as to promote children's Grow up healthily and happily.
2. Cooperate with PTAs, organize parent volunteer teams, assist in organizing study weeks for various subjects, arrange campuses, and serve as parents of old children. Chinese culture week.

School Ethos:

With the concept of unity of spirit, training and support, through the "Merrill Lynch Golden Elite Super Stars Electronic Award Program" and different themed activities, students are trained to have correct values, good morals and habits, and build independent and persevering lives.

Future Development

School Development Plan:

2024-2026 Three-Year Concerns

1. Cater for students' learning diversity, optimize learning and teaching, and enhance learning effectiveness.
2. Continue to develop positive education and cultivate students' good moral character and correct values.

Teacher Professional Training & Development:

1. Participate in teacher professional training, teaching exchange and sharing, understanding of positive education theory and skills in implementing positive education
2. E-learning, special learning needs and STEM teaching in various universities and education bureaus.

Others

1. To subsidize the training, outing competitions and exchanges of school teams in music, sports, STEAM, etc., and also provide scholarships for academic, conduct and athletic achievements to students with outstanding performance.
2. "Music Campus" Award Scheme - Honor Award
3. "The First Scratch Programming Contest and Awards Ceremony" won several group, individual and technical awards



東莞工商總會張煌偉小學
G.C.C.I.T.K.D. Cheong Wong Wai Primary School

Sun Chui Estate, Shatin, N.T.

25163000

26020490

cwwps@cwwps.edu.hk

<http://www.cwwps.edu.hk>

88

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lai Wai Kuen	Principal Leung Wai Kay Ricky	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
General Chamber of Commerce & Industry of The Tung Kun District	Knowledge and Virtue with Vigour	1984	Chinese	School Bus	About 7000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
G.C.C.I.T.K.D. Lau Pak Lok Secondary School				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
-	-	\$150 (one-off)	Fees for specific purposes: \$450 (for school development and new facilities)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	3	1	1	All classrooms are equipped with IT facilities, including smart whiteboards, Apple TVs and iPads to support e-Learning implementation.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
15 rooms (Including English Activity Room, Dancing Room, Table Tennis Room, General Studies Room (CoolThink Studio), Music Room, Steam Room, Game Room, Campus TV Studio and Visual Art 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			42	Total number of teachers in the school		45
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%	33%	96%	71%	11%	16%	73%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	2	3	4	4	4	21
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	2	3	4	4	19
Mode of teaching at different levels		Small class teaching (P.1 - P.6), using Putonghua as a medium of instruction in Chinese Language (selected classes from P.4 to P.6).								
Remarks		The Space Town Literacy Programme for lower primary levels (P.1 - P.3).								

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	We use diverse assessment methods for holistic student growth. Traditional approaches mix with creative techniques like video projects, presentations, and digital assessments. This engages students, promotes ongoing learning, and suits various learning styles. We accommodate special needs. Our strategy enhances learning, sparks creativity, and evaluates progress across multiple skills.						
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	Small class teaching without elite classes, all students are put into small classes through co-operative learning for better individual attention. Using Putonghua as a medium of instruction in Chinese Language (One class in each level from P.4 to P.6).						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:25 PM	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Eat smart, student nutrition, physical health, Eat Smart School Accreditation Scheme, SportACT Scheme, 4Rs Mental Health Charter, school sports programs from Leisure and Cultural Services Department, etc.		1. Homework tutorial periods are arranged to help and support students who have difficulty completing their homework. 2. "School ends at 2:15 p.m. on Fridays, and various kinds of extracurricular activities are provided for students.		

Life-wide Learning

We provide various kinds of extra-curricular activities for students including Drama, Phonics, Mathematical Olympiad, Track and Field, Basketball, Football, Dodgebee, Martial Art, Dancing, Drawing, Dragon Dance, Guzheng, Drumming, Cantonese opera, Chorus, Chinese Orchestra, Rock Band, Army Cadets, etc. Life-wide learning activities such as moral and civic education talks, visits, picnicking, camping and Mainland Exchange Programme are also provided.

School Mission

We are committed to providing our students with the best learning environment, enabling them to achieve all-round development in ethics, intellect, physique, social skills, and aesthetics based on their individual attributes. Additionally, we aim to instill in each student a sense of service towards the people of our country and the world.

School Characteristics

School Management
School Management Organisation: Our school is led by the Incorporated Management Committee. We have 14 administrative groups, 10 subject panels as well as different functional groups.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee consists of 14 members including the Supervisor and 13 registered managers from the commercial and educational sectors.
School Green Policy: Education on Environmental Protection is emphasized. We arrange different kinds of exhibitions and recycling activities in order to arouse students' awareness of the environmental protection. The school rooftop has been equipped with solar panels, which not only reduce greenhouse gas emissions but also serve as a practical example for students to learn about renewable energy.
School's Major Concerns: 1. Establish students' proper values and attitudes, helping students develop into good nationals. 2. Enriching students' learning experiences through learning by doing, allowing students to develop their potential.
Learning and Teaching Plan
Learning & Teaching Strategies: We use innovative pedagogy, such as Co-operative Learning, Live-wide Learning and E-learning to enhance the teaching and learning effectiveness of our school. We introduce project-learning to students in order to help them learn better and develop their generic skills.
Development of Major Renewed Emphases of the Primary Education Curriculum: Strengthening values education (including life 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; Better catering for learner diversity; Reinforcing STEAM education, and nurturing students' media and information literacy; Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.
Development of Generic Skills: We aim at developing students' 9 generic skills, namely, Creativity, Communication Skills, Critical Thinking Skills, Collaboration Skills, Information Technology Skills, Numeracy Skills, Problem Solving Skills, Self-management Skills and Study Skills.
Cultivation of Proper Values, Attitudes and Behaviours: We promote Values Education through nurturing in our students the twelve priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety". In addition, we strengthen the connection among learning activities of values education in various cross-curricular domains, such as national education and national security education, life education, media education, sex education, etc. with a view to providing students with holistic learning experience, and facilitating their whole-person development.
Student Support
Whole School Approach to Catering for Learner Diversity: We have student support team to cater for the diverse learning needs of students through the 3-Tier Intervention Model. Tier-1: Optimize classroom teaching to assist students with mild learning difficulties. Tier-2: Provide "supplementary" guidance for students with special educational needs, such as small group learning and pull-out support. Tier-3: Offer enhanced individual support for students with severe learning difficulties, for example, designing "Individual Education Plans" (IEPs).
Whole School Approach to Integrated Education: The main members of the Student Support Team include: the Vice-Principal, the Special Educational Needs Coordinator (SENCO), the Curriculum Leader, Subject Heads, Special Educational Needs Support Teachers (SENSTs), the School Social Worker, the School-based Speech Therapist, and the School-based Educational Psychologist. Utilizing the additional funding from the Education Bureau (e.g. the Learning Support Grant), to employ teaching/counseling assistants to support students with special educational needs. The support measures include: co-teaching, adaptations to teaching and assessment, counseling groups, social skills training groups, and Individual Education Plans (IEPs).
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. The non-Chinese speaking buddy reading program aims to have local Chinese-speaking students read books together with NCS students.
Curriculum Tailoring and Adaptation: We provide suitable adjustment on homework and arrangement of examination for the students with special educational needs.
Home-School Co-operation and School Ethos
Home-School Co-operation: PTA meetings and activities are organised regularly. We have established the parent volunteer team to enhance home-school co-operation. Enhancement of parents' understanding and acceptance of learner difference, arrangement of activities for parents of students with special educational needs and establishment of parent support network.
School Ethos: In strengthening the culture of love and care, we have taken part in the Understanding Adolescent Project. School-based counseling projects are launched to help students foster good virtues. Our school has been awarded the 'Caring School Award' for sixteen consecutive years and the '10-Year' Grand Prize. We have also received the 'Outstanding Caring School' awards for themes such as 'Creating Hope,' 'Advocating Justice,' and 'Promoting Life Education.' This year, we were honored with the 'Outstanding Caring School - 'Connecting with Each Other, Showing Care' Theme Award (Primary School Category).' These achievements highlight the recognition we have received and the deep-rooted culture of care in our campus over the years.
Future Development
School Development Plan: 1. Strengthen values education (especially life education, citizenship and national security education). 2. Promote balanced physical and mental development of students. 3. Cater to student diversity. 4. Implementing a student-centered cycle of learning, teaching, and assessment. 5. Continuously promote STEAM education. 6. Enhance media and information literacy. 7. Develop humanities and science subjects. 8. Strengthen the effectiveness of assessment and learning. 9. Developing career and life planning education. 10. Strengthen the articulation between different learning stages.
Teacher Professional Training & Development: By participating in programs organized by the Education Bureau and various organizations, engaging in lesson preparation, peer observation, collaborative teaching, various seminars, and educational lectures, the school arranges teacher training aligned with key development areas and new educational trends to support teacher development and promote professional growth.
Others
1. Organizing various overseas exchange activities to broaden students' horizons and enrich their learning experiences. 2. Accruing accolades in basketball, dance, and STEAM competitions, earning qualifications to represent Hong Kong in exchange competitions in Mainland, the United States, and South Korea.



聖母無玷聖心學校 Immaculate Heart of Mary School

No.1 Mei Tin Road, Shatin, N.T.

26912171

26021110

info@ihms.edu.hk

http://www.ihms.edu.hk

88

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Chung Miu Sheung Lucy	Ms. Lam Mei Wan Lydia	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
The Incorporated Trustees of the HK Province of the Franciscan Missionary Sisters of Our Lady of Sorrows	AMOR ET LABOR (Be respectful to parents, caring for the young, diligent and thrifty.)	1964	Chinese	School Bus	About 10400 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Immaculate Heart of Mary College				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
-	-	\$100 (for 6 years)	Improve teaching and learning facility \$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Canteen, Chapel.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Arts Room, Small Group Teaching Rooms, Music Room, Activity Room, Computer Room, Library, General Studies Room, Language Room, Multi-Purpose Room, STEAM Room.				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			47	Total number of teachers in the school		47
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%	31%	85%	15%	8%	77%

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		Support teachers are arranged for P.1 and P.2 to assist the less-able students to learn in small groups, and the M and S classes are divided into 3 groups in English lessons from P.4 to P.6.								
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							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	2 final examinations plus 4 Chinese, English, Mathematics and General Studies tests.						
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 are streamed. There are two elite classes, the other students are put into small classes for better individual attention.						

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	8:10 AM	3:10 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Our school advocates healthy eating, and monitors the students' lunch situation. 2. Our school has a school-based educational psychologist, a school-based speech therapist, social workers, spiritual groups, guidance teams, and pastoral teachers to care for the students' mental health.		There are morning reading classes, Friday ECA classes on alternate weeks with Moral Education classes, remedial classes, and homework classes.		

Life-wide Learning

Our school emphasizes the comprehensive and balanced development of students. Every year, different class competitions, social services, experiential learning, and cross-border learning activities are held to enrich students' learning experiences. In addition, our school has diverse activity groups, Saturday interest classes, and school teams in religion, subjects, technology. There are also service and interest groups to develop students' all-round potential.

School Mission

Through the example of Mary's compassionate love for Jesus Christ and all mankind, we are dedicated to instill in our students the sense of moral, cognitive, physical, social, aesthetic and spiritual values, so that their potentials are developed to the fullest and they grow up to become responsible citizens who are ready to face any challenges they encounter in this ever changing world.

School Characteristics

School Management

School Management Organisation:

The school is managed by the IMC. IMC oversees the running of the school. All teachers are members of one or more working teams. Senior teachers take charge of these ten working teams.

Incorporated Management Committee / School Management Committee / Management Committee:

We set up IMC in June 2013.

School Green Policy:

The school is greening the campus, participating in waste sorting and recycling programmes, cultivating students' environmental awareness, practising energy saving, and reducing waste production.

School's Major Concerns:

- 1) To enhance learning and teaching.
- 2) To nurture students to become individuals with moral values.

Learning and Teaching Plan

Learning & Teaching Strategies:

We continuously promote students' autonomous learning, develop students' potential, encourage students to participate in social services, use thinking and self-study strategies, so that students can learn well and use high-level thinking skills. We aim to cultivate students' lifelong learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Develop STEAM education, promote cross-curricular reading, and promote Chinese culture.

Development of Generic Skills:

Promote all-round learning, reading, inquiry-based projects, and use online learning platforms, to cultivate students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivate students to respect life, make a positive contribution to society, to live healthily and to live in harmony with nature.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Student Support Team plans and implements appropriate support projects according to the needs of different students in order to cater for learning diversity.

Whole School Approach to Integrated Education:

Our school is committed to establishing a culture of integration, supporting students with special educational needs in a whole school approach, providing appropriate guidance and support, such as setting up training groups, providing school-based speech therapy services, and other activities. We also tailor examinations and assessments for SEN students. The school also attaches great importance to home-school cooperation.

Curriculum Tailoring and Adaptation:

There are school-based enhancement programmes for the gifted students and remedial classes to support the less able students. There are also bridging programmes for newly arrived P.1 students and also for P.6 students, to prepare them for secondary school.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To support school development, we use notices, school newsletters, parent-teacher meetings, school websites to communicate with parents and organise parent volunteers.

School Ethos:

In line with the mission of Catholic schools, we stress the importance of nurturing good conduct and positive values in students, and we strive to cultivate an encouraging, caring and inspiring learning environment in the school. Through teachers' close relationships with students, students develop a strong sense of belonging to the school.

Future Development

School Development Plan:

We continuously optimise teaching strategies, use multiple assessment, promote learning reflection, give appropriate feedback and develop autonomous learning. Through lectures and workshops, co-planning and open classes, we promote professional exchange among teachers and establish a learning community. Through diversified learning experiences, we adhere to the vision and mission of Catholic schools. We promote a culture of integration, students caring for others, respecting life, caring for the growth of students' body, mind, and spirit, and support for students with special educational needs.

Teacher Professional Training & Development:

We have more than 3 days set aside for professional teacher training, the training programmes are based on the needs of students and teachers.

Others

-



九龍城浸信會禧年（恩平）小學
Kowloon City Baptist Church Hay Nien (Yan Ping) Primary School

Sun Chui Estate, Shatin, N.T.

26053811

26949781

enquiry@hnyp.edu.hk

http://www.hnyp.edu.hk

88

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Yip Chee Tim	Ms. Tao Kim Kwok Kajusa	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
Kowloon City Baptist Church	Please refer to the Chinese version.	2006	Chinese	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
-	-	\$30	\$450 (School Development fee and optimize learning facilities.)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	1	1	1	Accessible Wi-Fi and Intranet; Classroom facilities: air conditioner, Smart TV, projector and computer; water dispenser, ARK café and Rainbow Zone
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, Creative Media Production Centre, Library, Campus TV, Music Room, Chinese Culture Art Room, Activity Room, Life Skills Room, English Room, Legoland, Ark Theatre, Heal & Chill Zone, Polar Security Education center, Religion Room, Conference Room and Counselling 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		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
94%	97%	29%	70%	12%	23%	65%

Class Structure

2024/2025 school year				No. of classes	1	1	3	3	4	4	16
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	1	1	1	3	3	4	13
Mode of teaching at different levels		Implements small-class teaching, provide remedial classes in upper levels for the main subjects. With two class teachers in each class for catering students' needs. Implement activity-based teaching to enable students to "learn by doing". Sustainable school-based programmes such as English language teaching, STEAM and coding are designed. BYOD policy for P.4-P.6 to enhance self-directed learning.									
Remarks		Assistant teacher is allocated for support in P.1. Native English Teachers enhance P.1 students' English proficiency by teaching phonics. NSE, Life Education, ECA, Life Skill Education, English Hub and after-school tutorial classes are conducted in the afternoon. 1 class in P.4-6 is conducted in PTH in Chinese lesson.									

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							No
Diversified Assessment for Learning	Besides quizzes and exams are adopted to assess students' overall performance, meaningful assignments are designed to enhance students' thinking skills and strengthen their knowledge. To revise the effectiveness of teaching and learning, students are assessed through class observation, online assessment, elearning tasks and project 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	One elite class is streamed per level in P.4-6 to take care of the differences in learning between students of different potentials.						

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	3:15 PM	1:00 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1.Designs sports zones for students to exercise before morning assembly and recess. 2.Organizes "Joyful Fruit Month" to encourage balanced diet. 3.Host assemblies to enhance students' physical and mental well-being. 4.Implement MVPA60 with diverse activities to cultivate healthy lifestyle. 5. School social workers carry out diverse activities to promote positive mindset.		Morning reading session, morning exercise, library lesson, Moral and National Education lessons and extra-curricular activities are provided. Students can finish their homework in tutorial lessons and after school homework tutoring class.		

Life-wide Learning

No-Homework Day enriches students' learning experience, such as STEM Day, Chinese Culture Day, English Day and National Security Education Day. The gifted class includes activities like English Drama, Choral Speaking, Basketball, Rugby, Maker Entrepreneurship, Chinese Martial Arts , E-orchestra, handbell and African djembe and dance. Also, we hold interest classes, such as Brownies, Little Scientists, Rope skipping, Break dancing, Fencing, Skateboarding and Taekwondo. Exchange tours are held yearly.

School Mission

Building upon the spirit of Jesus Christ, and whole-person development, the school aims at providing high quality whole-person education to guide students to learn about God, to cultivate well-rounded characters and to serve our community.

School Characteristics

School Management

School Management Organisation:
Kowloon City Baptist Church, the School Management Committee, the supervisor of the Management Committee and school principal manage all school affairs.

Incorporated Management Committee / School Management Committee / Management Committee:
The school is now managed by the School Management Committee.

School Green Policy:
Our school promotes the idea of environmental protection through different learning experiences. We have joined the Solar Harvest 2022 from EMSD., learning hydroponics farming and microalgae. The establishment of a "Nature and Polar Safety Education" center is to enhance students' understanding of environmental conservation and sustainable development. All these are to encourage students to implement green lifestyle , and practice low-carbon living.

School's Major Concerns:
1. Expanding Value Education for Positive Student Development.
2. Making good use of learning time and creating space to facilitate students' learning.

Learning and Teaching Plan

Learning & Teaching Strategies:
Implement small class teaching, using effective teaching strategies to guide different learning methods, enabling students to acquire knowledge. The school emphasizes learning by doing to cater to diverse learning needs and to cultivate students' self-learning abilities and higher-order thinking skills. Through remedial and advanced courses, the school develops students' potential. Classroom activities utilize cooperative learning to establish a positive learning community. High-quality displays of students' learning achievements enhance their confidence. A variety of assessment strategies are implemented to promote learning through evaluation.

Development of Major Renewed Emphases of the Primary Education Curriculum:
The school is committed to promoting values education, developing life education with different themes and diverse activities during growth classes. It encourages students to participate in national and national security education activities, helping them understand the country and Chinese culture, while fostering a sense of national identity and citizenship. In terms of STEAM education, the school effectively utilizes instructional time to create opportunities for hands-on activities, developing students' common skills and inquiry thinking, as well as promoting independent and proactive learning. A variety of learning experiences are arranged, including life education classes, overseas exchange programs, lectures, and service activities. In English classes, foreign English teachers are arranged to teach phonics and reading strategies, enhancing students' ability to use English. In first-grade classes, English is integrated into music, visual arts, and physical education.

Development of Generic Skills:
Utilize diverse teaching and learning methods, along with Life-wide Learning activities to develop students' Generic Skills. Through project-based learning experiences, systematically cultivate students' research skills, collaboration abilities, problem-solving skills, critical thinking, creative thinking and communication skills. Additionally, through online platforms, the campus TV, and after-school STEAM and Creative Media Production activities to enhance students' self-directed learning, self-management and information technology skills.

Cultivation of Proper Values, Attitudes and Behaviours:
1. With the theme of "HNYP Good Citizen Month" establish a sense of empathy among students, encouraging them to care for the community and society. To promote the positive value of law abidingness and caring
2. "Star of the Class" which is The star of the class is chosen by class teachers each month, class teachers recognize and praise students who have shown improvement in behavior, attitude, or academic performance, helping to build their self-image.
3. "HNYP CEO" which students are chosen to become a CEO and have meetings with the principle. They can make suggestions regarding to school matters.

Student Support

Whole School Approach to Catering for Learner Diversity:
Our school applies 'Whole School Approach' to enhance catering for student's differences. Besides enhancing classroom teaching, we provide intensive remedial groups, after-school tutorial classes and after-school academic support programmes to students in need.

Whole School Approach to Integrated Education:
Our school has already set up the Student Support Team and a Special Educational Needs Coordinator is appointed to support integrated education and coordinate SEN programmes such as adaptation of learning and assessment, remedial learning groups, social skills training groups and school-based speech therapy services. Besides, Summary of Support for Student will be given to the parents of SEN students every year.

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:
To cater for students learning diversity teachers hold regular co-planning meetings to adjust learning and assessment based on student needs. Teachers design "tiered worksheets", homework adaptations, speech therapy services and Remedial Class for students of varying abilities. During exams, accommodations such as extended time or alternative assessments are arranged according to individual needs. We have different gifted and support programs to develop students' diverse potentials and better address learning differences.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Our school value Home-School co-operation by holding parents' day, tea gathering, parents meeting and contacting parents through calls regularly. We aim to establish an effective communication of mutual trust with the school. PTA organized parenting educational programmes, various parent-child activities, and sharing information and family tips on childcare and education. Through the volunteer team, we gain the support of parents. Parents actively support school functions and development. Mutual aid group for parents strengthening mutual support among parents and care for their mental health. We work with our parents to create a pleasant and positive learning environment to students.

School Ethos:
With Christian belief and faith, we aim to build a well-rounded personality for our children. Through teachers' love and care for students, we establish a mutual trusting relationship with our parents. Building a positive and loving campus, we provide a home for students to learn and grow. Our students learn from each other despite their different family backgrounds and their learning diversity. They learn to be considerate and caring. They love their school, respect their teachers and parents.

Future Development

School Development Plan:
1. Promote National Education: Enhance the curriculum with elements of national security education to deepen students' understanding of and sense of belonging to their country.
2. Implement Positive Education: Foster students' positive values and diverse character traits, including perseverance, diligence, and a spirit of unity.
3. Optimize Curriculum Time: Refine curriculum design to encourage interdisciplinary learning and holistic educational activities, thereby enhancing students' overall competencies.
4. Strengthen STEAM Education and Technology Integration: Advance students' creativity and problem-solving skills through improved STEAM education and the application of information technology.
5. Encourage Reading Education: Cultivate consistent reading habits and information literacy among students to promote lifelong learning.
6. Enhance Teacher Professional Development: Improve teaching effectiveness by supporting professional growth, addressing diverse learning needs, and fostering students' holistic development.

Teacher Professional Training & Development:
To cultivate an excellent professional teaching team, teachers participate in professional development plans and continuous training based on individual and school development needs. The school provides opportunities for professional growth through school-based training, workshops, and seminars on positive education, national security education, and STEAM. Teachers also engage in lesson observations, collaborative lesson planning, inter-school exchanges, and participate in professional development programs organized by the Education Bureau, enhancing teaching effectiveness and driving overall school progress.

Others

Establish "Kowloon City Baptist Church Scholarship", "Outstanding Student Scholarship" and "Best Male and Female Athlete" Scholarships. Students have demonstrated outstanding performance in various fields, Champions and second runner-up in Cantonese Choral Prose Speaking and Chinese Choral Speaking in 75th & 76th Hong Kong Schools Speech Festival. For two consecutive years, we represented Hong Kong in Beijing at the Future City (China) Competition ,earning the Grand Prize and Best Model Award in the primary group. Gold and Silver Awards in 7th Guangdong-Hong Kong-Macao Martial Arts Competition, as well as the championship at the Hong Kong Mathematics and Olympiad Elite Competition, and the boys' shot put championship at the Shatin District Primary School Inter-School Athletics Competition.



保良局王賜豪（田心谷）小學
P.L.K. Dr. Jimmy Wong Chi-Ho (Tin Sum Valley) Primary School

🏠 Estate Primary School, Lung Hang Estate, Shatin Area 2A, New Territories

📞 26062363

📧 school@plkwch.edu.hk

📠 26927711

🌐 http://www.plkwch.edu.hk

88

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. LEUNG WINSON KWAN YAU	Mr. Pat Kam Lung	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
Po Leung Kuk	Love, Respect, Diligence, Sincerity	2005	Chinese & English	School Bus	About 4700 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		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	We also have Conference Room, Garden, Fish pond, Garden in 4/F, Art Gallery.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Canteen, STEM Room, Chi-Ho Expo, Innovative Space, Play Therapy Room, English Lounge, TV Campus, Language Room, Computer Room, Activity Room, Music Room, Visual Arts Room.				Ramp, Accessible lift, Accessible toilet and Accessible public information / service counter.

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		52
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%	15%	38%	24%	24%	52%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	4	4	4	4	4	5	25
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	4	4	4	4	24
Mode of teaching at different levels		Small class size with 25 pupils in P.1-P.6									
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 assessments (examination) are held at the end of each term. Besides, by means of a wide variety of formative assessments like hands-on projects, oral presentations or written reports, self or peer assessments, we understand more thoroughly students' progress. We emphasize assessment for 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.3 students are evenly arranged to different classes without streaming. For P.4-P.6, there is an elite class in each form. Students will be arranged to the elite class according to their academic results. The rest will be arranged evenly to other classes.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:20 PM	12:30 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Implement on-site meal portioning Project. Rice and vegetable will be cooked on site to keep fresh.	We select School Lunch Suppliers according to the procedures and regulations of the Department of Health. We provide healthy lunch. Regular talks and activities are held to promote healthy eating in schools.		We had implemented On-site Meal Portioning Projects for more than 5 years. It is an environmental policy. It is meaningful to our students and help to save the Earth.		

Life-wide Learning

We focus on whole-person education. School based cross disciplinary subjects learning are implemented. Learning camp, overseas study tour are arranged. The Life Planning Program helps students think about their future. Moreover, we provide more than 40 extracurricular activities in different scopes. We have achieved excellent territory-wide and inter-school result (Golden prize) in academic, ball games, athletic, dancing and music aspects. Through these, we build up an all round student in academic and value learning.

School Mission

Our school inherits the strong tradition of the educational vision of Po Leung Kuk, which offers academic excellence and all-rounded education to our children. We aim at cultivate our children the "7-learning goals" and foster students' whole-person development.

School Characteristics

School Management

School Management Organisation:

Our school-based management is guided by the Performance Indicators for Hong Kong Schools (EDB). We structure our administration according to the four domains outlined in these indicators. Additionally, our school priorities are reflected in our setting and development plans. The self-assessment team is dedicated to enhancing the quality of education.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC was set up in 2006, including members from the Po Leung Kuk and Tin Sum Valley 6 villages, school principal, teacher representatives, parent representatives and outside school independent professionals.

School Green Policy:

We participate in environmental programs organized by various organizations such as the Environmental Department, Electrical and Mechanical Services Department, HKU, and HKUST. We have achieved good results in these programs and were awarded a merit in the 2021 "Hong Kong Environmental Excellence Award" (Primary section). Additionally, we engage in a wide range of tree planting activities. We have implemented a Central On-site Portioning policy for lunch and organize "zero food waste" activities and energy-saving seminars for students. Various settings and facilities, such as water-saving devices and LED lighting, have been installed to promote environmental protection messages.

School's Major Concerns:

- 1. To enhance the efficiency of teaching and learning.
- 2. To promote positive thinking in the campus.
- 3. To learn more about the community and global issues.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school promotes adaptive learning to cater to students' diverse learning needs. We use picture books and novels to strengthen students' reading abilities and combine them with various activities to establish a comprehensive language learning environment. All subjects incorporate presentation training to enhance students' respective skills. STEAM education has been integrated into both the formal and informal curriculum. A new General Studies (GS) curriculum will be launched in the coming year. Developing students' self-directed learning abilities, generic skills, proper values and attitudes, and knowledge of Key Learning Areas (Seven Learning Goals) are our main concerns.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education (including positive education, life 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; better catering for learner diversity; reinforcing, STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.

Development of Generic Skills:

Through different class activities, life-wide activities, project learning and library lessons, we cultivate students' nine generic skills in all dimensions which includes basic skills, thinking skills and personal and social skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To nurture students' positive value system, we have arranged moral lesson, school-based positive value education program, assembles, seminars, national education and M+ project. Our philosophy of cultivating students is 'encourage more and blame less'. This can create a harmony and loving atmosphere in school.

Student Support

Whole School Approach to Catering for Learner Diversity:

We provide comprehensive support for individual differences and tailor our approach to meet the specific needs of each student. This includes arranging assistant teachers to collaborate with classroom teachers, as well as setting up study groups and support plans outside of class. We use cooperative and electronic learning methods to enhance interaction between teachers and students, as well as among students themselves. Collaborative teaching is applied in all classes to maximize learning efficiency.

Whole School Approach to Integrated Education:

We have implemented the Whole school approach in integrated education. We set up the Student Support Team to coordinate the three-tier support mode. The team provides early identification and appropriate support for students according to their special educational needs. Different services are provided (including Reading and Writing Skills Training Group, Social Skills Training Group, Attention and Focus Training group, school-based speech therapy services, etc.) We place great emphasis on Home-School Cooperation.

Curriculum Tailoring and Adaptation:

School-based tailoring system. We provide basic, middle and high level curriculum for different students. Tailoring are arranged in learning and assessment. All the tailoring will be evaluated regularly. During exam, adjustments are provided to students in need according to EDB adaptation mechanism.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Parent-Teacher Association holds regular meetings to facilitate home-school communication and build effective partnership.
- 2. The members of the PTA cooperate with the school to organize various activities, such as Primary One Adaptation Days, Teachers' Day, graduation ceremony, Parent-Child Picnic Day, Chinese Cultural Day, Christmas party for parents, the annual meeting of the PTA etc., to develop parents' potential and strengthen parent-child relationship.
- 3. The PTA is committed to promoting parent education and equipping parents to support their children's growth.

School Ethos:

The school ethos is modest and reflects the school's values. Through moral education morning and weekly assembly, and speeches under the national flag, we aim to foster the good values and national identity of students and inculcate their civic responsibility of laws and regulations. We also aim to create a positive campus atmosphere for students and cultivate a culture of mutual respect and appreciation among students, building a positive and supportive community.

Future Development

School Development Plan:

- 1. Catering for the newly announced curriculum and design our school based one.
- 2. Our school promotes adaptive learning, focusing on the learning diversity of student.
- 3. Strengthening values education (including positive education, life education, national education and national security education)
- 4. Strengthen the learning effect under the valued experience accumulated in BYOD in the past years.
- 5. Strengthen students' reading abilities, allowing students to learn through reading.
- 6. Actively promote e-learning and STEAM education.
- 7. Cultivate students' self-directed learning, problem-solving abilities, and creative thinking.

Teacher Professional Training & Development:

- 1. Throughout the school based staff development, the continuing professional development held by different organizations and the collaboration with different institutions to enhance the quality of professional and teaching skills of the teachers.
- 2. Formulate long-term professional development programs, so that teachers can have a systematic development of specialist training and cater for learning diversity.

Others

- 1. There are more than 5 scholarships in our school.
- 2. PLK puts a lot of resources to improve the school standard.
- 3. We have arranged bridging course from Kindergarten to Primary One. We also have policy to help P.6 students transit to Secondary One.
- 4. Extra-curricular activities is particularly prominent in P.E, dance, music and English Drama.
- 5. Variety Show is held every year to provide a performance platform for students to show what they have learnt in ECA aspect.



沙田官立小學 Shatin Government Primary School

Sun Tin Wai Estate, Shatin, N.T.

26053304

26022489

stgps@edb.gov.hk

<http://www.stgps.edu.hk>

88

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Yip Sau Mei	Ms. Lee Lai-mui,Agnes	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
EDB/HKSAR Government	Humanity, Stamina, Contented, Sincerity	1981	Chinese	School Bus	About 7511 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Shatin Government Secondary School, Helen Liang Memorial 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
-	-	\$70	\$280	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
29	1	1	1	Campus TV, Conference Room, STEM Learning Centre, Climbing Wall, Basketball Court and Green Roof.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Art Room, IT Learning Room, Student Guidance Room, Parents' Resource Room, Multipurpose Room, P.E. Room.				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment				53	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%	96%	46%	48%	4%	18%	78%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	4	5	5	29
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	5	4	5	29
Mode of teaching at different levels	Incorporate learning groups and collaborative teaching methods, implementing the (mix mode) New funding mode, so as to enhance pupil's learning.						
Remarks	There are a total of 29 classrooms in our school. Small class teaching mode is adopted.						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	1	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Improving evaluating learning effectiveness through a variety of formative assessment system and summative assessment. there will not be any tests and exams in P.1.				
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	Two elite classes and two to three ordinary classes in P.4 - P.6 level. Mixed ability class streaming in P.1 - P.3. Starting from the 2023/2024 school year.				

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	3:00 PM	12:20 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and or delivered by parents.	Our school promotes healthy lifestyle by participating in the 'EatSmart@School Campaign' and implementing a series of healthy eating projects. Regular activities are given to promote the message of healthy diet.		We select Pupils' Lunch Supplier according to the procedure and regulations of the Department of Health. Detailed healthy eating instructions are given for the pupils to develop good eating habits. Special monitoring committee is established to monitor and evaluate the operation.		

Life-wide Learning

To cater for pupils' whole person development, various activities are held such as School Flag-guards, Cub Scout, Hong Kong Road Safety Patrol, Athletic Teams, Badminton Group, Squash Teams, Lion Dance Group, Dance Groups, Ceramic Group, School Choir, Violin Class, fencing, Percussion Class, Marching Band, Drama Club, English Classes, Math elite training classes and STEAM learning groups etc. Students can also learn beyond classroom by joining excursions, school picnic, athletic meets, educational camp and the study tours outside Hong Kong.

School Mission

Promoting effective learning of our pupils through enjoyable school life. Facilitating whole person development. Developing individual talent and abilities. Equipping our pupils for lifelong learning. Encouraging our pupils to play a constructive part in our society, our country and the world.

School Characteristics

School Management

School Management Organisation:

Under the leadership of principal, a total of 3 vice principals and the panel heads of 15 committees: academic affairs, discipline and guidance, extracurricular activities, school affairs, curriculum, student affairs, moral civic education, national education, student support, subject based curriculums and STEAM are responsible for the teaching and administrative work. Besides, other teachers are allocated to different committees to assist the work of the panel heads and general teaching.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School Management Committee was established in 1999 to implement school management. The chairman of School Management Committee is a directorate officer from the Education Bureau. Other members include the school head, representatives from the teachers and the parents, alumni as well as community members. Meetings are held regularly to discuss school policies and to enhance school quality.

School Green Policy:

The school promotes environmental protection messages through various channels and by organizing different activities. At the same time, there is also a green manager to promote environmental protection messages to students. There is regular evaluation of the effects of environmental protection measures.

School's Major Concerns:

- 1. To help students attain healthy and flourishing lives.
- 2. To foster students' potential, creativity, inquiry and problem-solving abilities through all round learning.
- 3. To nurture students' positive values so that they can become good citizens who are responsible, committed and able to contribute.

Learning and Teaching Plan

Learning & Teaching Strategies:

Enhancing students' communication skills and problem-solving skills through developing their High Order Thinking Skills. Enriching students' learning experience through diversified learning activities like educational visits. Planning annual learning activities with cross-curricular themes and encouraging students to read so as to facilitate students' knowledge building through inquiry-based and group learning. To keep pace with the times, information technology skills, collaborative skills and self-directed learning ability are developed to enhance students' interest in learning and teaching effectiveness.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Providing sufficient class hours and learning hours to foster students' time management, multi-comprehensive ability, personal accomplishment and social skills so that they can become good citizens who can distinguish right from wrong.

Development of Generic Skills:

Implementing project learning and STEAM activities to develop students' generic skills and foster their independent learning ability and scientific inquiry spirit are implemented through daily lessons. Coding and Scratch learning are implemented in P.1-P.6 Computer Studies to develop students' mathematical thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To promote a positive values and National Security Education based on a whole school approach through establishing the campus environment, setting up a school-wide participation rewards program, production of campus TV programmes and 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:

To help students with SEN, 3-Tier Support Model and Early Identification and Intervention are adopted to cope with students' learning. Strategic plans are designed to cater for individual learning needs so as to enhance students learning in Chinese, English and Mathematics.

Whole School Approach to Integrated Education:

Learning Support Grant (LSG) and various school resources are pooled together to provide students with special educational needs (SEN) with support services flexibly and strategically. Professional advice will also be given to parents in meetings if necessary. Students with weaker learning abilities are provided with extra support through remedial classes before and after school, co-teaching schemes, peer tutoring programmes, school-based speech therapy service and support provided by teaching assistants in our school.

Curriculum Tailoring and Adaptation:

Curriculum tailoring and adaptation enhance students' learning and show their learning outcomes. Interesting and challenging learning activities are designed for students with higher learning abilities before and after lessons. For example, Mathematics Elite Classes, scientific inquiry tasks, and sports training programs are provided for the gifted student to stretch their abilities and potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Through various home-school programmes and activities, our school promotes a cooperative home school environment, which facilitates a good learning environment for our pupils. Organizing parent-teacher gatherings in all the levels to encourage effective communication among parents and teachers. Through regular periodicals, circulars and pamphlets to foster effective information flow between school and parents. Intimate connection between school management committee and PTA committee, maintaining good home school cooperation.

School Ethos:

Our Discipline and Guidance Committee designs and organizes personal growth programmes for the whole school, cultivating a caring and harmonious school culture. Encouraging pupils to participate in various uniform groups and voluntary service groups, to cultivate good moral values and school ethos. Primary One adaptation programme is organized each year to allow smooth transition of our pupils to their primary school life. Implementing peer tutoring programme to enable senior students to assist juniors in their studies.

Future Development

School Development Plan:

- 2024-2027 major concerns:
- 1. Cultivate students' mental health literacy and jointly build a healthy and happy campus.
 - 2. Promote STEAM education, strengthen students' computational thinking, and improve their problem-solving skills.

Teacher Professional Training & Development:

To enhance teaching effectiveness, teachers are given regular sessions for collaborative lesson preparation and lesson observation. The school invites scholars to give talks for teachers on teaching-related issues. Outside-school visits and interflows are also organized for teachers.

Others

'Outstanding Student Election' reward learning, service, physical education and art aspects of student excellence. "Self-Challenge Award Scheme", "Ms Tse Lai-wah (Headmistress) Scholarship" and "Alumni Association Scholarship" reward academic excellence and disciplines of student progress and services.



東華三院洗次雲小學
TWGHs Sin Chu Wan Primary School

Annex Block, 38 Chik Fuk Street, Tai Wai, Shatin, N.T.

26949272

26027661

scwps@tungwah.org.hk

http://www.scwps.edu.hk

88

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tseng Hing Yip York	Mr. Wong Wai Hing	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					73%
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 and Faithfulness	1987	Chinese	School Bus	About 3451 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
-	-	-	\$350	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	1	1	Inno Space, Green Kitchen, JC Merry-Go-Play facilities, Classrooms are equipped with smart interactive screens
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Green Classroom, Creative Zone, Craft Lab, Art Lane, CoolThink @JC Studio, Campus TV, Library, Dancing Room, Conference Room, Small Group Activity Room, Table Tennis Ground, Mathematics Room, English Room, Melody Hub.				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			44	Total number of teachers in the school		47
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
94%	81%	17%	58%	19%	21%	60%

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. Implement small class teaching, use Putonghua to teach the Chinese Language subject in one class for P2-P6. 2. Promote Positive Classrooms with more observation, more encouragement and more sharing. 3. Implement cooperative learning to foster a positive learning community. 4. Students' learning performance in all aspects are treasured and recognized.								
Remarks		1. Provide opportunities for students to develop their fullest potential in all areas. 2. Provide remedial lessons for students who need extra support in learning. 3. Co-teaching oral and phonics lessons by two Native English teachers and our English teachers.								

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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	We use diversified progressive assessments to understand students' learning progress for feedback for P.1 students; and there are 3 summative assessments for P.2 - P.6 students. Progress Assessments are carried out regularly to check students' learning progress. Different modes of assessments are used in different subjects such as peer assessment, self assessment, oral presentations, etc.				
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	For P.1 is mixed-abilities classes. For P.2 to P.6, there is one Putonghua class for each grade, while the remaining classes are mixed ability classes.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:05 AM	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school is focused on the physical and mental health of students and emphasizes their fitness development. We have established morning exercise, Moral and Civic Education lessons, Life Education lessons, and Positive Education lessons. Additionally, we have arranged a "Fruit Month" to encourage students to eat more fruit.		Our school's priority is the holistic growth of our students, with an emphasis on language development. Different interest groups and activities are organized to develop students' multiple intelligence. Start 'One Sports/Arts a Year' Scheme to spark students' interests. Promote 'STEAM' and 'Electronic Learning' education to nurture students' interest in learning, creativity, collaboration and problem solving ability.		

Life-wide Learning

- A great variety of extra-curricular activities are organized as follows:
1. Serving activities: Flag Raising Team, Girl Guides, Voluntary Team etc.
 2. Performing Arts: Oriental Dance, Ink Painting, Choir etc.
 3. Academic activities: Speech Festival, Debate Team, Mathematical Olympiad School Team etc.
 4. Sports: Table tennis, Swimming, Football, Martial Arts, Jump Rope etc.
 5. Leisure activities: English Drama, Game Programming etc.

School Mission

Our mission in education is to provide comprehensive and multifarious services to children and young people to enable them to exert their full potentialities and, eventually, to serve the community. We are committed to achieving an all-round development in our young generation through the provision of a congenial learning environment, equipping young people with the necessary skills and knowledge, and nurturing them to become good citizens with a willing commitment to worthy causes and a genuine concern for social affairs. We firmly believe in the school motto: 'Diligence, Frugality, Loyalty and Faithfulness' as the guiding principle in the moral and intellectual development of our children and young people. We strive to promote proper values and a positive outlook on life and encourage them to lead to a full 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 Curricular Development Section, English Curricular Development Section, Information Technology and STEAM Section, Academic Section, Moral and Civic Education Section, Special Educational Needs Section, Public Relations Section, Guidance and Counselling Section, Activity Section and Student Affairs Section etc. The culture of self-evaluation has been well established. Continuously improve school management by effectively utilizing self-assessment questionnaires, observations, and interviews.
Incorporated Management Committee / School Management Committee / Management Committee: Incorporated Management Committee was established in February 2006. Different parties including sponsoring body, school principal, parents, teachers, alumni and independent have been invited to serve on the IMC to contribute to the development of the school, to approve the financial budgets and to prepare for the changes of the personnel.
School Green Policy: 1. Make good use of resources, implement waste reduction. 2. Cultivate environmental habits, practise green life. 3. Build a green campus. 4. Setting up a hydroponic greenhouse and solar panels for teaching purposes. 5. Cultivate environmental protection ambassadors on campus and promote environmental protection activities.
School's Major Concerns: 1. Strengthen values education to promote physical, mental, and spiritual health. 2. Enrich students' learning experiences and enhance learning effectiveness through diverse teaching strategies.
Learning and Teaching Plan
Learning & Teaching Strategies: Our schedule allocates joint-class activities such as Reading Lessons, Moral and Civic Education Lessons, Life Education Lessons and Interdisciplinary Subject Courses. The Co-operative Learning Approach and the Student-Centred Learning Approach have been adopted in our school since 2005 to improve students' participation during the process of learning.
Development of Major Renewed Emphases of the Primary Education Curriculum: Our school curriculum focuses on fostering students' active learning, healthy lifestyles, National Security and Values Education, Chinese culture, media and information literacy and STEAM education. STEAM education plays a vital role in school curriculum which led by General Studies and integrate with other subjects that allows students to fully develop their generic skills and investigative thinking; as well as learn actively and independently. To nurture students' proactive use of technologies, enhance media and information literacy, and digital creativity, our students from P.4 to P.6 have joined CoolThink Project Computational thinking education. Moreover, our school emphasizes positive education, and diverse and comprehensive learning activities which strengthens students' awareness on Chinese culture, active and healthy lifestyles, and to promote their interest in extensive and active reading habit so as to improve their balanced physical and mental growth.
Development of Generic Skills: The school introduced integrated studies and STEAM curriculum in Primary One to Six, we aim to improve the students' generic skills, reading skills and thinking skills. Develop a moral and civic education curriculum based on the core values of Tung Wah Group of Hospitals and help students develop positive values and attitude towards life.
Cultivation of Proper Values, Attitudes and Behaviours: Our school believes that all students have potential and hopes they will discover and showcase their individual talents through learning. We also emphasize nurturing twelve key values and attitudes. We are committed to the physical, mental, and spiritual well-being of our students, actively promoting positive education. By collaborating with external organizations and enriching students' learning experiences through National and Citizen Security Education, Media and Information Literacy, Sex Education, and Growth Courses, we aim to facilitate holistic development.
Student Support
Whole School Approach to Catering for Learner Diversity: We have student support teams (classroom, group and individual) to cater for the learning needs of students through the 3-Tier Intervention Model. It helps improve students' learning abilities, enhance cooperative learning in the classroom and develop students' diverse talents with small steps.
Whole School Approach to Integrated Education: A student support team is established to identify and support students with different learning needs. We carry out 'Whole School Approach' and 'Students' Learning Support Scheme' to ensure that a comprehensive support service is provided for students. Various programs and strategies are in place to support students. Our school emphasizes the importance of home-school collaboration and establishes a regular communication mechanism. We maintain contact with parents through meetings and electronic platforms to review student support strategies.
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: Teachers of the Chinese Language Subject and English Subject always sit together for the level meetings for preparing the lesson plans. Tailoring and adaptation is always made for the pupils' needs. Besides, Chinese Literature Programme, Picture book reading, 'iRead' English programme and reading strategies are adopted so as to encourage pupils learning effectiveness. Each subject introduces different learning strategies and higher order thinking skills to supporting student learning.
Home-School Co-operation and School Ethos
Home-School Co-operation: Many of the school activities were held successfully and effectively with the help of the parents in the network. On the other hand, seminars on different topics are held for the parents. Besides, there are activities held for both parents, students and teachers.
School Ethos: Our school puts a strong emphasis on guidance and counselling and establishment of a positive culture. A whole school 'Star Pupil Award' system is set up in recognition of students' performance and achievement. Personal growth programmes are organized to promote positive values and attitudes among students for whole-person development.
Future Development
School Development Plan: 2024-2027 Major Concerns: 1. Strengthen values education to promote holistic well-being. 2. Enrich students' learning experiences and enhance learning effectiveness through diverse teaching strategies.
Teacher Professional Training & Development: Our school values the development of professional teacher teams. In addition to establishing Teacher Development Days, we also organize professional development seminars and workshops for staff. Through teacher learning circles, collaborative lesson planning, classroom observations, evaluations, exchanges, and teaching sharing, we aim to enhance teaching effectiveness.
Others
Scholarships and awards are offered to students with outstanding achievement, improvement in academic studies, Outstanding Conduct, Active Learning, Extra Curricular Activities, Outstanding Talent, Overseas Learning Incentive Program etc. Overseas visits and interflows are arranged every year to widen students' horizons.



香港九龍塘基督教中華宣道會台山陳元喜小學
Christian Alliance Toi Shan H. C. Chan Primary School

Chung On Estate, Ma On Shan, Shatin, N.T.

26339277

mail@catshcc.edu.hk

26339080

https://www.catshcc.edu.hk

89

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Wong So Chun	Ms. Yuen Wai Size	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					67%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kowloon Tong Church of The Chinese Christian And Missionary Alliance	The fear of the LORD is the beginning of wisdom: and the knowledge of the Holy One is understanding. Proverbs 9:10	1984	Chinese	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		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$450 (Teaching facilities, support of teaching and learning activities, maintenance of special rooms and facilities.)	\$20 (Replacement of student card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Each classroom has air-conditioning and is equipped with a computer, audio-visual equipment and an interactive touch panel.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Immersive Learning XR Zone, 2 STEAM Rooms, 1 Computer Room, Student Activity Room, English Reading Room, Music Room, Art Room, Library, Reading Zone, Learning Corner, Parent Resource Centre.				Ramp, Accessible lift, Accessible toilet, Accessible public information / service counter 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			56	Total number of teachers in the school		63
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%	97%	26%	66%	22%	31%	47%

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		Small class teaching with collaborative learning strategies are adopted for all classes. Starting from P.3, students are streamed according to their academic performance. Life-wide joint-class learning activities and multiple intelligence activities are organized to nurture students' intellectual and physical development.								
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	Self and peer assessment, observation, presentation and performance are implemented. Formative assessment is emphasized to promote students' learning effectiveness and summative assessment is adopted to reflect students' performance.						
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 and P.2 are not streamed. P.3-6 are streamed based on learning ability and are adjusted annually. One of the classes in each level (P.3-P.6) using Putonghua as the medium of instruction for teaching Chinese will be adjusted according to students' needs every year.						

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	7	35 mins	8:10 AM	3:30 PM	12:35 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and Parents can also send the lunch boxes to the students.	1. Encourage balanced nutrition with more vegetables and less meat to develop healthy eating habits. The lunch committee selects and monitors the food quality regularly. 2. Provide two active break times each day. 3. Implement "Sweating Tuesday" for students to do exercise. 4. Organize morning exercise sessions every Thursday and Friday. 5. Set a no-homework day each month to encourage parent-child games.		School ends at 2:15 p.m. on Fridays.		

Life-wide Learning

Solo and Choral Speaking (including Cantonese, English and PTH speech), Musical, Chinese Dance, Ballet, Skipping, Basketball, Badminton, Football, Handball, Track and Field Events, Taekwondo, Gymnastics, Martial Arts, Brownie, Cub Scout, Gardening, Community Youth Club, Visual Arts, Music training includes Choir, Rhythm Band, Chinese drums, Violin, Steam team, Coding team, Japanese & Korean Classes, study tours and self-care camp.

School Mission

The School is committed to providing a quality, all-round liberal education based on Christian principles and values. We believe that 'Train a child in the way he should go, and when he is old he will not turn from it.' (Proverbs 22:6) We love children and truly believe their experiences at our school should be full of God's Word, His love and lots of fun. It is our purpose to equip our children to build a strong foundation with our Lord Jesus Christ!

School Characteristics

School Management

School Management Organisation:

Our school is led by the IMC. The administrative groups, subject panels and different functional groups work under the Principal's leadership.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee established on 30th August, 2008.

School Green Policy:

- 1. 'One Person, One Flower Scheme' aims to promote a green culture and learn to care for plants.
- 2. Promote environmental protection by recycling old school uniforms and second-hand textbooks.
- 3. Establish a green pastoral place, let students participate in organic farming.
- 4. Electronic notices and no paper meetings.
- 5. solar photovoltaic system.

School's Major Concerns:

- 1. Implement values education based on the Bible through multiple pathways and collaborative efforts.
- 2. Promote self-directed learning with whole-school participation and diverse strategies centered around the four learning approaches.

Learning and Teaching Plan

Learning & Teaching Strategies:

Small class sizes are used with differentiated assignments to address individual differences. Cross-curricular reading elements are integrated into lessons to enhance students' reading skills and train them to learn from texts. Cross-curricular learning is promoted by connecting different subjects through a common theme, making learning more relevant to real life. For P.4 to 6, a "Bring Your Own Device" (BYOD) programme is implemented, utilizing multimedia for interactive learning. Other levels also use electronic software and platforms for online assessments, providing immediate feedback and showcasing learning outcomes. A life-wide learning approach is adopted to broaden various learning experiences and develop students' generic skills. After-school activities offer diverse opportunities to nurture the diverse potentials of students.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. The school has 5-6 Native English teachers, maintaining a teacher-student ratio of no more than 1:6 to enhance students' English speaking skills and confidence.
- 2. In the first term of P.1, there will be no homework, assessments, or exams to reduce pressure on students and parents, thereby strengthening the transition from kindergarten to primary school.
- 3. Each level will include Forest Run curriculum to enhance experiential learning.
- 4. Weekly flag-raising ceremonies and assemblies will reinforce education on national identity and security.
- 5. Students will be taught reading strategies to promote extended reading, strengthening their language skills and self-learning abilities.
- 6. P.4 to P.6 will include STEAM courses, in conjunction with general knowledge and computer studies, to develop students' critical thinking and problem-solving skills, as well as to cultivate information literacy.

Development of Generic Skills:

Through STEAM activities, outdoor learning, study tours, e-learning and cross-curricular learning, students develop communication, problem-solving, collaboration, creativity, and self-directed learning skills. By employing coloured thinking skills, students are encouraged to think from multiple perspectives, fostering creativity and critical thinking. Various classroom activities enhance students' information literacy, enabling them to apply and cultivate these generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Through moral and civic education, life education and personal growth lessons, life skills curriculum, Forest Run Curriculum, religious activities, various subject curricula and diverse learning experiences, students are nurtured in twelve priority values and attitudes. This helps them approach issues related to personal, family, societal, national, and global contexts with a framework for judgment, empowering them to practise and take responsibility.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Character Education: Foster a culture of mutual appreciation and acceptance.
- 2. Affective Teaching: Cultivate students' optimistic attitudes and beliefs.
- 3. Gifted Programmes: Implement enrichment courses to enhance higher-order thinking and train sports and arts teams.
- 4. Support Measures: Homework tutoring sessions and training groups for students with special educational needs.

Whole School Approach to Integrated Education:

We adopt the Whole School Approach which addresses the diverse learning needs of students, fostering a caring and supportive campus life. The school provides School-based Educational Psychology Service, School-based Speech Therapy Service, and various after-school training groups. This is implemented under a 3-tier Support Model to ensure students receive appropriate care.

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:

- 1. School-Based Curriculum: Chinese "Lower Primary Tiered Teaching Support Programme," English RWI Phonics Programme, Mathematics visual problem-solving, General Studies Exploratory Programme, Six-Coloured Thinking Skills Programme, and STEAM Programme.
- 2. Gifted Students Training Groups.
- 3. Support Plans tailored to individual students' special educational needs.
- 4. School-Based "Life Growth" Curriculum.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Each year, we hold Parents' Day, Parent-child Sports Day, Parent-child school picnic and home visits. The Parent-Teacher Association's Parent-child reading groups and Parent Volunteer Team assist and support the school's life-wide learning activities. Various monitoring committees oversee the quality of services from suppliers for lunch, uniforms, school buses, and textbooks. The Parent-Teacher Association also co-organizes parent classes each year, teaching parents how to nurture their children academically, morally, and spiritually, while allowing them to share and support one another.

School Ethos:

- 1. Integrated approach to spirit, discipline and guidance, caring campus: To love God, oneself and others by cultivating good characters and positive values based on the truth and teaching in the bible. To promote inter-house activities to foster relationships among students of different levels. To help and love one another, to grow in the love of God and develop a harmonious and caring culture.
- 2. Learning without borders: Diversified and life-wide learning experiences are provided. Students are motivated to join various activities and social services.
- 3. To serve with love: To train leaders and set up role models; to integrate resources and give back to the community and the society.

Future Development

School Development Plan:

Multiple Pathways and Collaboration to Implement Values Education Based on the Bible

- 1. Construct and design a school-based values education framework grounded in biblical principles.
- 2. Through various subjects, groups, cross-curricular and diverse learning activities, cultivate students' knowledge, emotion, thought and action to practise values education.
- 3. Collaborate with families to establish twelve priority values and attitudes for students.
- 4. Promote national education to help students understand national conditions.

Whole-School Participation and Diverse Strategies to Promote Self-directed Learning with Four Learning Approaches as the Core

- 1. Design lessons using the four learning approaches (self-directed, collaborative, co-learning, and guided learning).
- 2. Develop a cross-curricular reading (RAC) framework.
- 3. Plan to establish an "AI Self-directed Learning Space," equipped with robots, enabling students to interact with AI to enhance their Mandarin and English speaking skills.

Teacher Professional Training & Development:

- 1. Establishing Learning Communities: Facilitate systematic and high-quality collective lesson planning, classroom observation, and evaluation through teacher collaboration, sharing, and observation to enhance professional exchange and improve teaching and learning effectiveness.
 - 2. Meeting Social Needs and Keeping Up with the Times: Provide training for new teachers, subject knowledge and teaching skills development, and professional conduct training.
- Engage in exchanges and sharing with external organizations and partner schools to promote professional development and growth.

Others

Each year, students in P.4 to P.6 participate in overseas study tours to Hangzhou, Taiwan and Korea to engage in overseas exchange and learning. P.3 life education camp aims at enhancing students' self-management, collaboration, and leadership skills. P.1 to P.6 life skills curriculum and Forest Run Programme help train students in problem-solving, independence, and caring for nature. Additionally, life education and personal growth lessons for P.1 to P.6 cover topics such as self-awareness, self-worth, respect and care for others, harmonious coexistence with nature, and valuing life. The virtual reality learning room is also available to enrich students' learning experiences and enhance teaching effectiveness.



基督教香港信義會馬鞍山信義學校
ELCHK Ma On Shan Lutheran Primary School

Heng On Estate, Ma On Shan, Shatin, N.T.

26429118

info@mluthps.edu.hk

26433927

http://www.mluthps.edu.hk

89

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lai Ping Fai, Tony	Ms. Kan Shuk Ching	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 Evangelical Lutheran Church of Hong Kong	Rectify Mind, Cultivate Person	1987	Chinese & English	School Bus	About 3500 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		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	School development fee \$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	1	1	1	MOSLPS InnoTech Eco Park, Tropical Eco Zone, MOS Lutheran Noah's Park, The fruit of the Spirit Park, Climbing Wall, Tartan Track, Meeting Rm
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STREAM Room, VR Room, Aviation Room, Adventure Room, Ceramic Room, Campus TV Station, English Room, Music Room, Dancing Room, Library and two Multi-purpose Activity Rooms.				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			40	Total number of teachers in the school		47
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%	40%	77%	57%	30%	13%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	3	4	3	3	20
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	3	4	3	21
Mode of teaching at different levels		We have small class teaching in P.1 to P.6. We have different learning classes and groups for students based on their abilities. We also have Elite class.								
Remarks		Cooperative learning approach in P.1 to P.6.								

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	1. Formative and summative assessments are conducted in all subjects. 2. Diversified modes of assessment such as oral presentation, practical performance, self-assessment, peer assessment and parent assessment are adopted in different subjects. 3. Conduct a diversified potential assessment based on students' participation in different extracurricular activities.						
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	According to the academic performance and the conduct of the 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	8:10 AM	3:30 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	As a health promoting school, we aim to nurture our students to obtain healthy eating habits and the concept of environmental protection. We also participate in Community Chest Straighten Up School Campaign, the Jump Rope For Heart Scheme and Active School Scheme held by Hong Kong Elite Athletes Association.		To help our students build up a healthy lifestyle and enhance their environmental protection abilities, we join the "Joyful Fruit Month" activities of 'EatSmart@School.hk' Campaign held by Department of Health. We join "The Pilot Programme on Installing Smart Water Dispensers in Schools" and held "Cleanliness Competition".		

Life-wide Learning

- 1. Dynamic School and positive thinking programme are implemented to discover students' talents and promote Positive Education.
- 2. More than 55 items of extra-curricular activities and uniform teams are organized to develop the multi-intelligence of our students and develop their self-confidence.
- 3. Excursions and exchange tours and service education are organized to widen students' horizons and develop students' love and caring attitude.

School Mission

- 1. To provide an excellent and supportive learning environment to help our students acquire holistic and balanced development with respect to the areas of ethics, intellect, physique, social skills, aesthetic and spiritual growth.
- 2. To nurture our students with positive values and attitudes of learning, and to care about our society and the environment by serving our community.
- 3. To guide our students to show caring to the development of community and country and appreciation of Chinese culture.
- 4. To provide quality school education in an environment of joy, love and care to help students acquire diversified learning experiences.

School Characteristics

School Management
School Management Organisation: The Evangelical Lutheran Church of Hong Kong (ELCHK)
Incorporated Management Committee / School Management Committee / Management Committee: Our IMC was established in 2011. There are 15 members. The members of which include the school managing directors, principal, teachers, parents, alumni and professionals.
School Green Policy: 1. Participate in the One Person, One Flower Scheme to enhance students' environmental protection awareness. 2. Nurture our students to be more environmentally friendly through training up "Student Environmental Protection Ambassadors" to promote recycling. 3. Invite different organisations to increase students' awareness of environmental protection in the form of seminars and interactive activities.
School's Major Concerns: 1. Utilize diversified teaching strategies to enhance the effectiveness of learning and teaching. 2. Enhance national and state security education as well as positive education to cultivate students' correct values.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. With children as the focus, we are committed to developing into a happy learning school that sparks students' curiosity and encourages them to actively pursue knowledge. We encourage students to go beyond the classroom and participate in local study tours and overseas exchange activities to gain a broader and more comprehensive knowledge. Through service learning, we cultivate students' good character and foster a caring culture. 2. Positive dynamic curriculum: Through diverse activities such as STREAM courses, virtual reality experiences (VR), featured music experiences and emerging sports activities, we enable students to develop multiple intelligences. Additionally, we offer over 60 sports & uniform team training programs to discover students' talents and build their confidence. 3. Positive thinking curriculum: By teaching different positive thinking and problem-solving methods, we enhance students' positive thinking abilities. 4. Establish classes that teach specific subjects in English.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Optimize the effectiveness of teaching timetables; Implement dynamic and positive education; Foster whole-person development. 2. Optimize the quality of learning and teaching cycle to cater for learner diversity. 3. Enhance the implementation of STREAM education; Make good use of technology education to enrich students' life-wide learning experiences. 4. Strengthen learning and reading across the curriculum to foster students' lifelong learning capabilities.
Development of Generic Skills: Generic skills are fundamental to learning. Students have the opportunities to develop their own generic skills through the learning and teaching of the KLAs, project learning and life-wide learning situation. Collaboration skills, communication skills and higher-order thinking skills are highlighted.
Cultivation of Proper Values, Attitudes and Behaviours: Our school has actively been promoting values education. Apart from inculcating twelve major social values and attitudes into students as well as implementing national security education, our school actively promotes positive education. We do hope that our students are capable of making the most of the strength of their good personalities and accumulated personal experiences in positivity to react to emotions and situations. Students are expected to show a positive attitude towards overcoming challenges in pursuit of a fruitful future. Additionally, we incorporate external educational resources and promote whole-school participation towards "My Pledge to Act - Be grateful and treasure what we have, stay positive and optimistic" School-based Award Scheme and "Little Buddies" Scheme.
Student Support
Whole School Approach to Catering for Learner Diversity: Learning Support Committee implements remedial classes in P.1 to P.6 for the needs of students of different abilities in main subjects. Small-class teaching is adopted for main subjects to cater for learner diversity. Homework guidance and peer-support groups are given after school hours to students who need extra assistance. Cambridge English training and Math Olympiad training are also provided to enhance students' abilities.
Whole School Approach to Integrated Education: We have a Special Educational Needs Coordinator (SENCO), Special Educational Needs Support Teachers (SENSTs), School-based Speech Therapist and a school social worker as our core members of the student support team. We use such principles and consideration on the deployment of resources, e.g. teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, individual education plan, the mechanism in soliciting parents' views and discussion on student progress.
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: School-based adaptation and adjustment have been made in the curriculum and assessment to provide support for students with different needs and enhance their learning effectiveness. Besides, gifted enrichment courses are developed to provide extra learning opportunities for gifted students.
Home-School Co-operation and School Ethos
Home-School Co-operation: PTA acts as a good medium of communication between the school and the parents. It organizes an army of volunteers that are actively involved in different school activities. It also organizes parents' talks and the annual joint parent-child school picnic.
School Ethos: 1. Employ Jesus Christ as our role model and encourage students to place a strong emphasis on Christian faith in their daily lives. 2. With well-established disciplinary and counseling policies, students can have all-rounded development in self-discipline and excel in academic performance and humanities. Students are nurtured to cultivate positive attitudes and values and sow the seeds of love towards themselves and others. 3. Implement diversified educational activities serving disciplinary and counseling purposes to help students cultivate a positive attitude towards lives in a hope that they can be capable and confident enough to face up to challenges. 4. Strengthen communication and cooperation between parents and school in order to support students' growth.
Future Development
School Development Plan: 1. Optimize learning and teaching in order to cater for learner diversity. 2. Implement school-based values education. 3. Arrangement of teaching in English: P.1 to P.5 English learning classes; Except for English subject, Mathematics, Visual Arts and Music are taught in English; Certain units in Mathematics and General Studies are taught in English in P.6.
Teacher Professional Training & Development: 1. To disseminate good practices in teaching, panel meetings are held regularly. Teachers exchange their good teaching practices and share the materials gained from teacher development workshops and seminars. 2. Through co-planning, collaborative teaching and peer observation, teachers can enhance the effectiveness of teaching and learning. 3. Team-based and whole school training workshops focusing on schools' development priorities are organized for teachers. Teachers are encouraged to attend external seminars. 4. To explore new teaching initiatives and methods, teachers actively participated in seed projects and support programmes organized by EDB, QEF and universities such as STEM education, "Enhancing Small Class Teaching" programme and E-learning to incorporate educational innovations and the most up to date teaching models.
Others
Aiming to broaden our students' horizons, our school organizes exchange tours to different foreign countries regularly. Visits and academic exchange activities with our partner school in Mainland are also arranged.



香港道教聯合會純陽小學 H.K.T.A. Shun Yeung Primary School

30 On Chun Street, Ma On Shan, Shatin, N.T.

26422355

26335202

syps@syps.edu.hk

http://www.syps.edu.hk

89

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Ip Kwok Him	Ms. Tsai Hua Mei	Established	Aided Whole Day	Co-ed	Taoism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					45%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong Taoist Association	Please refer to the Chinese version.	1995	Chinese	School Bus	About 12000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$60	Fee for Specific Purposes: \$380	Fee for get back the Student Card: \$25

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
32	2	1	1	Tuck Shop, Baseball Field, Organic Garden, Fish Pond, Fish and Vegetable Symbiosis, Solo Energy System, HappyLand.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Mindfulness Room, Indoor Sports Stadium, Multi-purpose Room, Computer Room, STEAM Room, Music Room, English Room, Visual Arts Room, SY Café, VR Centre, Self Learning Centre.				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			42	Total number of teachers in the school		51
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
78%	98%	25%	27%	23%	23%	54%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	4	4	4	5	21
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	2	4	4	4	18
Mode of teaching at different levels	Small class teaching and learning is run in all primary levels. Co-operative learning approach is used to enhance students' learning. In addition, self-directed leaning and e-learning are developed.							
Remarks	To cater for learner diversity and enhance learning effectiveness, our school organises various Enrichment Programmes, Intervention Programmes and Remedial 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	Diversified assessment is conducted for Chinese, English and Mathematics by way of quizzes and exams. To consolidate students' learning, project learning and STEAM competitions are held in General Studies.				
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.4 Classes with mixed abilities P.5 - P.6 Classes Streaming				

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	3:25 PM	12:15 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Recognised as an EatSmart School that promotes healthy eating on campus. 2. Participating in School Sports Programme that are organised by LCSD and several environmental schemes including "Greening School", "Solar Photovoltaic Power Generation", "Aquaponics", "MVPA60", etc. to help students develop a healthy life.				

Life-wide Learning

Our school offers various extra-curricular activities e.g. English Drama, Maths Olympiad Class, Drum Team, Baseball Team, Volunteer Group, Boy Scouts and Girl Guides, Ceramic Art, Oil Painting, etc. Study tours are organised.

School Mission

Our mission is to provide a holistic education based on Taoism, placing equal emphasis on students' moral, intellectual, physical, social and aesthetic development.

School Characteristics

School Management

School Management Organisation:

IMC, Principal, Vice Principal, PSM, ASPM and CM, different administrative groups and subject panel teams

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was established in 2007-2008 school year.

School Green Policy:

- 1. Solar panels installed.
- 2. Students have to bring their reusable cutlery for lunch at school.
- 3. Environmental Protection Group is set up.

School's Major Concerns:

- 1. Enrich students' learning ability.
- 2. Cultivating students' positive values and attitudes.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Using diversified teaching strategies, such as e-learning, flipped classrooms, note-taking, and extended learning, to help students construct knowledge across various subjects.
- 2. Promote STEAM and programming teaching that cultivate students' creativity.
- 3. Arrange life-wide learning activities to enable students learn outside the classroom.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Promote positive education, cultivate students' positive characters. Promote tradition culture to strengthen students' recognition of national identity.
- 2. Catering for student diversity intensively: Improve teaching strategies, design tiered learning worksheets, implementing 'Talent Show' to showcase students' diverse talents and increase their confidence.
- 3. Strengthen STEAM education: Combine the knowledge of various subjects and promote "Learn more fun IT knowledge" programme.

Development of Generic Skills:

Project learning, science competition are organised to develop students' collaboration skills, communication skills, creativity, problem solving skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Positive Education to cultivate student's perseverance. Through mindfulness practicing, the students could be direct their attention on purpose.

Student Support

Whole School Approach to Catering for Learner Diversity:

A Gifted Education Group to implement the plans for gifted students .A 'Student Support Team' to implement 'Remedial Classes' and 'Community-based Projects'.

Whole School Approach to Integrated Education:

Split classes, Remedial classes, School-based Educational Psychology Service, school-based Speech Therapy Service and Individual Education Plans have been implemented. "Parents' University" conduct various parents education programs.

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

Curriculum Tailoring and Adaptation:

- 1. Enrichment programmes: Musical Team, Mathematics Olympiad, Drama, Steam.
- 2. Intervention programmes: Remedial Classes, Intervention groups and Newly-arrived Children Bridging Course.
- 3. For less able students, provide homework and examination adjustment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents actively participate in school activities. The Parent-Teacher Association organizes annual parent-child trips, annual meetings, volunteer tea gatherings, parent interest classes, Chinese Cultural Day with booth games, a concert to honor parents and teachers, and parent-child adventure activities.

School Ethos:

Helping the students to build a strong sense of "Self-discipline" and "Community care". We are actively promoting "Positive Education" and "Mindfulness Training".

Future Development

School Development Plan:

- 1. Fully promote students' physical and mental health to enhance their happiness.
- 2. Promote immersive English learning, English lessons are taught by NETs.
- 3. Optimize the school-based curriculum to expand students' learning experiences and perspectives.
- 4. Align with future demands to strengthen students' self-directed learning abilities and information technology application skills.

Teacher Professional Training & Development:

- 1. Cultivate positive values and a proactive attitude among teachers to create a caring culture and enhance counseling skills.
- 2. Strengthen the collaboration between local and NETs to jointly design high-quality curricula and learning activities.
- 3. Make effective use of classroom time to deepen experiential and holistic learning models, inspiring students' spirit of exploration.
- 4. Broaden teachers' local and international educational perspectives, enhancing their ability to integrate technology effectively into teaching.

Others

- 1. Happy School Recognition Campaign (Primary School-Star Award)
- 2. 76th Hong Kong Schools Speech Festival (2 Champion,1 Third and 48 merit)
- 3. 76th Hong Kong Schools Music Festival (1 Champion)
- 4. Hong Kong Baseball Tong Wai Ki Cup 2024/2025 (1 Champion,1 Second,1 Third)
- 5. Shatin Primary Schools Basketball Competition (Boys-Third)



九龍城浸信會禧年小學 Kowloon City Baptist Church Hay Nien Primary School

Chevalier Garden, Ma On Shan, Shatin, N.T.

26411213

26400688

info@haynien.edu.hk

http://www.haynien.edu.hk

89

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Poon Hing Fai	Ms. Choi Yuen Ling Phyllis	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
Kowloon City Baptist Church	Respect, honesty, parental obligation and diligence.	1988	Chinese (incl.: Putonghua) and English	School Bus	About 6000 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		Action 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	Sculpture walk, green path, reading corridor, solar energy generation system.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM room, Computer room, Library, Music room, Art room, TV campus production centre, Multi-purpose activity room, Counselling 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			45	Total number of teachers in the school		47
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	42%	45%	17%	28%	55%

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		Small class teaching is implemented in P.1 to P.6. An intensive remedial teaching program is offered to students of lower ability with special needs.								
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	Diversified assessments for learning in different subjects help our students attain the objectives of learning and their progression towards achieving these objectives. Teachers can understand their students' strengths and weaknesses in learning; and guide them to improve and self-regulate their work so as to move to the next stage of learning, eventually becoming self-directed learners.						
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 according to academic performance from Primary 4 to Primary 6.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:00 PM	12:25 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We have implemented the "School policy on Healthy Eating" and gained the honour of "Caring School Campus Award Scheme". Physical Fitness Award Scheme, Healthy Eating Plan, Fruit Day and Reduce Schoolbag Weight Programme are also promoted. Students can enjoy concerts, song dedication and various types of activities during lunch recess.		Students are provided with more than sixty kinds of diversified activities after school hours. There are also more than ten kinds of activities on Saturday. These activities provide the children the opportunity for a more comprehensive education.		

Life-wide Learning

Students have ample opportunities to develop their interests and talents in sports, music, dance, drama and STEM, such as String Orchestra, Percussion Training Course, Choirs, Basketball Team, Athletics Team, Swimming Team, K-pop Dance, Chinese Dance, Chinese Chess, Mandarin Drama, Cantonese Drama, English Drama, Taekwondo, Fencing, Baseball, Gifted Mathematics Class, Science Interest Programme, Flag Guards, Light clay, Acrylic painting, Visual Arts training Course.

School Mission

The School aims to provide an ideal environment for students to learn. Students have balanced input in moral, intellectual, physical, social, aesthetic and spiritual education. Students are eager to learn in the harmonious atmosphere.

School Characteristics

School Management
School Management Organisation: Our school is managed by Social Welfare Department (School Section) of Kowloon City Baptist Church. Supervision and policy decisions are executed by the Incorporated Management Committee.
Incorporated Management Committee / School Management Committee / Management Committee: An Incorporated Management Committee was established in 2009.
School Green Policy: Renewable energy device, collection of recyclable materials to raise students' sense of environmental conservation.
School's Major Concerns: Develop students' language, self-learning abilities, positive thinking and individual potential.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Provide high-quality holistic education through core subjects, supplemented by information technology, and teamwork of teachers. Plan interdisciplinary courses on different themes. 2. Take advantage of small classes to promote cooperative learning. 3. Provide students with training activities for the development of multiple intelligences after school. 4. Increase students' diversified learning opportunities through collaborative teaching and outdoor learning.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Students can grasp the learning objectives of the lesson, engage in learning activities, and love learning (Will). 2. Students can be responsible for their own learning and prepare lessons diligently before class. 3. Students can make good use of appropriate learning tools and learning skills (Skills), such as electronic-learning, higher-order thinking skills, and actively participate in classroom activities. 4. Students can evaluate their own learning outcomes, thereby monitoring their own learning progress and self-reflection. 5. Students can conduct extended learning on topics they are interested in. 6. Students can build positive thinking from the learning process and strengthen their will to learn.
Development of Generic Skills: Students can develop their generic skills through core curriculum, project learning, joint curricular activities and co-operative learning.
Cultivation of Proper Values, Attitudes and Behaviours: Through School Based Students Guidance Programme and Life-wide learning Activities, we provide different activities for students and their parents to acquire positive experiences. In this way we can help students to develop a positive mindset, to cultivate an attitude of gratitude and to learn how to care about people. We hope our children can be good role models for others.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Specialized counseling groups are set up for students with learning difficulties, and teachers also provide individual counseling for students with special learning needs. 2. Take into account students' learning differences in class, divide them into heterogeneous groups, use the strong to lead the weak, increase student interaction and jointly improve each other's abilities. 3. Provide diversified gifted courses for gifted students.
Whole School Approach to Integrated Education: Our school has established a Student Support Team which consists of the Principal, Vice Principal, the Guidance teacher, Special Educational Needs Coordinator and senior teachers, to provide support programmes and assistive facilities in assessment to cater for students' abilities and needs. This enables students to achieve their expected learning objectives. By making use of the Learning Support Grant, we also employ specialists to provide assistance to students. We offer remedial learning groups, social skill, behavioural and emotional training, reading and writing learning groups, attention building, school-based speech therapy services and individual education plans. Our team also reviews the accommodation measures with teachers, parents and specialists from time to time.
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..
Curriculum Tailoring and Adaptation: To better cater the learning needs for our students, we offer a comprehensive school-based curriculum for Maths at P.1 level, IT from P.1 to P.6, and the Primary Literacy Programme (Reading and Writing) in English from P.1 to P.3. School-based Reading Skills and Writing Skills Workshops are also designed for P.4 to P.6 students, aiming to develop these skills spirally and systematically. We use Putonghua to teach Chinese Language from P.1 to P.6. Students are given the opportunity to complete the more challenging aspects of their homework with teacher support in the 9th lesson every day.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. Students excel in academics and character in an environment filled with Christian love. The cultivation of arts and sports has also been effective. 2. The Discipline and Counselling Group and the Civic Education Group work together to train students to be self-disciplined and abide by the rules, as well as to help and love each other. The head teacher is the core of a class. They accompany students in their growth. Their responsibilities are not only to impart knowledge and solve confusions; they are also the ones for students to share their inner joys and sorrows.
School Ethos: Discipline and counselling tutors work alongside with teachers in civic education to motivate students to behave well and cooperate with each other.
Future Development
School Development Plan: 1. Improve students' self-learning ability and broaden their horizons and knowledge. 2. Build the school into a "caring campus" so that students can learn in a harmonious, mutually supportive and pleasant environment. 3. Develop students' potential, increase their self-confidence and interest in life. 4. Promote school-based teacher training on lesson planning, observation and evaluation. 5. Promote positive education.
Teacher Professional Training & Development: 1. Teachers participate in frequent professional school development workshops. 2. Teachers are encouraged to develop cross-border academic and cultural exchange activities. 3. Teachers acquire new skills and improve an existing lesson plans through frequent interaction with partner schools, including lesson observations and experience sharing workshops. 4. Teachers conduct regular peer observation classes, co-planning meetings and collaborative teaching to foster a culture of sharing and professional growth.
Others
1. Five scholarships are offered to recognize students with excellent academic performance, outstanding athletic performance, outstanding performance in extracurricular activities, significant improvement in academic performance, and active practice of environmentally friendly living. 2. Our school organizes study tours every year to broaden students' international horizons.



馬鞍山靈糧小學 Ma On Shan Ling Liang Primary School

Lee On Estate, Ma On Shan, Shatin, N.T.

26430707

26432077

school@mosllps.edu.hk

http://www.mosllps.edu.hk

89

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Woo Po Shan Faustine	Mr. Chan Chi Pun	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					64%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Ling Liang World-wide Evangelistic Mission Hong Kong Ling Liang Church	Faith, Hope, Love. It always protects, always trusts, always hopes, always perseveres. Love never fails.	1993	Chinese & English	Nanny van	About 4300 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
-	-	-	SBM \$400	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
31	2	2	1	31 Multi-media Classrooms equipped with computers, projectors and visualizers.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Steam Lab, GoFunLand, i-Lab, Computer Room, Music Room, Visual Art Room, School History Room CUM National Education archive, English Learning Room, Student Activity Centre, PTA Room, Conference Room, Mini-Hall.				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				59	Total number of teachers in the school		63
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%	31%	46%	22%	31%	47%	

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	6	5	5	5	5	31
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	6	5	5	5	31
Mode of teaching at different levels	In order to empower the talented and bolster the weak, enrichment programmes are implemented to challenge and extend talented students in the areas of Maths, languages, STEAM and IT. For weaker students, small sized classes are offered on weekends, to provide them with extra assistance.							
Remarks	-							

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	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	Along with written papers, our assessments of student performance include listening and speaking exams in Chinese and English, Science experiments playing recorder and composition in Music and class work in Visual Art. We foster the development of generic skills and students' self-learning ability through cross curricular learning, performance assessment and formative 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	Our classes are comprised of students with mixed 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	8:20 AM	3:40 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our committee is devoted to promoting the four main health concerns: physical activities, healthy eating, mental and social health. By joining the School 'NutriAgent' Project, we aim at implementing a healthy eating policy. Mandarin dance, morning run, simple exercises and rock climbing at recess, eye exercises and Jump Rope for Heart Programme are arranged to promote a healthy lifestyle.		Chinese and Western orchestra, handbell and handchime, choir, Chinese dancing, K-pop, gymnastics, handcrafting, chess, Little Engineer, STEAM 4WD, clay pottery, oil painting, skateboarding, swimming, track and field, table tennis, football, basketball, volleyball, rugby, dodgeball, Boy Scout, Girl Guide, choral speaking, English drama, fencing, decathlon, Road Safety Patrol, tea arts, reporters, Flag-guards, etc.		

Life-wide Learning

To enrich students' learning experiences, they are encouraged to step out of the classroom and participate in various activities, such as Cross-curricular Learning Week, visits, adventures and forest schools. Throughout the week, diversified learning activities are organized for students to cultivate their multiple intelligences, including over forty items in academics, sports, arts, technology and engineering, drama, and uniformed groups. Music, drama, and mathematics have also received numerous awards.

School Mission

Our Mission is to provide a balanced, broad-based primary education founded on the spirit and teachings of Jesus Christ. We promote the acquisition of knowledge and the development of talents through science, sports and arts. Our graduates should possess confidence, life-skills and strength of character to equip them for further education and to become valuable members of the society.

School Characteristics

School Management

School Management Organisation:

Under the Incorporated Management Committee and the leadership of the Principal,2 vice-principals, 13 PSM Senior teachers head the 4 major management domains where sub-committees are categorized under the organised structure.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Ma On Shan Ling Liang Primary School

School Green Policy:

- 1. Raise student's environmental awareness and understanding of the relationship between human activities and environmental protection through participating in Robotics, STEM and Green Innovation Program and Environmental Ambassadors etc.
 - 2. Arouse students' concern for the environment and its sustainable development and promote green living through diversified school-based green activities.
 - 3. Encourage energy saving, waste less and low carbon living style.
- eNotice delivers school notices and announcements to students and parents.

School's Major Concerns:

- 1. Take care of students' "Holistic Health" and establish a healthy school.
- 2. Optimize learning and teaching strategies to accommodate learning diversity and enhance the effectiveness of learning and teaching.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. School-based curriculum includes using Putonghua as the medium of instruction in Chinese Language lessons, P.6 English Mathematics, P.5-P.6 General Studies in English, a school-based online learning platform, and the Professor Paws Pet Cadets Programme for P.4 students, as well as a Chinese and Traditional Medicine Course.
- 2. Outdoor learning after school, inter-school activities, project learning, Campus TV, Life-wide Learning Day, in-school charity bazaar activities, and exchange trips to China and overseas (Singapore, USA, Taiwan, Ireland, etc.) are organized to facilitate current curriculum development.
- 3. Utilize information technology as an effective learning tool to enhance students' learning.
- 4. Implement gifted education programs. Apply various learning and teaching strategies, such as cooperative learning, metacognition, and experiential learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We specially created Integrated Programme to connect various learning fields, promote value education (including life education, national and national security education, interdisciplinary learning, media and information literacy) and strengthen STEAM education, creating space to promote students' balanced development. We optimize the overall curriculum planning, design Reading Across Curriculum, and continue to provide students with diverse, appropriate and meaningful learning experiences in and out of the classroom using the forest programme. This promotes students' whole-person development.

Development of Generic Skills:

Through the Easter Egg Hunt, STEAM activities, and cross-curricular learning week, students can explore and investigate a variety of interesting topics, and creativity is encouraged. We also organize "Little School Reporters" to help students improve their interviewing and writing skills in both English and Chinese, encouraging them to be aware of the ongoing events happening around them. The School Elite Variety Show, Education Expo, Primary Five Debate, and other extracurricular activities provide numerous opportunities for students to excel. Establishing a Student Union and school junior journalists helps develop students' communication, organization, and leadership skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Positive life education is provided through various initiatives, including the Perseverance 21 experiential activities, values education films, and the JUST FEEL Compassionate School Programme. In addition, volunteer training and service opportunities are offered through the JC Volunteer Together School-Based Programme, which encourages students to engage with their communities. Furthermore, we promote financial literacy through the JC Financial Education Programme, ensuring that students are equipped with essential life skills. To support a healthy lifestyle, we offer activities such as morning jogging, Putonghua Dance, bouldering and health workshops. Moreover, an e-platform for the "Rainbow Hero Award Scheme" has been established to encourage students to actively participate in these activities and realize their potential.

Student Support

Whole School Approach to Catering for Learner Diversity:

Different strategies are used in the classroom, including metacognition, cooperative learning, e-learning and thinking strategies, to cater to the diverse needs of students. Bolster the weak: School-based remedial lessons are offered and support teams which provide specific assistance for students with special educational needs are available for helping students to set their learning goals and plans as well as arranging them with different counseling classes. Enrichment programmes: With multi-variety extra-curricular activities to build on students' strength in different aspects such as Chinese, Mathematics, English and STEAM.

Whole School Approach to Integrated Education:

Our Student Support Team implements the Whole School Approach to Inclusive Education, fostering an inclusive culture for students with special educational needs. Supported by Learning Support Grants and a School-based Speech Therapist, we offer social skills training, speech therapy, individual education plans, and accommodations for homework and assessments.

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 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. Curriculum adaptation in Chinese, English, Maths and General Studies.
- 2. Implementation of assignment and assessment accommodation.
- 3. Provide suitable curriculum adaptation for SEN students.
- 4. Extra time allowance, reading aloud of papers and enlarged question papers are provided for students with SpLD in reading and writing.
- 5. Provide counselling programs, enhancement classes and various elite learning groups.
- 6. English Mathematics for P.6 and General Studies in English for P.5 - P.6.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We believe that home-school cooperation allows us to complement each other, support students' learning, and foster their positive values and whole-person development. With this goal in mind, we organize and host various events, such as Parents' Nights and Info Days about the school-based curriculum, to share the importance and value of the home-school partnership with parents. Our Parent-Teacher Association encourages parents to participate in talks, parent-child workshops, and various voluntary positions at the school. Additionally, we provide appropriate parent education programs to build a healthy parent support network and help parents gain a better understanding of our philosophy and educational objectives.

School Ethos:

An integrated guidance and discipline approach is the primary emphasis of our school's vision. By incorporating Christian values and positive education, we aim to cultivate in students the values of positivity, as well as an appreciation and respect for life. In the fields of moral, civic and national education, various services and teams, such as the student leadership scheme, flag-guard squad and other uniformed groups, are available to help inculcate self-discipline and civic responsibility in students. Meanwhile, the well-being of students is also supported through teacher-student periods and various school-based activities. Our goal is for students to build effective interpersonal skills while also taking care of their mental health for whole-person development.

Future Development

School Development Plan:

- 1. Take care of students' "Holistic Health" and establish a healthy school.
- 2. Optimize learning and teaching strategies to accommodate learning diversity and enhance the effectiveness of learning and teaching.

Teacher Professional Training & Development:

We organize various school-based staff development activities, lesson collaborative planning sessions and hosting workshops to enhance the effectiveness of teaching and professional exchange of teaching experiences among teachers in China and Hong Kong.

Others

Our school has a collection of awards such as "UNICEF Child-friendly School Award", "Inviting School Fidelity Award" (IAIE), "Caring School Award", "Green School Award" and "Hong Kong Awards for Environmental Excellence - Gold Award", School Drama Festival "Adjudicators Award" throughout the recent years.



馬鞍山循道衛理小學 Ma On Shan Methodist Primary School

11 Hang Ming Street, Ma On Shan, Shatin, N.T.

26309219

26309768

mail@mosmps.edu.hk

http://www.mosmps.edu.hk

89

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Tsin Tak Shun	Ms. Hui Yee Shan	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 Methodist Church, Hong Kong	The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding. (Holy Bible: Proverbs 9:10)	2000	Chinese (incl.: Putonghua) and English	Nanny van	About 6700 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
-	-	-	Optimize the campus Fund (\$450 annual)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Tutorial rooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, computer room, language room, science room, visual art room, music room, game room, English room, Rock climbing wall and multi-purpose room.				Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path and Accessible public information / service counter.

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		62
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%	26%	47%	22%	26%	52%

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	We adopt mixed abilities streaming classes. Through the school-based curriculum, we encourage pupils to learn at their own pace. Besides, we adopt co-operative teaching, brain-based learning, and peer group learning to facilitate learning and teaching.						
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							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	Besides the examination, we adopt project learning and formative assessment to assess the achievement of the pupils.						
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	Classes with mixed 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	7:55 AM	3:05 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We have developed our School Health Policy and were awarded the Silver Award in the Hong Kong Healthy Schools Scheme. We organize different activities to develop students to have good physical and mental health.		We have developed our school-based Life Education Curriculum and themed activities at all levels, in order to establish positive values, enhance students' self-esteem and develop a good self-image.		

Life-wide Learning

Chinese, English and Putonghua speech team and drama team, choirs, different kinds of musical instruments teams, different kinds of sports teams, athletics team, dance team, Rope Skipping team, Elite groups of Chinese, English and Maths, STEAM group, Robot coding team, Boy Scouts, Girls' Brigade, Boys' Brigade and student fellowship etc. Besides that, we organize cultural tour for students every year. Co-curricular activities and community service-learning is also held.

School Mission

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

School Characteristics

School Management

School Management Organisation:

The school is managed by the Incorporated Management Committee of Ma On Shan Methodist Primary School.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee has 17 directors, which includes 10 sponsoring body managers, the Principal, 2 teachers, 2 parents, 1 alumnus and 1 independent member, and has an alternate manager.

School Green Policy:

We have appointed a senior teacher as the resources warden to ensure strict implementation of resource-saving measures, including the economy in the use of paper, electricity, water, and encouraging to reduce of kitchen waste, etc.

School's Major Concerns:

Cultivate correct values and establish a healthy attitude towards life.
Optimize learning and teaching effectiveness, and cultivate students' active and proactive learning attitude.

Learning and Teaching Plan

Learning & Teaching Strategies:

We use "Brain Based Learning (BBL) " strategies to promote classroom interaction to maintain students' learning motivation. We also organize different learning and training programs to cater for student diversities before and after school. There are more than 50 extra-curricular activities organized for students every week. Besides, we also design different learning programs to help students develop their nine generic skills through formal teaching and hidden curricula such as assembly, visits, and sports day. Adopting a "three-tier structure model" to promote school-based gifted education, and also infiltrate the 13 gifted education HOT skills in the classroom to enhance students' learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school places a high of emphasis on life education. We implement the school-based quality life education and civic education curriculum to help students cultivate correct values, national identity awareness, and have better understanding of Chinese culture. We also emphasize on talent development programs, providing top-notch groups and HOT skills training via curriculum. We apply flexibility in arranging our academic subjects, mainly academic subjects in the morning and E+courses in the afternoon, in which cross-curricular collaboration and experience activities are promoted. To cater our students' diversity, we develop blended learning strategies and introduce BYOD programs. In addition, we encourage students' active participation and nurture their self-driven attitude by designing diversified coursework. We embrace the development of interdisciplinary STEAM education and extra-curricular activities, so as to prepare our students to face challenges.

Development of Generic Skills:

In addition to general classes, students can develop their generic skills through morning assembly and weekly assembly, the afternoon broadcast, book sharing session, project learning, cross-subject curriculum activities and experience activities.

Cultivation of Proper Values, Attitudes and Behaviours:

The school focuses on the whole-person development of students, promotes life education, and cultivates students to develop their personal strengths and potentials. Establish school-based E+classes to enhance teacher-student interaction, and enhance students' resilience through caring for campus culture, positive thinking education and class activities. At the same time, "6A Character Education" is promoted to build students' virtues and cultivate their character strengths, and encourage home-school cooperation to jointly cultivate students with "6A". School-based award scheme to encourage students to pursue self-practice. We also promote national security education to help students gain a better understanding of our country.

Student Support

Whole School Approach to Catering for Learner Diversity:

We use "diversified learning skills" to cater for students with different abilities, and supporting teachers will help the students to finish the tasks in class. We also have remedial teaching, intensive remedial teaching, and a gifted program to cater for student diversities. We have also offered different activities to develop students' potential, such as programs for gifted students, enhancement programs for outstanding students in Chinese, English or Mathematics, Understanding Adolescent Project, etc.

Whole School Approach to Integrated Education:

Our student support team includes a vice principal, Special Educational Needs Coordinator (SENCO), primary school curriculum leader, school guidance teacher, gifted education coordinator, school-based educational psychologist, and school-based speech therapist. Via the Learning Support Grant, we also recruit support teachers in class and provide professional training to the students with educational needs.

Curriculum Tailoring and Adaptation:

We have curriculum adaptation for the SEN students and special programs for the gifted students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Every year, there are 300 parent volunteers who help the school implement activities. The PTA organizes parent seminars, parent-child trips and teacher appreciation banquets every year to increase parents' understanding of the school. A sense of belonging and enhancing parent-child relationships. In addition, there are several parent concern groups, such as lunch, school uniforms etc. Two parents are selected every year to join the school board to participate in school affairs. In 2011, our school was awarded the "Excellent Caring Campus", "Most Caring Home-School Cooperation" Award, "Most Creative Service Project" Volunteer - Action Award and "Sha Tin District Outstanding Family Volunteer" from 2017 to 2019.

School Ethos:

We emphasize the moral and civic education, the value education, so that students can have a good personality.
1. We design school-based Quality Life Education program to enhance the value education, build up students' good self-esteem and develop their good self-image.
2. We organize different kinds of extra-curricular activities and training programs for inter-school competitions to establish a sense of belonging and self-confidence.
3. Through class management activities, positive thinking education, character education, etc., we create a positive and caring atmosphere in the campus.
4. We have established the trust and close relationship with our parents.
5. We organize different activities to enhance students' national identity.

Future Development

School Development Plan:

1. Comprehensively implement positive education.
2. Continue the BYOD scheme from P.4 to P.6.
3. Develop a cross-subject moral character reading curriculum for P.1 to P.5.
4. Optimized school facilities to create a more comfortable and safe learning environment.

Teacher Professional Training & Development:

1. According to the Annual School Plan, we formulate our school-based development policy in order to enhance teaching and learning effectiveness.
2. To equip teachers through continuing education and external training program.
3. Encourage teachers to join competitions and share their teaching methods to public.

Others

1. List of School Award Scheme:
 - a. Best Conduct Award: Rev. Wong Tsok Memorial Scholarship;
Ma On Shan Methodist Church Scholarship;
 - b. Academic Award: Parent Teacher Association Scholarship;
 - c. Reading Award: Superior Reading Award;
 - d. Outstanding Sports And Arts Award: Alumni Association Scholarship.



馬鞍山聖若瑟小學
Ma On Shan St. Joseph's Primary School

Heng On Estate, Ma On Shan, Shatin, N.T.

26429186

26433929

info@mossjps.edu.hk

http://www.mossjps.edu.hk

89

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lau Kai Sun	Ms. Yeung Chui Shan	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
The Minister in HK of the Order of Friars Minor	Deus Meus et Omnia (My God and All)	1987	Chinese (incl.: Putonghua) and English	School Bus	About 3500 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		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	\$300	-

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 blackboards. There are counselling room, gym room, student activity centre and Prayer Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Eight Rooms (STEM room, Visual Arts Room, Music Room, Computer Room, English Room, Campus TV Station, School Library, Sensory Integration 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				36	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%	37%	66%	50%	11%	39%	

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	2	3	3	4	4	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	2	2	3	3	4	16
Mode of teaching at different levels		Small class teaching approach is adopted with e-Learning strategies in order to cater for learning diversity. Enhancement classes, tutorial classes, remedial classes and new immigrant classes are also provided.								
Remarks		From P.2-P.6, each level has at least one Mathematics class which is conducted in English. There are modules in General Studies conducted in English throughout P.1-P.6.								

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	Modes of assessments include regular school day performance through listening, speaking, reading, observing learning attitude and performing creative task process. Diversified modes of assessment are also used such as project learning, e-assessment and performance 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	From Primary Two to Primary Six, remedial lessons and small group teaching are arranged.						

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	7	45 mins	8:15 AM	3:30 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. The Lunch Monitoring Committee monitors the food quality provided by the supplier. 2. SportACT Award Scheme and group sports games are conducted. 3. The school-based self-care ability module is launched in General Studies in lower primary levels, aiming at nurturing healthy lifestyle and attitude. 4. The school joins 4Rs Mental Health Charter.		STEAM learning activities, PLP-Reading and Writing lessons, personal development lessons and school-based civic education programme are launched. The school will start implementing Primary Humanities and Primary Science from P1 and P4 in the 2025/26 school year.		

Life-wide Learning

Boy Scouts, Young Pioneers of Christ, Red Cross Little Buddies, Community Youth Club, Drama Team, Little Reporters, Reading Club, Math Olympiad, Spike Coding, VR Production, LEGO, Choir, Recorder Band, Hand Bell Team, Violin Class, Chinese musical instrument class, Visual Arts Group, Dance Team, Gymnastics, Rope Skipping, Athletics, Volleyball, Basketball, Fencing, Boulderling, Gardening and more Saturday activities

School Mission

We uphold the core values of Catholic education, committing to and nurturing the values of truth, righteousness, love, life, and family, and putting them into practice with the spirit of Minority and Fraternity.

School Characteristics

School Management

School Management Organisation:
The IMC of Ma On Shan St. Joseph's Primary School

Incorporated Management Committee / School Management Committee / Management Committee:
Members of IMC, manager, principal, teachers representative, parents representative and professional.

School Green Policy:
The school has developed policies about protecting the environment to raise students' awareness of environmental protection.

School's Major Concerns:
Cater for students' learning diversity through diversified learning strategies;
Create a positive campus atmosphere and promote the positive development of students' physical, mental and spiritual health.

Learning and Teaching Plan

Learning & Teaching Strategies:
Through diversified reading activities, students can develop positive reading attitudes and habits. The school has collaboration with the EDB and other institutions to develop school-based curriculum in order to nurture students' self-directed learning habits and develop generic skills. Extra activities are arranged before lessons and after lunch time, such as reading programmes, morning exercise, singing Putonghua songs, English assembly and civic education programmes.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. To launch interdisciplinary activities in the afternoon twice a week, offering diverse learning experiences such as STEAM, sports and arts, as well as civic education activities to enable students to apply their knowledge in activities;
2. To strengthen Learning and Reading across Curriculum to nurture students' reading interests;
3. To develop school-based curriculum projects with external institutions to foster value education, national education and life education;
4. To launch school-based STEAM modules to cultivate problem-solving skills and information literacy;
5. To conduct multiple intelligence programmes to develop students' potentials

Development of Generic Skills:
Through in-class learning tasks and various extra-curricular activities, students increase their knowledge and develop generic skills. As a result, students are able to apply the generic skills in different learning situations. Nine types of generic skills include collaboration skills, communication skills, creativity, critical thinking skills, information technology skills, numeracy skills, problem-solving skills, self-management skills and study skills.

Cultivation of Proper Values, Attitudes and Behaviours:
Students build values and good characters through various learning activities in all subjects. They also experience the Franciscan spirit of 'minority and fraternity'. The school implements life planning education in personal development lessons and the school-based civic education programme. Students develop moral values and positive attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:
By making use of Learning Support Grant, the school adopts the 3-Tier Intervention Model and continues to provide different kinds of small-group training, including Whole School Approach to Providing Tiered Support for Students with ASD and READ & WRITE A Jockey Club Learning Support Network, according to students' needs with the support from the EDB and the NGOs. The school also provides intensive learning support and special examination arrangements for students in need.

Whole School Approach to Integrated Education:
Student Support Team has been formed in the school. Teachers are also encouraged to receive inclusive education training. Moreover, 'Secret angels' scheme and different peer-support schemes are also launched in order to promote inclusive school culture. Moreover, the school has been recognised as 2024/25 Racially Friendly Campus Champions under the "Racially Friendly Campus Recognition Scheme" which held by the Equal Opportunities Commission (EOC).

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:
Enhancement classes, tutorial lessons and P.1 bridging courses are held. School-based curricular activities are organised based on the learning needs of students.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Regular meetings are held by the Parent-teacher Association. We also provide seminars, workshops, meetings and sharing for parents and students to gain better understanding and bonding.

School Ethos:
Recognizing the importance of religious education, we teach our students to live a spiritual life founded on Christian values. Regular civic education activities are organised to enhance students' moral values. Various subject-related activities are designed to strengthen students' interest in learning. There are also events such as Open Day, Primary One Summer Course, and parent-teacher meetings.

Future Development

School Development Plan:
1. To use diversified learning strategies, such as differentiated instructions, to cater for learner diversity;
2. To strengthen e-learning strategies to promote interactive learning and self-directed learning;
3. To develop diversified teaching activities and adopt various teaching methods to help students develop their potential and generic skills;
4. To utilise external resources such as QEF to develop school-based e-Learning curriculum and cross-curricular curriculum;
5. To create a positive campus atmosphere, promote the positive development of students' physical, mental and spiritual health and uphold the Franciscan spirit of 'minority and fraternity' and improve spiritual quality.

Teacher Professional Training & Development:
Teacher professional development programmes are organized to raise their teaching capacity.

Others

Students attained a wide range of Inter-schools competition awards, including Shatin District Inter-Primary School Volleyball Competition (Boys), Shatin District Inter-Primary School Basketball Competition (Boys), Schools Dance Festival, Hong Kong Schools Music Festival, Hong Kong School Drama Festival, Mathematics, information technology, arts, sports, etc.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Ng Ching Ching	Dr. Hau Tat Sun	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
Ng Clan's Association	Politeness, Righteousness	1991	Chinese (incl.: Putonghua) and English	School Bus	About 7500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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	\$400 (2 installments, \$200 per installment)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	A Lift and Disabled Access.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Campus TV, Gifted training room, Visual Arts room, Pottery room, Music room, Science Laboratory, Activity room, Makerspace STEM Room, English Room, Mandarin Corner, Remedial Class Room and Life-skills 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			30	Total number of teachers in the school		31
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%	19%	55%	33%	27%	40%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	1	1	2	3	4	3	14
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	1	1	1	2	3	4	12
Mode of teaching at different levels	We promote small class teaching and use cooperative learning to enhance teacher-student and student-student interaction. In the classroom, teachers use the teaching strategy of 'Six Steps of Self-Directed Learning' and combine questions at different levels to improve students' higher-order thinking skills and independent learning abilities.								
Remarks	P.1-P.6 using cooperative learning to cater for the individual differences.								

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)	1		
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 Assessment Strategies for Learning: Summative Assessment, Assessment for Learning, Formative 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	Based on Teachers' Observation for Primary One Admission. Primary One to Four: Average classes. Primary Five to Six: Elite classes.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:05 AM	3:05 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Lunch Management Committee, Entertainment Activity Time, Recreational Activities, Health Seminars, Beautifying the campus, Happy Fruit Month, School-wide Environmental Activities and Green School Activities.		Every day has nine classes, and each one lasts 35 minutes. There are class teacher classes, person growth classes, multiple intelligence classes, library classes, 'Tai' learning and development periods (Orff Music Therapy, ecology courses, STEM activities, fencing training, tutorials, etc.) and teacher professional development courses.		

Life Education

Multi-intelligence activities (35 classes) Flag Raising Team, Choir, Drama, Papercut, Frisbee, STEM activities, Handicrafts, etc. Interest classes and school teams (50 classes / teams), Mathematical Olympiad, Drumming, Violin, POP Dance, Basketball, Fencing, STEM Car Racing, Ceramics, Swimming Team, etc. Uniformed groups : JPC, CYC, Volunteer Team, etc.

School Mission

We seek to create an international-school learning environment while promote our school values of courtesy, filial piety, justice and morality. We uphold educational philosophy that We teach from our hearts. We uphold two ideas that We strive to create a happy school environment while simultaneously fostering outstanding academic performance. We uphold three themes that is Dreams (We inspire students to follow their dreams), Life (We teach students to have good values through life education) and Technology (We prepare students for modern life by acquainting them with artificial intelligence, virtual reality and metaverse technology). We uphold four characteristics that we create a positive English-language environment, unite with parents to enhance our students' school experience, showcase students' excellent work and work together with students and parents in our school family.

School Characteristics

School Management
School Management Organisation: IMC, School Administration, Management and Organisation (School and Teacher Affairs), Curriculum Development, Information Technology, Student Affairs, Student Support, Extra-Curricular Activities, General Affairs, Guidance and Discipline Affairs, Counselling Affairs, School Promotion and Gifted Education.
Incorporated Management Committee / School Management Committee / Management Committee: An IMC has been founded.
School Green Policy: The Environmental Education Team helps raise students' awareness of environmental issues. Students will also learn about animals and plants through various activities, such as the One Person, One Plant Scheme; forest education; an animal theater; farming activities; a mobile zoo and an animal carnival. These activities will increase students' awareness of the importance of protecting the earth.
School's Major Concerns: 1. Cultivate independent learning and improve learning and teaching efficiency. 2. Promote character education to cultivate positive attitudes and values. 3. Make good use of school time to promote balanced development of students.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. In line with the aims of education, the curriculum of our school is designed to cater for individualizing children's learning and development. 2. Small-class teaching and collaborative teaching have been promoted in our school to enhance effective teaching and learning. 3. Teachers utilize the Six Steps of Self-Directed Learning in the classroom to enhance students' active learning and note-taking skills. 4. Questioning techniques are used to enhance higher-order thinking. 5. Teachers design creative thinking exercises to broaden students' areas of thinking and enhance their expressive abilities. 6. To provide students with an authentic language speaking environment, native-speaking English teachers and Putonghua teachers have been recruited.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Diverse Learning Activities : Life-skills course, Orff Music Therapy, Little Scientists, English board games, English puppetry team, fencing training, etc. 2. Ecology Courses: forest courses, animal carnival, etc. 3. Reading Programme: cross-curricular reading, picture book reading, the Book Bag Library 4. Information Technology: metaverse, NFT and VR elements in learning 5. STEAM: creative technology workshops, scientific experiments, STEM days, etc. 6. Values Education. 7. Life-Wide Learning: outdoor field trips, overseas exchange programmes in Korea, Singapore and Beijing, Wushi and Shandong.
Development of Generic Skills: Develop the 21st century capabilities, including critical thinking, communication, teamwork, creativity and problem-solving skills. We adopt an activity and project learning approach to carry out curriculum development, cater to learner diversity, and enable students to develop higher order thinking skills.
Cultivation of Proper Values, Attitudes and Behaviours: 1. Monthly Value Education Activities 2. Counseling Group Activities: Run into the Future, Life Millionaire, etc. 3. Let Me Shine - Let Every Child Shine Bright Career Planning Activities 4. Service Learning: Duties for All, Buddy Mentoring Programme, etc. 5. Diversified Rewards Programme: STAR+ All-Round Development Project, Sun Project
Student Support
Whole School Approach to Catering for Learner Diversity: Our school uses a whole-school approach to provide support to students with different needs. Remedial classes, enrichment and intervention programmes, school-based speech therapy services, buddy support programmes and newcomer support programmes are the main strategies we adopt, aiming at improving students' sense of achievement and broadening their learning experiences.
Whole School Approach to Integrated Education: A whole school approach is adopted to cater for students with special educational needs in our school. We have a student support team to review the effectiveness of all the strategies we use. Different resources, including the Learning Support Grant and Education and Support Services for Newly-arrived Children are used to implement social skills training programmes, student counselling service and English Classes for Newly-arrived children respectively. Also, adjustments to teaching strategies and assessments, individual education plans are adopted, hoping that parent's opinions are considered when developing warm and harmonious environment.
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; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: Curriculum tailoring in each subject. Teachers design suitable learning contents, assessment for learning strategies through collaborative teaching and learning plans.
Home-School Co-operation and School Ethos
Home-School Co-operation: Through the communication app 'Grwth', school newsletters, the Primary One Orientation Day, parent seminars, lesson observations, Parents' Day, parent-child activities during sports day, caring calls, etc to enhance communication and cooperation between parents and our school. In addition, parent-teacher association regularly organizes annual activities, parent education workshops and interest groups. To improve the effectiveness of home-school cooperation, every two years two parents are elected to join the IMC as shared school policy-makers.
School Ethos: 1. Simple Ethos with parents' support. 2. Caring campus - school advocates "Caring School", in which a friendly atmosphere and caring culture are created both by teachers and students. At the same time, we enhance students' sense of belonging to school. 3. Enhanced resilience – nurture students' positive energy, for example through "Understanding Adolescent Project" and "Sun" Project. Our school teaches students how to face difficulties and nurtures their positive attitude and ability to solve problems. 4. School-based counselling - the school implements Comprehensive Student Guidance Services, aiming at nurturing students' self-care ability, and hoping them to be good citizens in the future.
Future Development
School Development Plan: Our school has always adhered to the education philosophy of cultivating from the heart, and we are committed to three major development directions: Dreams, Life, and Technology. We are striving to become a modern and diverse primary school, where students can enjoy a pleasant campus life while balancing their holistic development in academics. We aim to create a Happy School with Academic Excellence.
Teacher Professional Training & Development: 1. Teachers engage in collaborative lesson planning and peer observation to facilitate teaching demonstrations. 2. We organize in-school teacher workshops aligned with school priorities and arrange for teachers to participate in seminars and conferences. 3. Subject teams hold regular meetings to share insights and experiences gained from seminars and discussions. 4. We actively participate in support programmes organised by the Education Bureau, such as the General Studies School-Based Support Programme.
Others
We ensure our students can study in a pleasant and caring learning environment, and we enhance our students' sense of achievement. A whole-school approach of love and care is applied to enable students to enjoy a pleasant learning atmosphere.



保良局莊啟程小學 P.L.K. Chong Kee Ting Primary School

Yiu On Estate, Ma On Shan, Shatin, N.T.

26410221

26414724

mail@plkcktps.edu.hk

http://www.plkcktps.edu.hk

89

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Wong Kwan Mo	Ms. Leung Pui Size	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					84%
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, Sincerity	1988	Chinese	School Bus	About 6900 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
-	-	\$100	\$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	A well-connected WiFi network system within the school and multimedia facilities are installed in all classrooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Campus TV, Library, SteamLab, English Corner, Meditation Room, Performing Arts Room, Visual Art Room, Music Room, Five-sense Garden, Creative Room, Covered Playground, Chinese Culture Gallery, Global Gateway and Art Gallery.				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
96%	100%	34%	57%	10%	12%	78%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	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	4	24
Mode of teaching at different levels	Small class teaching is implemented. We use Putonghua to teach Chinese Language subject in one of the classes from each level. Supporting services are provided for gifted students and students with special needs. Streaming classes start from P.4 to P.6, enrichment and remedial programmes are provided for students. Learning support groups are available for P.3-P.6.							
Remarks	Two teachers of each class for taking care of Primary One classes.							

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	Replace tests and examinations with diversified assessments in the first term of P1	No
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	We design assessment methods according to the learning capability of students. Our database of students' learning information provides easy retrieval of records. Teachers will have a more thorough discernment on students' all-round performance via assessing the database. We conduct formative assessment to help the students' capability, as well as teaching and 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	Students are streamed into groups from P.4 to P.6, students with higher learning ability will be allocated to the "Top Classes", Putonghua is the medium of instruction in Chinese Language in one class. The remaining students will be in mixed ability 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	8	35 mins	8:00 AM	3:30 PM	1:00 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school has a meditation program to enhance students' resilience. There are daily exercise breaks and lunch breaks for students to do simple exercises. Our school participates in the 'EatSmart@school.hk' Campaign. We implement 'Joyful Fruit Day' as a part of 'Eat Smart School Accreditation Scheme'.		Parents may choose to bring self-prepared lunch box or order from the caterer. We form a committee to monitor the quality of lunch boxes. The measures lay on whether the food is healthy, hygienic and friendly to the environment. In September, we have parent volunteers to help monitor P.1 students during lunch.		

Life-wide Learning

The school designs different interest groups for students, such as Robot Club, Maths Club, Campus TV Club and Support Team, Gifted Education Enrichment Programme and different subject ambassadors, IT Club and Debate Team. Students have a wide range of choices of extra-curricular activities including athletics, football, table tennis, basketball, swimming, unicycling, taekwondo, rope skipping, Chinese Dance Club, touch rugby, Art Club, band, choir, handbells, melodica, recorder group, Chinese Opera, drama club, Chinese painting and many others. We also have service groups, such Environmental protection ambassadors, Sunshine ambassadors.

School Mission

We are here to teach and guide our children to learn, to think, to be happy and to love.

School Characteristics

School Management

School Management Organisation:

Our school has a completely organized framework under the leadership of school Principal and Middle Management Team. We formulate and promote gradual progress of School Development Scheme and Annual Concerned Theme with teachers, Parent-Teacher Association and School Alumni Association so that our students can develop their potential talents through daily studying and participation in the extra curricular activities in our school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has been established and there are altogether 14 members, including sponsoring body managers, ex-officio manager, teacher managers, parent managers, independent manager and alumni manager.

School Green Policy:

The school attaches importance to greening the campus and has a five-sense garden, automatic hydroponic system, and mini-planters for planting activities and integrating life education to cultivate students' attitude of caring for the environment and cherishing resources. The solar panels on the rooftop are connected to computers, and through data analysis, students can cultivate an attitude of saving electricity and build a green campus atmosphere.

School's Major Concerns:

Enhance teaching and learning strategies to promote self-directed learning, Establish positive school culture to foster civic awareness.

Learning and Teaching Plan

Learning & Teaching Strategies:

Apart from regular lessons, we arrange multi-purpose lessons to develop children's learning attitude and personal quality. We endeavour to nurture students on the basis of their growth needs and development. The school creates diverse learning experience for students through which they are given opportunities to grow up joyfully. We implement school-based curriculum for P.1 to P.6 students to connect their learning with the real life. Apart from classroom teaching, specially designed activities and outdoor visits are our potent teaching media to take children to a stimulating and creative learning environment. The introduction of interdisciplinary theme cross-subject projects creates a new learning experience for students. The design of project aims at cultivating students' ability to communicate. Students are trained to connect knowledge and skills in different perspectives.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To strengthen values education, including life education, national education and national security education in our regular curriculum and assembly lessons. We also promote a balanced physical and mental development for the students in our daily teaching and learning. We focus on better catering for learner diversity; reinforcing STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities. We enhance assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

We aim to foster pupils all round development through different activities, workshops and visits. Our main aim is to emphasize and enhance multiple intelligences through experiential learning. Life-wide education and personal growth lessons widen their learning abilities.

Cultivation of Proper Values, Attitudes and Behaviours:

We aim to cultivate students with correct values, with an emphasis on "responsibility", "benevolence" and "perseverance". The moral and civic education group promotes positive education to help students improve their self-management capabilities and strengthen their sense of responsibility; cultivate positive thinking, enhance the ability to manage emotions and resilience through learning meditation; establish harmonious interpersonal relationships, through service learning, develop the spirit of loving ourselves and others.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school coordinates senior students to cater for junior schoolmates. We adopt streaming teaching for students' differences. For slow learners, we offer intensive remedial teaching programmes to help them. We also have after-school tutorials, school-based educational psychologist, speech therapy service for under-privileged students. Also, multi-intelligence programmes are provided for the gifted after school.

Whole School Approach to Integrated Education:

Our school adopts Whole School Approach to Integrated Education for catering students with special educational needs (SEN). Student Support Team has been formed in the school to provide support for the student with SEN. Individual Education Plans (IEP) and Student Reward Scheme will be tailor-made for SEN students to support their learning, social and emotional 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

The curriculum, which can enhance their listening, speaking, reading and writing skills, is tailor-made for the needs of the students. E-learning is also promoted in the process of teaching and learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our PTA plays an active role in participating school events. It forms a very outstanding volunteer team to help the school to plan and promote school activities. The PTA organizes different activities for students and parents, including interest classes, family activities and parent workshops.

School Ethos:

Our school is committed to providing a caring and sharing learning environment where we have been developing a virtuous school ethos. We also put remarkable effort in promoting moral and citizenship. Our students have been performing exceptionally well in conduct and manner. Students are taught concern and respect for others through moral and civic educational activities, service learning and peer group interactive learning.

Future Development

School Development Plan:

Our school continually enhances the development of curriculum as well as the learning and teaching strategies in order to promote students' self-directed learning. The school stresses the development of positive school culture to foster our students with a growth mindset and civic awareness. To refurbish our school environment and facilities which can provide a comfortable and joyful learning atmosphere for our students.

Teacher Professional Training & Development:

All teachers in our school must beware of the Annual Concerned Theme and Subject Development to proceed various school-based professional development activities and training. We also make progress by sharing teaching techniques with each other.

Others

We organize study tours for students and also join partnership in sister school scheme. Recently, we actively promote STEAM education as well as Arts and Physical education. We have got outstanding results in various competitions.



保良局兩川小學

P.L.K. Riverain Primary School

28 On Chun Street, Ma On Shan, Shatin, N.T.

26333170

26303890

contact@plkrps.edu.hk

http://www.plkrps.edu.hk

89

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Stephanie	Principal Ng Chak Loi Stanley	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
Po Leung Kuk	Love Respect Diligence Integrity	1988	Chinese	School Bus	About 7000 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		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$600	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	roofed all-weather swimming pool, English Learning Bus, paternity reading area and visual arts gallery, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Steam Learning Center, Sword field, ITLC, English Reading Room, Campus Digital TV Station, General Studies Room, Counselling Room				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		57
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%	30%	58%	16%	16%	68%

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		We promote Small-class Teaching.								
Remarks		In order to cater for students' needs and for sustaining better learning foundations, the school implements smaller class teaching arrangements for certain levels and 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)		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	Formative assessment for Primary One instead of an examination. Diversified assessments will include written assessments, attitude assessments, observation, project learning, as well as peer assessment and contribution from parents.						
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 streaming is adopted in Primary 1 to 3. Generally according to the annual examination scores of Chinese Language, English Language and Mathematics for Primary 4 or above.						

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	3:30 PM	12:45 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Arranged by parents and students may bring their own lunch.	We value the atmosphere of our school culture hence we carry out annual events to promote positive education and class building. We aim to encourage our students to incorporate healthy lifestyle into their daily habits. Many years, we have been awarded under the 'EatSmart School Scheme' and 'sportACT Award Scheme'. Morning activities: sports, mindfulness, flag-raising ceremony and speech.		There are morning reading session, parent-child reading activity and English bus to encourage reading. Equipped with swimming pool, we offer swimming classes for all students and nearly 50 extracurricular interest classes to develop students' potential. Service learning in general studies for Primary 4 to Primary 6 students. Organizing parent teams to promote positive education.		

Life-wide Learning

We organize experiential learning days for students including Technology Day, Arts Day, Life-wide Learning Week, adventure training and overseas exchanges, as well as a variety of extra-curricular activities such as debate, fencing, rugby, woodwind band, marching band and gifted education training program, etc. All students from Primary 1 to 6 participate in the Community Youth Club. We also promote students' whole-person development through multiple intelligences activities in the 4-hour cross curricular learning periods weekly.

School Mission

Our school aims at providing holistic and student-centred education, creating a positive and caring environment for learning and developing students' talent.

School Characteristics

School Management

School Management Organisation:

Our school implements school-based management and sets up self-evaluation mechanism for school's improvement. Teachers, parents and students have good communication through various channels.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was set up in June 2007.

School Green Policy:

Our school incorporates the green policy into the curriculum and everyday life. Students are actively involved in 'Living Green' through regular activities, such as teacher-student and parent-child reading.

School's Major Concerns:

Be Creative
Be a Future Ready School

Learning and Teaching Plan

Learning & Teaching Strategies:

With an orientation of 'learning from everyday life and realizing through experiences' in the curriculum, our school adopts diversified and authentic teaching strategies in order to boost students' motivation and promote self-directed learning. Our school is also devoted to developing students' good learning habits, which enable them to build a solid foundation for lifelong learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To align with the Seven Learning Goals of Primary Education and Holistic Education, the school takes the initiative to develop the school-based curriculum, promote home-school cooperation, and enhance teachers' professionalism by incorporating available resources in the field. The school's timetable is designed to provide diversified activities in the afternoons so that our students can experience diversity learning, including Integrated Curriculum lessons, class team-building activities, assemblies, etc.

Development of Generic Skills:

Building up generic skills through daily lessons, project learning, science investigation activities, extracurricular activities and Life-wide learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Led by the Principal and Vice-Principals, the school promotes Positive Education with the support from parents through home-school cooperation. With the emphasis on Character Strengths and class building activities, the school nurtures students' positive values through daily learning activities. The school's implementation measures have been recognized and awarded by related parties, hence we have also had opportunities to share with others our experience. Our National Education Team organises and promotes whole-school national education activities, aiming at leveraging students' understanding of Chinese culture, national identity and commitment.

Student Support

Whole School Approach to Catering for Learner Diversity:

Provide sufficient training and support to develop gifted students.

Whole School Approach to Integrated Education:

The school utilizes EDB's related resources, such as the Learning Support Grant (LSG) for pupils with special educational needs. To cater for the genuine needs of our pupils, especially in terms of their learning effectiveness and attitude, we provide special arrangements for our teaching, learning and assessments; counseling support groups; social emotional support groups; school-based speech therapy service; and tailored support service for individual pupils, etc. Every year, we also communicate closely with our parents for the individual pupil's support, including detailed portfolios and meetings to foster home-school cooperation.

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

Curriculum Tailoring and Adaptation:

Our designated functional groups are committed to enhancing the 'Interface between Kindergarten and Primary One' and the 'Interface between Primary Six and Secondary One'. In Primary 1, we emphasize on home reading. This helps Primary 1 students to progressively adapt to the new environment. In Key Stage 2, students focus on developing self-learning strategies. The school-based Life Planning Programme also prepares them for secondary school lives.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Established Parents Life Education Team: With the achievement from the life education training tour to Taiwan, our team members assist in organizing variety of life education activities. We bring life education from school into the family, as well as the community. Awards of Caring School Award Scheme in Home-School Co-operation category. We organize "The Parents' College", workshops for parents of Primary 1 students, parent volunteer teams, reading sharing groups, parent-child reading groups, etc.

School Ethos:

We combine discipline and counselling into our student-centred approach to ensure the holistic development of our students. We hold themed-activities to create a caring and harmonious environment. We provide diversified learning experiences to cultivate "Riverainians" with the three characteristics of caring, persistent and responsibility. It has been our honour to be awarded under the 'Caring School Award Scheme' for consecutive years.

Future Development

School Development Plan:

1. Enhancing students' creativity and problem-solving skills through the advancement of the school-based curriculum.
2. Strengthening students' social responsibility through the establishment of national identity.

Teacher Professional Training & Development:

With a collaborative and sharing team culture, we treasure the well-being and professional development of our teaching staff so that they can thrive and embrace challenges as a team.

Others

We enjoy a good reputation for achieving outstanding academic results and excellent performances in extra-curricular activities. We received the 'Po Leung Kuk Outstanding School Award' in 2013,2019,2023 and 2025. We also received merit awards for Outstanding Performance in Arts Education, and the 'Caring School Award Scheme' in recognition of the school's success in promoting life planning education, home-school cooperation and character education. It has been our honour to be invited for experience sharing in Holistic Education, Home-school Cooperation and School-based Curriculum in many occasions.



聖公會馬鞍山主風小學
S.K.H. Ma On Shan Holy Spirit Primary School

35 Ning Tai Road, Ma On Shan, Shatin, N.T.

26048487

26309855

info@skhmoshs.edu.hk

https://www.skhmoshs.edu.hk

89

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tong Kai Hong Anthony	Ms. Lau Hoi Chi	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
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served, but to serve	2000	Chinese	School Bus	About 10700 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	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Guidance Activity and Interview Room, Student Activity Centre, Chapel, Multi-purpose Activity Area.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, General Studies Room, Conference Room, English Room, Music Room, Art Room, STEAM Room, Campus TV Room, Remedial Teaching Room, Dancing Room.				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			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
100%	98%	44%	67%	13%	17%	70%

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		Small class teaching is implemented. It allows students to learn through group activities and promotes interaction between teachers and students and among students themselves.								
Remarks		At most two classes in each level use Putonghua as the medium of instruction in learning Chinese Language.								

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	Formative assessment will be held in the first term of Primary One instead of an examination. Diversified assessment for different subjects. Apart from examinations, formative assessments, project learning, book report, attitude assessments, as well as students' self and peer evaluation are also applied.				
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	Adopt the mixed placement system.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	7:50 AM	2:50 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own meal.	Our school puts emphasis on the balanced and healthy diet for students. We arrange a 'Fruit Week' every year to encourage students to eat more fruit.		Computer room, library, English Room and Guidance Activity and Interview Room are opened to students during recesses.		

Life-wide Learning

Intellectual development: visits, field trips, STEAM learning activities and mainland and overseas visits;
Values education: leadership training, authentic learning experiences;
Community services: service learning, uniformed group activities such as Scout, the Boys' Brigade and the Girls' Brigade;
Physical and Aesthetic Development: participating in sports training/competitions, drama, art, music;
Career-related Experiences: life planning education.

School Mission

Following the teachings of Jesus Christ, we undertake the mission of 'not to be served, but to serve.' Our aim is to cultivate in children a Christ-centered personality, instill an understanding of the Christian faith and foster their balanced development in morals, intellect, physical health, social skills, aesthetics and spirituality to achieve the goal of holistic education. This prepares them to engage in lifelong learning, critical thinking, exploration, innovation and adaptability, instilling in them confidence, a spirit of service and a willingness to contribute to the prosperity and progress of society.

School Characteristics

School Management

School Management Organisation:
Our school is one of the primary schools supervised by Anglican (Hong Kong) Primary Schools Council Limited. School policies are supervised by the School Management Committee. Under the leadership of the principal and the vice-principals, there are twelve administrative groups which comprise functional groups, with clear division of labour. A parent and teacher association and Alumni association which act as a bridge between alumni, parents and teachers by enhancing the communication between them.

Incorporated Management Committee / School Management Committee / Management Committee:
The IMC of SKH Ma On Shan Holy Spirit Primary School

School Green Policy:
1. Setting up an Environmental Protection Group
2. Promoting the reuse of eco-friendly paper
3. Recycling school uniforms
4. Recycling English storybooks

School's Major Concerns:
1. To extend diversified learning for greater learning effectiveness and to unleash students' potential.
2. To further develop life education and foster students' positive values and attitudes.

Learning and Teaching Plan

Learning & Teaching Strategies:
Apart from the regular subject lessons, we have comprehensive lessons, library lessons, activity lessons and assembly lessons. During comprehensive lessons, different practices are arranged for top-notch students whilst remedial guidance is provided for students with learning difficulties. On Fridays, we have double lessons for Chinese, English, Maths and General Studies so that structured learning activities can be carried out.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Cultivate students' values and attitudes through structured learning and all-round learning activities.
2. Reduce curriculum overlap through interdisciplinary collaboration.
3. Help students develop healthy habits, personal interests and potential, cultivating an interest in physical and artistic activities, and a balance between their physical and mental development.
4. Allow different students' potentials to be realised and provide them with sufficient opportunities and support.
5. Arrange 'hands-on' and 'brainstorming' STEAM activities for students. Strengthen students' media and information literacy, teach them to discern the authenticity of information, and use information technology and information legally and responsibly.
6. Conduct reading across the curriculum and adopt the 'organic integration' and 'natural connection' approaches in the learning objectives and contents of different subjects.
7. Adopt diversified assessment models.

Development of Generic Skills:
Provide a wide range of learning experiences and transdisciplinary curriculum to help students develop their generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:
Aim to cultivate students' positive values and attitudes through the teaching of various Key Learning Areas/subjects and offer a wide range of learning experiences, so as to foster students' whole-person development.

Student Support

Whole School Approach to Catering for Learner Diversity:
Adopt a 'Three-Tier Implementation Model' to plan and implement the school-based gifted education. Include the three components of gifted education — higher-order thinking skills, creativity and personal-social competence — in the curriculum for both whole classes and pull-out classes. Set up a 'talent pool' and provide training for gifted students. Students with learning difficulties can take remedial classes or intensive remedial classes.

Whole School Approach to Integrated Education:
Our school has established a Student Support Team, led by the Special Educational Needs Coordinator, to support students with special educational needs. In addition, there is a speech therapist, an educational psychologist and there are school-based social workers to provide appropriate services for students in need.

Curriculum Tailoring and Adaptation:
Support Measure for Academically Gifted / Under-privileged Students.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The purpose of establishing a Parent-Teacher Association (PTA) is to promote close collaboration between schools and families to assist students in learning and growing happily. Various types of activities are held for parents, students and teachers to participate every year.

School Ethos:
In the spirit of our school motto "Not to be served but to serve", it is our mission to provide an all-round education to nurture students to attain wellness in moral, intellectual, physical, inter-personal, aesthetic and spiritual development, as well as cultivating a proper value. We encourage students to respect their teachers and friends, be filial to their parents, and become good citizens who honor God and benefit others.

Future Development

School Development Plan:
1. Continuously develop school-based curriculum to cater for students' diversity and increase their opportunities to engage in challenging tasks.
2. Cultivate positive values and attitudes in students, and promote their holistic development through structured learning and all-round learning activities.
3. Strengthen students' ability to integrate and apply interdisciplinary knowledge and solve real-life problems through STEAM learning activities.

Teacher Professional Training & Development:
1. Develop school-based teacher training and development plans according to the school's needs, to enhance teaching and learning effectiveness.
2. Encourage teachers to pursue continuous professional development and participate in teacher training activities.
3. Provide training on teaching strategies and classroom workshops for teachers, to promote a professional learning community.
4. Arrange sharing sessions for teachers to pass on their experiences.

Others

Outstanding performance in Hong Kong Schools Speech Festival and Hong Kong Schools Music Festival. Attaining excellent results in varies extra-curricular activities including, athletics, swimming, table tennis, basketball, rope skipping and STEAM etc.



浸信會呂明才小學 Baptist Lui Ming Choi Primary School

2 Tak Wing Street, City One Shatin, N.T.

26483132

26480533

info@blmcps.edu.hk

http://www.blmcps.edu.hk/

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tsang Kai Man	Ms. Wong Fai Mei	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 Baptist Convention of Hong Kong	Nurture, Kindness, Pastoral Care, Love	1982	Chinese (incl.: Putonghua) and English	School Bus	About 4039 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Baptist Lui Ming Choi Secondary School					
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
25	3	1	1	Life-wide Learning Park, Joyful Land, Planting area and Renewable Energy Station. All classrooms are fully air-conditioned.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Including rooms of different subjects, STEAMaker Zone, Computer Room, Campus TV, Counseling Room, Visual Arts Room, Multipurpose Room, Music Room, Student Activity Center, English Room, Prayer Room.				Ramp and Accessible lift.

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		52
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
92%	94%	23%	62%	13%	27%	60%

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	Self-regulated learning, activity-based teaching, co-teaching, collaborative learning, and e-learning are adopted. Gifted education programs, pull-out programs and remedial classes are arranged to cater for learner diversity.						
Remarks	Bring Your Own Device (BYOD) is implemented in P4-P6 for experiencing e-learning.						

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	Various means of assessments, including self and peer evaluations, formative and summative assessments, project learning and other learning experience record forms.				
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 with different abilities are evenly allocated to P1-P4 classes. There are two elite classes in P5 and P6 respectively.				

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	11	30 mins	8:00 AM	3:15 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their lunch to school.	We have been qualified as High-Five Student Engagement Award. We place an emphasis on healthy diets, such as the promotion of healthy lunch and snacks. Students are also encouraged to do physical exercise.		School dismisses at 3:10pm at Monday, Tuesday, Thursday and Friday, 2:20pm on Wednesday. The 8 lessons before lunch focus on main curriculum while life-wide learning is arranged for students in the afternoon.		

Life-wide Learning

We provide more than 100 extra-curricular activities in areas of Physical Education, Music & Visual Arts, Uniform Teams and subject-based enrichment programs. We also coordinate ample of life-wide learning experiences for students to broaden their horizons, such as outdoor visits, co-curricular activities, exchange programs, English Day, Chinese cultural programs and Gospel programs.

School Mission

Show the love of Jesus Christ and promote the spirit of loving yourself and others.
Provide the best learning environment for students to learn happily and meaningfully, and continue to provide quality education.

School Characteristics

School Management

School Management Organisation:
The school policies are planned and monitored by the principal, vice-principals and the middle managers, and implemented by all teaching staff. The Incorporated Management Committee is responsible for making final decisions.

Incorporated Management Committee / School Management Committee / Management Committee:
The Incorporated Management Committee of Baptist Lui Ming Choi Primary School.

School Green Policy:
We have a parent-child planting area, green corridors and a renewable energy station. Environmental protection education is taught across different subjects. Various activities relating to environmental protection are also organised.

School's Major Concerns:
School's Key Concerns for the Year: To promote self-regulated learning through assessment. To promote positive life-being through self-discipline and serving others.
School Theme of the Year: (1) Learn for Pleasure, (2) Self-discipline and Serve others.

Learning and Teaching Plan

Learning & Teaching Strategies:
We implement life-wide learning strategies, cooperative learning strategies, gifted education strategies and 3-Tier teaching strategies to cater for learner diversities. We promote self-directed learning strategies to strengthen students' life-long learning abilities through lesson preparation, in-class peer learning and lesson reflections. Co-teaching is adopted in English & Putonghua lessons to provide students a language-rich environment. Reading strategies are adopted in Chinese teaching. An ability-oriented curriculum has been established in Maths program. STEM education is implemented in General Studies, while e-learning strategies and computational thinking strategies are fostered by Information and Technologies Department.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Apart from gifted and remedial teaching, our school's reading scheme is wide-ranging which includes both Chinese and English Extensive Reading Schemes, Home Reading Scheme, occasional book fairs, "Star of Reading" campaign, story-telling competitions, book report presentations, "Parent-child Reading Scheme" and "Reading Stories with Uncle/Auntie" as well as "Reading Buddy Programme". Students' learning incentive is stimulated by online teaching via the school website and campus TV.
Students are also encouraged to participate actively in "Online Self-study Schemes". Besides fitting project learning into the curriculum, opportunities are given to students to foster their creativity. We try our best to build up the confidence of students through various means, such as moral education, self-development lessons, various counselling activities, competitions and voluntary services, etc.

We promote the national identities to the students through morning assemblies and curricular activities.

Development of Generic Skills:
Nine generic skills have been cultivated across curriculum and extra-curricular activities, in which creativity, communication skills, critical thinking skills, and co-operative learning are emphasised.

Cultivation of Proper Values, Attitudes and Behaviours:
Our school actively promotes the positive culture of the campus, strengthens the atmosphere of mutual appreciation among the whole school, establishes an optimistic attitude of teachers, parents and students in dealing with others, and promotes students from discovering personal interests to developing their expertise.

Student Support

Whole School Approach to Catering for Learner Diversity:
Our school emphasises gifted education. Accelerated curricula are adopted in P.5 - P.6 Chinese, English and Mathematics. English elements are also added to Mathematics and General Studies in P.5 - P.6. Academic enhancement groups, remedial and counselling groups, community-based projects and special education groups are arranged for students who need special care.

Whole School Approach to Integrated Education:
To cater for students with special educational needs, our school-based educational psychologist and school-based speech therapist provide services for individual students and parents. We also have student support team, teaching assistant teachers, homework support groups, social training groups, test and dictation adjustment, etc.

Curriculum Tailoring and Adaptation:
A school-based English Language curriculum with tailor-made modules and booklets promotes e-learning, self-directed learning, and strengthens generic skills. Primary 1, 2, 4, and 5 adopt a Science and Humanities Curriculum. School-based booklets and readers are developed in Chinese Language. A school-based Putonghua curriculum is also implemented. Cross-curricular STREAM Week fosters learning by doing and inquiry-based exploration.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The Parent-Teacher Association organises various activities, such as talks, picnics, parent-child relays in swimming galas and sports days, and the publication of bi-annual newsletters. Our school has established the parent-helper team with approximately 300 parent volunteers.

School Ethos:
Moral and Civic Education, Life Education and Positive Education are promoted to foster the whole-person development of students with an emphasis on perseverance, respect for others, responsibility, national identity, commitment, integrity, care for others, law-abidingness, empathy and diligence. A positive school spirit is established successfully so as to cultivate students' well-being, enhance their self-confidence and leadership skills.

Future Development

School Development Plan:
- Assessment for self-directed learning:
Enhance the effectiveness of self-directed learning in teaching & learning through the teaching learning circles. Promote the effective use of assessment data to enhance the teaching qualities.
- Implement the positive Life-being through self-discipline and serving others: Re-establish the Growth Program and curriculum. Establish the Electronic Award System. Implement parent education, student education and teacher training to promote the positive values among stakeholders.
- Establish student's positive life-beings through "1 person 1 duty" and "Mentorship Program" in order to provide platforms for students to serve the others so as to affirm their self-esteem.

Teacher Professional Training & Development:
1. We organise staff development programs to foster our developmental goals in learning and teaching.
2. We also encourage teachers to take part in co-planning, lesson observations, co-teaching, action research, 3. Attending training courses within and outside the school in order to sustain teachers' professional development.

Others

We have more than 50 different scholarships and award programmes to encourage our students to strive for excellence in both academic studies and extracurricular activities. In addition, our school is the sister school of Shenzhen Nanyou Primary School and the partner school of Qingdao Yinhai Primary School. Frequent 2-way visits and academic exchange activities are arranged annually. There are also various exchange tours to Mainland, Canada, England, Australia, America, Japan, South Korea, Taiwan and Singapore, etc., in order to broaden our students' horizons and exposure to other cultures. Our students join the Outstanding Members Award competition of the Community Youth Club and Junior Ambassadors of the Asian-Pacific Children's Convention in FUKUOKA. The winners get the chance to join valuable exchange tours overseas.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Ho Kang Wai Eddie	Mr. Wan Siu Kwong	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 Baptist Convention of Hong Kong	Understanding the truth, realising potential.	1999	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 7500 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Baptist Lui Ming Choi 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
-	-	\$50	\$1,650 (Fees for swimming lessons, Native English and Putonghua Teachers.)	e.g. textbook fees and outing expenses

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Indoor Swimming pool, Art Gallery, Rock Climbing Area, Chinese Medicine Garden, Environment Path, Digital Planetarium, Chinese Cultural Garden etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
24 Rooms (including Maker Lab, Mac Lab, Visual Arts Room, Campus TV Station, Chapel English Room, IFIT Keep Fit Room, iZone and Reptile World etc).				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Accessible public information / service counter 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			59	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
95%	100%	42%	48%	31%	11%	58%

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		Mixed ability classes are offered. No class ranking. Bring Your Own Device (BYOD) is implemented in P2-P6 for students to use e-tools and online resources in learning.								
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)	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 assessments such as hands-on assessment, students' self and peer evaluation, parents' evaluation and summative 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	Students with different abilities are evenly allocated to each 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	8	35 mins	8:00 AM	3:15 PM	12:10 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own food.	Establishing an active and healthy lifestyle: Keep Fit class; 30-minute energetic recess; Activity Time after lunch; Brain Break session between afternoon lessons; Pull out classes for the gifted and students who need extra support in the eighth lessons.		1. Providing student-centred learning for students to embrace happy and rich school life. 2. Emphasising spiritual and affection education. 3. Nurturing students' biliterate and trilingual skills.		

Life-wide Learning

Over 50 extra-curricular activities, including oil painting, creative thinking, calligraphy, Chinese classical dance, modern dance, ballet, Chinese martial arts, gymnastics, table tennis, badminton, basketball, programme design, AI robot programming, fencing, astronomical club, swimming, rope-skipping, chess, etc.

School Mission

Following in the footsteps of Jesus and upholding Christian values, our school strives to inspire our students with a love for God and mankind while being benevolent, brave, mild, modest, and yet with the heart to serve the whole world.

School Characteristics

School Management

School Management Organisation:

The school policies are monitored and implemented by the Principal, the Vice principals, the Assistant Principal and the middle managers. However, the final decisions of policy-making are to be made by the Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee of Baptist (Sha Tin Wai) Lui Ming Choi Primary School

School Green Policy:

Our school is dedicated to promoting environmental conservation, which is integrated into our school life. We were once awarded the Hong Kong Green School Award and CPL Smart Energy Award. Our school is equipped with an aquaponics system, an organic farm and a solar energy system. Teachers, Green Ambassadors and Green parent group work together to promote green lifestyles and educate our students to become a new generation of responsible world citizen.

School's Major Concerns:

- 1. To develop students' uniqueness, unleash their potentials, transcend themselves;
- 2. To foster values of positive education, develop qualities of future citizens.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our classes are comprised of students with mixed abilities. We implement cooperative learning and emotionally engaged teaching as the major teaching mode, incorporating activities and tasks as the backbone of a lesson structure, promote reading and encourage self-directed learning. We have inquiry-based learning across the curriculum, with activities like visits and camps to widen our students' learning experiences, thus nurturing their generic skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Strengthening values education (including life education, national education and national security education).
- 2. Making good use of learning time and creating space to promote a balanced physical and mental development.
- 3. Enriching life-wide learning experiences and promoting whole-person development.
- 4. Better catering for learner diversity.
- 5. Reinforcing STEAM education, and nurturing students' data media and information literacy.
- 6. Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.
- 7. Enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

We design different thematic cross-curriculum and trans-disciplinary curriculum (Different Sky of Learning) for students to build up essential generic skills and deepen their awareness of social issues through hands-on practice.

Cultivation of Proper Values, Attitudes and Behaviours:

In order to support our whole school community to flourish, we have promoted positive life education so as to teach students the meaning of positive education and foster students' positive values and attitudes. Besides our school creating a positive environment, providing training and introducing different activities. Our school also maintains close collaborations with local institutes and universities. With the help of these parties, we can understand and promote students' whole person development.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school implemented integrated learning through the 3-Tier Support Mode:

- 1. Quality teaching in the regular classroom to support students with transient or mild learning difficulties;
- 2. Add on intervention (e.g. pull-out programmes and small group guidance) to students with persistent learning difficulties;
- 3. Intensive individualised support (e.g. Individual Education Plan) to students with severe learning difficulties.

Whole School Approach to Integrated Education:

Our Student Support Team provides a wide variety of resources and services to students with special needs. The team comprises of the Vice Principal, the Special Education Needs Coordinator (SENCO), Curriculum Leader, Students Guidance Personnel, School-based Educational Psychologist, SEN Senior Teachers, School-based Speech Therapist, Teaching Assistants and supporting teachers. Our school has been utilizing the government funding from Education Bureau (EDB) to employ teaching assistants and outsourcing both academic and non-academic services.

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. A dedicated teacher monitors the learning progress and academic performance of non-Chinese speaking students on an individual basis. For instance, vocabulary cards are used as teaching aids to help students improve their literacy and vocabulary. This aims to build their confidence in learning Chinese.

Curriculum Tailoring and Adaptation:

Our school-based curriculum is flexibly implemented by considering students' characteristics and strengths. Differentiated instruction strategies are employed through learning and teaching to cater to our students' uniqueness. Our school also provides measures to allow adjustment in homework, dictation and assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We have PTA and Parents' Service Group to facilitate the promotion of various student learning activities and school events. We actively enhance the culture of parent education, including parent courses, parent seminars, and parent-child activities.

School Ethos:

Through various activities on Moral and Civic Education, the school strives to develop students' positive values and attitude, and the willingness to serve others. Students demonstrate the "LMC Spirit" - "Less for self, more for others and be responsible and fulfill our potential."

Future Development

School Development Plan:

Seven Learning Goals of Primary Education:

- 1. National Identity 2. Positive Values and Attitudes 3. Knowledge of Key Learning Areas 4. Language Skills 5. Generic Skills 6. Reading and Information Literacy 7. Healthy Lifestyle

Three Major Directions:

- 1. Cultivating Values 2. Creating Space 3. Students-centered Learning

Teacher Professional Training & Development:

- 1. Jockey Club "Diversity at Schools" Project
- 2. Seconded Teacher Scheme of Education Bureau, Digital Education Centre of Excellence (CoE)
- 3. Education Bureau: School-based Support Services(Chinese)
- 4. Education Bureau: School-based Support Services (English)
- 5. Jockey Club "Blended Learning" Project (Mathematics)
- 6. Education Bureau: "Enhancing Science and Technology Learning at the Upper Primary Level" pilot scheme
- 7. Jockey Club "Inquiry-based Science Teaching and Learning Enhancement" Project
- 8. Education Bureau: School-Based Support Scheme "Enhancement of Executive Skills: A Classroom-based Approach"
- 9. Bei Shan Tang Foundation: Positive Education Fellows

Others

- 1. Offering overseas study tours, e.g. Singapore, New Zealand, Australia.
- 2. Being Apple Distinguished School during 2022-2025 school year.
- 3. Outstanding performance in Speech Festival and Music Festival. Attaining excellence result in varies extra-curricular activities including, debate competitions, swimming, athletics, Fancy Rope Skipping, etc.



慈航學校 Chi Hong Primary School

1 Yuen Cheong Lane, Shatin, N.T.

26486834

26364129

info@chihong.edu.hk

www.chihong.edu.hk

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Aw Sian Sally	Ms. Yeung Tung Mui	Established	Aided Whole Day	Co-ed	Buddhism
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
Chi Hong Ching Yuen Ltd	Wisdom Radiates Compassion	1952	Chinese	School Bus	About 8000 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	\$300 (Miscellaneous Fees)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
28	2	1	1	Staff Rm, General Office, Conference Rm, Principal's Rm, Running Track, Meditation Gallery, Reading Café and Corner, Sensory Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chinese Cultural Learning Centre, CoLab (Innovation and Technology Center), Flight Academy Room, CoSpace, Ng Pui Wing Library, Music Room, Visual Art Room, English Room, Meditation Room, Counselling 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			51	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
100%	100%	40%	62%	15%	35%	50%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	5	4	5	5	4	26
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	3	5	4	5	5	25
Mode of teaching at different levels	1) Two class teachers are arranged for each P.1 class. 2) P.4, P.5 and P.6 students are grouped into classes according to their diverse learning needs. 3) Gifted education and talent pool 4) Remedial classes and after-school homework support classes are provided.							
Remarks	-							

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	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	Apart from written assessments, the School uses formative assessments, a students' physical fitness scheme, life skills, projects, Mathematics performance assessments and Chinese and English listening and speaking assessments to assess pupils' knowledge, skills and attitude. Data obtained from diversified assessments for different subjects is also used to enhance 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.4, P.5 and P.6 students are grouped into classes according to their diverse learning needs.				

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	30 mins	7:55 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We organise various types of learning activities and recreational cultural events to develop students' multiple intelligences. We offer physical fitness circuit classes, electronically track and analyze students' physical data, and implement sports incentive programs, mental health days, etc., to assist students in assessing their physical condition and establishing independent exercise habits.		We provide students with a Meditation Course, Wednesday afternoon classes that alternate "Innovative Technology" and Physical Education, "No Homework Day" every month, appoint two social workers to promote students' physical and mental health, after-school care programme, two school bus services and "Mental Health Day" after each assessment.		

Life-wide Learning

Over 60 activities: PictoBlox AI, CoSpace Coding, Flying Club, Microbit, Handbell team, Chinese Drums, Chinese Orchestra, Ink Painting, Visual Arts Club, English Musical, Drama, English Puppetry, English Speaking Club, English Scientists, Campus Reporters, Dance, Lion Dance, Rugby, Basketball, Athletics, Debating team, Maths Club and Putonghua Club, etc.

School Mission

Following the school motto 'Wisdom Radiates Compassion', we are committed to preaching the teachings of the Buddha and providing our students with a learning environment where ethical, intellectual, physical, social, aesthetic values are stressed so that students are trained to be good and competent citizens with moral values.

School Characteristics

School Management
School Management Organisation: The Incorporated Management Committee, Parent-Teacher Association, Alumni Association and a number of administrative committees are established.
Incorporated Management Committee / School Management Committee / Management Committee: Members include the sponsoring body managers, parent managers, teacher managers, the independent managers, the alumni manager and the principal.
School Green Policy: The School has set up the Sensory Garden eco-ambassadors, organized environmental seminars, hydroponics courses and planting activities to educate students about the importance of environmental conservation and protection.
School's Major Concerns: 1) Providing diversified learning experiences, strengthen the effectiveness of learning, enhance students' confidence. 2) Optimizing values education, continued promotion of "Three-Good Children".
Learning and Teaching Plan
Learning & Teaching Strategies: 1) Cultivate good morals in students through a variety of measures, including Chinese Studies that emphasise the connection between education and daily life, the promotion of various activities that centre on different themes in moral education and the arrangement of practical learning experiences such as the Primary One Hundred Day Celebration, various service teams, and more. In this way, students can maintain positive values for life. 2) Improve students' biliteracy and trilingualism by using Putonghua as the medium of instruction for Chinese in lower primary forms, the provision of five native-speaking English teachers, and the use of a school-based English phonics programme and Reading Programme. 3) Promote innovative technology learning: Enhance students' creativity and problem-solving skills through interdisciplinary STREAM learning.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1) Promote 'Reading to Learn' by early reading programs, Chinese and English mandatory reading books, informative and experiential courses, library classes, school-based reading incentive programs, parent-child reading companionship, interdisciplinary reading, and English online reading platforms (iLearner), HyRead. 2) Promote Information Technology for Interactive Learning by implementing whole-school fiber optic and WiFi coverage and using different e-Learning platforms (Jamboard, Padlet, Seesaw, etc.). 3) Encourage project learning to develop students' generic skills by systematically focusing students of different year groups on different skills. 4) Values education: Improve each student's standing as a moral and responsible citizen through core subjects, Value Education Classes, Growth Classes, Cross-curricular Learning, 'Dialogue Under The National Flag', and more.
Development of Generic Skills: The school aims to develop students' generic skills through diversified teaching and learning, and with holistic activities such as Interdisciplinary Theme-based Learning, Project-based Learning, science and technology activities and overseas exchange trips. The school also aims to help students become lifelong learners by emphasising self-directed learning, and encouraging them to engage in pre-class preparation, to use reference books, or to take notes.
Cultivation of Proper Values, Attitudes and Behaviours: The school has built a campus environment with a positive atmosphere, such as setting up a Meditation Gallery, 100-Day Celebration, birthday parties, and more, display students' excellent works and exemplary student posters on campus, to help students establish correct values, respect others, honour their parents and cherish life. The school also nurtures students to become "Three Good Children" who practise good deeds, good words and good intentions through 'all-round student guidance services', including school-based guidance activities, value education classes, growth lessons, "Three-Good Children" award programs, service learning, and more.
Student Support
Whole School Approach to Catering for Learner Diversity: The student support team systematically records students' educational needs and calls meetings with teachers, parents, the school-based education psychologist, the school-based speech therapist and school social workers to devise adjustment plans. Diversified teaching strategies are adopted and adjustment measures are made on assignments and assessments. Early Intervention Programmes and Individual Education Plans are provided. In addition, establish a gifted talent pool and set up multiple after-school gifted education groups, small-scale talent performance activities, etc.
Whole School Approach to Integrated Education: Taking reference from the 3-tier support model, the Student Support Team, led by the Special Educational Needs Coordinator, uses different resources to enhance integrated education. Diverse support groups, student training workshops, teacher training seminars and parent education talks with school-based educational psychologist (SBEP), school-based speech therapist, school social worker and NGOs are provided. Different support programmes including the Early Intervention and Support Programme, Individual Education Plans, Peer Support Program, Reading Buddy Scheme, Rainbow Student and Parent Support Group are provided. Class support meetings, EP evaluation and consultation meetings are arranged.
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; 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: Individual adaptation measures including adaptations for curriculum, modified teaching strategies and special assessment arrangements are offered. Students are supported in a variety of ways, including peer support, adjusted curricula, individual counselling, parent support and more, so they can develop in their learning, social and emotional wellbeing and integration. As such students' physical and psychological needs are met and a happy school campus is created.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1) The PTA and parent volunteer team have been established. 2) P.1 Orientation Day, Story-telling Parent Group, Parents' Seminars, Parents' Group, Parents' Days, PTA picnic days, New Year Gathering, Teacher Appreciation Event, Primary One Hundred Day Celebration, Chinese Culture Parent-Child Traditional Costume Show, Parent-Child Sports Day.
School Ethos: 1) A simple and honest school spirit, harmonious student-teacher relationships, and a caring campus. 2) Discipline and counselling work complement each other. All staff members work hand in hand to foster good morals in students. Through school-based counselling work, the "Three-Good Children" reward scheme, and value education, students can maintain positive values that manifest themselves in their attitude and behavior.
Future Development
School Development Plan: 1) Providing diversified learning experiences, strengthen the effectiveness of learning, and foster greater self-confidence in students. 2) Continued promotion of "Three-Good Children", nurturing students to develop positive values education.
Teacher Professional Training & Development: To align the objectives of teachers' professional development with the school development and key concerns. To achieve teaching effectiveness by means of collaborative lesson planning, learning community, teachers' sharing sessions, participation in the Education Bureau's school-based support programs, aim to optimize classroom teaching.
Others
1) Providing diverse opportunities to boost students' confidence: English musicals, campus TV, "Little Stage" events, opportunities to MC events, various performance and competitions, etc. 2) Broadening horizons: Participating in territory-wide and overseas competitions, as well as exchange programs with different regions. 3) Recognizing achievements: Annual award ceremony and a "Student Hall of Fame" to celebrate excellent students.



胡素貞博士紀念學校 Dr. Catherine F. Woo Memorial School

8 Tak Po Street, City One Shatin, N.T.

26468902

26494296

info@dcfwms.edu.hk

http://www.dcfwms.edu.hk/

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Li Mei Sheung	Ms. Lee Po Lai Cannis	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 Encouragement of Character Training for the Youths of Hong Kong, Ltd	Magnanimity, Sincerity & Charity	1985	Chinese	School Bus; Nanny van	About 2318 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$60	\$450 (Employment of NET)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Climbing Wall, Storyland, Parent-teacher Association Room, Social Worker Room, Exercise Bike Zone.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chinese Pavilion, Discovery Lab, Campus TV, Maker Space, Music Room, Visual Arts Room, Fun Planet (English Room), Go Space, In-Tech Lab, Stem Lab, Joyful Zone, Library.				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		51
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%	62%	19%	6%	75%

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	We design appropriate curriculum to pupils with different abilities such as gifted and remedial groups to cater for individual differences. Bring your Own Device (BYOD) is implemented in P.4-P.6 for students to enhance learning.						
Remarks	Please refer to the school website: http://www.dcfwms.edu.hk/						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	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	We continuously optimize assessment for learning. We also carry out diversified assessment in which the development of moral education, affection, creativity, action research, sports and arts are highly measured.				
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	For Primary 2-6, according to the students' language proficiency, they are streamed to classes to cater learning diversity. For Primary 1, they are distributed with an				

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	7:45 AM	2:55 PM	12:25 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Setting up 'Healthy School' Policy, our school vigorously promotes healthy living through EatSmart School Accreditation Scheme (ESAS), Joyful Fruit Day, Morning Physical Exercise, and so on in order to reinforce pupils' knowledge and help pupils foster a positive attitude towards healthiness.		Students are encouraged to join various kinds of activities provided by different subjects. Including fitness cycling, wall climbing, ball games, musical instrumental practising, music appreciation language arts games, go and board, Chinese Calligraphy, STEAM games (science game production, LEGO games, AR and VR games) etc.		

Life-wide Learning

We offer more than 70 extra-curricula activities, including various kinds of sports and arts activities such as Chinese Dance, Chinese Orchestra, Chinese Instrumental Classes, Percussion Band, Percussion Classes, Harmonica Team, Hip-hop Jazz, Martial Arts, Visual Arts Elite Group, Go Chess Class, Ink Painting Classes, Track and Field Training, Basketball, Football, Volleyball, Chinese Debate Team, English Debate Team, Gymnastics Class, STEAM Engineers, Lego Masters, IT Academy, Phonics Class etc.

School Mission

We offer a quality all-round education, with emphasis on moral education to help pupils develop an understanding, tolerance and acceptance of the community; and to guide them to be determined in their contribution to society.

School Characteristics

School Management
School Management Organisation: Under the supervision of our Incorporated Management Committee, the school supervisor, the school head and the vice-principals strive to monitor and promote high quality of the four domains. They also collaborate with various administrative, academic and functional groups, under the assistance of our middle managers.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee strive to monitor and promote school quality.
School Green Policy: Pupils are encouraged to love nature. We set up school-based green policy to input sustainable development concepts to pupils by participating visits, excursions, seminars and services.
School's Major Concerns: 1. Advance humanistic qualities and cultivate national pride and patriotism. 2. Promote cross-curricular integration and enhance creativity
Learning and Teaching Plan
Learning & Teaching Strategies: We implement joint-class activities, project learning and others according to our school-based curriculum design. Each subject offers diversified learning activities to enhance pupils' generic skills such as problem-solving, analysis, communication and IT. There are cross-curricular project learning to develop pupils' generic skills and to reinforce their learning.
Development of Major Renewed Emphases of the Primary Education Curriculum: Strengthen the professional development of teachers' e-learning capacity for making good use of e-learning resources to organize pre-class and post-class learning. Put the elements of "Reading" across the interdisciplinary curriculum to integrate the knowledge learned by students. Conduct diversified assessments, including student self-assessment and peer assessment, parent assessment, teacher feedback and data driven to promote the effectiveness of learning and teaching.
Development of Generic Skills: Generic skills are developed through cross-curriculum and life-wide learning.
Cultivation of Proper Values, Attitudes and Behaviours: School based moral Education- We design and promote Moral Education through different core values and attitudes: "Perseverance", "Respect for Others", "Bravery", "Commitment", "Charity" and "Integrity", to foster students' positive values and attitudes. Positive education and life education- We apply cross-curricular approaches to cultivate students' growth mindset, and also collaborate with parents to create caring and appreciative school culture, to enhance students' ability to practise positive values into daily lives and build character strengths. School-Based cocurricular Programmes- We have debate programme, STEM education, Weiqi education, smart financial management workshops and leadership courses to prepare students as future leaders.
Student Support
Whole School Approach to Catering for Learner Diversity: The school provides programmes for gifted pupils in different areas. They aim to help them extend their potential. The school also gives full support to assist pupils with learning difficulties by offering after-school remedial classes, Primary 1 support classes and speech therapy. The aim of these arrangements is to develop pupils' confidence and ability.
Whole School Approach to Integrated Education: The school gives full support to assist pupils with learning difficulties by offering teaching adaptation, remedial classes, Primary 1 support classes and school-based speech therapy service etc. to implement Integrated Education. In addition, the school-based Speech Therapist (SBST) provides professional services for students in need to strengthen their learning skills.
Curriculum Tailoring and Adaptation: Promotion of learning and teaching proficiency can be achieved through collaborative lesson planning and curricular programmes with external resources.
Home-School Co-operation and School Ethos
Home-School Co-operation: We keep close contact with parents through various communication means such as PTA activities, Parents Conferences, Parents' Workshops and Seminars, Parents' Positive Education and so on. All these enhance mutual understanding and cooperation between the school and parents as well as to promote healthy development of the pupils.
School Ethos: Implementation of moral education always comes as the first priority of our whole person education. We cultivate virtues and values to pupils. Nurture them with kind hearts, life skills and readiness to serve our country and community.
Future Development
School Development Plan: 1. Advance humanistic qualities and cultivate national pride and patriotism. 2. Promote cross-curricular integration and enhance creativity
Teacher Professional Training & Development: To further promote learning and teaching proficiency through developing a learning mode, the school organizes school-based professional development days and training sessions according to the needs and development trends of our school.
Others
It is our vision that everyone of our students could thrive in a fun-filled campus of dreams and wisdom. We help to unlock their full potential.



路德會梁鉅鏐小學
Leung Kui Kau Lutheran Primary School

5 On King Street, Shatin, N.T.

26379023

26494379

lkkpls@eservices.hkedcity.net

http://www.lkkpls.edu.hk

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lam Kai Hing	Ms. Ng Ling Ling	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					86%
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	God is love	1990	Chinese	School Bus	About 5070 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
-	-	\$150 (for 6 years)	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Fun Learning Centre, English Room, STEM Lab, Music Room, STEM Arena, Aquaponics Learning Farm, Music Room, Visual Art Room, Dancing Room, Activity Room, Plant nursery, Remedial Teaching Room, Student Center and Library.				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			56	Total number of teachers in the school		56
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%	25%	72%	42%	14%	44%

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		The school promotes small-class teaching, using group learning to facilitate interactions. After-school study groups provide learning support, and adaptation of assignments/exams are offered based on student needs. The flexible timetable provides more learning experiences, such as electives and activities, to support students' diverse needs.								
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	Primary 1 has no exam in Term 1, but 2 exams and 6 dictations in a year. Primary 2-6 have 3 exams annually with 7 dictations in a year. All grades use formative and summative assessments. The school offers specialty curriculum like Curriculum Integration, STEAM, life education, career planning, and OLE activities to nurture students' multi-disciplinary skills.						
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	Classes are streamed from P.3 to P.6. There is one elite class and four evenly streamed classes in each grade.						

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	7:45 AM	3:00 PM	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier or arranged by parents.	Daily martial arts exercise helps students develop healthy habits and improve mental wellbeing. Emphasis is placed on nutritious diet, and students are encouraged to participate in school activities to cultivate varied interests. Gardening activities foster students' respect and appreciation for life.		Every morning, time is dedicated to prayer, Bible messages, hymns, and videos based on weekly themes. During recess, students practice martial arts for fitness. Students can engage in activities like Friday ECA and career planning lessons in the OLE periods in the afternoon weekly, helping them discover their strengths and potential. Also, a weekly flag-raising ceremony fosters students' national identity and pride.		

Life-wide Learning

Our school promotes the development of multiple intelligences through diverse extracurricular activities in academics, sports, arts and service. We aim to cultivate their lifelong learning abilities, foster their holistic development prepare them to adapt to a dynamic society. And we offer interdisciplinary courses, outdoor learning, sports events, overseas trips, drama clubs, exchange programs, and after-school classes in different areas. These opportunities empower students to learn beyond the classroom, anytime and anywhere.

School Mission

We aim to provide an all-round education to students based on Christian values which foster the sound development of students in ethical, intellectual, physical, social, aesthetic and spiritual domains. We also aim to prepare them to have a positive attitude and strong faith in themselves and others so that they can face the challenges in their future life.

School Characteristics

School Management
School Management Organisation: Different departments work together towards the goal of realizing the school mission. 'PIE' (Planning-Implementation-Evaluation) model is adopted to evaluate the effectiveness of school strategies.
Incorporated Management Committee / School Management Committee / Management Committee: Our incorporated management committee was established in August 2007. Parent, teacher and alumni managers were included in the IMC to enhance school-based management.
School Green Policy: Through various activities, such as school uniform recycling, nursery planting, aquaponics, "environmental prefect" programs, and food waste recycling, the school promotes environmental education and creates a green campus.
School's Major Concerns: 1. Enhance the effectiveness of teaching and learning by fostering students' generic skills and skills to apply knowledge. 2. Nurture students' positive values and demonstrate the "WE C.A.R.E." school culture.
Learning and Teaching Plan
Learning & Teaching Strategies: A school-based curriculum is developed in each subject. Small-class teaching, enrichment classes and remedial classes are implemented to cater for students-learning diversity. Cross-curricular learning, STEAM education and curriculum integration are implemented so as to enhance the effectiveness of learning. Emphasis is also placed on the development of self-learning skills. In addition, BYOD program is carried out in key stage 2 to promote interaction in class and arouse students' interest in learning.
Development of Major Renewed Emphases of the Primary Education Curriculum: Strengthening life 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; better catering for learner diversity; reinforcing STEAM education, and nurturing students' media and information literacy; 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: Through a variety of classroom learning activities and unconventional learning experiences, we can comprehensively cultivate students' diverse common skills and promote students' lifelong learning abilities.
Cultivation of Proper Values, Attitudes and Behaviours: Students' positive values and attitudes are cultivated with the 'WE C.A.R.E.' campus culture. C - Confident, A - Affectionate, R - Reliable, E - Enthusiastic Through the implementation of life education and the development of a school-based curriculum, we strive to empower every student in our school to rely on the love of the Divine, fostering a positive attitude towards life and the courage to face various challenges and difficulties.
Student Support
Whole School Approach to Catering for Learner Diversity: To cater for students' learning diversity, enrichment classes, such as Chinese Creative Writing class, Math Olympiad class, English enrichment classes, Cambridge Courses and STEM enrichment classes, are provided to gifted students. Meanwhile, remedial classes are provided to students in need. In addition, a Special Educational Needs Coordinator (SENCO) is assigned to lead the Student Support Team in planning, coordinating and implementing the support given to students with special educational needs.
Whole School Approach to Integrated Education: Coordinated by the Student Support Team, professionals such as educational psychologists, speech therapists, school social workers and external organizations are introduced to provide assessment and support services for students, including speech therapy, attention enhancement, reading & writing, executive function and social-emotional training. The 'Early Identification and Intervention Programme for Primary One Students' is also implemented to identify P.1 students at risk of learning difficulties early so as to provide timely and appropriate support.
Curriculum Tailoring and Adaptation: Curriculum tailoring and assessment adaptation measures are implemented to cater for learner diversities.
Home-School Co-operation and School Ethos
Home-School Co-operation: The school regularly organizes parent-teacher meetings, parent education courses, lectures, workshops, and parent-child activities to strengthen communication and collaboration between parents and the school, so that parents and the school can work together to foster the healthy growth of the children. Parents also actively participate in the school's volunteer work, assisting the school and the parent-teacher association in organizing and implementing various activities.
School Ethos: The school has a simple and virtuous culture, where students are disciplined and receptive to teaching. Upholding the Christian spirit of "God is love", the school nurtures students' whole-person development in the domains of spiritual, moral, intellectual, physical, social, and aesthetic. Adopting a student-centric approach, the school integrates discipline and counseling through various activities, such as classroom management activities, peer mentoring programs, setting up of caring corners, and adventure-based learning. These aim to establish positive values in students and cultivate a caring and harmonious campus culture, enabling students to learn and grow through their experiences. Additionally, the school offers leadership training activities, leadership camps, and i-junior booths to enhance students' leadership capabilities.
Future Development
School Development Plan: 1. Optimize learning and teaching, make good use of technology, cultivate students' ability to integrate and apply knowledge and skills, and develop cross-curricular reading to foster students' higher-order thinking skills. 2. Integrate our core values - 'WE C.A.R.E.' and the twelve priority values and attitudes suggested by EDB, so as to promote value education systematically and nature students' positive attitude.
Teacher Professional Training & Development: School-based staff development workshops are organised and peer observations are carried out on a regular basis to cater for teachers' professional needs. Teachers are also encouraged to attend courses and seminars for professional development.
Others
Through taking part in inter-school music and speech competitions, English drama Competitions and performances, as well as Chinese and English writing competitions, students' confidence and language proficiency in both languages are improved. Students can develop their creativity and diversified potential through STEAM competitions. In addition, our school has also established partnership with schools in Mainland in order to connect students to deepen the relationship with students of our motherland. Students also participate in level-wide overseas learning tours while broadening their horizons.



世界龍岡學校黃耀南小學
L.K.W.F.S.L. Wong Yiu Nam Primary School

Kwong Yuen Estate, Sha Tin, New Territories

26378637

info@wynps.edu.hk

26494301

http://www.wynps.edu.hk

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Cheng Chi Leung	Dr. Tsung Lai Fun Maggie	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
Lung Kong World Federation School Ltd.	Loyalty, Righteousness, Benevolence and Courage	1989	Chinese	School Bus	About 1300 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				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
-	-	\$20	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	1	1	1	Fish Pond and Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
7 special rooms (Student Activity Centre, Visual & Art Room, Computer Room, Library, Science Room, Music Room and English 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			28	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
98%	98%	43%	43%	21%	21%	58%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	1	1	2	2	4	3	13
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	1	1	1	2	2	4	11
Mode of teaching at different levels	Small-class teaching at Primary One to Six. Using Putonghua to teach Chinese lessons. Adopt activity-approach to engage students' learning initiatives.							
Remarks	We utilize fundings to hire extra teachers to cater for the learners' diversity. Our school joins the EDB's Intensive Remedial Teaching Program in order to assist students to learn according to their abilities. Remedial lessons of different subjects before and after school are conducted for students who are in need.							

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)	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	Diversified assessments such as classroom observation, effective questioning and presentation, which assess students' learning performance holistically in order to transcend learning. Students' self- and peer-evaluations are carried to help students reflect on their own learning. School-based formative and summative assessments are used for diagnosing students' learning progress and outcome.				
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	Adaptations are provided for learners' diversity.				

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	3:00 PM	12:05 PM - 12:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parent volunteers.	Practising a healthy life is the theme of the integrated curriculum. The ideas of Health education will also be brought to the community.		Extra-curricular activities and project learning are arranged in the afternoon. After lunch, students can participate in different activities such as story-telling, practising musical instruments etc.		

Life-wide Learning

Students are encouraged to join various extra-curricular activities such as Verse Speaking, Visual Art, Chinese Kung-fu, Sports training, Girl Guide, Flag Raising Team, Latin Dance, Rope Skipping Class, English Phonetic course, English Writing course, Maths Olympiad, Choir, Carillon class and Mini orchestra.

School Mission

Loyalty, Justice, Kind and Brave.

School Characteristics

School Management
School Management Organisation: Lung Kong World Federation School Limited
Incorporated Management Committee / School Management Committee / Management Committee: IMC include teachers, parents and independent managers.
School Green Policy: Environmentally Friendly Policy
School's Major Concerns: 1. Comprehensively implement Career Planning. 2. Focus on the value education. 3. Consolidate the foundation of National Education and cultivate the patriotism of teachers and students.
Learning and Teaching Plan
Learning & Teaching Strategies: Small class learning and teaching approach is launched for catering learning diversity. Teachers design interesting and meaningful learning activities according to students' needs. Students explore their interests, curiosity and play creativity through the activities and discuss among peers. Teachers provide quality classroom interaction and feedback to help students construct newly learnt knowledge. Cross-curricular learning activities with a variety of themes are promoted such as Thanksgiving Month and Science Inquiry Month. Through these life-wide learning programmes, students' positive learning attitude is cultivated.
Development of Major Renewed Emphases of the Primary Education Curriculum: We select appropriate topics from each subject to design school-based activities in line with the purpose of national security education. With the "Love with Therapaws" activity, students experience the diversity and value of life. We also optimize the learning elements of the subjects and promote Theme Reading to each subject. We create more diversified interdisciplinary learning activities for students and promote students to acquire various learning experiences. We have also planned various multiple intelligence courses and specially organized "Star Programme" activities for junior level students, allowing students to participate in art creation, music training, group cooperation and problem-solving activities with cross-level schoolmates. Some financial education activities and moral education lessons are implemented to allow students to understand the environment in which they live and plan for the future.
Development of Generic Skills: We place high value on the development of students' generic skills, as well as their learning ability and appropriate values. Through various learning experiences, students learn to apply creativity, critical thinking, mathematical skills, IT skills, problem solving skills and self-management skills. They also learn to collaborate and communicate with others.
Cultivation of Proper Values, Attitudes and Behaviours: Moral education is an important element of holistic education. Our school cultivates positive values and attitudes through teaching and learning in various Key Learning Areas, subject curriculums, and other related learning experiences. We also provide support to students at different stages of growth and preparing them to make objective analysis and reasonable judgment when facing adversities. Let's take our learning into practice and face the challenges ahead with confidence.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Intensive Remedial Teaching Program and school-based tutorial lessons are provided. 2. School-based speech therapist provides services to students who are in need. 3. Supported programs are introduced to students who are in need. 4. Peer supporting scheme promotes collaborative learning among pupils with different abilities. 5. School-based educational psychologist provides services and trainings to meet the needs of students.
Whole School Approach to Integrated Education: The Special Educational Needs Coordinator leads the Student Support Team in addressing the individual differences of students through the "three-tier support model." Tier-1 support focuses on optimizing classroom teaching and assisting students with mild learning difficulties. Tier-2 support involves providing additional assistance to students with special educational needs, including learning support groups, small learning groups and subject tutoring. Tier-3 support caters for students with severe learning difficulties, offering enhanced individual support such as the implementation of "Individual Education 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; 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. School-based curriculum is introduced through cooperative lesson planning. 2. Individualized Education Program has been designed to meet children's learning needs.
Home-School Co-operation and School Ethos
Home-School Co-operation: Parents Teacher Association facilitates good relationship between parents and the school. A lot of activities are also introduced and all parents and students are all welcomed to participate.
School Ethos: 1. Harmonious atmosphere. 2. Set up a diversified performance platform for students to cultivate their self-confidence. 3. Through the concept of integrating training and auxiliary, assist students to establish positive values and good characters.
Future Development
School Development Plan: 1. Broaden the view of students by providing a variety of activities. 2. An electronic reading program is introduced by the English subject to raise students' self learning abilities. 3. To build up positive images of the individual students, our school provides various programs to cater for individual differences. 4. Self evaluation mechanism is introduced to promote continuous improvement of school performance. 5. Further enhancement of pupils' sympathy and empathy through collaborative learning activities. 6. We promote learning through giving opportunities for students to serve in the community.
Teacher Professional Training & Development: 1. Hold relevant workshops and training activities. 2. Encourage teachers to continue their studies. 3. Conduct co-planning workshops and peer lesson observations.
Others
Students obtain good results from participating different kinds of extra-curricular activities.



保良局蕭漢森小學
P.L.K. Siu Hon Sum Primary School

3 Au Pui Wan Street, Fotan, Shatin, N.T.

26041966

26062304

info@plkshs.edu.hk

http://www.plkshs.edu.hk

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Tam Yuk Ching Jenny	Principal Li Chi Shing	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					64%
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 Integrity"	1980	Chinese	School Bus	About 4700 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	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	4	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, Language Room, Music Room, Student Activity Room, Multi-Purpose Room, Small Group Teaching Rooms, Computer Room and Visual Arts Room, etc.				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		49
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
94%	98%	49%	59%	6%	29%	65%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	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	4	24
Mode of teaching at different levels	We motivate students to arouse their learning interests and develop their abilities and potential through cooperative learning and self-directed learning. Teachers co-teaching for some languages and mathematics lessons. Besides, we have language and Mathematics tutorial classes at the last lesson on Mondays, Wednesdays and Thursdays.							
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)	4		
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 assessments are conducted in the 1st term to evaluate primary one students' learning outcomes. In addition, diversified assessments are also used in all subjects at all levels to assess students' learning effectiveness, such as summative assessments, project studies, self-assessments/ peer assessments and school-based English reading ability assessments.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability classes from P.1 to P.6.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:10 AM	3:00 PM	12:20 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Participate in "Fruit Day" programme which is held by Department of Health and Education Bureau. 2. Set up Lunch Boxes Quality Control Committee which consists of teachers and parents. 3. Provide nutritious lunch boxes for students. 4. Join sportACT Award Scheme.		We have life-wide learning period, library lesson and understanding adolescent project. Students can participate in various cross-curricular activities every week, in which some professional tutors execute experiential learning opportunities for students.		

Life-wide Learning

Handbell, Chinese Calligraphy, Rugby, Drama, Puppetry, FILM IT, Little anchor, Cantonese Opera, Coding and Programming, Chinese Dance, Basketball, Dodgebee, Creative Writing, Soccer, Build a Robot, Table Tennis, Science classes, 3D Printing, Swimming, Hairdressing, Aerial Photography, Odyssey of the Mind, Choir, Brass Band and Musical Instrumental classes.

School Mission

We provide an all-rounded education comprising moral, intellectual, physical, social and aesthetic aspects for our students' whole-person development in order to ignite students' potential.

School Characteristics

School Management
School Management Organisation: The school administrative staff comprises the principal and administrative team members who are responsible for the formulation, implementation and evaluation of school plans. All teachers are regularly consulted via the school's staff meetings before the 3-year developmental plans are implemented. Various evaluation tools are used to review the implementation and effectiveness of the plans.
Incorporated Management Committee / School Management Committee / Management Committee: The IMC was set up in May 2013. Including members from the Po Leung Kuk, school principal, teacher representatives, parent representatives and outside school independent professionals.
School Green Policy: Green School.
School's Major Concerns: We Learn, We Play & We Care.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Life-wide learning. 2. Flexibility in timetabling arrangements. 3. Cross-curricular Activity Day, Subject theme days/ interdisciplinary activities. 4. Develop STEAM education. 5. School-based Chinese literature and cultural curriculum and English reading curriculum. 6. School-based self-directed learning tasks, self-directed pre-lesson and extended tasks.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. National Identity 2. Proper Values and Attitudes 3. Knowledge of Key Learning 4. Language Skills 5. Generic Skills 6. Reading and Information Literacy 7. Healthy Lifestyle
Development of Generic Skills: Cultivate students' generic abilities through life-wide learning experiences, interdisciplinary learning, and project learning.
Cultivation of Proper Values, Attitudes and Behaviours: 1. Through morning assemblies, growth education and life-planning curriculum to foster students' positive values, attitudes and behaviours. 2. Deepen student behaviour through different all-round learning activities and practical services inside and outside the classrooms. 3. Cultivate students' national identity through understanding the country and appreciating Chinese culture.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Talent pool. 2. PM Reading Scheme. 3. Co-teaching & Remedial Classes.
Whole School Approach to Integrated Education: Our school is committed to promoting an inclusive school culture through early identification and intervention for students with special educational needs(SEN). Our core members of the Student Support Team are the Special Educational Needs Coordinators (SENCO), the School-based educational psychologist(SBEP), the school-based speech therapist(SBST) and the Special Educational Needs Support Teachers (SENSTs). Our school flexibly and strategically deploys the Learning Support Grant (LSG) to support the students concerned. Non-governmental organisations are also invited to conduct individual or group trainings to provide more comprehensive services.
Curriculum Tailoring and Adaptation: Homework adaptation, special arrangements for internal examinations for SEN students. School-based Curriculum Integration, School-based Project Learning Curriculum, Support Measures for academically gifted and Under-privileged students.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. Parents and Teachers Association. 2. Publish the newsletter, 'SUM SING'.
School Ethos: 1. Arouse learning incentive and develop students' learning skills by creating an experiential learning environment. 2. Borden students' learning experience through various curricula and diversified activities. 3. Strengthen students' learning skills and extend their abilities for self-directed learning. 4. Sustain value education and develop students' interpersonal skills through various learning experiences. 5. Cultivate students' positive values, behaviours and attitudes for their personal growth and development.
Future Development
School Development Plan: 1. Provide diverse learning experiences, including outdoor education, field trips, community services and overseas learning trips to expand students' horizon. 2. Deepen students' self-directed learning to enhance learning effectiveness. 3. Promote national education to enhance students' national awareness and sense of belonging. 4. Promote interdisciplinary learning among different subjects to foster students to combine and apply knowledge and skills.
Teacher Professional Training & Development: 1. Teachers participate in professional training and courses to pursue professional excellence. 2. Each subject participates in professional learning communities and school-based support services to enhance subject professional knowledge and improve teaching practice capabilities. 3. Teachers participate in professional learning communities and seek opportunities for further professional development of subject knowledge through regular sharing, mutual learning and exchange of experiences.
Others
There are various kinds of scholarships every academic year.



保良局朱正賢小學

Po Leung Kuk Chee Jing Yin Primary School

6D Sha Kok Street, Pok Hong Estate, Shatin, N.T.

26469181

saryue@netvigator.com

26472056

http://www.plkcjy.edu.hk

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Ngan Po Ling Pauline	Ms. Ko Oi Luen	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					50%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Passion, Respect, Diligence, Faith	1985	Chinese	School Bus	About 4520 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
-	-	\$30	\$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	Reading Corridor, Organic Vegetable Garden, Jing Yin Greenfield, Reading Corner, Basketball Crt, Wifi campus, Interactive smart panel, air conditioner
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
15 Special Rooms including Central Library, Electronic Library (with MMLC), Inno Lab, Skilltopia, Eureka Space (VR Room), Campus TV, Robotics Room, English Room, Games 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			50	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%	33%	67%	15%	18%	67%

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. For each P.3 to P.6 level, one class uses Putonghua as the medium of instruction for Chinese lessons. Higher-order thinking and activity-based teaching skills are used in lessons with e-learning, students' learning motivation and confidence are thus elevated. 2. P1 classes have two class teachers and one NET teacher to co-teach English with a local teacher.								
Remarks		Students have been assigned to different divisions for Maths and English (P.4 to P.6) lessons according to their abilities, so that both Maths and English teachers can adapt and adjust their teaching and curriculum accordingly. It also helps teachers cater for learning difficulties of the students.								

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	Assessment for learning and assessment of learning are utilized together to enable students to reflect upon their learning across different curriculum through daily performance, establishing learning portfolios, project learning, quality circle award scheme, students' self-assessment, peer assessment, assessment from parents, etc.						
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 from P.3 to P.6 have been allocated to different classes according to their academic performance and all P.4 and P.6 classes undertake the "Maker Project" to enhance students' computational thinking skills and prepare them well to be a "Maker".						

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	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and or students bring their own food.	Our school vigorously promotes healthy living through "School Physical Fitness Award Scheme", "Eat Smart School Accreditation Scheme", "MVPA60 Award Scheme" and so on in order to promote the message of healthy campus. The school also attains the highest honour of EatSmart School. This proves the school has successfully fostered a healthy eating culture in the campus.		1. Reading sessions are arranged after lunch break to cultivate students' reading habit; 2. Three tutorial classes are set to lessen students' pressure on doing homework; 3. The school ends early at 2:35 pm on Fridays so students can have more time to participate in different extra-curricular activities; 4. Three "Meeeee Time" Sessions are arranged for students to play and relax after finishing homework.		

The school information is provided and vetted by schools. If further details are required, please contact the school direct.

Last revision date: 30 September 2025

Life-wide Learning

The school is committed to whole person development and there are life-wide learning sessions to cater for all interests and talents. Activities conducted include Lego, Kendama, martial arts, K-pop etc. Different extra-curricular activities are also organized like choral speaking, English activity class, Debating Team, drama, cub scouts, percussion band, symphonic winds, choir, Chinese Drum, dancing team, athletic team, swimming team, table tennis, boys and girls football team, rope skipping, taekwondo, Basketball team, e-music band etc. Besides, both Mainland and overseas exchange programmes are offered for students to broaden their horizons.

School Mission

By accomplishing the government educational policy and Po Leung Kuk's mission, the primary objective of our school is to nurture passion, respect, diligence and faith as longitude; and virtue, wisdom, kinesthesia, cooperativeness and beauty as latitude. To incorporate these targets, we aim to provide a high quality educational service and environment for our students to develop as an all-rounded person with a correct attitude towards life.

School Characteristics

School Management

School Management Organisation:

The school is managed by The Incorporated Management Committee of Po Leung Kuk Chee Jing Yin Primary School.

Incorporated Management Committee / School Management Committee / Management Committee:

The school is managed by The Incorporated Management Committee of Po Leung Kuk Chee Jing Yin Primary School, which is formed by 15 members including representatives from the sponsoring body, principal, teachers, parents, alumni, and independent manager.

School Green Policy:

Throughout the recycling scheme, Environmental Protection Ambassador training, community planting, workshops and visits, the school nurtures students' critical thinking towards the environment. By creating the Organic Vegetable Garden, students can do watering, cultivating soil, applying fertilizers, learning to plant various vegetables during lunch break.

School's Major Concerns:

- 1. Through multifaceted incentives, we foster students' growth into responsible respectful and socially conscious individuals.
- 2. Fortifying students' learning motives use of generic skills to boost students' to "Stay curious, keeping learning face the challenge".

Learning and Teaching Plan

Learning & Teaching Strategies:

Through adapting, tailoring and enriching the curriculum, in the meanwhile undergoing innumerable school-based curricula and merging with the core curriculum seamlessly, the school primarily aims at fostering students' creative intelligence, inquiry thinking, humanistic qualities, science and Maths skills. By adopting thinking tools and infusing elements of creative information technology, students' problem solving, predicting, analyzing and evaluating skills are consequently refined.

Development of Major Renewed Emphases of the Primary Education Curriculum:

By making good use of learning time and creating space to promote a balanced and diversified development, STEAM education, life education and national education are reinforced. Teachers' professional growth and organization learning atmosphere are fostered.

Development of Generic Skills:

Through different kinds of subjects and areas, especially in cross-curricular thematic-based project learning, school-based gifted curriculum and joint-curricular activities, we cultivate students' development of generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Thematic Learning is carried out to provide a platform for students to explore and show their talents, whilst encouraging them to get involved in countless voluntary work to develop positive values towards life.

Student Support

Whole School Approach to Catering for Learner Diversity:

To develop the school-based gifted curriculum, we have implemented enrichment courses with diversified activities to cater for the needs of the more capable and gifted students. Besides, separate divisions for lessons and different training sessions are employed to cater for the needs of gifted students.

Whole School Approach to Integrated Education:

Members of the Student Support Team include principal, vice principal, special educational needs coordinator and teachers, school guidance teacher, school-based educational psychologist and school-based speech therapist. Curriculum and assessment adaptation, professional support from experts and training groups are provided for the SEN students.

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 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:

Our school is based on the motives of curriculum adaptation, cross-curricula thematic-based project learning and school-based gifted curriculum to operate learning activities across different subject areas. This not only dilates the learning scopes of different subjects, but also firmly correlates learning with living.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Through the co-operation with PTA, we organise workshops, activities and talks for parents so as to build up the partnership between school and parents. Initiate our co-operation to promote parents education.

School Ethos:

Moral is of utmost importance for any education. We have implemented personal development classes according to the needs of students. School-based guidance and discipline strategies are established to carry out a continuous school-based remedial scheme. Most of our students are compliant and courteous, teacher-student relationship is harmonious, and the school is having a close affiliation with parents and the community. On top of that, a rewarding scheme is set up to inspire students to cultivate the motto of striking for excellence.

Future Development

School Development Plan:

- 1. Through multifaceted incentives, we foster students' growth into responsible respectful and socially conscious individuals.
- 2. Deploying diversified teaching tactics to embrace students to think, act and create.

Teacher Professional Training & Development:

- 1. Development of school cultures valuing Communities of Practice in teaching, while Teacher Professional Development Days, learning community gatherings and sharings are arranged all the year round.
- 2. The school advances teacher development through learning community peer observations, co-planning and exchange programs.
- 3. Chief Executive's Award for Teaching Excellence (Information Technology Education and English Language) were attained.

Others

Satisfactory result in Secondary School Places Allocation is obtained. Over 93% of students allocated to their first three preferences in the system in 2023-2024. Excel in extra-curricular activities awards, including silver award for the Hong Kong Joint School Wind Orchestra Competition 2025. First runner-up for Chinese Dance of 60th Schools Dance Festival. Champion in Silver Plate (Team) at Hong Kong Primary Schools Table Tennis Invitation Championships 2024. Champion for Girls' Division II 60m (Breaking conference record) and 4x100 relay race of 26th of HK Inter-Area Primary Schools Athletics Competitions. Champion for both boys' and girls' division of Hong Kong Rope Skipping Competition (Primary School Shatin district).



沙田循道衛理小學 Sha Tin Methodist Primary School

Kwong Yuen Estate, Shatin, N.T.

26366533

26494329

smps@smps.edu.hk

http://www.smps.edu.hk

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tsang Siu Kei	Ms. Chu Man Kuen	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					24%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Methodist Church, HK	The fear of Lord is the start of wisdom and the knowledge of the Holy One gives a wise mind.	1989	Chinese (incl.: Putonghua) and English	Nanny van	About 1272 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	\$350 (Hire foreign English teachers)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	2	2	1	Climbing wall
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Room, Learning Galaxy, English room, Art room, Music room, Pottery room, Game room, PTA 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			49	Total number of teachers in the school		52
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%	56%	44%	11%	18%	71%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	4	4	4	4	25
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	5	4	4	4	25
Mode of teaching at different levels	1. Conduct small class teaching with various classroom activities. Students are motivated to learn with open questions, class discussions, pair and group work as well as constructive feedback. 2. We have joined the New Funding Mode program provided by the EDB in order to provide tailored services to fit the special needs of our students.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	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	Both summative assessment and formative assessment have been carried out together with the Student Learning Profile.				
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	All students are grouped together with mixed abilities in most classes. An elite class is formed in Primary 4-6. Some arrangements are made to suit students' needs.				

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	3:00 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students join the assembly or do exercises every day. And Shining+ sessions are set up in the afternoons from Tuesday to Friday. Life Growth classes, special classes at STMPs, Multiple intelligence classes and co-curricular activities are held. Interest classes and training classes are set up after school and on Saturdays.		Successfully obtained the 'EatSmartSchool Accreditation' for numerous years in establishing the foundation of a healthy campus, as well as being recognised by the accreditation organisations.		

Life-wide Learning

Diversified learning activities, including more than 50 school teams and interest classes (drama, mathematics Olympiad, recitation, debate, scientific exploration, programming, choir, percussion band, iPad composition, hand bell, rock climbing, flower rope, competitive cup stacking, track and field, swimming, ball games, martial arts, creative dance, Chinese dance, sand painting, mural, ceramics, foreign languages, Cub Scouts, etc.), theme activity days, Shining+ special classes and domestic and international exchanges.

School Mission

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

School Characteristics

School Management

School Management Organisation:

School Based Management has been established since 1995. Several functional groups are set in order to superintend and help school to develop.

Incorporated Management Committee / School Management Committee / Management Committee:

IMC members: 1 Supervisor and 13 school managers from sponsoring body, 1 principal, 2 teachers, 2 parents, 1 alumnus and 2 outsiders.

School Green Policy:

Various subject groups conduct environmental education through the school's "Environmental Education Trail", and Green Hub courses are also held in the afternoon to promote environmental protection. Establish an environmental ambassador team service group to learn organic farming, environmental protection knowledge, etc., promote it to other students, and strive to promote environmental education.

School's Major Concerns:

- 1. Live a positive life in the spirit of Christ
- 2. Enhance the sense of success and build learning confidence

Learning and Teaching Plan

Learning & Teaching Strategies:

Assemblies and reading periods are conducted interchangeably to promote pupils' reading habit and spiritual development. Whole-school based activities and project-learning are implemented in different subjects. Multi-intelligence classes are conducted for training pupils' specific skills on a rotating basis. Pupils can develop different life-wide learning skills. Focus on pupils' experiential learning in real contexts. Pupils get first-hand knowledge and develop their both cognitive and creative thinking through engaging them in meaningful and inductive learning activities. Provide chances for pupils to have integrative learning experiences and whole-person development. Pupils' learning motivations, interests and effectiveness are strengthened by conducting a cross-curricular learning activities, e.g. "Life Education" week as well as volunteer service. Furthermore, experts in various aspects are invited to inspire pupils' potential.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The major renewed emphases include: strengthening values education (including life education, national education and national security education); making good use of learning time (Shining+ course)and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing, STEAM education, and nurturing students' media and information literacy; 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:

Develop pupils' study skills, critical thinking and problem solving skills by effective questioning, small group discussions, observation, inductive learning activities and IT learning. Encourage pupils' collaboration, communication and creativity by conducting small group discussions and creative design competitions. Enhance pupils' using IT and self-management skills through on-line learning and learning portfolios so as to facilitate self directed learning.

Cultivation of Proper Values, Attitudes and Behaviours:

On the principle of the spirit of Christianity and life education to cultivate the values of holistic care and positive values, different programs and activities are conducted to develop pupils' positive attitudes and skills. Also, Close relationship between teachers and parents are built to cultivate pupils' qualified characters and positive self-image.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for students' diverse learning needs by using various teaching and learning strategies, designing of different levels of worksheets and implementing the adaptation of curriculum and assessments. Follow-up work for consolidating students' learning will be conducted after the assessment.

Whole School Approach to Integrated Education:

- 1. Policy: The "Whole-school approach" supports students with special educational needs. The Student Support team is set up. The Vice-Principal acts as the in-charge person of the team. The Special Educational Needs Coordinator, student supporting teachers, school social workers, the school-based educational psychologist and the school-based speech therapist are the core group members.
- 2. Resources: We utilise Learning Support Grant to cater for students with SEN.
- 3. Measures: Teaching assistants are employed to support teaching and learning. To conduct students' homework and assessment adaptation, peer learning plan.

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:

P.4-P.6 are adapted to cater for learner diversity. In addition, P.1-P.6 are equipped with graded worksheets for different homework and different levels of ability to assist students in their studies.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA established in Nov. 1996. Lots of activities are held to enhance the cooperation and communication between parents and school. The parent volunteers always participate in duties.

School Ethos:

Develop pupils' virtue and positive attitudes, so as to achieve mutual caring and acceptance, to create a harmonious and happy school life. A supportive relationship between parents and teachers are established.

Future Development

School Development Plan:

School concerns: Make good use of subsidies and funding to carry out the rooftop optimization project "Heavenly Father's Garden" to provide students with a more ideal environment to learn and display their talents; and add diversified experience activities, such as rock climbing, sand painting, murals, etc.

(1) Live a positive life in the spirit of Christ

- 1. Imitate the spirit of Christ, cultivate positive values and attitudes, and demonstrate the quality of STMPs people
- 2. Improve students' physical, mental and spiritual health

STMPs: S: Self-discipline T: Thankfulness M: Motivation P: Perseverance S: Serving God

(2) Optimize learning and teaching and enhance students' learning confidence:

- 1. Optimize learning and teaching strategies and enhance students' sense of success
- 2. Create rich learning experiences and inspire potential

Teacher Professional Training & Development:

- 1. Provide latest training information and school-based workshops to enrich teachers with professional knowledges and skills.
- 2. Promote mutual sharing and learning of practical experience through co-planning and lesson observations.
- 3. Teachers' fellowship and gatherings are conducted regularly to build up a harmonious and caring working team.

Others

- 1. In order to broaden students' learning experience, the school has revised the timetable to allow students to participate in a full range of learning activities from Tuesday to Friday afternoon. The school named this period Shining+, through life education classes, special course, Multi intelligence module and co-curricular activities allow students to have a different and sparkling campus life.
- 2. In order to provide diversified and creative environment, superior facilities are established.



沙田圍胡素貞博士紀念學校
Sha Tin Wai Dr. Catherine F. Woo Memorial School

2 Jat Min Chuen Street, Shatin, New Territories

26468926

info@stwdcfwms.edu.hk

26869969

http://www.stwdcfwms.edu.hk/

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Wu Chun Wah	Ms. Leung Man 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
The Encouragement of Character Training for the Youths of Hong Kong, Ltd.	Offering fairness and honesty. Spreading love and showing kindness.	2010	Chinese	School Bus	About 3300 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
-	-	\$50	\$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	Reading Corner, Art Garden, Climbing Wall, Chi Culture Zone, Learning Hub, Art Gallery, Chess Area, Nature Trail, Basketball Crt, Badminton Crt, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
SaWoo I Lab, Coding Corner, Makers' Maze, Computer Room, Visual Arts Room, English Room, Multi-purpose Activity 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		49
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%	33%	15%	14%	45%	41%

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		Putonghua is used as the medium of instruction during Chinese lessons for half of the year group from P.2-P.6. School-based Science and Technology and Computational Thinking Curriculum from P.1-P.6. BYOD policy is applied to all classes from P.3-P.6 comprehensively.								
Remarks		Remedial classes are implemented for P.3-P.6. Under the New Funding Mode (NFM), we provide additional resources to enable teachers to cater for learner diversity and students' learning needs.								

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	Formative assessment, diversified assessment, self and peer evaluations are all implemented to assess students' performance and to monitor their learning process. In P.1 summative assessment is replaced by diversified formative assessment during the 1st term. Students' learning performance and progress is shown in their learning portfolio.						
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	Primary 1 students are placed to different classes with a balanced gender ratio. Primary 2 to 6 students are placed into different classes based on their language abilities. We aim to cater for learner diversity and strengthen their foundation.						

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	2:40 PM	12:25 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students' holistic development of physical, psychological and mental health is our primary concern. Students and parents perform morning exercises under the guidance of teachers every day. During recess, thematic sport areas are available for students to exercise. Organizing 'Cheer Up!' and birthday celebration activities to encourage students facing the exam with positive attitude.		Cross-curricular activities and curriculum are designed to enhance students' physical fitness skills including: 1. Sufficient lesson time for Physical Education 2. Different sports award schemes 3. Multi-intelligence classes 4. Various school sports team and training classes 5. School-based featured sports training such as baseball, dodgeball		

Life-wide Learning

A wide diversity of activities are offered, up to 90 events are held including the following: Percussion Band and Orchestra, STEAM Elite Class, Coding & Robot Making Class, Science Club, Mathematics Olympiad, English Drama Team, Cambridge English Qualification Team, Speech Training, MC Team, Baseball Team, Taekwondo, Chinese Kung Fu, Track & Field Team, Swimming Team, Football Team, Basketball team, Chinese Dance, Choir, Visual Art Elite Classes, Chinese Art, Visual Art Club, Go Chess Club, Cub Scouts, Brownies, etc.

School Mission

Sha Tin Wai Dr. Catherine F. Woo Memorial School is committed to providing quality holistic education and emphasizes on the development of the virtues and positive values of children. We offer students balanced learning opportunities in the five aspects of development, i.e. moral, intellectual, physical, social and aesthetic. Additionally, we nurture them to have positive attitude towards their lives and develop their talents to allow them become independent and responsible lifelong learners.

School Characteristics

School Management

School Management Organisation:

Our school is run by four areas, namely "Management and Organisation", "Learning and Teaching", "Student Support and School Ethos" and "Student Performance". The committees regularly co-organise, evaluate and improve the school development plan with all teachers.

Incorporated Management Committee / School Management Committee / Management Committee:

Our IMC was established in 2011.

School Green Policy:

Our school has implemented our sustainable development policy. We nurture students to enhance their awareness on environmental protection and to treasure the Earth's resources by setting up school-based environmental policies. We have set up a nature trail, solar panels and the provision of recycling bins on all floors. By integrating eco-friendly elements into the curriculum and conducting different activities, students' environmental awareness can be enhanced and sustained.

School's Major Concerns:

- 1. Deepen self-directed learning efficacy. Focus on enhancing students' confidence in learning and self-management skills
- 2. Inspiring students' creativity and enhancing integrating skills among different KLA's.
- 3. Promoting Chinese culture and ensure our students are able to have a strong sense of belonging and national identity towards our country. We aim at nurturing a new generation of students that are proud of their own country.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Foster students' development of virtues. Build up their positive attitude and values towards lives.
- 2. Through Cross-Curriculum teaching and planning and project learning, learning time can be extended in order to deepen both students' self-directed learning strategies and innovation skills.
- 3. Develop students' multi-intelligence and generic skills by participating in life-wide learning activities.
- 4. Designing tiered assignments and applying-learning strategies to cater the needs of learning differences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Provide quality holistic education.
- 2. Develop school-based national education, connect values education, cultivate traditional virtues, and inherit Chinese culture.
- 3. Through doing problem-solving exercises to train up students' analytical and critical thinking skills and enhance their self-confidence.
- 4. Optimize the school's assessment and course policies, adopt diversified assessment methods, help students learn effectively, and cater learning diversity.
- 5. Create a good reading culture, enhance reading ability, and cultivate students' reading literacy.
- 6. Continue to optimize STEAM education, cultivate students' innovative spirit, and enhance their scientific and information literacy.

Development of Generic Skills:

Our school actively strengthens STEAM education to enhance students' innovative thinking and problem-solving abilities, and strengthens media and AI literacy education to help them discern information and make good use of technology to contribute to society in the AI digital age. Our school also promotes cross-curricular reading and strengthens students' generic abilities through diversified cross-disciplinary special studies.

Cultivation of Proper Values, Attitudes and Behaviours:

By emphasising on the development of virtues, integrating guidance, discipline and moral education and applying a whole school approach, the moral values of "bravery", "respect", "pledge", "integrity", "caring", "persistence" and "perseverance" are cultivated. Students are nurtured as "Positive SAWOO students" by promoting a positive and caring school culture and value education.

Student Support

Whole School Approach to Catering for Learner Diversity:

By adopting various teaching strategies and differentiated instruction, the school aims at catering to students' learning needs. Additional academic support and small group teaching are also provided for students with special learning needs. Appropriate counseling is provided to them to improve their learning skills, social skills, and concentration and emotional regulation abilities. Interest classes and training groups are also offered to foster students' multiple intelligence. The school adopts a school-based gifted education program to enhance students' potential.

Whole School Approach to Integrated Education:

Student Support Team deploys resources such as the Learning Support Grant and the Enhanced School-based Speech Therapy Service to support students with SEN.

Curriculum Tailoring and Adaptation:

Students with special learning needs are taught by supporting teachers with an adapted curriculum.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents fully support school programmes and provide assistance both at home and school. The PTA holds different learning activities and programmes for parenting education and recruits parent volunteers in order to build mutual trust.

School Ethos:

Moral Education is our first priority. We provide students with an inviting and caring environment that cultivate their virtues and values. We also provide a balanced school education that inspires students to study diligently and nourishes them to be caring and respectful citizens who are ready to serve their country and community. Award schemes are in place to encourage students to build up positive attitudes and apply them in their daily lives.

Future Development

School Development Plan:

- 1. Emphasizing on the development of virtues and positive values of students is important in the field of learning. We will continue to diversify the development of interdisciplinary collaborative activities, STEAM education, and cross-curricular reading, and systematically plan a broad and balanced curriculum.
- 2. Life-wide learning activities covers different learning experiences, promotes balanced physical and mental development through visits and inspections and is linked to classroom learning, service learning and overseas exchanges.
- 3. The school attaches great importance to national education. Through experiential activities of Chinese culture and learning content covering national history, national conditions and national security education, together with the campus environment display. We can strengthen students' national concepts and national pride.
- 4. The school is committed to developing innovative courses, promoting AI education, integrating artificial intelligence into educational applications, optimizing teaching design, promoting students' in-depth and independent learning, and cultivating future talents.

Teacher Professional Training & Development:

The principal and teachers keep pace with the times, pursue excellence, actively explore new ideas, frequently participate in professional exchanges, and share teaching and research results to enhance their professional development, and provide students with quality education.

Others

Last year, 80% of Primary 6 students were assigned to their first choice secondary school. Our students' performance was remarkable. They won over 1000 prizes in extra-curricular activities.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Liu Man Kin	Ms. To Yee Ching	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
Hong Kong Tsung Tsin Mission	Faith, Hope and Love	1975	Chinese (incl.: Putonghua)	Nanny van	About 1792.5 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Ma On Shan Tsung Tsin Secondary School			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	2	2	1	The STEM Room, the school library, English Reading Room, Music Room and GS Room have been renovated in recent years.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Resource Room, GS Room, Student Activity Centre, English Reading Room, 2 Small Group Teaching Rooms, Visual Art Room & Music 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			49	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%	100%	34%	73%	32%	21%	47%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	4	4	4	4	4	5	25
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	5	4	4	4	4	4	25
Mode of teaching at different levels	Cooperative learning approach is adopted. There are 3 small groups for P.2, P.3 and P.4 pupils, aiming at providing effective learning support for the students. Learners' diversity is addressed through differentiated instruction.								
Remarks	Parents and students can choose whether they would use Putonghua or Cantonese as a medium of instruction to learn Chinese Language from Primary 2 to 4. They have to make their decision in the second term in P.1 and students will use the same medium of instruction to learn Chinese Language in P.2-P.4.								

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)	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 and summative assessment are used to achieve balance between assessment of learning and assessment for learning. Formative assessment: project-based learning, self-assessment, peer evaluation, teachers' observation, oral feedback, assignments and tasks. Summative assessment: 2 exams and 1 mid-year assessment 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.4, students are grouped with mixed abilities. P.5 - P.6, students with higher academic results throughout the year will be placed in one class. The rest are grouped with mixed 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	7	35 mins	8:10 AM	3:15 PM	1:10 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and pupils may bring their own meals as well.	Promote Christian education and positive education. Offer diverse activities to help students develop their potential and build confidence. Incorporate team games and adventure elements into class management lessons to enhance students' social skills and resilience. The schedule includes dismissal at 2:25 PM, with short breaks and lunch breaks of 25 minutes each. Organize Joyful Fruit Month.		1. Students lead morning prayers; parents' prayer group is held every Monday; 2. Big Brothers/ Sisters scheme enables the Primary 5 & 6 students to take care of Primary 1 & 2 students; 3. Remedial Classes / After School Care Service / Extra-curricular Activities are held after class; 4. The school has a strong reading culture; 5. Variety show is held every year to showcase students' effort and talents.		

Life-wide Learning

There is a wide range of interest groups, including: Overseas Excursion & Study Tour, Debate, English drama, Putonghua drama, Hong Kong Odyssey of the Mind Programme (OMP), Story Telling, Mathematical Olympiad, Percussion, Ocarina, Cello, Violin, Pottery, School Choir, Verse Speaking, rhythmic gymnastics, Latin Dancing, Hip hop, Athletics, Soccer, Cycling, Basketball, WeiQi, Robomaster, Boy Scouts, Girls Guides, the Boys' Brigade, Red Cross Junior Unit, Robotic and STEM activities.

School Mission

We aim at providing quality and all-round education, and our school motto is "Faith, Hope and Love". We provide an environment which enhances ethical, intellectual, physical, social skills, aesthetic and spiritual development. We aim at nurturing our students to be a seeker of truth and wisdom, a keeper of the environment, a team player and a servant leader.

School Characteristics

School Management

School Management Organisation:
Our school is composed of Incorporated Management Committee, the supervisor, the principal, functional groups and their sub-groups. The accountability and responsibilities of the functional groups are clearly and strictly defined and they are administered by the principal and coordinated by the vice principal.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee is composed of the supervisor, the principal, teachers, parents and alumni managers.

School Green Policy:
Our school promotes greening activities. We set up an aquaponics system at school garden to encourage green ideas, not only to beautify the school environment, but also gestate students' environmental protection and recycling concepts.

School's Major Concerns:
1. We develop school-based life education curriculum to develop students' positive values and attitudes; 2. We promote reading, we believe in the early development of numeracy and literacy at a young age; 3. It is our belief that both drama and recitation are modes of learning best designed to increase self-confidence and improve clarity and creativity in communication; 4. Debate education is an effective way to foster critical thinking as well as cooperative learning; 5. We promote overseas cultural exchange programmes to widen students' horizons.

Learning and Teaching Plan

Learning & Teaching Strategies:
Cooperative learning approach is adopted to foster peer interactions and knowledge building. We advocate school-based curriculum researches and development on pedagogy like knowledge building, drama in education, participating in debates to enhance speaking and creative writing skills. Verse speaking and reading are actively promoted, too. Blended learning is adopted to enhance effectiveness of learning and teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Review and refine the school timetable to create adequate time for whole person development;
2. Promote life-wide learning experiences in different modes, aim at providing ample opportunities for students to gain five essential learning experiences;
3. Enhance assessment literacy and refine school assessment policy;
4. Strengthen values education through reinforcing coordination and collaboration among subject departments.

Development of Generic Skills:
We set up school-based framework of generic skills development that shows the gradual development of all generic skills throughout the six years at school.

Cultivation of Proper Values, Attitudes and Behaviours:
We have school-based life education curriculum. We hold at least one nature trip for each level to get students explore the nature and the beauty and strength of life. We use picture books in Chinese and English reading lessons to build a positive attitude.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Establish senior primary school-based gifted programs, and also provide courses such as Cambridge English and Mathematical Olympiad. Offer after-school tutoring and homework support.
2. Hire professional instructors to cultivate and develop students' interests and potential in academics, sports, music, and arts. Encourage participation in diverse activities and competitions.
3. Organize adaptation programs and multiple intelligence training activities for Primary One new students to facilitate the transition from kindergarten to primary school; provide Secondary One interview training and "Secondary School Adaptation" seminars for Primary Six students.

Whole School Approach to Integrated Education:
We have Special Educational Needs Coordinator (SENCO) to lead the student support team and assist the school in planning, coordinating and implementing the Whole School Approach of Integrated Education in order to further cultivate an inclusive school culture and enhance the effectiveness of the support given to students with special educational needs. We have Individual Education Plans (IEP) and after-class tutorials. We have also joined different programmes and provided training sessions to facilitate students' social skills and help them tackle their learning difficulties.

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

Curriculum Tailoring and Adaptation:
We have school-based Gifted Programme and after-class tutorial classes. School-based learning and teaching materials are tailored for learners' diversity. School-based policies and guidelines are developed for homework and assessment accommodation.

Home-School Co-operation and School Ethos

Home-School Co-operation:
We build up a strong and supportive relationship between PTA and school. Our school parent volunteers are dedicated in fostering school reading culture and providing assistance to school activities. The school life education promotes quality parental time. Parents and the Principal have prayer time every Monday morning to pray for the school.

In the 2024/2025 school year, parent programs such as the Parent Play Instructor Course, Parent Pottery Class and Pottery Exhibition, Parent Hip Hop Class, and Parent Ocarina Class are offered. These aim to encourage parents to develop their potential while setting a role model for their children.

School Ethos:
We promote a school life full of joy. "Love your neighbour as yourself"; "Never cease to learn" and "Seeking the truth" are the mottos we cherish. Students develop self-discipline, love & care sense to others and foster sense of responsibility, caring & service to the community through various schemes. We provide workshops to equip parents with guidance techniques and provide support to parents. Alumni Mr Wong Kam Po (SBS, BBS, MH) Scholarship is offered on the basis of students' outstanding academic and non-academic performance.

Future Development

School Development Plan:
1. Promote service learning to equip students to be servant leaders; 2. Sustain positive school culture; 3. Enhance assessment literacy; 4. Refine school-based STEM curriculum; 5. Promote debate, drama and gifted education to nurture high-order thinking and creativity; 6. Broaden students' horizons and promote intercultural learning through overseas cultural tours. We've organized tours to Italy, Canada, Spain, Japan, Taiwan, Singapore, Korea, Beijing, Inner Mongolia and Shanghai.

Teacher Professional Training & Development:
1. We work concertedly with university support staff, professional communities, partner-schools and EDB support officers. We have collaborative lesson planning meetings, lesson studies, discussions, sharing sessions, visits and workshops;
2. We encourage teachers to join local and international educational trips to broaden horizons;
3. We promote the cooperation and exchanges among teachers from primary and secondary schools in debate through holding inter-school debate competitions.

Others

Student Achievement:
- Being one of the 2011 MassMutual Jr. Astronauts
- Winning the gold prize in Elite Student Programme in Chinese Language
- Winning the championship of Hong Kong Inter-Primary School Debate Competition
- 'Odyssey of the Mind Hong Kong Regional Tournament' First Division Champion
- All Hong Kong Inter-Area Primary Schools Volleyball Competition: Championship (Girls), First Runner-up (Boys)
- Shatin District Volleyball Competition: Seven consecutive championships (Boys), Two consecutive championships (Girls)
- All Hong Kong Schools Jing Ying Table Tennis Tournament Championship (Boys)
- Shatin District Inter-Primary Schools Table Tennis Competition: Four consecutive championships (Boys' Team), Championship (Girls' Team), Two consecutive championships (Boys)
- School Dance Championships: Championship (Team)
- Award winners in storytelling competitions, Speech Festivals, music competitions and Drama Festivals
- Award winners of Abacus Competitions



聖公會主風小學
S.K.H. Holy Spirit Primary School

Lek Yuen Estate, Shatin, N.T.

26048987

26020789

info@skhhsps.edu.hk

https://www.skhhsps.edu.hk

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Ip Tsz Leung	Ms. Cheng Sze Sze	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
Anglican (Hong Kong) Primary Schools Council Limited	To serve but not to be served.	1976	Chinese	School Bus	About 1200 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	Approved Collection for specific purposes \$400 including air-conditioning fee.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
8 rooms including 1 STEM room, 1 visual art room, 2 music rooms, 1 library, 2 activity rooms and 1 English Activity 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				49	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%	45%	56%	22%	23%	55%	

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	Supporting teachers conduct collaborative teaching or pull out teaching during lessons to help the less able students to learn better.						
Remarks	Two class teachers are arranged in each Primary One class for taking care of the students.						

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	Three assessments are conducted in each level yearly. Additionally, diversified assessment tools, such as STEM activities, project learning, formative assessment, cross-curricular learning tasks, peer evaluation and evaluation of parents, are also included to continuously assess Primary One to Six students' performance and development in the areas of knowledge, skills and values.				
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	Pupils will not be streamed but study in a mixed ability groups from Primary One to Primary Six. For Chinese Language, Putonghua is used as the medium of instructions for one to two classes in each level of junior primary classes.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:20 PM	12:25 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own lunch boxes.	We have participated in various schemes, such as the Promoting Healthy Eating Projects, the Eye Exercises, the Spinal Exercises and the Joyful Fruit Day.		We provide a number of sports training to our students. We also hold morning prayer, assemblies, moral education, fellowship and worship. In order to cultivate our students' multiple intelligence, we arrange two afternoon sessions for our students to participate in art and music activities.		

Life-wide Learning

Debate and Drama teams (English), Choral Speaking, Rummikub, Mathematical Olympiad Class, Scouts and Brownies, Orchestra, Percussion, Chinese Musical Instruments, Choir, Ink Wash Painting, Sand Painting, Chinese Opera, Rhythmic Gymnastics, Football, Basketball, Mini Tennis, Athletic Team, Swimming, Table Tennis, Stem Activities (UGOT Robot, Mircrobit, Mtiny, Drone Soccer)

School Mission

Our school is a subsidized school which was established in 1976. We are one of the members of Anglican (Hong Kong) Primary Schools Council Limited. Through different kinds of meaningful teaching activities, students are enabled to achieve a balanced development virtually, intellectually, physically, socially, aesthetically, and spiritually. The school motto, "To serve but not to be served", has been created to motivate students to contribute to the society.

School Characteristics

School Management

School Management Organisation:

Under the leadership of the school committee, the Incorporated Management Committee has been established to foster and monitor the development of the school. All the departments, executives, administrative and the school development team work together to develop all aspects of the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has been established since August 2015. Incorporated Management Committee is comprised of Sponsoring Body Manager, School Principal, Teacher Manager, Parent Manager, Alumni Manager and Independent Manager.

School Green Policy:

We have been working closely with higher education institutions and community organizations in promoting environmental education. In order to enhance students' awareness of environmental protection, we organize various activities, such as project learning, workshops on green issues, exhibitions and the use of degradable lunch boxes.

School's Major Concerns:

- Major Concerns (2025-2028):
1. To provide students with diversified learning experiences to inspire their potential and consolidate learning effectiveness.
 2. To deepen the implementation of values education to help students lead a fulfilling life.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Enriching and diversifying learning experiences to enhance students' sense of efficacy, broaden their horizons, and cultivate their spirit of serving others.
2. Enhancing the use of information technology in teaching and learning, employing the flipped classroom approach, engaging students with pre-study and extension learning tasks to expand their learning time, and equipping students with self-directed learning skills and positive values.
3. Utilizing diverse teaching strategies to strengthen classroom interaction and to promote teaching, such as drama education, formative assessment strategies, universal design for learning (UDL), STEAM education and AI education, etc.
4. Utilizing collaborative lesson planning, school-based lesson observation, peer teaching research, and assessment data feedback to optimize teaching and learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Promoting life education through seminars, workshops, class-based activities, and reward programs such as commendation coupons and sunshine calls, to establish a campus full of positive energy.
2. Subject teams utilize different strategies and share culture to maximum the collaborative effect, optimizing the effectiveness of teaching and learning, and building a learning community.
3. Establish the position of STEAM Education Coordinator, who will work together with the Curriculum Development Director to design STEAM courses related to values education. These courses should integrate with different subjects to cultivate students' creativity, information literacy, national identity, and positive values.
4. Utilizing electronic reading, picture book videos, extended reading, reading afternoon tea, cross-curricular library visits, and other activities to promote cross-curricular reading and enhance students' interest in reading.

Development of Generic Skills:

1. Different language subjects utilize various strategies to enhance values education and critical thinking.
2. The General Studies subject and the Mathematics subject develop students' ability to think critically, solve problems, self-manage, and use information technology through well-structured activities that combine hands-on and mental approaches.
3. Utilizing "Cross-Curricular Learning Day," curriculum design with a competency-based approach is employed to strengthen the cultivation of students' general competencies such as collaboration, communication, research, and creativity.

Cultivation of Proper Values, Attitudes and Behaviours:

1. With the whole school approach, we promote Positive Values, National Education and Life Education through activities such as class spirit establishment, class meetings, life education classes, morning assemblies/weekly assemblies, talks, flag-raising ceremony, "the speech under the national flag" etc.
2. Cultivating positive values in students, allowing them to learn positive emotions, thereby establishing good interpersonal relationships and healthy lifestyles.

Student Support

Whole School Approach to Catering for Learner Diversity:

School-based After-school Learning and Support Programme provides training lessons for the students who have special educational needs after school; Understanding the Adolescent Project (Primary) strengthens Primary Four to Primary Six students' ability to face adversities.

Whole School Approach to Integrated Education:

Setting up a Student Support Team to plan, implement and review student support services in catering for students' diversity. We provide students with appropriate support through a 3-tier support model.
Tier-1 : Quality Teaching Tier-2 : Additional Support Tier-3 : Intensive Individualized Support

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. To enhance students' learning effectiveness, we provide School-based Cross-subject Curriculum Integration.
2. "Talent Bank" and Gifted Education Programmes are being developed for the more capable students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. The Parent-Teacher Association of our school has established for 27 years. We have organized 'Parent-Child Outing', 'Parent Volunteer Team', 'Parent Representative Meetings' and 'Parent Education Seminars or Workshops'. Through these activities, home-school cooperation has been enhanced.
2. The officer of S.K.H. Holy Spirit Church has organized parental fellowship for our parents in order to cultivate their positive mind and build up their spiritual life.

School Ethos:

1. Students are polite and obedient.
2. Teachers and students have a strong sense of belonging to school. Teachers have developed a close rapport with the students.
3. Parents are supportive.
4. Students like learning and love exploring.

Future Development

School Development Plan:

1. To deepen STEAM education and values education.
2. To develop artificial intelligence (AI) and make good use of information literacy education.
3. To develop school-based curriculum: Cross-Curricular Learning, Cross-Curriculum Reading, Life Education, Drama Education and Picture Book Teaching.

Teacher Professional Training & Development:

The school actively collaborates with the Education Bureau and various tertiary institutions in designing its curriculum, engaging jointly in lesson preparation, classroom observation, and teaching evaluation. Additionally, the school facilitates overseas teacher training programs in places like Mainland and the United States. Furthermore, as a partner of the IT in Education Centre of Excellence (EOC), school provides professional experience sharing for the education sector, fostering an environment for teachers to connect and exchange ideas both within the school and beyond.

Others

1. UNSDGs Debating Competition 2024 (Junior & Senior) Champion
2. The 10th SKH Joint Primary School Robot Winter Olympiad - Biathlon Category Champion
3. Sha Tin District Inter-school STEAM Competition 2024, Upper Primary Group Grand Champion
4. The 76th Hong Kong Speech Festival: 1 First Prizes, 3 Second Prizes, 2 Third Prizes(49 Certificates of Merit, 17 Certificates of Proficiency);In 2023-2024, various subject groups won 173 awards and nearly 700 awardees.



培基小學 Stewards Pooi Kei Primary School

Standard Primary School at Area 43, Lok Ha Square, Fo Tan, Shatin, N.T.

26025353

26973808

admin@pooikei.edu.hk

http://www.pooikei.edu.hk

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Pang Chau Sheung Rosa	Ms. Yim Wai Yee	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					54%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Stewards	Faith, Hope, Love, Honesty Bible: Ephesians 5:15-17	1990	Chinese (incl.: Putonghua and English)	School Bus; Nanny van	About 5700 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Stewards Pooi Kei College			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
-	-	\$80	-	Two additional, non-EDB-funded full-time NET teachers: around \$1,200 annually (on voluntary basis)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Eco-garden (1 stream+2 ponds), renewable energy facilities (solar panels (3sets)), Butterfly Garden, mini weather station (1 set) and HPRS (1 set)
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
1 computer room, 1 STEAM Room, 1 Lego Room, 1 visual art room, 2 music rooms, 1 library, 1 versatility chamber, 1 supportive education room, 1 guidance room, 1 language room and 2 multi-purpose rooms.				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		52
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
94%	100%	31%	62%	19%	19%	62%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	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	4	24
Mode of teaching at different levels	The school adopts average class placement, uses "cooperative learning" as the main teaching mode. The school implements themed-based learning weeks and Chinese Culture Day every year to broaden students' learning experience. English, Science and Mathematics are taught in English.							
Remarks	In order to cater for students' learning differences, there is one class in J.5 and J.6 respectively with academically better results, and the others are divided into average classes.							

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	Parallel with self, peer and parent assessments, the school adopts formative assessments (paper and electronic), summative assessments, project-learning assessments and performance tasks so as to enhance the concepts of 'assessment for learning', 'assessment of learning' and 'assessment as 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.4 to P.6 Maths Lessons: Students of each level are divided into 5 groups. 2 of the groups are designated to learn in small groups in accordance to the students' competence. Starting from Primary 5, students are streamed 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	8	35 mins	8:00 AM	3:00 PM	12:30 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To nourish students' habits of doing exercise. morning exercise and afternoon activities sessions are set and ECA are encouraged. To encourage students to eat healthily, healthy food is promoted. Health talks, vaccination campaigns and involvement in research programmes help establish a healthy living style.		There is a nap time (1:20 p.m. - 1:45 p.m.) where students may take a nap or take part in other non-learning/teaching activities.		

Life-wide Learning

French Class; Cub Scouts, Brownies, Girls' Brigade; Debate Team (Chin and Eng); Performance (Dancing, Puppetry, English Drama); Music (Violin, hand chime, Ensemble); PE (Badminton, Table tennis, Wushu, Fencing, Football, Track and field, Basketball, Swimming etc); STEAM (Computer Class, Butterfly Ambassadors, Lego Robotic); Overseas and Mainland Learning Exchange.

School Mission

In accordance with the school motto: Faith, Hope, Love and Honesty, our mission is to provide a well designed curriculum and environment that enables students to enjoy rich, pleasant and meaningful school lives. Develop students' potential in various aspects with emphasis on the abilities of independent thinking and creativity. Equip students with the appropriate knowledge, skills and attitude that lead them to become contributive members of the society.

School Characteristics

School Management

School Management Organisation:

Under the leadership of the Incorporated Management Committee, the headmaster and senior teachers are responsible for leading the 12 administrative committees and their functional committees. The school has also established the Parent-Teacher Association and Alumni Association, which act as a bridge for communication between the school and the stakeholders of parents and alumni.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in 2008. The IMC is composed of members of the sponsoring body, independent individuals, parent representatives, alumni representative and teacher representatives.

School Green Policy:

An Eco-Garden with a pond has been established on the strip of the government land adjoining the school premises. Solar panels are also installed on the roof. The food waste composters are also used to decompose food waste into organic fertilizer. All these green plans are integrated into the current science curriculum. Planting strategically on the school campus so as to be a habitat for butterflies, to nurture students to enjoy and cherish the beauty of the nature through observation of the butterflies' life cycle. The Hydropower Recycle System is installed to collect neglected hydropower for electricity generation and to promote renewable energy.

School's Major Concerns:

- 1. Promoting Learning through Assessment: a. Optimizing the design of daily teaching content and evaluation strategies to promote students' learning performance; b. Optimizing the design and review of internal assessments to enhance students' learning performance.
- 2. Establish a Positive Campus Culture: a. Create a positive campus atmosphere; b. Through curriculum and activities, cultivate positive thinking in students.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Teach students different learning strategies and thinking tools progressively; tiered assignments are designed to enhance analysing, evaluating and creating skills.
- 2. With the application of electronic apps and platforms, teachers design diverse learning activities and tasks to elicit students' interests in learning.
- 3. Organise whole school subject-based activities and outdoor learning activities to enrich students' learning experiences.
- 4. In line with national development, incorporate elements of national education, along with practical activities, into various subjects.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. The morning classes are conducted in a 6-day cycle mode, while the afternoon classes are in a 5-day weekly schedule. This arrangement is beneficial for distributing the learning time evenly and increasing the time for non-textbook teaching and activities.
- 2. On Friday afternoons, students can choose to stay at school for activities or leave the campus. This arrangement is beneficial for increasing the time for non-classroom teaching and teachers' professional development.
- 3. Values education (including positive education, national education and national security education), assessment literacy, STEAM education and life-wide learning

Development of Generic Skills:

Enhance students' generic skills with the introduction of different learning activities in different Key Learning Areas. The school also promotes project learning and cross-curricular thematic teaching to enhance students' generic skills, such as project learning, collaboration and critical thinking.

Cultivation of Proper Values, Attitudes and Behaviours:

Based on the six areas of positive education, related topics are elaborated on within the main subjects. Regarding to school-wide disciplinary activities, "Classroom Management" and "One Person, One Job" etc are implemented. The growth and counseling groups promote students' psychiatric and mental health. Through Christian education, students are taught to develop positive thinking in the Word of God. Moral education lessons are based on twelve primary values and attitudes. Positive values are indoctrinated to students through stories, case analysis and life-wide learning activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

In order to help students with different learning diversity to explore their individual strengths, the concept and elements of 'universal gifted education' are included in classroom teaching. Meanwhile, in order to further enhance students' potential and talents, the school provides special learning opportunities to students with different abilities. These learning opportunities include remedial, elite, small group learning and after-school learning and support programmes.

Whole School Approach to Integrated Education:

With the help of the SENCO, SENST and the Student Support Team, the school helps students with special educational needs (SEN) to extend their competence by providing various learning and teaching strategies, as well as after-school support to enhance their learning effectiveness.

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..

Curriculum Tailoring and Adaptation:

Conduct small group learning outside the regular classroom for teachers to design more appropriate teaching activities and schedule.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents are the school's important partners. The school provides parent education and parent-kids activities to support our parents. The PTA regularly holds joint activities and talks with the school. Parents participate enthusiastically in different voluntary services.

School Ethos:

By adopting the Integrated Approach to Discipline and Guidance, teachers and the school social worker foster students' positive values and inculcate them to be able to have self-discipline and to love one another. Based on the Biblical teaching, our school introduces students to Jesus Christ through different activities. We also nourish our students in accordance with our school motto, 'Faith, Hope, Love and Honesty'.

Future Development

School Development Plan:

- 1. Develop School-based Gifted Education: Design tiered worksheets to enhance students' higher order thinking ability and promote extended learning.
- 2. Refine classroom teaching and develop multiple assessment methods.
- 3. Promote Technology Education (Butterfly, STEAM, Building Block Coding, the Internet of Things (IoT), Blockchain Technology).
- 4. Strengthen students' positive values and attitudes through experiential learning.

Teacher Professional Training & Development:

Apart from the collaborative lesson planning, teachers' professional development workshops, the school invites teaching experts (Chinese, English, Maths, GS and Science) from the local tertiary institutions to conduct co-plan, lesson observation and evaluation for our teachers. The school also strategically sends teachers of different disciplines to different professional institutions so as to facilitate professional sharing with teachers of other schools.

Others

As a supplementary medium of instruction, English is adopted in teaching Maths and Science. Meanwhile, Chinese is taught in Putonghua. In collaboration with Hong Kong Gifted Education Academy, the school provides gifted Maths programmes for Hong Kong gifted students. Awards obtained last school year included: Hong Kong Schools Speech and Music Festival – 4 champions, 1 first runner-up, 11 second runners-up; Inter-school competitions (Shatin Basketball Competition – Champion, Best Sportsman; Hong Kong Park Green Hunt First runner-up and Outstanding Award; Best Green Education Initiative Award; Ocean Park Conservation Alliance Champion School Distinguished Innovative Award; Primary STEAM Primary Exhibition 2 Outstanding Awards; Wushu Competitions - 2 champions and 5 second runners-up; Story to Stage Puppetry Competition Second Prize)



基督教香港信義會禾輦信義學校
The ELCHK Wo Che Lutheran School

School No. 3, Wo Che Estate, Shatin, New Territories
 26911426 wcl@wcl.edu.hk
 26911824 https://wcl.edu.hk

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lau Kei Shing	Ms. FUNG LAI YEE	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					75%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Evangelical Lutheran Church of H.K.	Please refer to the Chinese version.	1979	Chinese	Nanny van	About 3938 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	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	A garden, 24 classrooms equipped with computers and interactive touchscreen.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Digital Playground, Multimedia Room, Computer Room, English Wonderland, STEM Room, Activity Room, Music Room, Visual arts Room and Library.				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		46
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%	79%	16%	30%	54%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	2	3	4	4	4	21
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	2	3	4	4	19
Mode of teaching at different levels		Small Class Teaching.								
Remarks										

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	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							Yes
Diversified Assessment for Learning	In accordance to the ability of students, the school diversifies the modes of formative assessment: dictation, creative writing, oral presentation, Chinese audio-visual (CAV), reading aloud, model making, web-based assessment, project learning, students' self-assessment and learning portfolio.						
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 Primary 1 to Primary 3; Classes are streamed according to academic results from Primary 4 to Primary 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	25 mins	7:45 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. Establish the school digital playground to promote a healthy life culture on campus. 2. To carry out 'Campus Cleaning Policy'. 3. To check the body temperature of all students every day. 4. To set up a policy for healthy-eating and lunch supervision. 5. To join the activities in 'Joyful Fruit Month'. 6. To promote 'Campus Cleanliness Campaign'.		1. HEAD Programme targets Primary 1 to 3 students to enrich learning diversity. The programme is composed of Life Education, English Fun Time, Arts and Discovery Learning. 2. An extra PE lesson is carried out in Primary 4 to 6 every week to cultivate exercising habits. 3. Establish the digital playground so that students can engage in fitness activities during PE classes and recess time to build a healthy campus.		

Life-wide Learning

To carry out diversified extra-curricular activities from Mondays to Saturdays:
English Musical; Glass Harp; Cheerleading Team; Martial Arts; Children Fitness, Chinese Orchestra; Hip Hop Dance; Wooden Box Drum; Scientific Elite; AI Artificial Intelligence Course; Fellowship; Little Youtuber; English Ambassador; Leadership Volunteer Program, etc.

School Mission

In accordance to the Bible, the school aims at providing whole-person education to all children. We also strive to create a joyful learning atmosphere and to develop students' independent thinking skills in order to become members of society.

School Characteristics

School Management

School Management Organisation:
Management and Organisation, Learning and Teaching, Student Support and School Ethos, Information Technology, Student Affairs, Diversified Development.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee: Invite stakeholders to take part in school decision.

School Green Policy:
To promote environmental education through (Leisure and Cultural Services Department) One Person, One Flower Scheme; to select two environmental prefects from each class and set up solar panels on the roof.

School's Major Concerns:
1. Enhance assessment strategies to promote students' assessment literacy.
2. Cultivate a sense of empathy in students.
3. Establish the professional ladder for teachers by way of professional development.

Learning and Teaching Plan

Learning & Teaching Strategies:
To promote e-Learning, self-directed learning, STEAM Education and organize life-wide learning activities through cross-curricular learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Strengthen the value education of students through Life Education and National Security Education inside and outside the classroom.
2. Make good use of the full-time afternoon for cross-curricular reading and various activities to enrich students' learning experience.
3. Implement interdisciplinary STEAM education at all levels and promote coding learning in senior computer subjects. With the school's pull-out gifted programmes, we let students flexibly apply knowledge in daily life and cultivate their generic skills.
4. The school pays attention to the optimisation of assessment strategies, and uses different plans to improve students' assessment literacy and promote self-directed learning.

Development of Generic Skills:
To assist students to grasp, construct and apply knowledge to solve problems through different key learning areas and activities.

Cultivation of Proper Values, Attitudes and Behaviours:
1. To nurture students to respect lives, build empathy, create a harmonious and campus culture through Life Education and various life-wide learning activities.
2. To systematically plan activities pertaining to the national education. To strength students' sense of belonging to the country and to guide them to take up the responsibilities as Chinese nationals with the right attitude.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. To stress the importance of intensive and remedial programmes, as well as gifted education. The gifted education team has set up a databank of gifted children in accordance with linguistic, logical and mathematical, musical, spatial and bodily-kinesthetic intelligences and provided professional training for students.
2. To nominate students with potential talents to join gifted education programmes to develop their gifted potential and excel in their talented areas.
3. Teachers design lessons and assessments in co-planning meeting in accordance with the students' needs.
4. Identify students with learning difficulties in Primary 1 and provide measures to help those who are in need of assistance.
5. Provide assistance to Primary 6 students to aid in the transition to Secondary 1.

Whole School Approach to Integrated Education:
Our school, the Student Support Team (SST) has already been established. There is a SENCO to co-ordinate the team and to support the students with special educational needs (SEN). We also have SEN teachers and teaching assistants in SST team. In addition, the Learning Circle Groups can support the pupils with weak academic performance in pull-out lessons. Other than that, the outsourcing service can provide some group services to those SEN students after school.

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

Curriculum Tailoring and Adaptation:
Take care of students with weaker abilities: adjust homework and tests; provide teaching support; outsource diversified services such as speech therapy, literacy improvement groups, etc.

Home-School Co-operation and School Ethos

Home-School Co-operation:
To maintain collaborative relationships with parents by encouraging them to join various school events.

School Ethos:
Our school is based on biblical truth. We adopt the whole school guidance and discipline approach. To help students to disseminate love and care to others through class building, prefects, I-Care Ambassadors and voluntary services; to help students to respect and cherish their lives through diversified programmes such as 'School-based Counselling Scheme' and Life Education. We are sure that by all means of measures we take, students are able to build up positive values and attitudes towards lives.

Future Development

School Development Plan:
1. To enrich students' learning experiences through school-based "HEAD Programme".
2. To develop students' computational thinking and drone coding ability in STEAM Education through the "Knowing More About IT" sponsored project.
3. By participating in the Quality Education Fund Project organized by the Education University, we optimize assessment strategies and enhance students' assessment literacy and independent learning.
4. To cultivate students' positive values through Life Education and National Security Education.

Teacher Professional Training & Development:
1. To promote the Professional Ladder for Teachers (T-standard+).
2. To provide training on "Assessment Literacy".
3. To provide training on "Catering for learning diversity".
4. To provide a Mentoring Scheme for new teachers.

Others

Exciting News: Our New Campus is Coming Soon!
We are thrilled to announce that our school has been selected for the prestigious Sha Tin District School Rebuilding Program! In September 2026, we will be relocating to our brand-new campus at Pak Hong Estate in Sha Tin Wai, conveniently located next to Christ College.

Our new facility will span an impressive 6,847 square meters, featuring 24 modern classrooms and 13 specialized learning rooms designed to enhance educational experiences and foster creativity.



天主教聖華學校
The Little Flower's Catholic Primary School

11 Wo Che Street, Wo Che Estate, Shatin, N.T.

26924593

26057950

001@littleflowerschool.edu.hk

http://www.littleflowerschool.edu.hk

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Chiu Kit Man Emily	Ms. Chow Kai Lai	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					43%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	Loving God with modesty and integrity	1951	Chinese	School Bus; 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		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$60	\$300 (Fees for Specific Purposes authorized by EDB)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	1	1	Counselor's Room, Campus TV Room, Parents' Resources Room, Multi-Purpose Resource Room, Conference Room, Staff Room and Aquaponics Garden, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, Visual Arts Room, Music Room, Computer Room, Science Room, Student Activity Room, Dancing Room, Religious Activity Room, English Reading 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			41	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%	100%	32%	43%	28%	42%	30%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	3	4	4	4	3	20
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	2	3	4	4	4	19
Mode of teaching at different levels		<div>- Gifted and enhancement classes are provided in order to cater for learner diversity.</div> <div>- Encourage independent learning and strengthen positive education.</div> <div>- Two class teachers in P.1 and some other classes, in order to provide more caring for students.</div>								
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	Besides the summative assessments, students' learning outcomes will also be comprehensively evaluated through project-based studies, field trips, differentiated assignments, reading programs, practical assessments, and life skills. The assessment encompasses a variety of areas, focusing on students' development in moral education, physical fitness, attitudes, and life skills.						
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-abilities classes from P.1-P.4; Top Class and Enhancement Classes from P.4-6.						

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	35 mins	8:00 AM	3:00 PM	12:55 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	In order to promote students' habitual healthy lifestyle, we have participated in the "EatSmart" program, arranged the "fruit month", scheduled weekly fitness routine and made a range of extra-curricular sports available.		In order to provide students with diversified learning experiences, various integration activities such as all-round learning, value education, STEAM activities, and more are conducted every afternoon. Weekly morning meetings include weekly themes, language and cultural activities such as bilingual morning reading lessons.		

Life-wide Learning

All students in the school have the opportunity to participate in various types of after-school training or interest classes, including Sports, Dancing, School Choir, Handchime, Creative Arts, Drama, Debate, Campus Reporters, Putonghua choral speaking, Little IT Pioneers, STEAM teams, Young Pioneers of Christ, Mathematics Elites and Uniform Groups, among others. The other is optional. Students will not only learn the subject knowledge, they will also have fun. The school regularly organizes cross-curricular activities to cultivate students' comprehensive qualities.

School Mission

Based on the vision of Hong Kong Catholic Diocesan, we guide students to know more about Christ and spread the gospel. We foster students' self-confidence and self-learning skills as well as their moral, intellectual, physical, social, aesthetic and spiritual values. Also, we aim to help students to reach their full potential and become good citizens.

School Characteristics

School Management

School Management Organisation:

Under IMC, school administration structure is divided into four areas: management and organization, learning and teaching, school spirit and student support and external relations. The principal leads the executive team to implement various school policies and jointly undertake and promote the school mission.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of the IMC include the supervisor, the principal and the representatives of the school sponsors, teachers, alumnus and parents.

School Green Policy:

Encourage students to adopt a green life at school and at home. Participate in the Jockey Club Energy Saving and Electricity Reduction School Project. Arrange environmental education activities, and ensure the use of energy-efficient light bulbs and air conditioners throughout the school to reduce energy consumption. Implement whole-school measures to reuse the paper products and reduce producing paper waste. Aquaponics garden is built to support environmentally friendly planting. PTA organizes the recycling of old school uniforms.

School's Major Concerns:

- 1. To establish a school-based values framework that aligns with the 3C campus culture to cultivate students into exceptionally wise talents.
- 2. To enhance students' spirit of inquiry and learning motivation through self-directed learning strategies and inquiry-based learning.
- 3. To promote a reading culture by incorporating diverse reading strategies into cross-curricular reading, thereby improving students' reading skills and literacy.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Organize diverse learning programs and activities and promote STEAM Learning. Enhance interactive learning through e-learning tools and develop students' self-learning skills and habit.
- 2. Strengthen English learning by various English language programme, such as Drama in Education, English Fun Day, Happy English and Smart Kids English Programme.
- 3. Enhance gifted education through school-based gifted development courses in English Drama, Programming Teams, Visual Arts, dancing and Choral Speaking, etc.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Develop a comprehensive curriculum framework for values education, promoting a school-based values education curriculum that includes life education, career planning, and national education (including Patriotic Education and National Security Education).
- 2. Redesign the class schedule to include regular classes in the morning and diverse class activities in the afternoon, such as STEAM, Arts, Sports, Reading, Cross-curricular activities and etc.
- 3. Incorporate STEM elements into regular classes and organize various top-performing activities, as well as training students to participate in different activities and competitions.
- 4. Enhance students' media and information literacy through class activities and lectures.
- 5. Promote cross-curricular reading to stimulate students' reading interests and consolidate the application of reading strategies while also promoting the integration of different subjects' learning content and experiences.

Development of Generic Skills:

We conduct STEAM project learning to enhance students' collaborative, problem-solving, computational, and creative abilities, while also developing their knowledge and skills in the fields of science and technology. Each subject provides learning materials to improve students' self-directed learning skills. Activities are organized, such as ball games, STEAM competitions, Choral Speaking, English drama, and inter-school math competitions, actively developing students' multiple intelligences.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Incorporate positive education into every course to promote wellbeing within school community.
- 2. Promote the deeds of Christ and saints in Religious Studies lessons and various cultivation activities.
- 3. Cultivate positive values and attitudes by sharing monthly theme-based inspirational stories in morning assemblies.
- 4. Build a positive school climate of mutual appreciation, care and respectful behaviours through different schemes, such as the Little Flower's School reward programme and the school-based counseling reward programme.

Student Support

Whole School Approach to Catering for Learner Diversity:

Providing enrichment programs, support classes, homework tutoring classes and After-School Care Services to cultivate gifted students, as well as catering to students with learning differences. Providing training for teachers who have students with special educational needs. The school also provides in-house speech therapists and educational psychologists to support students with special educational needs.

Whole School Approach to Integrated Education:

Core members of student support team includes the Vice Principal, Special Educational Needs Coordinator, Special Educational Needs Support Teachers, school social worker, school-based Speech Therapist, school-based Educational Psychologist and teacher assistants. Small learning groups are provided for students with SEN, such as remedial learning groups, social skills training, emotional behavior team, speech therapy services, 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..

Curriculum Tailoring and Adaptation:

Appropriate adjustment, tailoring and school-based teaching are adopted. E-learning is implemented in many subjects. Assignments, dictations and writing adaptations and after-school tutorial classes are provided for students with special needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents Seminars, Parents Talks, School Newsletters, P.1 Welcoming Activities, Student-Parent interest groups, Family Outing, Parents Evangelization Activities and Parents Volunteers Team are provided to strengthen the communication and cooperation between home and school. Parent representatives are invited to participate in school administration meetings and to establish Parents Committee in order to encourage parents to help and support the school administration. Tea gatherings are held by the Principal irregularly to develop a close and harmonious home-school relationship.

School Ethos:

The school passes the five core values of Catholic education (Truth, Justice, Love, Life and Family) to students. The school is marked with a culture of simplicity. The relationship between teachers and students is harmonious. Mutual-respect among students is cultivated through the fostering of a caring and positive culture. The school establishes a 3C campus culture (Competence, Character, Care) that showcases students' diverse abilities, fosters good character, and promotes a spirit of caring for others. Through participation in community services, the school aims at developing students' self-confidence and making contribution to society.

Future Development

School Development Plan:

Key focus for School Years from 2024-2027

- 1. To cultivate students as exceptional and erudite talents through establishing a framework of core values for the school which promotes the 3C school culture.
- 2. To enhance students' independent exploration and learning motivation through self-directed learning strategies and inquiry-based learning.
- 3. To enhance students' reading abilities and literacy through actively promoting a reading culture and incorporating diverse reading strategies into cross-curricular reading.

Teacher Professional Training & Development:

- 1. Introduce professional support and data analysis to strengthen and improve teaching strategies.
- 2. Employ external professional consultants to provide professional training for the senior teachers, examine the effectiveness of teaching and learning and enhance the teaching effectiveness of teachers.
- 3. Encourage teachers to continue their studies, engage in professional development to keep pace with the times and match the school development plan.

Others

Organize overseas learning activities to broaden students' horizons: joint school learning journey to New Zealand, Dubai study tour, and mainland exchange programs; conduct teaching observations and online/offline exchanges with sister schools in the mainland; supported by the "Saint Paul Education Fund" and Mayaa HK Fund; Hong Kong International Youth Forum (English); Cub Scouts Outdoor Challenge Day - Champion; Sik Kong Cup Football Invitation Tournament - Sik Kong Cup Champion; Hong Kong Inter-school Karate Championship - Overall Runner-up in the Men's Category; Yuen Yuen Secondary School Anniversary Cup Dodgeball Invitation Tournament - Champion; North District Kindergarten Handball Competition - Champion.



救世軍田家炳學校 The Salvation Army Tin Ka Ping School

Pok Hong Estate, Shatin, N.T.

26489283

26494305

tkpps@hkm.salvationarmy.org

<http://www.satkp.edu.hk/web/>

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Captain Lee Choi Ling	Mr. Li Andy	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 Salvation Army	Honest, Faith, Love, Diligence	1983	Chinese	School Bus	About 5000 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	Charge as needed (not exceeding 300 HKD per year).	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Jellyfish Eco-museum, Green Garden, basketball court and badminton court.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Reframe Theatre, Physical Fitness Centre, Computer-assisted Creative Music Room, Computer Room, Language Learning Room, Student Activity Centre, English Fun Room, General Studies Room, Music Room, Mathematics room, Guidance Games Room, Visual Art 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			48	Total number of teachers in the school		57
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%	33%	44%	28%	12%	60%

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		Small Class Teaching has been implemented in Primary One to Six to enhance the effectiveness of students' learning by using different learning and teaching strategies. There is a focus on self-directed learning to enhance students' motivation.								
Remarks		1. Double class teachers for P.1 and P.6, catering students' needs of primary school adaption. 2. For P.1 to P.3, Students are streamed evenly according to their ability, with two classes use Putonghua as the medium of instruction for teaching Chinese Language. 3. Divide P.4 students into classes based on their ability.								

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)		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	Students are promoted in learning through formative and summative assessments. Besides written assessments, students are also assessed through reading, project learning, creativity, physical skill performance and etc.						
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	The upper level students are distributed into classes according to their academic performances and abilities. One class is Elite Class, the other three classes are grouped evenly. In order to motivate students, varied teaching materials are tailor-made to enhance learning.						

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	8:20 AM	3:30 PM	1:10 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Parents' Education in Primary Schools Programme. 2. The Hong Kong Jockey Club School Mindfulness Programme (Enhance students' awareness through meditation bottles). 3. iSmart Fitness Scheme. 4. MVPA60 (Promote a healthy lifestyle) 5. AI Sports Station (Evaluate students' athletic performance through the application of AI and data analysis techniques)		1. Focusing on classroom learning in the morning, while engaging in STEAM+ activities in the afternoon. Including exploration in both new sports and outdoor activities and grade-specific events. 2. Music channels, special broadcasts and TKP news updates for students at lunch time. 3. Morning physical fitness activities and trainings to promote better health and encourage growth. 4. Extra-curriculum activities.		

Life-wide Learning

1. STEAM+ outdoor learnings. 2. Cross-curricular week, Intangible cultural heritage week, exchange programmes, Jellyfish Programme, coding and BYOD. 3. Uniformed Groups: Red Cross and Boys Scout. 4. More than 38 multi-intelligence classes are arranged on Fridays. 5. Offering various activities including martial arts, taekwondo, swimming team, LEGO class, Spanish language class, magic team, drama group, and more.

School Mission

Based on Christian values, educate with love, nurture students' confidence, integrity, diligence, passion towards life and respect towards community.

School Characteristics

School Management

School Management Organisation:

Our school is led by "The Salvation Army".

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was set up in the 2008/2009 school year.

School Green Policy:

- 1. To protect the environment, more plants will be grown.
- 2. Energy efficient products will be used.
- 3. Solar-Powered Smart Planting Machine.

School's Major Concerns:

- 1. Making good use of "study-hour" to enhance effectiveness of student learning.
- 2. Fostering virtuous and gifted TKPers with the motto of "caring for the campus, cultivating values and nurturing talents".

Learning and Teaching Plan

Learning & Teaching Strategies:

1. To cultivate students' ability to utilize reading comprehension strategies. We adopt "From Reading to Writing" pedagogy. 2. Primary Literacy Programme (Space Town Literacy Programme for KS1) and School-based Reading Programme for KS2. 3. TOEFL syllabus is incorporated in KS2 curriculum. 4. To use different classroom activities to enhance students' "numerical sense" and the competency of utilizing "mathematical language". 5. Running BYOD. 6. Learning Chinese Language through Putonghua, two classes in P.1-P.3. 7. GAPSK syllabus is incorporated in KS2 curriculum. 8. Events of Science Explorer and Project learning. STEAM education is incorporated in the school curriculum. 9. Every student has a good range of extra-curricular activities in school which covers Art, Music and Sports. 10. Manageable homework policy: a tutorial class period for completing homework; homework can be completed within 1.5 hours on average. 11. Set up a talent pool for gifted education.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Optimizing the overall curriculum planning by flexibly utilizing teaching and learning time, integrating, and connecting relevant learning content to enhance the effectiveness of teaching and learning.
- 2. Making good use of learning time both inside and outside classroom, involving the whole school community, to enrich students' all-round learning experience and promote whole-person development.
- 3. Providing comprehensive support for students' growth, collaboratively building a caring campus, and nurturing well-rounded TKPers with love and care.

Development of Generic Skills:

- 1. Strengthen students' capabilities of comprehensive application, problem solving, self-management and self-learning.
- 2. Through activities and competitions, students are able to build up collaboration skills, communication skills and creativity.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Establishing a foundation based on Christian and school's educational philosophy, and the holistic development of students through the school-based virtuous education program. In alignment with virtues cultivation, we have designed a six-year developmental framework that focuses on the promotion and nurturing of 'Eight Core Virtues'.
- 2. Implement service learning through a whole school participation model to establish positive and proactive attitudes and behaviors.
- 3. By implementing classroom management, mental health initiatives, and positive education activities, we aim to enhance positive emotions in daily life, leverage individual strengths, and establish positive interpersonal relationships.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Plan school-based gifted education courses, including Little Reporter, Little Writing Pioneer and Olympiad class. Students are recommended to join gifted education programs and training provided by professional institutions such as The Hong Kong Academy for Gifted Education and CUHK Program for the Gifted and Talented.
- 2. Remedial and Enrichment classes for Chinese language, English language and Mathematics are arranged.
- 3. After school tutorial classes are arranged for P.1 to P.6.

Whole School Approach to Integrated Education:

- 1. With a post of Special Educational Needs Coordinator (SENCO), we can better provide professional instructions to our students especially in design of homework, curriculum and assessment.
- 2. Provide professional support to improve the learning and social efficacy of students with special educational needs.
- 3. Teachers are skillful in catering learner's diversity and setting learning tasks in different levels. We improve our teaching by lesson observation and gaining instructions from professors.
- 4. Arrange counselors to join the class to support students with special educational needs.
- 5. School-based speech therapist provides appropriate support services to students 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; and organising activities to create an inclusive learning environment in the school. After school homework tutorial class and peer support.

Curriculum Tailoring and Adaptation:

- 1. School-based curriculum, homework and assessments are designed to cater for the learning diversity of students.
- 2. Organize a parent open class to allow parents to observe their children's classroom learning, enhancing their understanding of the school's curriculum and teaching methods.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Making effective use of the parent education funding to establish a Parent Academy to facilitate systematic parental education and promote a holistic approach to parenting.
- 2. Has a well-developed Parent-Teacher Association and a Parent Volunteer Team.
- 3. High level of engagement from parents.

School Ethos:

- 1. Implement positive counseling through 'early reminders, early intervention, and continuous follow-up' to cultivate students' positive values.
- 2. To promote Christian spirit and develop students' faith by our Chaplain.
- 3. Implementing a comprehensive student counseling program that involves diverse activities and whole-school participation, also adapting an integrated counseling approach to foster students' positive development.
- 4. We fully implement the school-based reward program via the "Monthly Star", "TKPPS Passport For All" and "Gem Card Scheme" to affirm and praise the students' good performance in all aspects.

Future Development

School Development Plan:

- 1. Learning and Teaching: School-based learning curriculum and strategies are implemented across all subjects. Implement BYOD e-learning scheme, optimize learning and teaching strategies, enhance the efficacy of learning and teaching.
- 2. Moral Education: Cultivate students' good conduct through school-based planning and external supports.
- 3. Multiple activities: Through diversified activities and learning experiences, students can achieve their full potential.
- 4. External Qualified Certification Courses: Through taking part in the public Mandarin and English qualified certification assessments, students' abilities to be biliterate and trilingual can be affirmed.
- 5. Parent Education: Through 'TKP Parent Academy' and the 'Home-School Partnership' program, we systematically organize parent seminars, learning groups and other activities, to foster better grown and development in students by promoting collaboration between home and school.

Teacher Professional Training & Development:

Fostering learning communities to enhance learning and teaching through peer observation and sharing with educators.

- 1. The Education University of Hong Kong: "From Language Learning to Value Cultivation, Learning Classical Chinese Texts through Multi-Text Reading.
- 2. The Education University of Hong Kong: "Jockey Club Inquiry-Based Science Learning and Teaching Enhancement Project.

Others

Accolades received: 1. Outstanding Teaching Award for Moral Education from the Education Bureau. 2. The Happiness Campus Recognition Scheme has received the Excellence Award for Happy Campus. 3. The 61st Schools Dance Festival - Chinese Dance (Lower and Upper Primary Section) Honours Award (Highest Honor). School-based learning curriculum: 1. Jellyfish Program. 2. Gifted education curriculum (Language study, Mathematics, Science). 3. School-based Reading and Writing Task Book. 4. TKP Talent Pool.

Overview of Secondary School Placement:90% of graduated students were allocated to their top three choices of secondary schools in the 2024 academic year.



東華三院蔡榮星小學 TWGHs Tsoi Wing Sing Primary School

19 Pok Chuen Street, Shatin, N.T.

29593606

29593615

twsp@tungwah.org.hk

http://www.twghtwsp.edu.hk/

91

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Tsoi Wing Sing	Ms. Leung Tun Yu	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 and Faithfulness as the guiding principle in the moral and intellectual development of our students.	2018	Chinese & English	Nanny van	About 9000 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		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$450	\$40 (replacement of student card)

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	basketball courts, running tracks, Star Welcoming Terrance and climbing walls
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, English room, Music rooms, Visual Arts room, STEAM Zone (Computer room), STEAM Lab (General Study room), small group teaching rooms, conference room and student activity centre.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path, Accessible public information / service counter 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			61	Total number of teachers in the school		65
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
88%	98%	25%	19%	29%	42%	29%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	5	5	6	5	31
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	5	5	5	6	31
Mode of teaching at different levels	Implement activity-based teaching in whole school, adopt cooperative learning approach and foster high-order thinking skills at all levels.							
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	Use daily progress assessments to match with summative assessments, conduct timely inspections, and provide feedbacks on teaching and learning. Other multiple assessment strategies such as project learning assessment, student self-evaluation, peer evaluation and parents' feedbacks are conducted.						
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	All students are evenly distributed 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	8	40 mins	8:00 AM	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school sets up a committee to advocate healthy lifestyles and healthy eating habits amongst all students.		-		

Life-wide Learning

To nurture our students with the quality of "Tomorrow's Leaders", the breakthrough from the traditional schooling hour renders the appearance of "Featured Experiential Programme" in the afternoon session as an inter-disciplinary learning section. Students may unleash their potentials through getting in touch with the courses according to their abilities and interests selected by themselves. Leadership qualities in organizing skills, problem-solving skills, self-evaluation, cooperation and communication would be implanted and enriched through taking part in various courses.

School Mission

Under the education themes of "Self-understanding, self-exploration and self-development", "Building up a relationship from oneself to the family, to the society, to the country and to the nature" and "Exploring, understanding and stepping towards the world", our school is committed to cultivating students to become Tomorrow's Leaders.

School Characteristics

School Management

School Management Organisation:

There are different administrative boards to oversee the school in areas of Teaching & Learning, Administration and Pastoral Care.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has been set up to implement School-Based Management since 2018.

School Green Policy:

With reference to the Guidelines on Environmental Education, our school tries to implement the School Green Policy through different areas: school infrastructure, management, education and external networks.

School's Major Concerns:

- 1. Establish student learning methods, cultivate good learning habits, and increase students' learning initiative.
- 2. Foster students' correct values (respect, sense of responsibility), enhance positive relationships, and establish an active and healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school emphasizes the importance of English learning and provides an authentic and encouraging environment for students to learn English and enhances students' English proficiency. The cooperative learning approach is applied so as to cater for individual differences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

strengthening values education (including life education, national education and national security education); reinforcing STEAM education, and nurturing students' media and information literacy.

Development of Generic Skills:

We develop pupils' generic skills in formal lessons and also in special events such as "Project Based Learning", "Joint-class activities", field trips, visits etc.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school bases on the approach of 'learn it, live it, teach it and embed it' to promote positive education. Five languages of love are taught to foster communication skills with others. A school-based reward scheme is implemented to let students be aware of their talents and build on them. Moreover, workshops and talks are arranged for parents to learn discipline and childcare skills.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Use Three-Tier Intervention Model to cater for students with special educational needs.
- 2. Adopt collaborative learning strategies to boost students' engagement during lessons.
- 3. Offer gifted education programs to develop students' potential.

Whole School Approach to Integrated Education:

- 1. Adopt the "whole school approach" to support students with special educational needs.
- 2. Utilise Learning Support Grant and School-based Speech Therapy Service to hire professionals and purchase related services to support students with special educational needs.
- 3. Engage in cross-professional collaboration with school-based educational psychologists, social workers, and other professionals.

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. Provide remedial classes to arrange small-group learning for students with slightly lower abilities.
- 2. Provide support and adaptation for students with special educational needs including homework, dictation and assessment accommodation etc.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents are our working partners. They provide manpower to facilitate the school operation.

School Ethos:

Through positive education, the school aims to cultivate a pure and kind learning environment and build up the school that everyone is always willing to give a helping hand.

Future Development

School Development Plan:

- 1. To promote Student Agency for creating an active and self directed learning culture.
- 2. To foster students' positive values and build up their positive emotions as well as healthy life.

Teacher Professional Training & Development:

A systematic and theme-based professional staff development plan for teachers is made annually. Training, workshops and sharing are scheduled each year.

Others

Our school has been moved from the temporarily campus located in Mei Lam Estate in Tai Wai to the new campus in Shui Chuen O in January 2023.



香港浸會大學附屬學校王錦輝中小學 HKBUAS Wong Kam Fai Secondary and Primary School

6 On Muk Lane, Shek Mun, Shatin, N.T.

26372277

26372077

a-school-ps@hkbuas.edu.hk

http://www.hkbuas.edu.hk

Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Prof. Fu Hoo Kin Frank	Dr. Chan Wai Kai	Not Applicable	DSS 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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong Baptist University	Passionate to Learn, with Confidence; Determined to Succeed, with Vision	2006	English	School Bus	About 12000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
same 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
\$44,800(10 instalments)	-	\$100	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Sports & Aquatic Complex, Indoor Gymnasium, Fitness Centre, Endangered Species Museum, Herbal and Butterfly Garden, HomeRun Sports Training Centre
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
InnoLab, Campus Broadcast Studio, Visual Arts Gallery, 2 Performing Arts Theatres, Student Activities Centre, Science Laboratory, Dance Studio, Lecture Theatre, Reading Centre & A-Planetarium				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			-	Total number of teachers in the school		85
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
87%	99%	47%	16%	46%	20%	34%

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		In order to cater for students' learning needs and encourage individual growth, split classes will be arranged for Chinese, English and Mathematics subjects at all grade levels. Students will benefit from receiving more attention and increased participation as the group size is smaller.								
Remarks		Primary & Secondary Divisions are on the same campus. Students from the Primary Division can access facilities in the Secondary Division.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		1	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Students will be assessed continuously from many aspects on an ongoing basis including exercise, project, class participation, service and conduct. No test and exam will be arranged for G1 & G2 students. One test and two term-end assessments will be held in a school year for G3 to G6 students. The two summative assessments reflect the academic achievements of students in their learning stage.						
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 mixed abilities. Chinese, English and Mathematics grouping are streamed according to their learning needs.						

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	40 mins	8:05 AM	3:20 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1) Morning exercising session and sports recess for students to participate in various sport activities; 2) SportACT Award Scheme; 3) A-Fitness Diary.		1) The school's professional team monitors the lunch menu for students in order to ensure a balanced diet; 2) Music and stories are broadcast during lunch time to foster students' interest in music & language appreciation. We also have student sharing and Story Parents at lunch time.		

Life-wide Learning

Orchestra, Chinese Drum, Choir, Handbell, Stone Climbing, Rope Skipping, Dance, Swimming, Softball, Soccer, Table Tennis, Badminton, Basketball, Fencing, Martial Arts, Battle of the Books, Poetry Club, Grammar Tales, Mathematics Olympiad, Green Workshop, Astronomy, Coding for Kids, Robotics Workshop, Advanced Chinese Painting, Western Calligraphy, Boys' Brigade & Cub Scout, etc.

School Mission

Our Mission is to provide quality education based on Christian heritage and concern for others. Students will explore their potential in an environment, where East meets West, giving them the best of both cultures. We mentor our students, fostering their personal growth to encourage initiative, positive attitudes, individuality and creativity, providing a basis for lifelong learning.

School Characteristics

School Management

School Management Organisation:

The School Management Committee (SMC) is the top management and decision-making body. Committees are formed to maintain the normal operation of the School and development in learning and teaching. Fields of concern include facility management, curriculum development, quality assurance, information technology and extra-curricular activities, etc.

Incorporated Management Committee / School Management Committee / Management Committee:

School Management Committee members are appointed by the HKBU including deans, department heads, professors and professionals from the community.

School Green Policy:

Conservation of paper and energy, 3Rs, environmental management, environmental education, environmental ambassador and green roof.

School's Major Concerns:

- 1) Nurture lifelong and innovative learners;
- 2) Strengthen students' resilience, positive relationships and social responsibility;
- 3) Build a digital and healthy school environment.

Learning and Teaching Plan

Learning & Teaching Strategies:

Students engage in cooperative learning activities, technology-driven active project-based learning, and receive differentiated instruction.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1) Strengthen value education through PERCCI core values (P-Perseverance, E-Empathy, R-Respect, C-Courage, C-Commitment & I-Integrity) activities in reading and life education;
- 2) Strengthen national education and national security education by creating interactive learning materials;
- 3) Make good use of learning time through experiential learning, subject week activities in lunch recess, half day school during assessment period and double lesson periods for some subjects;
- 4) Campus TV, coding, digital citizenship and STEAM lesson to promote technology-driven interdisciplinary learning;
- 5) Positive Value embedded into Chinese Reading programmes;
- 6) Leader in Me programme to promote whole person development.

Development of Generic Skills:

The following approaches are implemented: 1) High Order Thinking Strategies; 2) Self-Directed Learning; 3) Problem / Project Based Learning; 4) Big Brothers Big Sisters Programme to develop a strong bonding and culture (for G1-2 & G5-6 Students); 5) Gifted Programmes to help students achieve their fullest potentials.

Cultivation of Proper Values, Attitudes and Behaviours:

We guide our students and foster their personal growth with the Positive Education essentials to:

- 1) Build a sense of purpose and meaning of life;
- 2) Establish a positive relationship with parents, school members, society and the nation;
- 3) Cultivate positive emotion, engagements in learning;
- 4) Foster perseverance and "Growth mindset";
- 5) Distinguish the right from the wrong and show acceptance towards varied values;
- 6) Develop independent learning skills, particularly self-management skills and collaboration skills;
- 7) Use their character strengths in ways that support the self and others; 8) Build a positive and healthy lifestyle.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1) The professional team, including registered nurse, Guidance Teachers and Social Worker, looks after the holistic development of all students;
- 2) Dual class teacher system is implemented;
- 3) Bridging activities will begin in Grade 5 and 6 so our students will be well-prepared for their secondary school life.

Whole School Approach to Integrated Education:

With the professional support of our Social Worker, Guidance Teacher and registered nurse, preventive, developmental and remedial programmes are introduced to cater for students' individual 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; 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 all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..

Curriculum Tailoring and Adaptation:

For students who are behind the learning expectations of their grade level, personal guidance will be provided to raise their learning ability. Enrichment programmes are offered to provide challenges to students. Through these programmes, students can explore and develop their strengths and interests. In addition to small class learning, students may have opportunities to participate in gifted programmes offered by various educational institutions, e.g. HK Academy of Gifted Education, Johns Hopkins Center of Talented Youth Gifted Program, etc. In our "through-train" system, students can benefit from the acceleration of individual subject or even a whole grade. Various support measures are also developed for their unique affective development.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1) Parents participate and volunteer in many school activities, e.g. Play Day, Athletic Meet, Aquatic Meet, Story Parents Programme, school library operation, etc.;
- 2) Parent-Teacher Association was established in 2007;
- 3) Parents Education Academy is established to equip parents with positive communication techniques and to understand their children's emotion, so as to build up a positive relationship.

School Ethos:

Students are encouraged to develop independent thinking skills, and be a responsible citizen through respect to others and the environment.

Future Development

School Development Plan:

- 1) Leveraging on digital technology at all levels of the School;
- 2) Promoting student wellbeing and national pride through character-building initiatives;
- 3) Creating sustainable and flexible learning and teaching environment.

Teacher Professional Training & Development:

- 1) The professional development of teachers is strongly supported by the Hong Kong Baptist University and other universities to enhance teachers' professional growth;
- 2) Co-lesson planning, peer lesson observation, Quality Circle Meetings, and whole-school or subject-based local and overseas professional development programmes are frequently held. Teachers are eager to serve in public exams and EDB committees, and share teaching experiences with others on public occasions.

Fee Remission

Our school offers full school fee remission, 3/4, 1/2 or 1/4 school fee remission and up to \$4,000 supplementary scholarship to subsidize book purchase and activities, etc.. 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. The deadlines for fee remission application are August 31 and January 31 every year. However, special cases for emergency situation will be processed in between the application periods.
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

Scholarship will be granted to students who excel in academics, sports & performing arts, music, visual arts, social services or leadership. Fee remission will be arranged for the needy families on school fee and paid courses, up to full assistance on the school fee for 3 years.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tsang Yok Sing Jasper	Mr. Wu Yuk Chi	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
Pui Kiu Edu Foundation Ltd	Nurture Brilliant Generations	2005	Chinese (incl.: Putonghua) and English	School Bus	About 19000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	Yes
Pui Kiu College					
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
\$30,000 (in 10 instalments)#	-	\$100	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Swimming pool, canteen, track runway, outdoor theatre.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
60 (Music Room, Art Room, MMLC, Campus TV, Gym Room, Sports Centre etc.).				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path and Accessible public information / service counter.

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		75
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
92%	100%	57%	11%	15%	17%	68%

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	Student Centered / Approach Integrated Curriculum / Higher Order Thinking / Reading as the core curriculum / Language-rich environment / Assessment Policy - Tracking Learning Progress / 12-Year Seamless 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)	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					No
Diversified Assessment for Learning	Starting from G1, each student will have an individual learning portfolio, detailing his/her growth and progress in learning. Comments from subject and class teachers in the Assessment Progress Report help students and parents reflect students' learning.				
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					No
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	40 mins	8:15 AM	3:30 PM	12:20 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier.	Adopt the "Healthy Eating in School Campus" policy which encourages students eating healthy snacks only.				

Life-wide Learning

Types of extracurricular activities include: Sports and games, musical activities, artistic activities, uniform units, prefect council, interest clubs, social services and interest groups (such as chess, gardening, calligraphy, debating, drama, opera etc.)

School Mission

Pui Kiu College adopts English and Putonghua as the media of instruction, immerses students in both Chinese heritage as well as Western ideas, and hence develops people who, as part of a new generation of outstanding individuals, are able to contribute to the opening up of Hong Kong and China to the outside world. We expect our students will:

1. have a broad international perspective.
2. have a deep understanding of Chinese culture and passion for China.
3. be proficient in both English and Chinese.
4. be sharp & thoughtful, studious & well-behaved, and willing to take on responsibilities.

School Characteristics

School Management
School Management Organisation: The Incorporated Management Committee of Pui Kiu College
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of Pui Kiu College was incorporated and established on 30th August 2008, comprising 8 sponsoring body managers, 2 parent managers, 2 teacher managers, independent manager and school principal.
School Green Policy: Enhancing students' environmental protection awareness through various learning activities in the subject of Social Development.
School's Major Concerns: 1. Developing the 12-year Coherent Curriculum; 2. Enhancing the Standard of Writing of Students; 3. Strengthening Students' Self-Management Skills; Fostering the Spirit of Caring for and Respecting Others; Nurturing Student Leaders; 4. Optimising the Staff Appraisal System and Professional Interaction Practice.
Learning and Teaching Plan
Learning & Teaching Strategies: We have redesigned our students' learning experience according to their psychological developments through a revamped curriculum which incorporates life-wide learning. We build a language-rich environment for our students to be actively involved in using English and Putonghua through various learning activities.
Development of Major Renewed Emphases of the Primary Education Curriculum: In order to enhance our curriculum, we have incorporated values education, national education and national security education in our school's curriculum. In terms of enriching students' life-wide experiences, students can participate in the Experiential Learning Week and Service Learning Activities. These unique learning experiences ensure the physical and mental development of students are well-balanced. The school-based curriculum also equips students for the ever-changing world by developing their generic skills. In addition, positive values and attitudes are embedded in our school culture and they are emphasised in our curriculum. For examples, one of the activities is called "Healthy Me" which increases students' awareness on positive values and attitudes in their daily lives. Also, our curriculum is designed to cater for students' individual learning needs in order to maximise each student's learning effectiveness.
Development of Generic Skills: Through activities held inside and outside classes, we intend to create a learning environment that aims to foster student's ability to solve problems, communicate, cooperate, investigate, self manage and think critically.
Cultivation of Proper Values, Attitudes and Behaviours: Our school aims at developing people who, as part of a new generation of outstanding individuals, are able to contribute to the opening up of Hong Kong and China to the outside world. By learning both inside and outside of the classroom, our school actively expands the international vision of our students and allows them to be equipped with rich Chinese cultural content and Chinese sentiment. In terms of moral education, we promote the pursue of 'SMART' among students. It is to ensure they possess the five qualities listed below in the future. Self-management, Mutual respect, Appreciation, Responsibility & Team work
Student Support
Whole School Approach to Catering for Learner Diversity: Professionals such as educational psychologists, speech therapists and social workers are hired to provide guidance.
Whole School Approach to Integrated Education: Teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, speech therapy services.
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 all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.
Curriculum Tailoring and Adaptation: Individual student with special educational needs may have assessment adaptation.
Home-School Co-operation and School Ethos
Home-School Co-operation: Parents' forum is being set up within the 'e-class' system. All parents are encouraged to enroll as a member of our energetic parent volunteer team. Parent and Teachers Association is established.
School Ethos: Transition programs for G1 and G7 students are provided every year. Through fun and engaging learning activities, students may gradually acclimatise to our multi-lingual learning environment while developing greater self-esteem and learning motivation.
Future Development
School Development Plan: 1. Promoting Self-directed Learning; 2. Motivating Students to Strive to Be "SMART"; Mutual Respect, Appreciation and Team Work.
Teacher Professional Training & Development: 1. Upgrading of professional knowledge. 2. Strengthening the professional interaction system to facilitate the migration to formal staff appraisal system. 3. Capacity building of middle management.
Fee Remission
Our school offers full school fee remission or 1/2 school 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 before 2 month(s) of commencement of the new school year. Application results will be announced within 3 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
1. Our Scholarship Scheme is to award students with outstanding performance in Academic, Moral, Sports, Music, Visual Arts and Other Talent Areas. Over 2 million dollars has been distributed each year. 2. Shatin Area Inter-Primary Schools Overall Championship (Boys) 2015-2016, 2016-2017, 2017-2018, 2018-2019. 3. Shatin Area Inter-Primary Schools Overall Championship (Girls) 2015-2016, 2017-2018, 2018-2019. #The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$28,400