



齋色園主辦可信學校  
Ho Shun Primary School (Sponsored by Sik Sik Yuen)

🏠 Estate School No. 3, Lei Muk Shue Estate, N.T.

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Yu Tommy	Mr. Chan Yuk Ming	Established	Aided Whole Day	Co-ed	Confucianism, Buddhism and Taoism
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
Sik Sik Yuen	To act benevolently and to teach benevolence	1975	Chinese	Nanny van	About 3800 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	-	Replacement of student card: \$50

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	1	2	1	Learning path, Botanical garden, Indoor sports playground, two computer equipped classrooms for small group.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Campus TV room, Fitness Room, Dance Studio, Music room, Visual-Art room, Computer assisted learning room, Language Lab, Multi-purpose room, General Studies room, English Corner, Student Activities Centre, Fitness Centre, Immersive classroom, Aviation 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			23	Total number of teachers in the school		27
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%	22%	30%	8%	28%	64%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	1	1	2	2	2	10
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	1	1	1	2	2	9
Mode of teaching at different levels		We conduct small class teaching at every level for every class. Teachers can tailor instruction more individually to enhance their strengths and improve their weaknesses. In addition, students are formed into groups of 5 with varying ability in order to create a co-operative learning environment where students can have peer support as well as specific teacher support.								
Remarks		Chinese, English and Mathematics Remedial classes are available before school and also have after-school care class from 3:30pm to 6:30pm.								

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	P.1 students do not need to take any exam at the first term. They will have two exams at the second term. For P.2 to P.6 students, there will be three exams per year. Diverse assessment strategies are used to assess student development e.g. student portfolios, online quizzes, project learning and assignments.						
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 and P.2 students, we group them into different classes according to the proportion of gender in the form. On the other hand, students from P.3 to P.6 are grouped based on their learning performance. There is one elite class allocated for each form.						

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	8:15 AM	3:25 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We operate a School Physical Fitness Award Scheme as well as a School Eat Smart Scheme suggested by the EDB.		The Presentation Ceremony and The Flag Raising Ceremony are conducted every month. During lunch time, we broadcast different campus TV programmes for our students in classrooms. At recess times, students are encouraged to visit the library to read and borrow books of different varieties.		

Life-wide Learning

On every Wednesday, we have a list of over 20 extracurricular activities. Activities include: Community Youth Club, Scouts, Junior Police Call, Girl Guides, Speech, basketball, handball, volleyball, piano, string orchestra, painting, story-telling, choir, African drums, Chinese dancing, lion dancing, TV pre- and post-production, violin, fencing, Kung Fu, fencing and etc. (all listed activities do not require any participation fees).

School Mission

"To act benevolently and to teach benevolence", our school aims at providing students with a holistic education which helps our students to become better people and to build up a sense of responsibility towards the community.

School Characteristics

School Management

**School Management Organisation:**  
Supervised under Ho Shun Incorporated Management Committee.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
Ho Shun Incorporated Management Committee.

**School Green Policy:**  
Promote green school programs, environmental ambassador programs, green campus programs, recycling programs, kitchen waste collection programs, organic farming and renewable energy use programs, etc.

**School's Major Concerns:**  
1. To strengthen the connection with Ho Fung College, a dedicated Ho Shun and Ho Fung Collaboration Task Force has been established.  
2. Create a comprehensive language learning environment dedicated to enhancing students' language literacy.  
3. Assist students in establishing a healthy lifestyle to achieve balanced physical and mental development.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
Diverse learning activities, projects and experiences are offered to students to broaden their horizons:  
1. Overseas exchange programs and study tours so that students can taste other cultures and learning methods.  
2. Our school house been certified as a "Webquest Centre of Excellence" for conducting different teaching research.  
3. Gifted education is implemented at all levels to explore the potential of students.

**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; and enhancing assessment literacy for promoting learning and teaching effectiveness.

**Development of Generic Skills:**  
Via a multitude of activities and lessons, we aim to enhance students' critical thinking ability, self-initiative, self-expression as well as independent study.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
Honest, supportive, polite, diligent

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
Our school offers numerous programmes to support students at all abilities. These include:  
1. Enrichment classes.  
2. Homework and assessments adaptation.  
3. Remedial lessons and Homework Clubs.  
4. Complimentary School-based Speech Therapy is given to those who required support.  
5. School-based Educational Psychology Service.

**Whole School Approach to Integrated Education:**  
Our school has the Early Identification and Intervention Programme for Primary One Students with Learning Difficulties' (EII Programme). There are specific measures in supporting students in learning diversity or with SEN. We tailored our teaching strategies, homework and there are special accommodation during assessments. Besides, individual education plans are designed specificity. There are meetings to report the students' progress in school and at home. There are remedial classes before or after school. We have social skills groups as well. There is a school-based speech therapist works in school to provide assessments and therapy.

**Education Support for Non-Chinese Speaking (NCS) Students:**  
Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

**Curriculum Tailoring and Adaptation:**  
For Grades 5 and 6:  
Organize English and Mathematics enrichment classes for academically outstanding students to help them adapt early to secondary school learning modes.  
Conduct support classes for newly arrived students from Mainland on Saturdays to assist them in integrating into the school community.  
Curriculum Development:  
Chinese and English subjects utilize school-based teaching materials (developed in-house), supplemented with commercial textbooks, to ensure a comprehensive learning experience.  
Mathematics implements a level-based assessment system to monitor and support student progress.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
The Parent-Teacher Association has been established for many years. Its purpose is to strengthen the contact and communication between parents and schools and to help children grow up happily. Regular activities of PTA include Christmas party, family outings etc. PTA also arranges different education lectures to parents. They will learn how to teach children in an effective way. PTA parent volunteer team helps our students through different activities such as companion reading, games after lunch, checking students' body temperature, and planting on Ho Shun campus.

**School Ethos:**  
Provide opportunities to cultivate the positive values of being a "Ho Shun" person (HSPS, H - Honest; S - supportive; P - Polite; S - Smart learners)  
1. Develop students' positive attitude towards learning via moral education.  
2. Nurture a reading culture with reading schemes and parent-student activities.  
3. Big Buddy Scheme which encourages students to help and care for one another.  
4. Ho Shun TV (HSTV) provides a platform for students to showcase their personal talents and build self-confidence.

Future Development

**School Development Plan:**  
Promote gifted education for students to reach their full potential  
1. Development of multiple intelligence education to explore the potential of every student.  
2. Facilitating learners with opportunities to exhibit their individual talents systematically.  
3. Professional development of teachers in concepts and skills of gifted education. Enhance students' sense of accomplishment and strengthen students' self-confidence. Enhance students' self-confidence by cultivating a positive environment of encouragement and achievable success.

**Teacher Professional Training & Development:**  
Teachers actively participate in continuing professional training and development. They enroll into different kinds of professional development activities according to the school and subject's development programs, and also teachers' individual needs. Peer observation, sharing and co-planning among teachers help to reinforce the effectiveness of teaching.

Others

To strengthen the connection with Ho Fung College, a dedicated Ho Shun and Ho Fung Collaboration Task Force has been established. This initiative aims to enhance collaboration and foster closer ties between primary and secondary schools under the same educational organization, promote resource sharing and mutual benefits. The ultimate goal is to comprehensively improve teaching effectiveness and achieve seamless integration across primary and secondary education. Annually, our school recommends at least 10 students for admission to Ho Fung College. Additionally, each student admitted to any secondary school within the same educational organization, including Ho Fung college, will receive a scholarship of \$1,000. During the Secondary 1 Discretionary Places Admission Stage, a "Strategic Partnership Bonus Points System" has been introduced. Under this system, students from Ho Shun Primary School applying to Ho Fung College will receive an additional 10 bonus points to strengthen their eligibility.



## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Wong Yi Ha	Ms. Dai Hin Ching	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					87%
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	Serving with God's Glory, Cultivate Values and Nurture Talent	1975	Chinese	Nanny van	About 3570 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	\$260 (Including School Development, enhancing Teaching Aids and School Environment costs)	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Garden/Mountain of Holy Mary, Planting Plot
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Visual Arts Room, Music Room, Counselling Room, Praying Room, English Wonderland, Students' Activity Centre, LMSCPS Maker Space and TV Station				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%	100%	47%		33%		20%		23%		57%	

## 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	Through e-learning and group learning, students are able to learn interactively. Putonghua is used as the medium of instruction for teaching Chinese language in some P.4-P.6 classes. Learning support teachers and non-Chinese speaking tutors would support Students' learning in class.						
Remarks	To cater for students' learning diversity, P.4 to P.6 students are divided into different classes according to their learning needs.						

## 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 Assessments and Formative Assessments are used to assess students' performance. Diversified modes of assessment are adopted, such as written assessment, speaking, listening, Performance assessment, technical skill assessment, project learning, dictations and assignments, process learning performance, etc are used to assess the performance of students in different areas.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Streaming is applied to students from P.4 - P.6 according to their academic performances. P.1 - P.3 students are evenly distributed in 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	9	35 mins	7:55 AM	3:30 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To enhance healthy lifestyle, we have participated in "Joyful Fruit Month", "Straighten Up Campus Campaign", "School Physical Fitness Award Scheme" and the "SportACT Scheme" sponsored by the Leisure and Cultural Services Department. The school also use sport AI Mobile App "RoboCoach" to enhance students' exercise habit.		1. Arrange morning TV Channel, after-school extra-curricular activities. 2. Implement "One Academic/Sports/Arts in Life Scheme" and provide a wide range of activities, as well as different Uniform Groups, e.g. Campus Reporter, drama, dance, zither, choir, violin, hand bell, track and field, ball games, taekwondo, Flag-raising Team, Cub Scout, Girl Guides, Young Pioneer of Christ, etc. to develop students' potential.		

Life-wide Learning

Various extra-curricular activities such as Flag-raising Team, Cub Scout, Girl Guides, Little Campus Reporter, LMS Little Speech Master, LMS Little Writer, LMS Little Leader, IT Ambassador, English Ambassador, Putonghua Ambassador, Young Pioneer of Christ, CYC, English Drama, Choir, Choral Speaking, Debate Team, Little Artist, Little Scientist, 3D stereoscopic printing, Micro:bit, coding, ball games, Taekwondo, Dance Team, Zither & Violin.

School Mission

Through holistic education, we preach the spirit of the gospel and enable students to understand "The Value of Life and Love" in order to establish a positive outlook on life. We strive to develop students' Spiritual, Moral, Intellectual, Physical, Social and Aesthetic qualities and teach them to become good citizens and leaders who contribute to the society in the future.

School Characteristics

<b>School Management</b>
<b>School Management Organisation:</b> Under the Incorporated Management Committee, the Supervisor, Principal, Vice- Principals and the Head of different Committees form the School Management Team that plan, coordinate and monitor the School's Management and Organisation, Learning and Teaching, School Ethos and Student Support, Student Performance.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Incorporated Management Committee of Lei Muk Shue Catholic Primary School.
<b>School Green Policy:</b> We develop students' environmental awareness and living habits through different activities such as gardening, Hydroponic lettuce, Environmental Ambassadors' voluntary work, paper recycling, energy, water and paper saving and arrange related seminars or workshops for students.
<b>School's Major Concerns:</b> 1. Learn and Think Inspire Wisdom 2. Practice Benevolence and Righteousness manifest the Lord's Grace
<b>Learning and Teaching Plan</b>
<b>Learning &amp; Teaching Strategies:</b> 1. Ability of bi-literacy and tri-lingualism: Implement Teaching Chinese in Putonghua, READ AND WRITE project, Drama education, school-based English curriculum and language-rich environment to enhance students' ability to use different languages. 2. Ability of High-order thinking and self-directed learning: Through Thinking booklet, problem-solving, Math. Olympiad training, self-learning booklet of G.S, helping students to develop their abilities in thinking and learning. 3. Inquiry learning: Students explore knowledge through reading articles, observations, experiments, etc. 4. Creative Education: Incorporate creative teaching strategies into the learning activities to enable students to develop their creativity. 5. Thematic Learning and Life-wide Learning: Enrich students' learning experiences and enhance their generic skills through various activities. 6. Participate in various QTN projects to enhance the effectiveness of teaching and learning.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Cultivate positive values and attitudes through 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 school-based STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; enhancing assessment literacy for promoting learning and teaching effectiveness.
<b>Development of Generic Skills:</b> Strengthen the development of students' generic skills through group learning, project learning, different subject-based curriculum and interdisciplinary activities.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Through various strategies such as School-based Learning Theme, to encourage students to be grateful and positive, and face the opportunities and challenges of life bravely.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> Implement the Chinese tiered support program for P.1-3 to consolidate students' language foundation. Support students with learning difficulties with the 'Early Identification and Intervention Programme for Primary One Students with Learning Difficulties' (EII Programme), School-based Educational Psychology Service, School-based Speech Therapy Service, After-school tutorials, NAC adaptation classes, Big Brothers & Big Sisters Program, Reading & Writing Project and Companion Concentration classes are offered to help students with SEN.
<b>Whole School Approach to Integrated Education:</b> Support the students with SEN by "3-Tier Support Model" Through the formulation and coordination of various strategies, students will have appropriate and diversified support in their growth and learning. The school will provide appropriate counseling to the students concerned based on their individual differences and special educational needs.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. To provide assistance to NCS students through "Big Brothers & Big Sisters Program". Provide referral for them to participate in courses and activities organized by other institutions.
<b>Curriculum Tailoring and Adaptation:</b> The Chinese and English curriculum for the small group learning classes is specially designed to consolidate students' basic vocabulary learning. Learning and assessment are adapted for dyslexic students to enhance their academic performance and self-confidence.
<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> Parent Managers participating the School Tender Review, PTA annual general meeting, PTA meetings, PTA outings, talks, workshops, parent interest classes, Parent school, volunteer services.
<b>School Ethos:</b> Through diverse learning experiences, let students know that we all are the children of God and understand their own talents, Uphold the five core values of Catholicism so that they know how to love God, love themselves and others. Thus students will eager to learn and devote themselves to create better families and communities.
<b>Future Development</b>
<b>School Development Plan:</b> 1. Develop students' problem-solving ability in line with the living and further education needs. 2. Through situational learning, develop students' resilience and leadership qualities.
<b>Teacher Professional Training &amp; Development:</b> 1. To encourage teachers to attend professional development activities which aligned with the school and subject development and meet the core training requirements. (150 hours within 3 years) 2. To promote professional reflection and teaching effectiveness through collaborative lesson planning, peer observation, teaching and resources sharing. 3. To develop the abilities of designing school-based curriculum and diversified teaching strategies of teachers by joining various school-based supporting programs continuously.
<b>Others</b>
1. Parents Teachers Association, School Alumni Association and other generous people provide scholarships to award students with remarkable academic improvement and outstanding performance respectively. 2. After-school supporting programs enhance students' academic achievement and potential development. 3. Open English interest classes, language ability improvement classes, English interview classes, English learning groups and English drama are arranged to improve students' English Language competency. 4. Develop students' sports and information technology performance, and cultivate students' perseverance and team spirit. 5. Interface between Kindergarten and Secondary School: School visit, parents' talks, orientation programs and interest groups.



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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Rev. Louis Cheung, SDB	Mr. Wong Wai Kin Eugene	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
Salesians of Don Bosco	Be sincere, honest and humble. Speak the truth and lead a simple life.	1969	Chinese	School Bus	About 7800 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	School environment improvement charges \$200	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Meeting Rm, Conference Rm, Medical Rm, Targeted Group Teaching Rm, PTA Rm, Speech Therapy Rm, Ed-Psychologist Office, Student Support Team Rm.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Student Activity Room, Computer Room, Steam Lab, Art Room, Pottery Studio, Music Room, Religious Room, English Room, Student Counselling Room, School TV Studio, Multi-Intelligence Activity Room, Chapel, Chinese herbal garden, Contemplation Room, etc.				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			59	Total number of teachers in the school		60
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	33%	50%	7%	8%	85%

### 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	Targeted group teaching programme and remedial classes are provided to cater for student diversity. Co-operative learning is adopted from P.1 to 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	Diversified assessment modes (written tests, oral and listening tests, classroom observations, project work and students' portfolios for formative and summative assessments) are adopted to assess students' learning outcomes and progress.				
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	Starting from P.1, students will not be streamed according to academic results. Starting from P.1, one class will be conducted in Putonghua as the medium of instruction in Chinese lessons.				

### 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	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Healthy policy, the school "nutri-agent" project, food monitoring committee, school physical fitness award scheme.		Computer room, playground and library are open to students during lunch time and after school hours.		

Life-wide Learning

Viola class, hand chime team, violin class, melodica team, recorder team, choir, Chinese debate team, woodwind team, strings instrument team, Chinese, English and Putonghua speech club, athletic team, swimming team, basketball team, rugby team, badminton team, dancing class, multi-intelligence class, IT challenge award, summer program, Mathematical Olympiad class, painting class, art pottery class, creative media class, English musical team, fancy rope skipping team, soccer team, tea ceremony team.

School Mission

Following Don Bosco's vision for educating youth, we foster students' spiritual as well as intellectual development through Catholic principles. Our mission is to develop in students a joy of learning, a passion for living and self-improvement to achieve their potential and positively contribute to society.

School Characteristics

School Management

School Management Organisation:

The School is supervised and managed by the Incorporated Management Committee (IMC). Under the Incorporated Management Committee (IMC), there are two groups led by the Principal which consist of the School Policy Implementation Committee and the School Improvement Committee. On the school level, there are 15 Administrative Working Committees.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee (IMC) consists of the following members:  
1. Seven SSB Managers, including the Supervisor; 2. The Principal (An Ex officio Manager); 3. One Teacher Manager;  
4. One Parent Manager; 5. One Independent Manager; 6. One Alumni Manager; 7. Alternate Managers

School Green Policy:

'Student Environmental Protection Ambassador' and 'Little Farmer Scheme' have been organized. The schemes aim at enhancing students' awareness of waste reduction and recycling through collecting food waste, used paper, plastic items and old school uniforms.

School's Major Concerns:

- 1. Promote STEAM education and enhance students' learning interest and ability.
- 2. Optimize value education and promote students' all-round development.
- 3. Promote the five core values of Catholicism and enable school stakeholders to live out the Salesian spirit.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Ability-based, constructivist learning.
- 2. Experience-based, integrated with life.
- 3. Catering to different learning needs: providing full-grade, small-group, and special elite courses; providing "Joyful Freehand" courses.
- 4. "Growth of a Dragon" school-based curriculum: helps students construct knowledge, experience, and correct values and attitudes.
- 5. Putonghua class: implement pinyin and writing courses.
- 6. School-based English Phonics course.
- 7. Assessment to promote learning: Use AQP to analyze students' learning abilities.
- 8. Star reading reward program.
- 9. Study activities at home and abroad.
- 10. Collaborative learning.
- 11. School-based spiritual, moral and civic education curriculum.
- 12. Thinking ability training course.
- 13. Science, Technology and Engineering (STEAM) and e-learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Continue to optimize school-based STEM / STEAM courses, focusing on students having good media and information literacy;
- 2. Make good use of school time to create space for students so that students can develop healthily physically and mentally;
- 3. Combine with school-based courses to provide students with rich and diversified learning experiences;
- 4. Develop cross-curricular reading themes at all levels and cultivate students' independent learning abilities.

Development of Generic Skills:

Our school has established a school-based generic ability framework to strengthen the connection and coherence of students' development of generic abilities, and systematically improve students' generic abilities. The whole school promotes cooperative learning, emphasizing students' high participation and multi-display. Elements and strategies of generic skills have been incorporated into curriculum design and assessment for each subject.

Cultivation of Proper Values, Attitudes and Behaviours:

Through diversified activities combined with the key points of the development plan, the school systematically and systematically cultivates students' values and attitudes both inside and outside the classroom, hoping that they will be confident and positive in the future and be able to give full play to their strengths.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Student Support Team provides a variety of enhancement and remedial programmes, such as After-school Classes, Targeted group teaching Programme, Accommodation Programme for P.1 students, 'Rainbow Programme', 'Speaking Course', Chinese learning group for NCS students, adaptation measures of dictation, homework and examination.

Whole School Approach to Integrated Education:

Our school adopts the Whole School Approach to Integrated Education. Services for students with Special Educational Needs (SEN) are accommodated by our Student Support Team. The team arranges a School-based Education Psychologist to perform IQ tests and assessments of Specific Learning Difficulties in Reading and Writing as well as providing emotional support to students in need. We also have a School-based Speech Therapist to provide group or individual therapy training. Moreover, we have Targeted group teaching Programme in P.3 - P.6 for students with special educational needs in particular subjects. They have small group classes in those subjects in order to give more support to students. Special arrangements in homework, curriculum and examinations are also provided for catering 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; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

- 1. P.1 Bridging Programme;
- 2. Enhancement classes and Remedial classes;
- 3. Targeted group teaching Programme;
- 4. Adaptation measures of dictation;
- 5. Adaptation measures of homework;
- 6. Adaptation measures of examination;
- 7. S.1 Bridging Programme.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Maintain close parent-teacher and parent-parent relationships through frequent contact;
- 2. Regular parent meetings, enhance the quality of students' school life through communication;
- 3. Establish a parent education framework, provide school-based parent workshops to improve parents' understanding of their children's academic needs;
- 4. Provide parenting skills to enhance parent-student relationships through various activities.

School Ethos:

- 1. Our school is a big family full of love and care.
- 2. Teachers lead by example through continuous education to inspire students to be life-long learners, help build students' character through religious education, establish relationships with students that influence their hearts and not just their intellect.
- 3. Our students are able to: - follow the school motto, practice integrity and frugality; - help those who are weaker; - strive towards their potential by developing strengths; - value and develop self-learning and personal enrichment; - distinguish right from wrong, and loving others as they love God; - demonstrate Salesian young people's attributes: joy, serving God with zeal, learning with diligence and caring for others through services; - develop multiple generic skills.
- 4. Parents are able to support our school with enthusiasm by participating in various activities and events sponsored by the PTA and our school.

Future Development

School Development Plan:

- 1. Promote STEAM education and enhance students' learning interest and ability.
- 2. Optimize value education and promote students' all-round development.
- 3. Promote the five core values of Catholicism and enable school stakeholders to live out the Salesian spirit.

Teacher Professional Training & Development:

Training focuses on educational reform and school-based needs. It is implemented in different formats in order to establish a teaching force with high professional quality.

Others

Scholarships:

- 1. Wofoo Foundation Amelia Lee Scholarships - Outstanding Academic Performance Award, Outstanding Advancement Award, Outstanding Conduct Award, Outstanding Artistic and Athletic Performance Award, Outstanding Service Award, Character Education Award;
- 2. Father Che Ka Yin Scholarships - Outstanding Athlete Award, Excellent Athlete Award;
- 3. Rosa Tam Fung Chun Scholarship - Don Bosco Excellent Student Award;
- 4. Tsuen Wan Rural Committee Scholarship - Active Learning Performance in STEAM Award;
- 5. Bosco Charity Association Scholarship - Diligent and Striving Learning Award;
- 6. Salesian Yip Hon Millennium Primary School Parent-Teacher Association Scholarship - Never Give Up Commendation Award





# 慈幼葉漢小學 Salesian Yip Hon Primary School

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Father Cheung Chi Chiu Louis	Ms. Chan Yuen Kee Karen	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					57%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Salesians of Don Bosco	Sincerity, Trust, Thrift, Simplicity	1993	Chinese	Nanny van	About 4000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	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	\$380 (Class 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
Computer room, Visual Arts room, Music room, English Room, STEAM Room, Multi-purpose room, Chapel, PTA room and Campus TV 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			44	Total number of teachers in the school		48
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	48%	86%	12%	6%	82%

## Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	3	4	4	4	22
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	3	3	4	4	22
Mode of teaching at different levels	P.1 - P.6 Small class teaching, Pull-Out Remedial 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	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	1. Project learning (through project learning, presentation in class and observation, students' performance in knowledge, attitude and generic skills will be assessed). 2. Student's "Balanced Education Portfolio" will be assessed by means of observation assessments and behavior assessments. 3. Peer evaluation and parents' evaluation.						
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	Starting from Primary 2, our school will stream the students according to academic results.						

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:05 AM	3:15 PM	12:35 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To promote a healthy campus, our school is declared as an "EatSmart - School" by the Department of Health. We also launch activities like "Healthy Kids" scheme, School Dental Care, "Getting Fit" scheme & Morning Exercise etc.				

Life-wide Learning

The "One Student One Artistic or Sports Scheme" aims at developing students' artistic and sports talents by providing various kinds of related extra-curricular activities to them in their spare times after school and in the co-curricular activities lessons. It includes Athletic Teams, Volleyball Team, Football Team, Swimming Team, Gymnastics, Loong Dance, Hand Chime, Choir, Music and Arts Classes, Uniform Groups, Young Pioneers of Christ, Dance Club, Mathematical Olympic Club, Choral Speaking Teams, Go Teams, Robot Design Class, etc.

School Mission

Faithful to the spirit of our Founder, Father Don Bosco, we aim at infusing our students with the school motto: Sincerity, Trust, Thrift and Simplicity. We seek to equip our students with high quality ethics, empower our students to realize their full potential and finally direct them to achieve their all-round development in order to face the challenges of the new millennium.

School Characteristics

School Management

School Management Organisation:

According to the four domains in the "School Performance Indicators", we set up different administrative departments with clear working guidelines, responsibilities and obligations, in order to carry out the daily routine jobs in our school effectively.

Incorporated Management Committee / School Management Committee / Management Committee:

We have an Incorporated Management Committee, members come from the brothers/ fathers of Salesians of Don Bosco, and representatives of the stakeholders at school.

School Green Policy:

We install solar panels on the roof top. Hold "One Person One Flower" Scheme, greening and recycling activities, and the "Organic Farming" course etc., to arouse students' awareness and knowledge of environmental protection.

School's Major Concerns:

- 1. To practice Don Bosco's "The Preventive System in the Education of the Youth", based on the five core values of Catholic education.
- 2. Enhance students' creativity and problem-solving abilities through technology in teaching.
- 3. To build a campus culture of empathy and positivity and to cultivate students' moral values.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Self-directed learning strategies, E-learning, Whole School Small Class Teaching and Co-operative Learning strategies are conducted.
- 2. Values Education, National Security Education and National Education are encouraged.
- 3. School-based Gifted Education is implemented.
- 4. School-based STEAM Education, Innovation and Technology Education are promoted.
- 5. School-based Creative Learning will be developed.
- 6. Chinese Reading and Writing Scheme is run, Putonghua is used as the medium of instruction in teaching Chinese Language according to students' abilities.
- 7. School-based English Curriculum and Reading (KS1) & Writing Project (KS2) are processed.
- 8. Computational Thinking and STEAM Education will be developed in Mathematics.
- 9. School-based General Studies Project Learning and Life-wide Learning are employed.
- 10. Swimming and gymnastics programs are promoted.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Promote Cultivate Values Education.
- 2. Create Learning Space to Foster Whole-person Development.
- 3. Strengthen School-based STEAM Education.

Development of Generic Skills:

Our school develops the generic skills of pupils through the learning and teaching of different subjects and different learning areas.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Raise students' awareness of healthy life through Moral and Civic Education activities or lectures.
- 2. Through Moral and Civic Education, cultivate students' good character and establish correct values.
- 3. Through evangelization activities, increase the chances for students to meet the Lord and encourage students to love the Lord and people in the world.

Student Support

Whole School Approach to Catering for Learner Diversity:

Providing tiered assignments to cater learning differences in major subjects. Teachers also make use of questioning skills to meet students' learning needs. There are also after-school care classes to support families in need, allowing students to stay in school after school and receive care and learning support in a safe and familiar environment.

Whole School Approach to Integrated Education:

Establishing the Student Support Team, deploying Learning Support Grant to cater for students' diverse learning needs through early identification, pull-out remedial programmes, after-school remedial programmes, small training group, school-based speech therapy services, peer learning programme, support for parents etc.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Providing differentiated teaching, homework accommodations, Dictation accommodations and assessment accommodations to students with learning difficulties.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Through conducting Parent Education Programs, PTA annual outing, PTA extra curricula classes and volunteer team, we maintain close relationship with parents.

School Ethos:

Declared as "Caring School" by building up a healthy and caring culture at school through different curriculum, campaigns and activities like 'One Student One Service' scheme, Bridging program for P.1 students, Civic Education, Balanced Development programme, Peer learning programme, Learning camps, Individual guidance programme, Understanding adolescent project, Life-wide learning activities outside H.K., SYHPS Peer Mediation Group etc.

Future Development

School Development Plan:

- 1. To practice Don Bosco's "The Preventive System in the Education of the Youth", based on the five core values of Catholic education.
- 2. Enhance students' creativity and problem-solving abilities through technology in teaching.
- 3. To build a campus culture of empathy and positivity and to cultivate students' moral values.

Teacher Professional Training & Development:

Focus on teachers' subjects' knowledge development and teaching strategies development. "STEAM" topics are also our main concerns.

Others

The following scholarships are offered to students: Wo Foo Scholarship, Father Don Bosco Scholarship, Father Che Ka Yin Scholarship, Tam Fung Chun Scholarship and PTA Scholarship.





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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Cheung Wai Ching Ada	Mr. Leung Yu Fai	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Bishop of the Catholic Diocese of Hong Kong	Diligence, Courage, Modesty, Honesty	1969	Chinese	School Bus	About 8610 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	Fees for Specific Purposes cost \$400.(Charged in two semesters)	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	1	1	Every classroom is equipped with an on-line computer, and interactive electronic teaching and learning panel.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
13 rooms (Music Room, Computer Room, General Studies Room, Student Activity Room, Counselling Room, Reading Room, Visual Art Room, STEAM Room, Religious Activity Room, Campus TV, etc.)				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		48
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
96%	96%	28%	67%	10%	27%	63%

## Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	P.1 - P.6 Small class teaching and P.1 - P.6 Activity approach.						
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	We value the learning process of students rather than just focusing on the results. In all subjects, we make good use of progressive assessments as well as project learning to grasp a better understanding of students' learning progress. For P.1 students, we cancel the first examination and use the progressive assessment instead. It's can assist the students in adapting to 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	Mixed ability streaming supported by elite classes and remedial classes during morning and after school sessions.						

## 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	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Equipped with Eco-friendly dining hall.	1. "Straighten Up Campus Campaign" is launched.Morning exercises for the whole school take place every Monday and Friday. 2. Pupils take part in physical activities during recesses, so as to build a healthy body.During lunchtime, ball games are open for student participation. 3. Utilize the "Jump Rope" app to allow students to practice physical fitness online at home.		In the morning, formal classes are conducted, while the afternoon is dedicated to recreational activities. All activities are offered to provide students with opportunities for balanced growth in different areas. On weekdays after school, there are training sessions for different elite school teams, while on Saturdays, there are various interest groups activities. There is a Mandarin/English Day set every week.		

Life-wide Learning

Cross-boundary exchange activities: Study Tour for the environmental protection and STEM, Religion, English summer camp, etc. Extra-curricular Activities: Symphonic band, Choir, Dance, Public Speaking, Drama, Marching band and drum corps, Board games, Football, Mini-tennis, Badminton, Volleyball, Basketball, Coding Activity, etc. Services Association: CYC, JPC, Pioneers of Christ, Cub and Little Scouts, Brownies, Red Cross, Road Safety Team, Flag-guards.

School Mission

We are committed to evangelizing and highlighting God's love in order for children to know God and care for others and society. We also aim to develop children's moral, intellectual, physical, social, aesthetic and spiritual potential to the fullest, equipping them for facing life and work challenges as well as serving the public and contributing to society.

School Characteristics

<b>School Management</b>
<b>School Management Organisation:</b> The Headmaster and Deputy Headmaster lead and coordinate different functional groups to facilitate operation and development of our school.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee was established in January, 2015. It includes the School Supervisor, the School Principal, 7 Sponsoring Body Managers, 1 Teacher Manager, 1 Parent Manager, 1 Alumni Manager and 1 Independent Manager. 1 Alternate Parent Manager and 1 Alternate Teacher Manager are in the meeting too.
<b>School Green Policy:</b> The school actively promotes green education. We have a green canteen, an indigenous botanical garden, butterfly garden and Renewable Energy Learning Centre with school-based environmental curriculum.
<b>School's Major Concerns:</b> 1. To foster students' positive values and attitudes by practising the five core values of Catholic education as a result creating a positive culture in campus. 2. To promote the development of cross-curricular / Key Learning Areas (KLA) collaboration to strengthen students' generic skills and lead them to be self-directed learners.
<b>Learning and Teaching Plan</b>
<b>Learning &amp; Teaching Strategies:</b> 1. Students are trained to speak trilingually and write bilingually. Two NETs are employed by the school to create and promote an authentic language-rich environment. 2. The curriculum adjustment and interdisciplinary learning for grades one to six will be developed based on students' needs to create a school-based curriculum. 3. Small Class Teaching and Life-wide Learning are implemented. 4. Bring up the self-learning ability of students through implementation of e-learning. 5. Organize overseas trips to provide students with diverse learning experiences. 6. Arrange different courses for gifted students and cross boundary learning activities for students to explore different learning experiences.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Making good use of learning time: Rearrange the schedule of the lessons in the afternoon, Include tutorial lesson, uniform group, personal growth education and moral and civil education, physical & arts activities, creating space to promote a balanced physical and mental development. 2. Enriching life-wide learning experiences and promoting whole-person development: Use Life-wide learning grant to support about 50 activities and 3 study tours outside Hong Kong. Organize the meaningful life-wide learning activities for students. 3. Reinforcing STEAM education: Using QEF to establish the STEAM LAB. Provide many different STEAM activities. For examples, LEGO SPIKE robot, 3D printing, micro:bit coding, Drone Soccer and AI coding. School has joined the COOLTHINK@JC programme to bring computational thinking education to students and INventoo-STEM inventors in School by HKCIN using arduino coding.
<b>Development of Generic Skills:</b> Through a wide range of classroom activities and project learning to cultivate students' generic skills.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. Based on whole person development, Moral and Civic Education and Religious Education cultivate the student for Truth, Justice, Love, Life and Family. 2. Schools could promote Values Education through nurturing in their students the twelve priority values and attitudes and Values Education will be integrated and connected in our school curriculum. 3. In key dates of National Education Event Planning Calendar, School-based Learning Activities will be held by school, For example, Make arrangements for the raising of the national flag, and the playing and singing of the national anthem.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> A Special Educational Needs Coordinator is assigned to develop appropriate policy and coordinate all resources to cater for learners' diversity. Student support team is established to ensure both elite and remedial students receive the best education.
<b>Whole School Approach to Integrated Education:</b> Supporting integrated education (IE) in accordance with early identification, early intervention, person-centered approach, home-school co-operation, IE activities and professional teacher training to cater for students with special educational needs (SEN) through the 3-Tier Intervention Model.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..
<b>Curriculum Tailoring and Adaptation:</b> 1. Reading across the Curriculum and project learning are adopted from P.1 to P.6. 2. Chinese, English and Maths elite and remedial classes are also established. 3. The support classes for Primary 2 and Primary 3 are established to implement small group teaching, adjust curricula, and adapt assignments, thereby providing more effective support for students with special educational needs.
<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> We hold different functions and activities to improve communication between school and family. We also use mobile parents' apps and e-notices to facilitate home-school communication.
<b>School Ethos:</b> 1. To provide comprehensive nurturing of the physical and spiritual development of students and practise the educational philosophy of caring and inclusion through a range of student counselling services. 2. To integrate the practices of teaching, counselling and discipline, utilising systematic techniques to promote the development of good citizens with a sense of responsibility and patriotism. 3. To reinforce attitudes of personal improvement and a desire to help others through the "Shek Lei Catholic Primary Volunteer Group".
<b>Future Development</b>
<b>School Development Plan:</b> Major concern: 1. To foster students' positive values and attitudes by practising the five core values of Catholic education as a result creating a positive culture in campus. 2. To promote the development of cross-curricular / Key Learning Areas (KLA) collaboration to strengthen students' generic skills and lead them to be self-directed learners.
<b>Teacher Professional Training &amp; Development:</b> The planning of teachers' professional development is based on the changes in society and the needs of the students. The main focuses for the following year will be: 1. e-Learning and self-directed learning. 2. Subject knowledge and following development trends. 3. Special courses catering for different educational needs.
<b>Others</b>
1. Champion of the Boys' B Grade Team at the Kwai Chung District Primary School Athletics Competition. 2. Runner-Up in the Research Report Competition on Chinese Historical Figures 3. First Prize in the Sichuan-Chongqing-Hong Kong-Macau Youth Science Competition 4. Time to Talk Competition (Round 2)_third place



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Choi Tak Shing Stanley JP	Ms. Chan Po Yee	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 Catholic Diocese of Hong Kong	Diligence, Courage, Simplicity and Integrity	1970	Chinese	Nanny van	About 7482 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
-	-	\$55	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
19	2	1	1	Rooftop Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Prayer Room, English Funland, Campus TV, Computer Room, Student Activity Centre, Music Room, Visual Arts Room, Counselling Room and Small Group Teaching Room.				Ramp, Accessible lift, Accessible toilet, 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			38	Total number of teachers in the school		43
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
84%	98%	40%	70%	35%	19%	46%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	3	3	3	3	19
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	4	3	3	3	19
Mode of teaching at different levels		Mixed ability classes from P.1 to P.6. The placement of independent subjects in P.5-6 will be ability-based.								
Remarks		Intensive Remedial Teaching Programme implemented in some of the levels, extra teachers to take care of students with special learning needs so they can catch up with the mainstream curriculum.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. Each subject has implemented progressive assessment in knowledge, skills and attitude. Results will be indicated in respective assessment reports. 2. Establish practical marking rubric to enable students to construct and apply knowledge and skills to solve problems.						
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. The placement of independent subjects in P.5-P.6 will be ability-based. This approach allows us to better cater to each student's individual needs, ensuring they receive the best support and development in their 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	9	35 mins	8:00 AM	3:30 PM	12:20 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School monitors the caterers of the tuckshop regularly to ensure healthy food is provided to students. School organizes a variety of activities to emphasize the importance of a healthy life, such as "Schoolbag Weight Control Activity", "Fruit Month" and "School Physical Fitness Award Scheme".		We have carefully designed a variety of sports training, advanced programs, and interest groups aimed at comprehensively nurturing students' multiple intelligences, allowing every child to discover their potential through play. Additionally, the newly added balance bikes will enable students to improve their balance, reaction speed, and agility during recesses, adding more fun to their healthy growth!		

Life-wide Learning

The school offers a diverse range of extracurricular activities, including:  
Academics: Olympiad Mathematics Classes, English Puppetry, English Musical, Youth Forum, etc.  
Sports: Football, Athletics, Basketball, and Taekwondo Teams.  
Music and Arts: School Choir, Ballet, Handbell, Violin Class, etc.  
General Knowledge and Technology: Drone Workshops, Microcomputer Programming Groups, Firefly Breeding Projects, Chinese Herbal Garden Planting Projects, etc.  
Also, various uniformed groups are formed. These activities fully develop students' potential.

School Mission

The school aims at introducing the Catholic religion and Christ's spirit to students. The school emphasizes on the five core values of Catholic Education: Truth, Justice, Love, Life and Family. We provide a quality holistic curriculum through promoting the love of Christ and the spirit of service. The school helps students to develop multi-intelligence, creativity, positive values and desirable moral qualities, so that they can become confident and responsible citizens with good self-learning habits.

School Characteristics

School Management

School Management Organisation:

The organizational structure, which is subordinated to Catholic Diocese of Hong Kong, is managed by the Catholic Education Office. The Central Management Committee for Diocesan Schools and Incorporated Management Committee also supervise the implementation of school policy. To match up with the policy of EDB, PTA and Alumni Association are well-established. These parties meet regularly to give advice and support to develop the excellence of the school and to provide students with quality education.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established on 1st April, 2014. The committee consists of Supervisor, Principal, sponsoring body managers, an independent manager, teacher managers, parent managers and an alumni manager. The School is monitored and managed by different stakeholders.

School Green Policy:

Green practices are highly promoted in the Campus. Recycling bins are available around the school campus so that the students are encouraged to practise the 3R guides.

School's Major Concerns:

1. Implement school-based values education based on the five core values of Catholic education - to create a holistic educational environment that nurtures not only intellectual growth but also character development.
2. Deepen self-directed learning strategies and exploratory abilities and build a growth-oriented learning community for future readiness.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Establish diverse learning experiences and a comprehensive and highly engaging learning environment for students to develop their potentials and equip students with the learning skills of 21st century.
2. Implement student-centered learning mode to enhance students' self-directed learning skills.
3. To empower students' biliterate and trilingual capacities, a better language-rich environment is established so as to strengthen their communication skills such as using Putonghua as the medium of instruction in the P4-6 Chinese learning while English native speaking teachers are recruited for further developing students' English phonics and acquiring their multicultural knowledge.
4. Cater to diverse learning needs through group teaching, and ability grouping in some subjects. Teachers adjust teaching strategies and coursework according to students' needs to improve learning performance.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen values education with the focuses on life & national education including the national security. It aims to reinforce students with whole-person education based on the FIVE Core Values of Catholic Education and TWELVE priority values and attitudes by adapting to students' needs and social expectations. Values education should also be integrated into daily learning & teaching. Besides, each subject is incorporated with the elements of national and national security education. It upholds related activities to strengthen students' national identity and sense of national pride.
2. Each subject uses a spiral learning model to infuse various common skills into the curriculum, allowing students to develop different common skills. Emphasize on cross-curricular learning.
3. Strengthen STEAM education to cultivate students' ability to innovate through design thinking and the design cycle, improving the quality of human life.

Development of Generic Skills:

1. The "Learning by Doing (LBD)" project develops a well-rounded learning environment for students through experiential learning and diversified assessments.
2. The "Think Big" Course aims to enhance students' multi-intelligence, high-order thinking and problem-solving abilities by encouraging critical thinking. At the same time, the course aims to improve students' cooperation and communication skills and cultivate their willingness to accept challenges, thus emphasize the connection and application of knowledge to real life.

Cultivation of Proper Values, Attitudes and Behaviours:

The Guidance and Discipline Team, the Moral and Civic Education Team and the Religious Department work together to create a caring environment where students' positive behaviours, values, attitudes and interpersonal relationship can be cultivated through different school-based activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

Whole School Approach is implemented to cater for learner diversity. We make good use of different funding and resources to meet individual needs. We also conduct school-based after-school learning-support programmes to provide more assistance for students with economical needs.

Whole School Approach to Integrated Education:

The Whole School Approach caters for different learner needs on individual or group basis. The School Social Worker provides training to students in needs. The Student Support Team formulates and coordinates the allocation of resources such as Enhanced School-based Speech Therapy Service and so on. Remedial classes and adjustments in assessments are provided for students in need. The School-Based Educational Psychologist conducts professional assessments, arranges referral of service and provides professional advice.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Regular co-planning sessions are arranged to enhance curriculum tailoring and adjustment of teaching strategies in order to provide quality education for students with different learning needs. Different courses and tutoring are provided for both more and less abled students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA is well-established to build up parents' commitment towards the school through organizing various activities. Parent education is emphasized through talks, meetings or informal gatherings. We also invite parents to become volunteers in different activities or events.

School Ethos:

Whole-school consensus on guidance and discipline concepts are adopted at school to facilitate the all-round development of students. Positive guidance and discipline services are offered to nurture students' sense of belonging to the School and responsibility.

Future Development

School Development Plan:

1. Preach the gospel and learn from Jesus. Hold Catholic activities regularly.
2. Optimize classroom teaching to enhance effectiveness of learning and teaching and to improve students' learning competency.
3. Improve students' learning competency and strengthen core values and value education, develop positive attitudes among students.

Teacher Professional Training & Development:

1. Practise co-planning and peer observation regularly.
  2. Optimize lesson studies supported by external educational bodies.
  3. Participate in teacher training activities organized by the Education Bureau and external organizations, as well as professional exchange activities held by educational groups.
- All of these efforts are to reinforce effectiveness of learning and teaching and strengthen teachers' leadership skills.

Others

1. Setting up Four Houses to strengthen students' sense of belonging, team spirit and leadership.
2. The "Outstanding Talents and Abilities Program" aims to implement different activities to help students discover their diverse talents.
3. Through participating in the Opening up School Facilities for Promotion of Sports Development Scheme, our school keeps opening more facilities to help promote the sports development in the community.



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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Kwok Chi Kay Peter	Ms. Poon Oi Ling Kitty	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	Not to be served, but to serve.	1968	Chinese	Nanny van	About 6800 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	Fees for specific purposes \$400 (Employment of extra native English teachers and improvements to facilities)	- replacement of student card \$25

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Covered playground, basketball court and Parents Resource Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Student Activity Centre, Computer Assisted Learning Room, Stem Lab, Campus TV Studio, Library, Art & Craft Room, English Room, Music Room, General Studies Room, 4 Remedial Classrooms				Ramp, Accessible lift, Accessible toilet, 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		59
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
97%	100%	32%	40%	16%	14%	70%	

### Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	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	5	30
Mode of teaching at different levels	The school has organised remedial classes and adopted a New Funding Mode to implement integrated education. Through 'The Whole School Approach' support system, collaborative lesson planning and co-teaching to improve teaching and learning, and enhance the effectiveness of learning and support diverse needs towards holistic development of the students.							
Remarks	-							

### Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					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	Formative and summative assessments are included to have a comprehensive assessment of students' learning performance. Various assessments are set in different 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	Two classes from P.4-P.6 with better academic performance and mixed classes for the others to cater for individual differences.				

### 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 - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school puts a lot of emphasis on the school environment and the physical and mental health of our students. We check the students' menu regularly and ensure our students to have a balanced diet. We even encourage our students to eat more fruit. Through morning assemblies, formal speeches and school competitions, we make students aware of their physical and mental health.		Please refer to our school website: www.chuoio.edu.hk The school provides different kinds of activities for students during recess and lunch time.		

Life-wide Learning

Our school develops and delivers a variety of extra-curricular activities which include academic, sports, art, uniform groups, services and interest groups. We also participate in various off-campus activities and competitions to broaden students' horizons. In addition, each subject group arranges outdoor learning activities, visits, lectures, concerts, theme-based activities, competitions and performances every year. We hope that these activities can enhance students' interests in learning and help them fulfill their roles in the community.

School Mission

With the love of Jesus Christ spirit 'Not to be served, but to serve', we provide a holistic education to nurture our students to strive for prosperity of our country and to have a balanced development in various domains, namely, spiritual, moral, intellectual, physical, social and aesthetic growth.

School Characteristics

School Management
<b>School Management Organisation:</b> Our school belongs to Anglican (Hong Kong) Primary Schools Council Limited. School policies are supervised by the School Management Committee. Our principal leads all administrative / subject groups to carry out the school plans and monitor the school development.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The School Management Committee consists of professionals from all sectors, such as Sponsoring Body Manager, School Principal, Teacher Manager, Parent Manager, Alumni Manager and Independent Manager.
<b>School Green Policy:</b> Love the Earth, treasure its resources. Through the curriculum and extra-curricular activities, the school raises the students' awareness on environmental protection by implementing Healthy School Scheme and other environmental protection schemes.
<b>School's Major Concerns:</b> 1. Enhance students' self-directed learning ability and problem-solving skills for their future. 2. Create a harmonious life together.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> School-based curriculum for different KLAS are designed and implemented. Different teaching and learning strategies are adopted to cater for students' needs and interests. Furthermore, various activities including 'inquiry-based activities', 'life-wide learning' and 'project learning' not only enrich students' learning experience, but also enlighten their curiosity, creativity and generic skills. Different questioning techniques, interactive learning and assessment for learning are used to enhance students' high order thinking skills.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Our school focuses on the seven major renewed emphases to enhance the whole-school curriculum, and develop distinctive school-based curriculum with reference to the central curriculum framework. We emphasize the importance of nurturing a sense of belonging to our country, the Chinese culture, values education, active learning, STEAM education, media and information literacy, a healthy lifestyle and balanced physical and mental development in order to help students achieve the updated seven learning goals.
<b>Development of Generic Skills:</b> To develop students' generic skills through learning and teaching in all key learning areas.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> A harmonious relationship among teachers and students is developed through positive seminars and classroom management such as classroom layout, morning assemblies and class slogan. Additionally, the Moral Civic and National Education Team and the Student Guidance and Discipline Team coordinate closely to encourage teachers and parents to gain more insight into positive education.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> The school adopts the whole school approach and provides educational support services, little teacher programmes, remedial classes, after-school language supporting classes and training groups to cater the needs of different students. Gifted education curriculum and intensive remedial classes are included to support the students.
<b>Whole School Approach to Integrated Education:</b> The school adopts the whole school approach and provides different kinds of activities to cultivate integrated education.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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.
<b>Curriculum Tailoring and Adaptation:</b> Assessment, dictation and homework are adapted and after-school pull-out programmes are organized to cater the needs of students. Gifted education programmes are organised to cater for learner diversity.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Home-school communication is strengthened through PTA and different activities such as parents' talks, sharing, parents' workshops and family picnics. Also, parent volunteers take part in various activities such as story-telling, extra-curricular activities and joint functions to support the school.
<b>School Ethos:</b> Good cooperation between Guidance Team and Discipline Team fosters the ethos of simplicity. Students are well-behaved, respect teachers and love the school. Parent-child workshops and support teams are organized to improve students' behaviour. The school implements "Understanding the Adolescent Project" and joint-school "Life, Spirituality and Values Education" program to establish positive thinking among students, teachers and parents and a happy lifestyle.
Future Development
<b>School Development Plan:</b> Enhance learning and teaching efficacy through diverse learning experiences: 1. Optimise school-based curriculum continuously to promote students' creativity, expression ability and communication ability. 2. Enrich learning experiences through cross-curricular diverse learning to promote students' creativity and collaborative ability. 3. Optimise the design and application of assessment strategies to provide feedback for students' improvement. Put positive values into practice: 1. Cultivate students' positive values and build up a 'STRONG' positive life style. 2. Enhance students' sense of national identity. 3. Enhance teachers' and parents' application of positive education.
<b>Teacher Professional Training &amp; Development:</b> Enhancing teachers' professional development by collaborative lesson planning, peer lesson observation, school-based staff development workshops, EDB school-based support services or support services organised by other organisations and inter-school collaboration project.
Others
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Kwok Chi Kay Peter	Ms. Wong Fung 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					86%
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'	1999	Chinese	School Bus	About 780 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
-	-	\$30	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Lift (Estimated completion date: December, 2025)
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Central library, Art room, Music room, STEAM ROOM, English activity room, Computer lab, Remedial classroom, Multi purpose room (Dancing studio), Campus TV studio.				

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
90%	100%	26%	69%	24%	21%	55%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	2	3	3	3	3	17
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	2	3	3	3	17
Mode of teaching at different levels		1. Effectively utilizing electronic whiteboards to enhance student engagement, interactivity, and the demonstration of learning as well as feedback, thereby fostering student learning and improving teaching effectiveness. 2. Small Class and student-centered learning approach. 3. Heterogeneous classrooms (No elite class).								
Remarks		1. Chinese, English and Mathematics Remedial classes are available. Withdrawal classes are adopted in P.5 and P.6. 2. Extra teaching assistants are arranged to provide in-class support for students if necessary.								

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 addition to summative assessments, there are formative assessment activities and inquiry-based project learning. Student performance across various categories is evaluated through group learning activities, classroom observations, peer assessment and self-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	We adopt mixed abilities in our streaming arrangement.				

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	3:15 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school cares about the physical, mental and spiritual health of the students and the cleanliness of the campus. Therefore, we have regular checks within the school campus and students' lunch menu. Various activities, programs and talks on health topics are also organized to enhance students' well-being.		1. Our school is a learning-oriented institution. Every corner of the school is equipped with a rich and diverse array of learning tools to facilitate continuous sensory and inspirational learning experiences for students at all times. 2. Our school offers various activities during recess and after lunch for students to freely participate in, allowing them to discover their potential and relax.		



Life-wide Learning

A variety of club activities are organized by school teachers: Scouts, Flag-guards, solo and choral speaking, radio drama, athletics, ball games, drama, Mathematical Olympiad, Rummikub, China visits, seminars, workshops, etc. Clubs co-organized with other professional organizations: Taekwondo, phonics, dancing, martial art, etc.

School Mission

Our school motto is "Not to be served but to serve." We are acting out of the Sponsoring Body's aim to promote, in the Christian spirit, the whole-person development of students, in their ethics, intellect, physique, social skills, aesthetics and spiritual domains, so that they may have a sound character and the spirit of fellowship, to serve the society and the nation in order to contribute to the betterment of mankind.

School Characteristics

School Management

**School Management Organisation:**  
The School IMC monitors the operation of the school. Our school has also set up administrative, disciplinary, financial and crisis management teams to work in those specific areas. The Parent-Teacher Association holds regular meetings to collect opinions from parents and the community to help improve the school administration and provide students with the best teaching and learning environment.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The Incorporated Management Committee was established on 30th August, 2014.

**School Green Policy:**  
The Green School Working Team has been formed and a long-term environmental protection policy has been formulated for guiding the school members' ongoing environmental improvement efforts. In addition, various kinds of environmental educational activities are organized to instill an environmental protection concept and encourage students to lead a 'green' life.

**School's Major Concerns:**  
1. To improve values education to promote students' physical, mental, and spiritual well-being.  
2. To optimize learning and teaching to enhance students' motivation to learn.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
Curriculum Adaptation, English collaborative teaching, Withdrawal teaching, Co-operative Learning, e-Learning, Project Learning, Self-learning (Preview and extended learning), Cater for learner diversity.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
1. Promote values education (including life education and national security education).  
2. Promote cross-curriculum learning and reading, developing life-long learning skills.

Remarks:  
1. STEAM education can broaden students' horizons and enhance their self-confidence. Our school's STEAM team has actively participated in various competitions both locally and internationally over the years, making notable contributions to nurturing technological talent in Hong Kong and achieving outstanding performance.  
2. Our school places great emphasis on developing students' English proficiency and is committed to providing more opportunities for students to communicate and interact with native speaking tutors in small groups.

**Development of Generic Skills:**  
Develop students' 9 generic skills through classroom teaching, extra-curricular activities and various learning activities.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
Moral education classes are held weekly and students' positive values are cultivated through assemblies, lectures, visits, and workshops.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
To cater for students' diverse learning needs, Student Support Team which adopts the 3-Tier Support Model, has launched different school-based support strategies and plans including individual remedial plans, special homework and assessment arrangement, Big Brothers and Sisters Programme, reinforcement learning classes, reading & writing remedial classes, attention training groups, school-based speech therapy, co-teaching, withdrawal teaching and after-school remedial programmes for less-able students. For gifted students, Mathematical Olympiad course, English writing groups and various sports and visual arts trainings are conducted.

**Whole School Approach to Integrated Education:**  
Deploy various resources (e.g. learning support grant, enhanced school-based speech therapy service) and listen to the views of teachers, parents and school-based educational psychologists to develop specific measures in supporting students with SEN (e.g. teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy service, individual education plan).

**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:**  
Adaptation of assessment and homework policy.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
Home-school communication is strengthened through parents' meetings, parents' workshops, P&P Café, letters and parents' sharing groups. Parent volunteers take part in various activities such as lunch helpers, parent storytelling sessions, extra-curricular activities and joint functions. P.1 Parent-Kid English Class is organised to empower parents in teaching their children English effectively.

**School Ethos:**  
Establish an inclusive and harmonious learning environment. Through various activities, students are encouraged to love and care for others and be enthusiastic. Students' sense of belonging to school is enhanced by participating in various activities.

Future Development

**School Development Plan:**  
1. To improve values education to promote students' physical, mental, and spiritual well-being.  
2. To optimize learning and teaching to enhance students' motivation to learn.

**Teacher Professional Training & Development:**  
Enhance learning and teaching effectiveness through action research of lesson study, co-planning, peer lesson observation and post lesson conferences. Teachers participate in different seminars and workshops organized by EDB and other organizations, Teachers' Development Day, school-based training workshops, sharing and implementing Specialized Teachers for all subjects and teaching inter-flow with teachers of other schools. Through the external support services, our teachers are well-equipped with the latest teaching strategies and information.

Others

1. To provide students an immersive English Learning Environment, our three or even four full-time foreign English teachers at school always allow students to listen and speak more, thereby boosting their confidence and ability to use English.  
2. In order to encourage students to make progress in different fields of learning, the Parent-Teacher Association has set up different awards: Great progress and merit awards in Chinese/English/Mathematics and excellent performance awards in science, literature, physical education, music and visual arts.  
3. We actively explore resources and seek opportunities to work with different organisations so as to provide students with a quality learning environment and promote whole-person development through various kinds of activities.



# 亞斯理衛理小學 Asbury Methodist Primary School

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Chan Ka Lai	Mr. Wong Wai Hang	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
Methodist Church HK	To understand and stand up for the truth.	1961	Chinese	School Bus	About 1656 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$400	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
23	3	1	1	Every classroom is equipped with a computer, interactive whiteboard, sound system and a visualiser.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Hall, Climbing wall, Community Cinema, Campus TV, IT Room, English Room, Music Room, VA Room, Dancing Room, Religion Room, Science Room, Student Life Education Room, Parent Resource Centre, Tuck-shop.				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				39	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%	29%	58%	50%	27%	23%	

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	3	3	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	3	3	4	4	18
Mode of teaching at different levels	1. Small class teaching is implemented in P.1-P.6. 2. Conduct enhancement and intervention classes to cater for learners' diversity. 3. The implementation of Bring Your Own Device (BYOD) e-learning in senior grades.							
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							Yes
Diversified Assessment for Learning	Different modes of assessments are used, such as life skills evaluation, experimental evaluation, project-based learning, practical evaluation, formative assessment and summative assessment.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Ability groupings.						

## 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	3:25 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students can bring their own lunch.	A morning assembly (flag-raising ceremony), a reading corner, and morning exercises. Students can participate in activities such as rock climbing, juggling, basketball, and jogging during the long break. Additionally, there will be campus greening initiatives, such as a herbal garden corner.		The Computer room and the library are opened to students during lunch time and after school. We also have broadcasting session at lunch time.		

Life-wide Learning

Extra-curricular activities are held on Fridays, such as handicrafts making, table-tennis, basketball, maths board games, coding, English made easy, film appreciation and student fellowship. Over 30 academic and non-academic activities are organised for students to join after school, such as percussion team, athlete team, marathon training, jazz dancing, lion dance, English Ambassadors, drone programming, art class and uniform groups.

School Mission

Develop whole-person education based on Christian principles, Nurture wholesome life through preaching of the gospel.

School Characteristics

School Management

School Management Organisation:

The School Board of Directors is composed of the Parent-Teacher Association, the Administration Committee, the Panel Committee and the Functional Constituency to enable managing the School in a collective and accountable way.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee is comprised of professionals from different sectors, representatives of the organization body, teachers, parents and former students. There are Administration Committee and other Panel Committees to lead the development of the school.

School Green Policy:

We offer various learning opportunities to teach students to conserve natural resources.

School's Major Concerns:

- 1. Make effective use of learning time to enhance students' independent learning and improve their learning effectiveness.
- 2. Continue to promote life education to cultivate a positive and proactive value system among students.

Learning and Teaching Plan

Learning & Teaching Strategies:

In addition to curriculum-based education, the school also promotes diverse learning experience activities. Students engage in experiential education (such as Learning By Doing integrated courses and managing a snack bar), comprehensive learning (including life skills, team training camps, overseas excursions, and community visits/services), thematic exploration (covering science and technology, as well as traditional Chinese culture), various types of artistic performances and competitions both inside and outside the school, religious education, and moral education. These initiatives help students accumulate learning experiences and develop multiple intelligences.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school places a strong emphasis on cultivating students' positive values and attitudes. Through various learning activities such as regular morning assemblies, flag raising ceremonies, life education lessons, and positive education week, we actively nourish students' correct values and attitudes.

We utilize our learning time effectively to create space for diverse learning experiences and activities during lunch breaks. This helps students in exploring different interests beyond academic while promoting physical and mental development.

In addition, by connecting different learning areas organically, we provide students with a comprehensive environment that fosters holistic development.

To cater students' learning diversity, we adopt a wide range of teaching strategies to enhance their participation.

Development of Generic Skills:

Enhancing pupils' generic skills by doing projects, small class learning, field trips and various learning activities, like Project Week, Chinese Cultural Day and other extra-curricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:

We believe every student has their uniqueness and strengths in learning, personality and skills. Each of them is special and able to learn. Our school takes a holistic approach in driving positive education, including formal and hidden curriculum, themed activities, school culture and staff policy. We encourage our students to explore, develop and build their strengths. We focus on individual and collective improvement, to develop a Growth Mindset. "Be the BEST of US ☐be the BEST of ME".

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school adopts small class teaching and through classroom teaching enhancement, cooperative learning, designing graded activities, and other strategies to cater for students' learning diversity. The school provides various after-school programmes such as subject based learning classes, gifted programmes, remedial classes, and homework tutorials. For Primary 1 to 6, our NET teacher and ELTA teaches English phonics skills to improve our students' pronunciation and speaking skills. For Primary 6, the NET teacher conducts interview skills training to prepare our students for the secondary school entrance interviews.

Whole School Approach to Integrated Education:

Our school adopts the whole school approach to integrate students with different abilities and needs. The school provides graded support to assist our students in learning. The Student Support Team members includes SENCO, school-based Educational Psychologist, school-based Speech Therapist, guidance personnel, and Special Educational Needs Support Teachers (SENSTs). Our school utilities EDB funding and other resources to hire classroom learning assistants, and to offer courses such as 'social interaction and emotion regulation course', 'attention training course', 'Chinese reading and writing course' and 'Parent-child rock climbing Experience' and to cater for our students' 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 hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students. The school offers after-school Chinese lessons and homework classes for non-Chinese speaking students. Accommodations in assessments and homework are also provided.

Curriculum Tailoring and Adaptation:

Through regular co-plan sessions amongst teachers, the school provides curriculum adaptation and enhancement. Accommodations in assessments and homework are also provided to students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The School regards parents as close partners. Apart from holding regular parent meetings, the Parent-Teacher Association was set up to be the bridge between parents and school to help develop our school. Two parent representatives are elected to join the School Management Committee as parent manager and alternate parent manager.

School Ethos:

Our School emphasizes the cultivation of a harmonious teacher-students relationship and the enhancement of students' sense of belonging to the school. Teachers have established a close rapport with students. They put emphases on their professional growth, too. In all, students are kind, polite, willing to help and responsible.

Future Development

School Development Plan:

Based on the principle that "love should come in time, love should be visible, and love should be put into action":

- 1. Strengthen the connection between the updates of various courses to optimize the overall curriculum planning.
- 2. Optimize classroom teaching strategies to promote interdisciplinary learning and reading, fostering students' ability for self-directed learning.
- 3. Promote student reading to enhance their interest in reading and create a reading atmosphere on campus.
- 4. Enhance professional training for teachers to promote their professional development and improve their teaching capabilities.
- 5. Promote values education to cultivate positive and active values and attitudes in students.
- 6. Establish a compassionate and positive campus culture to nurture students' spirit of serving others and develop young servant leaders.
- 7. Focus on students' mental health, creating an inclusive, supportive, and respectful school environment to enhance the sense of achievement and happiness among teachers and students.

Teacher Professional Training & Development:

We organize a series of professional workshops or seminars run by subject specialists and external organization in order to improve the effectiveness and efficiency of teaching and learning.

Others

- 1. Set up homework guidance section in the schedule (every Monday, Tuesday and Thursday). Therefore, students can finish the homework of the day.
- 2. Providing "class management lesson" to foster the relationship between teachers and students through sharing and various learning experience.
- 3. Set up "multi-intelligence" section every Friday during the self-study section. Students have a chance to join different extra-curricular activities to widen their vision.
- 4. Promote Positive Education, Promotes students to adopt positive behaviors in facing challenges and difficulties, fostering resilience.



佛教林炳炎紀念學校 (香港佛教聯合會主辦)  
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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ven. Hee Meng	Mr. Hui Ting Kwok	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					80%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Buddhist Association	To illumine wisdom and manifest compassion	1971	Chinese	Nanny van	About 2111 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
-	-	-	\$220 specific purpose fee	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
25	1	1	1	Play Therapy Room, Climbing Wall, Book Wall, Library, STEM Corridor, Multi Touch Music Wall, Starlab.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
9rooms (Adventure Discovery Palace (Climbing Rope), STEM room, Visual Arts Room, Meditation/Music Room, Activity Room, English Room, Computer Room, Diversity Development Center & Meeting 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				35		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	
76%	100%	34%		100%		42%		11%		47%	

### Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	2	4	3	3	3	17
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	2	2	4	3	3	16
Mode of teaching at different levels		Small class teaching is promoted. Senior students are divided into 3 groups by their ability in Chinese, English and Maths's classes. Those students will be taught by withdrawal mode in order to take care of students with special learning needs.								
Remarks		There are two class teachers in primary one and two in order to reinforce the caring of our students. Three foreign English teachers are hired to improve students' English ability.								

### 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	All the four skills (listening, speaking, reading and writing) are assessed in both Chinese and English Language. There are students' self-assessment, peer assessment and parents' assessment. E-learning. 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	Primary one and two students are allocated to mixed-abilities classes according to annual academic results. Elite Class is set from primary three to six 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	7	50 mins	8:10 AM	3:20 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. The lunch supplier is monitored by the administrative staff members. 2. Participate in healthy eating at school promotion campaign every year. 3. Introduce information about health and hygiene to students during morning assembly. 4. Joyful Fruit Day and Vegetarian Day.		We provide a tutorial class for homework in the 6th lesson. There are different activities arranged in the 7th lesson every day, such as child talent classes(arts or sports), JUST FEEL course, intensive class, Buddhist moral education and value education class, growth class and extracurricular activity class.		

Life-wide Learning

"Child Talent Classes" students have no less than 150 minutes of activity time every week. Diversified activities include: Esports, aviation group, Chinese and Western music, Chinese, Western and Korean dances, lion dances, chorus, Japanese and Thai class etc. During the middle of the semester and before the end of the semester, the school holds performances to allow students to showcase their personal talents, show off their strengths, and build self-confidence.

School Mission

Put emphasis on cultivating students' decent personality and positive attitude towards life. To ensure a balanced development of moral, intellectual, physical, social and aesthetic aspects of our students so that they will become responsible citizens.

School Characteristics

<b>School Management</b>
<b>School Management Organisation:</b> The Incorporated Management Committee supervises all school departments and teams.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The incorporated management committee of our school was found in 2008. There are 15 members in the committee, including sponsoring body managers, independent managers, elected parent managers, alumni manager, teacher manager and the principal.
<b>School Green Policy:</b> Eco ambassador campaign, energy reduction, use of paper reduction and school uniform recycling.
<b>School's Major Concerns:</b> 1. Create a diverse learning atmosphere and develop students' talents. 2. Broaden values education and cultivate students' good character.
<b>Learning and Teaching Plan</b>
<b>Learning &amp; Teaching Strategies:</b> Our school's curriculum is based on the comprehensive education goals set by the Education Bureau. It aims to provide students with a deeper learning experience and is committed to cultivating students' diverse abilities as core values. The goal of comprehensive education emphasizes the overall development of students. It not only focuses on the teaching of subject knowledge, but also cares about the development of students' character, values and other aspects. It also integrates cross-field learning so that they can span different fields.  In addition, we emphasize students' sense of social responsibility and international perspective, guide students to think about global issues through curriculum design, and cultivate them to become citizens with social conscience. We believe that through such a comprehensive education, students will not only achieve excellent academic results, but also exert a positive influence in society and become individuals with a sense of mission and leadership.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Strengthen value education (including life education, national and national security education), make good use of school hours to create space, enrich all-round learning experience, promote whole-person development, strengthen care for student diversity, strengthen STEAM education, and develop students Media and information literacy, strengthen reading across curriculum and promote learning and teaching effectiveness.
<b>Development of Generic Skills:</b> Develop students' skills through regular school-based courses (Chinese, English, Mathematics and General Studies) project studies, theme-based learning etc.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. Adventure classes are set up to enhance students' self-confidence, cooperation, proactive perseverance and problem-solving ability to meet future needs. 2. Develop Life Education Course to cultivate students' gratitude to life. 3. Set up various service teams to allow students to serve others.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. The popularization of gifted education 2. P.1 Martial Art Group and street dance class. 3. P.1 Boost Class 4. P.1 Short-term Adaptation Course 5. Olympiad Mathematics Class 6. Cambridge English Class 7. Visual Arts Elite Class 8. Peer counseling 9. Little Tutor Program 10. Remedial courses (Extensive classes & intensive classes)
<b>Whole School Approach to Integrated Education:</b> Teaching adaptation and assessment accommodation, Children's Program Movement Therapy Group, Harmony Pastel Art Group, Animal Therapy, Counseling Group, Remedial learning groups, Training on social skills, Enhanced school-based Speech therapy services, Individual education plan, Mechanism in soliciting parents' views and discussion on student progress.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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.
<b>Curriculum Tailoring and Adaptation:</b> 1. In order to help Primary One students adapt to the learning at primary school, we use 'Our School' as a theme to integrate all disciplines. 2. Courses are enriched and tailored according to the learning needs of students.
<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> The PTA organises various activities with Student Guidance team each year, such as parents' talks, parents' workshops and parent volunteers.
<b>School Ethos:</b> To establish a caring culture among students through morning assemblies, lunch broadcasting and various activities.
<b>Future Development</b>
<b>School Development Plan:</b> 1. Make good use of class time and optimize the timetable. All subjects are studied in the morning, and diversified co-curricular activities or all-round education are conducted in the afternoon. 2. To develop students' bi-literacy and four languages. 3. Deepen the promotion of STEAM education, equip students to meet the challenges required in 21st century society. 4. Build an "empathy" campus and emphasize positive communication.
<b>Teacher Professional Training &amp; Development:</b> Teachers' Development Day and different committees (e.g. Curriculum Development Committee, Training Assistant Teachers Committee, Mind Education Promotion Committee, etc.) are organised by The Hong Kong Buddhist Association. Teachers are trained according to the school development and students' need.
<b>Others</b>
Eleve scholarships are offered for outstanding academic performances.



# 佛教林金殿紀念小學 Buddhist Lim Kim Tian Memorial Primary School

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ven. Hee Meng	Mr. Ng Wing Hung	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					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Buddhist Association	Realizing equilibrium; Sensing compassion	1972	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		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	BLKT 43 Learning Centre (a retired bus) and Meditation Place.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
There are eleven special rooms including two English rooms, music room, visual art room, BLKT STEM LAB, library, and Art Gallery, conference room, Campus TV room and activity room.				Accessible lift.

## 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	
95%	98%	42%	68%	13%	16%	71%	

## 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	Elite classes start from Primary 3.						
Remarks	Native English teachers and local teachers cooperate to deliver the lessons from P.1 - P.6.						

## 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	1. Diversified formative assessments such as learning tasks, presentation, project learning, reading reports, creative writing and creative dictation. 2. Regular 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	Elite classes start from Primary 3.				

## 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	3:35 PM	12:10 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by school, provided by designated supplier, arranged by parents and packed lunch.	The school has marked the commencement of the Education Bureau's '4Rs Mental Health Charter'. Our school has promoted students' physical and mental health. We have been awarded the honour of 'Caring Campus' for the past several years. Joyful Fruit Day, Healthy Vegetarian Day, Sharing on Healthy Eating and Seminars.		Reading period (8:00-8:20), remedial classes twice a week (15:00-15:35). A homework tutoring session is held before school ends.		

Life-wide Learning

English Drama, English Radio Drama, Tourist Spy, English Choral Speaking, Mathematical Olympiad, Rope Skipping, Sports Team, Swimming Team, Athletic Training, Kin-ball, Baseball, Taekwondo, Lion Dance, Chinese Martial Arts, Pottery, Ink Wash Painting, K-POP Jazz Dance, Chinese Dance and School Choir. In order to arouse students' interest in learning, Learning-Wide Learning Week will be launched this year.

School Mission

We aim at the development of each pupil in the following areas: moral, intellectual, physical, social, aesthetic and spiritual. We hope to develop pupils' self-study skills, critical thinking skills, self-confidence and creativity. We cultivate pupils' good character and positive values with the instillation of Buddhist values.

School Characteristics

School Management
<b>School Management Organisation:</b> The Incorporated Management Committee supervises all school departments and teams.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee has been established since 2008.
<b>School Green Policy:</b> To develop and evaluate the effectiveness of School Green Policy. Our school participates actively in various waste reduction, and recycling awareness campaigns. Our school utilizes three-colour recycling bins to separate and collect waste.
<b>School's Major Concerns:</b> 1. Develop students' attitude to concern about society, nation and acquire a broad vision of the world so as to make life planning. 2. Promote whole-person education and nurture students' spacing lifelong learning capabilities.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> To broaden students' horizons, our school organizes various student interflow programmes. To rearrange timetables for joint-class learning activities of the same level. To organize life-wide learning activities with flexible use of lesson time. To launch life-wide learning and moral and civic education activities. To enhance learning through subject and cross-subject learning activities. To experience external sports and art activities.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Values education: To integrate the curriculum framework of the school-based values education and to cultivate students' positive values continuously through the three major aspects of Buddhist, Moral and Values Education. 2. Good use of learning time: To broaden students' learning time and space through continuing and optimizing the development of e-learning based on online reading and curriculum adaptation. 3. Life-wide learning: Making good use of resources to promote life-wide learning so as to strengthen students' ability of independence and self-directed learning; Life planning education enables students to plan and set goals and to recognize their own interests and abilities at different stages of growth. 4. STEAM education: Through integrating project learning and STEAM Day in General Studies and implementing coding education in Computer Studies, students' ability in self-directed learning, study skills and problem solving skills can be raised.
<b>Development of Generic Skills:</b> To cultivate pupils' generic skills such as communication, creativity and critical thinking skills through project learning, diversified life-wide learning and English activities.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> In collaboration with various subjects and committees, our school provides different opportunities for students to expand their learning experience and cultivate positive thinking. Positive education should not only incorporate learning, but also practise. Our school arranges rich all-round learning activities for students such as a Mindfulness meditation group in order to create a positive attitude in life.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Pull-out gifted programme of education. 2. Small Class Teaching Programme. 3. 'Little Teacher Project' - To provide homework tutorials for pupils of lower classes by pupils of upper classes during lunchtime. 4. School-based Speech Therapy Service. 5. English classes. 6. Language Enhancement Programmes.
<b>Whole School Approach to Integrated Education:</b> Our school has adopted a 3-tier-intervention model as means of achieving effective inclusive education which supports students with special education needs. The Student Support Team and the School Discipline Team are composed of the student guidance personnel, the school-based educational psychologist, the school-based speech therapist, several senior teachers and other teaching staff. As a team, we help students develop a positive attitude towards life through the utilization of resources within or outside the school as well as the implementation of different strategies for creating inclusive environments. We have provided a variety of services and support such as modifications in assignments, student evaluations, personal development programmes, study groups, etc.
<b>Curriculum Tailoring and Adaptation:</b> 1. Buddhist Moral Values Education 2. Intensive on-site support by the School-based Curriculum Development Primary Section (Primary Science / Primary Humanities/ General Studies): Promoting Curriculum Development and Renewal to Match with School Development Needs 3. Inquiry-based learning Project (Science) by The Hong Kong Jockey Club Charities Trust and The Education University of Hong Kong 4. JUST FEEL: Compassionate School Programme (P.1-P.3)
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> The Parent and Teacher Association acts as a bridge for the school and parents. It strengthens home-school cooperation. It also works for the welfare of the pupils and school. It supports the development of the school in various aspects. Our school updates the latest school information through GRWTH Apps and Facebook. Morning sharing sessions are organized monthly in order to facilitate communication between our school and parents. The parent volunteer team always participates in the school activities such as Sports Day, fun fair etc. To encourage continuing personal development, The Parent Education Programme was launched this year.
<b>School Ethos:</b> Primary One Pupils Adaptation Day is organized every year. It aims to enhance the pupils' sense of belonging to the school. Seminars about Secondary School Places Allocation for Primary Six pupils and preparatory interview classes are arranged in order to relieve the stress of parents and pupils. "Birthday Star" programme was launched so students can dress in casual wear on that particular day.
Future Development
<b>School Development Plan:</b> A three-tier operation mode is adopted in implementing gifted education. Teachers facilitate a gifted programme so as to maximise students' potential and enhance their critical thinking and learning autonomy.
<b>Teacher Professional Training &amp; Development:</b> 1. Teacher Professional Development Days. 2. Teachers participate actively in professional training programmes.
Others
1. Gifted education programme will be implemented in order to meet the needs of gifted students and to maximize their potential to the fullest. 2. "English Monday" and English activity periods are launched. Students communicate with teachers and schoolmates in English. 3. "Happy Wednesday" has been a new policy since this year. No homework will be assigned on Wednesdays. We encourage pupils to read more and carry out more parent-child activities. Also, a weekly 'Talent Show' facilitates an environment for students to perform on stage. 4. New Meditation Place and BLKT STEM LAB have been set up at school. KMB donated a used and retired bus to our school to regenerate as BLKT43. This bus has been regenerated as a student learning centre with a variety of diverse functions.





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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Yu Huen	Principal Tse Ka Ying Karen	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of The Church of Christ in China	Simple and disciplined, Love Lord Love Others	1958	Chinese	School Bus	About 2610 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
CCC Chuen Yuen College					
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 Development Fund \$200

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	1	2	Talent Terrace, Religious mural paintings, Multi-purpose activity room and Rooftop basketball court also for the practice of baseball.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Special rooms include: Visual Art Room, English Library, General Studies cum STEAM Learning Centre, Computer Room, Music Room, Small Class Teaching Classrooms and Campus TV Station.				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			38	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
100%	100%	38%	65%	15%	28%	57%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		1. Refine the medium of instruction (MOI) of Chinese Language to enhance students' learning capacity in communicating meaningfully across various linguistic contexts. 2. Conduct enhancement and intervention classes to cater for learners' diversity. 3. Implement small class teaching in the 2022/23 school year.								
Remarks		To provide students with a rich language learning environment, the two Native English Speaking Teachers (NETs) have weekly reading lessons in the English library. During recess, various reading activities are conducted, allowing students to enjoy the pleasure of reading and learning English.								

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							Yes
Diversified Assessment for Learning	Other than the summative assessments, there are also formative assessments in various dimensions conducted to assess our students' abilities throughout the year, consisting of self-evaluation, peer evaluation, parent recognition and other modes of assessments in all subjects concerned.						
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	Implement the class streaming policy to cater for individual needs and enhance learning and teaching capacities.						

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	8:00 AM	Please see Remarks	12:10 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Varied campaigns and activities: 'Eat Smart School Accreditation Scheme', 'Joyful Fruit Month', 'SportACT Award Scheme', 'Active Students, Active People' Campaign and morning exercise are launched and implemented to promote healthy living among students. We also joined the Hi-five Student Engagement Award Scheme and held the 'Positive Education Week', so as to reinforce students' engagement.		School dismissal time is 3:20pm on Mondays, Tuesday, Thursdays and Fridays. Students leave school at 2:10pm on Wednesdays. Students have 60-minute recess time in total every school day.		

Life-wide Learning

Chinese Orchestra, Cantonese Opera, Prayer Group, Multiple Intelligence Activities, Visual Art Class, Sand Painting Class, Cub Scout, Choral and Solo Verse Speaking, English Drama, Athletics Teams, Baseball Team, Basketball Team, Football Team, Table-tennis Team, K-pop Dance Team, Modern Dance Team, Math Olympiad, Creative English Phonics and Writing Class, Various Coding Courses, Drone Control and Coding Training, Junior Police Call and many more.

School Mission

In light of the mission of our School Sponsoring Body, we aim at helping our students achieve a balanced development physically, mentally and spiritually. We pledge to build a caring learning environment for our students to learn from the Lord, to develop self-autonomy and to maximize their potentials.

School Characteristics

School Management
<b>School Management Organisation:</b> The School Administration Panel is responsible for the execution of the school management. The Administrative Core Committee is set up to plan ahead and monitor school affairs. The school also adopts a self-evaluation approach upon school issues to enable a sustainable development of the school in various aspects.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> IMC was established on 1st September, 2011.
<b>School Green Policy:</b> Regular green and recycling activities are conducted.
<b>School's Major Concerns:</b> 1. Promote Values Education, flourish CY2ers' physical, mental and spiritual attributes 2. Foster students' potentials through promoting diversified learning
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> To cater for the needs of students, diversified learning and teaching strategies and conducive pedagogical methodologies are adopted. Furthermore, innovative learning modes are demonstrated such as the implementation of Information Technology, e-learning programmes, positive education, life-wide learning and STEM projects so that learning and teaching effectiveness can be enhanced.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> To reinforce the practice of Value Education, the school integrates Positive Education and Values Education into the curriculum of different subjects. To promote National Security Education and National Education, regular school activities such as National Security Education Day and Constitution Day are held to enhance students' understanding of our country. In view of the school's major concerns, the school adopts the "Three-tier Implementation Model" for STEAM education to cultivate students' generic skills, including problem solving skills and creativity. Various activities are conducted for different levels. For level one (school-based whole-class teaching), STEAM project-based learning activities and upper primary STEAM activities are conducted; for level two (school-based pull-out programmes), professional organizations are invited to organize extracurricular activities in school; for level three (off-school support), students participate in external competitions.
<b>Development of Generic Skills:</b> Higher order thinking skills are immersed into daily teaching of various disciplines. Life education is promoted to develop students' generic skills. Self-learning approaches are developed through the implementation of different activities.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> The 'Positive Education Week', the 'CSFBI Campaign' and the 'P.1 Fairy Tale Carnival' have been conducted since the school year 2018/19, 2019/20 and 2020/21 respectively to promote life education through engaging students in positive life experience related activities. Our Principal and teachers dressed themselves up as beloved characters in renowned fairy tales to motivate students' participation and at the same time create a stronger teacher-student interaction.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> There are remedial and intervention classes to embrace learner diversity. In addition, a strong interface has been built to promote a smoother transition between different key stages, from kindergarten, primary school to secondary school. Mock interviews, class visits and open classrooms are organized wherein students can learn to adapt to the changes in school environment.
<b>Whole School Approach to Integrated Education:</b> We have a professional team of experts to support students of various needs, including school-based educational psychologists, school-based speech therapists, the Special Educational Needs Co-coordinator (SENCO), play therapists, school social workers and Special Educational Needs Support Teachers (SENSTs). Through regular meetings and professional dialogues, our professional team diagnose and analyse students' needs and interests in order to put forward the most suitable and conducive supports and remedial strategies. For less-able students, a variety of programmes such as school-based speech therapy, play therapy, sensory integration training, social skills group and after-school remedial classes are employed to support students with special educational needs (SEN).
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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..
<b>Curriculum Tailoring and Adaptation:</b> Tailor-made school-based curriculum is devised to cater for learner diversity through adaptation of effective curriculum planning and diversified assessment modes to accommodate individuals with different learning needs and styles.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Our school has also established 'Rainbow Studio', which is formed by a group of parents who value cultivating children's reading habits. They have worked alongside the school to organize a variety of exciting and interesting parent-child reading activities. These activities create a shared reading space for parents and children and allow them to enjoy the pleasure of reading together.
<b>School Ethos:</b> Our school motto 'Simple and Disciplined, Love Lord Love Others' is rightly signified by the various activities organized to promote civic and moral education. Our school aims to promote religious education to flourish students' and teachers' physical, mental and spiritual development.
Future Development
<b>School Development Plan:</b> Three Year School Development Major Concerns (2024-2027): 1. Promote Values Education, flourish CY2ers' physical, mental and spiritual attributes. 2. Promote students' diverse learning through enhancing teaching and learning efficiency.
<b>Teacher Professional Training &amp; Development:</b> A learning community is established across subjects to enhance teaching professionalism through collaborative lesson planning sessions and professional dialogues within and outside schools. The key focuses of professional development fall on national security education, positive education, STEAM education, e-learning and promoting team spirit among teachers echoing the school major concerns.
Others
To ensure an all-rounded student development, we organize holistic and diversified learning activities throughout the whole year. There are STEAM project-based learning, academic workshops, inter-school seminars, library / museum visits and experiential learning to promote life-wide and positive values education, whereupon the understanding of positive values and attitudes from multiple perspectives are deepened. Furthermore, with active participation in inter-school and open competitions in varied disciplines, students' horizons is broadened in addition to an assimilation of new concepts and knowledge. The school has established the alumni association since 2004 and has gathered alumnus to provide various resources to sustain students' development.



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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Po Kam Cheong	Ms. Pang Kit Han Fiona	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of The Church of Christ In China	Faith, Hope, Love	1961	Chinese	School Bus	About 10000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	Specific Allowance \$225 (each semester)	Payments can be made through bank transfer, PPS or e-payment.

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Christian Mural Painting, Church Historical Gallery.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Learning Centre (2), Computer Room (Innovative Classroom), Science Room, Music Rm (2), Art Room, Chapel, Assembly Hall, Basketball Court (3), Multi-purpose Room, Chinese Culture Room, Badminton Courts, Library, Outdoor Adventure Facilities, Fitness Corner, Indoor/Outdoor Climbing Wall, etc.				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			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
100%	100%	25%	43%	9%	9%	82%

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	5	5	5	5	29
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	4	5	5	5	29
Mode of teaching at different levels	1. Putonghua is used as a medium of instruction in P.1-3 Chinese lessons. 2. NETs teach across all grades and provide extra support in P.1-3. 3. Under 'Joyous Learning Adventures Around Hong Kong', experiential learning and outdoor activities are held. 4. Pupils are grouped by ability level for Chinese, English & Maths lessons. 5. Enhancement programmes are provided to pupils of various abilities.						
Remarks	Positive/Values education, STEAM/innovation, and self-directed learning are implemented across all grades.						

### 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							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	1. Academic Assessment: formative and summative. 2. Diversified Assessment: field trips, science experiments, visual art creation, fitness test, information literacy, project learning, life-wide learning, experiential learning and inquiry-based learning. 3. Attitude Assessment: reading, spirituality, appearance, discipline, etiquette, cooperation and self-directed 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.1-3 students are assigned to mixed-ability classes, while P.4-6 students are grouped by ability level in Chinese, English and Math lessons. After-school enrichment programmes are offered for gifted learners in Chinese, English and Mathematics to address their diverse academic 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	35 mins	8:00 AM	3:10 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and teachers take care of students for lunch in the classroom.	1. Life Education: Personal Growth Lessons (positive education, services, social-emotional development). 2. Physical Health: Gym Corner, Chess Corner, Chinese & English Book Club, Interactive Game Corner 3. Mental Health: Pre-Exam Pep Rally with Song Requests, Mental Wellness Booth		1. Two class teachers are assigned to each P.1 class to cater for individual needs. 2. School bus services are provided (Mei Foo, Sham Shui Po, Kwai Chung Estate, Tai Wo Hau, Chung Shan Terrace, Kwai Fong, Wonderland Villas, Kwai Hing, etc.)		

Life-wide Learning

- 1. Uniform Groups: Boys' Brigade, Brownies, Cub Scouts, JPC & CYC.
- 2. Over 50 after-school activities: including wind & string instruments, recorder, dancing, swimming, basketball, verse-speaking, STEAM, choir, HK Mathematics Olympiad, Campus TV, English debate & English public speaking etc.
- 3. Mainland and overseas study tours, community service & Joyous Learning Adventure Around Hong Kong.
- 4. Wall-climbing lessons, swimming lessons, sports day, swimming gala (self confidence & endurance training), experiential learning lessons & Life-wide Learning Week.
- 5. House activity and competition.

School Mission

"Together we nurture fullness of life; Hand in hand we witness the love of Christ." Through our school's ministry, we deliver holistic education of the highest quality, nurturing children with biblical truth to guide them in paths of righteousness.

School Characteristics

School Management
<b>School Management Organisation:</b> The Hong Kong Council of The Church of Christ in China and headed by specialists in education.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee of The Church of Christ in China Kei Chun Primary School include sponsoring body managers, the principal, teachers, parents, alumni and an independent manager.
<b>School Green Policy:</b> Recycling campaign and green campus, energy-saving program, hydroponics project and aquaponics project.
<b>School's Major Concerns:</b> 1. Through diverse learning activities, we promote values education, nurturing positive values and attitudes to develop responsible and principled individuals. 2. Integrate AI, STEAM, and aerospace elements into all subjects to promote interdisciplinary learning. This approach enriches students' learning experiences across different fields, fosters holistic development and application of transferable skills, and cultivates them into self-directed learners.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Positive education: Match various extracurricular activities to inspire multiple wisdoms, enhance self-confidence and build a good self-image. 2. Language development: Adopt dynamic, interactive, and diversified methods to boost learning and maximise the biliteracy and trilingualism policy. 3. Enrich students' other learning experiences and unleash their potential by providing different multi-intelligence activities and courses. Courses include Music: piano, music theory, band, violin, drums, choir, and handbells. Sports: swimming, football, basketball, table tennis, martial arts, taekwondo, baseball, fencing; arts: painting, sketching, pottery, sculpting, Chinese painting, etc. 4. Through continuous assessments and screening the students with different abilities, to cater the learners' diversity. 5. Equip our 21st Century Learners through eLearning, self-directed learning, boosting the reading skills, enriching the information literacy and arousing the IT ethnics.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Cultivate national identity through national and national security education; 2. Know how to distinguish right from wrong, and be able to properly fulfill their responsibilities in the family, society and country; 3. Possess a knowledge base and perspective across the eight areas of study in preparation for personal growth and development; 4. Actively communicate with people in biliterate and trilingual; 5. Comprehensive development of generic skills and inquiry thinking, independent and active learning; 6. Cultivate the habit of reading and use information and information technology in a rational and responsible manner 7. Establish a healthy lifestyle, develop personal interests and potential, be willing to get along with different groups, and achieve balanced physical and mental development.
<b>Development of Generic Skills:</b> 1. Interactive learning: group activities, training students in communication and collaboration. 2. Life-wide Education: curriculum with outdoor activities, field trips and Cross-curriculum Activities, learning through life experience, to develop students' collaboration, critical thinking, communication skills, information search and analysis. 3. Inquiry-based learning: science experiments develop self-learning spirit, critical thinking, creativity, IT skills, logic and problem solving skills. 4. Yearly talent show for developing creativity, give opportunities for performance and recreation, enhance arts culture admiration.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> In response to social changes, development of information technology, school needs and social expectations, "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety" are listed as the primary values of the school to cultivate students at different stages. Integrate the concept of positive psychology with school policies, print-rich environment and all-round activities into school culture to create a positive atmosphere.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Resident expert support (Chaplain, school-based educational psychologists, school-based speech therapists, school social workers). 2. Shining brightly reward scheme (academic, service, reading, character).
<b>Whole School Approach to Integrated Education:</b> A student support team is formed to cater students with Special Educational Needs, through after-school's learning and therapy groups to enhance students' learning abilities.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..
<b>Curriculum Tailoring and Adaptation:</b> 1. Courses on enhancing the transition from Kindergarten to Primary School and from Primary School to Secondary School. 2. Mock interview for P.6 students, After-school lesson. 3. Optional after-school activities and homework guidance until 16:40.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> 1. Monthly morning tea gathering (includes the school principal, all levels of group communication, prayer and special lectures); 2. Parental participation in school planning (school uniforms, school buses, lunch, outdoor learning); 3. Setting up of scholarships and subsidizing and assisting school events (academic and recreational events, parents education and student affairs).
<b>School Ethos:</b> 1. Help children cultivate their love for the Lord; 2. Harmonious relationship between teachers and students; 3. Students are valued on "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity", "Benevolence", "Law-abidingness", "Empathy", "Diligence", "Unity" and "Filial Piety"
Future Development
<b>School Development Plan:</b> 1. Promote National Security, positive education and value education. 2. Enhance self-regulated learning and eLearning. 3. Strengthen teachers' professional development and create a culture of collaboration. 4. Reinforce STEAM education and further develop the cross-subjects learning. 5. Strengthen reading skills and develop reading habits.
<b>Teacher Professional Training &amp; Development:</b> 1. National Security and School-based positive education training. 2. Specialised teachers teaching the core subjects. 3. Subject leaders take up tasks in the curriculum development in HKEAA and EDB to share and get different experiences with other parties and to establish effective cycle of evaluation, teaching and learning.
Others
1. Field Trips & Overseas Excursions: Britain, Australia, Singapore, Japan, Taiwan, Beijing, Shanghai, Qingdao, Sichuan, Foshan, etc. 2. Members of the following Secondary School Association: CCC Chuen Yuen College, CCC Yenching College.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Wong Man Ping Annie	Mr. Chan Chi Hang Nelson	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 Catholic Diocese of Hong Kong	Christ our Light	1978	Chinese (incl.: Putonghua) and English	School Bus	About 2200 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	\$280	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Chapel and Ecological Park, Chinese Herbal Garden, Koi Pond, Chapel, Recording Studio, Synthetic rubber playground, running tracks. Sports Center (Basketball Machine, Exercise Bike, AI Sports Field).
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Coolthink@Studio, STREAM Room, English Activity Room, Music Room, Visual Art Room, Comprehensive Learning Space, School 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%	47%	55%	19%	15%	66%

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		The entire school implements small class teaching and uses a mixed-ability grouping model. Through peer support, learning is deepened, and by enhancing the curriculum, engaging in diverse teaching and learning activities, and providing tiered assignments, we aim to support students with different learning abilities, enhancing their skills, confidence, and interest in learning.								
Remarks		The school organizes contextual days every week, incorporating themed interactive games and sharing sessions to connect students with regular routines.								

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	1. In addition to standard exams, integrate various assessment methods, such as project studies and formative assessments, to track students' common skills and attitude development. 2. For grades one to three, there will be no exams in General Studies (Primary Science and Humanities); instead, we will use formative assessments to track learning progress and 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	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	8:00 AM	3:15 PM	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students can bring their own lunch boxes.	Organize sports days, pre-class exercises, spine protection exercises, and fruit days. Participate in programs like 'Physical Fitness,' 'Healthy School Certification,' 'Jump Rope for Heart,' and 'SportACT,' and encourage students to engage in more physical activities. Students practice 'mindfulness' daily to calm their body and mind, and participate in regular classes and various activities to build positive values and resilience.		1. Actively promote parents' volunteer service and provide family and parenting education to strengthen practices for the positive development of children. 2. Morning classes primarily focus on teaching and learning, while afternoon classes primarily focus on activities, lectures, reading and homework guidance.		

Life-Making Learning

There are different types of extra-curricular events and activities: Chinese Cultural Day, Variety Show, Boy Scouts, Girl Guides, Road Safety Patrol, Drone Course, Robotic Arm Course, Polymer Clay Making Class, Ballet, Taekwondo, Choir, Percussion Band, Maths Olympiad Club, Drama in English/Putonghua, Campus Stylists, Butterfly Ambassadors, KOL Training Course, etc. Having a variety of activities enables pupils to unleash their talents and develop new interests.

School Mission

We have dedicated ourselves to nurturing our children in committing themselves to Christian values and the love of Christ. We offer a student-oriented and balanced whole person development through moral, intellectual, physical, social, aesthetic, emotional and spiritual education. We also aim to contribute to the growth, preservation and cherishing of the essence of Chinese cultures and traditions in our school. Last but not least, we achieve our goals of providing a holistic education to our young generation.

School Characteristics

School Management

School Management Organisation:

School management organization: The IMC was established in 2015 with a committee composed of a sponsoring body manager, the school principal, a teacher manager, a parent manager, an alumni manager and an independent manager. The managers of SSB come from different professional backgrounds, such as law, social work, business, higher education, and primary, secondary education. According to the current educational policy, a Value Education Group was established in leading and supervising the development of the four major domains.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in 2015-2016. Please refer to our school website.

School Green Policy:

The school has a clear environmental protection and energy saving policy, encouraging teachers and students to save energy and paper, and pay attention to environmental protection. We participate in the Greening School Project organized by the Leisure and Cultural Services Department every year to promote green awareness and cultivate students' interest in planting.

School's Major Concerns:

- 1. Integrating the core values of Catholic education with character strengths (Responsibility and Respect) to bring out the unique character that is core to the CYCPS spirit.
- 2. Make good use of study time, broaden learning horizons, and cultivate a positive attitude towards learning.
- 3. Align with students' character strengths, continuously optimize holistic learning activities, and achieve balanced development of body, mind, and spirit.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Students' creativity, problem-solving skills and positive values are implemented through daily practice.
- 2. Prioritize students' bilingual and trilingual skills by providing them with a rich language environment.
- 3. Set up transdisciplinary thematic learning, so that students can achieve their goals through interdisciplinary learning under preset situations, roles and tasks.
- 4. EDiversity @Jockey Club 'Learning by Doing' Academy is implemented in P.1 to P.3 G.S. No textbooks or test/exam in P.1 to P.3, but a school-based curriculum is provided.
- 5. Various Programmes supported by EDB and universities are implemented.
- 6. Differentiated Instruction is applied to cater for learners' diversity.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. To build on and deepen students' practice of the NSE, Positive Education, Values Education and Catholic core values.
- 2. Wisely scheduled P.M. Session so as to widen students' learning and self-study time.
- 3. Enriching life-wide learning experiences and promoting whole-person development. Help students to develop a balance between their physical and mental development.
- 4. To cater for students' learning diversity with appropriate learning and teaching strategies.
- 5. Using an 'organic integration' model, draw on external organizations for support to arrange interdisciplinary learning activities, broaden students' learning experiences, and foster a spirit of technological inquiry.
- 6. Implement cross-curricular reading curriculum and various school-based reading programmes so as to enhance students' reading skills and establish a good reading atmosphere.
- 7. Adopt diversified assessment models to enhance assessment literacy.

Development of Generic Skills:

Through learning activities across different subjects, project-based studies, science and technology activities, contextual activities, and overseas exchanges, provide diverse learning experiences to develop students' various competencies, with a focus on cultivating creative thinking and problem-solving skills.

Cultivation of Proper Values, Attitudes and Behaviours:

In addition to the formal curriculum activities, our school provides a holistic education to foster students' positive values and attitude. Informal curriculum activities and training related to Christian principles and the 5 core values (Truth, Justice, Love, Life and Family) and 12 prior values and attitudes are organized to deepen students' spiritual knowledge. Our students cherish and embrace these values while following the aspects of the School Motto 'Christ Our Light'.

Student Support

Whole School Approach to Catering for Learner Diversity:

A Student Support Team is formed for early diagnosis and intervention in students' learning difficulties. Relevant and immediate support is given to selected students in a timely manner. We also run a scheme known as "I Do My Best". This program consists of school-based speech therapy, creative workshops for the gifted, and peer tutoring to cater for individual differences.

Whole School Approach to Integrated Education:

Our school aims to provide a regime that offers an optimal learning environment for students with special educational needs. It includes level-appropriate modifications in learning content and homework assignments, a school-based Educational Psychologist and a school-based Speech Therapist who comes on a regular basis.

Curriculum Tailoring and Adaptation:

Intensive and remedial classes are tailor-made to cater for learning diversity. Within the regular curriculum, there are tiered assignment to assist students with vary abilities in their development.

Home-School Co-operation and School Ethos

Home-School Co-operation:

In order to strengthen the concept of home-school cooperation, seminars, workshops and gatherings are held on a regular basis. Our school also invites parents to be storytellers and volunteers for our students. The school has a parent school to provide parents with systematic training.

School Ethos:

- 1. Our school practices a decent and harmonious school ethos and places a focus on moral education. The concept of "integration of Guidance, Discipline and Spirit" is implemented in the class management strategies. The strategies aim to promote Jesus' love and strengthen students' personality development.
- 2. To develop students' sense of responsibility by holding series of student-leadership training programmes on a regular basis.

Future Development

School Development Plan:

- 1. The education of the NSE, character strengths and Catholic core values (Truth, Justice, Love, Life and Family) in our school will remain of key importance. CYC will continue to cultivate students' character in a positive manner with the school's motto "Christ Our Light" as the primary focus.
- 2. By using an interdisciplinary thematic approach, students actively engage in a highly motivating, enjoyable, and systematic environment, allowing them to more effectively grasp subject knowledge and develop lifelong learning abilities, particularly in creativity, problem-solving, and communication skills.
- 3. Seize the opportunities presented by information technology (including AI) and STREAM development to enrich students' learning experiences, promote autonomous learning, and enhance the effectiveness of teaching and learning.
- 4. Continuously optimize differentiated teaching strategies to enhance the effectiveness of addressing students' diverse learning needs.
- 5. Deepen gifted education and align it with systematic, holistic learning activities to allow students to fully realize their potential.

Teacher Professional Training & Development:

- 1. With the support of the EDB, tertiary education institutions and various organizations, school-based teachers' development days and workshops are held to reinforce teachers' professionalism.
- 2. A knowledge sharing culture in collaborative lesson planning and peer lesson observation has been established in order to enhance the teachers' professionalism. This has developed an adaptable and teachable point of view in refining the school-based curriculum that is relevant to the current Hong Kong policy change.
- 3. Promote teachers' professional development through the New Teacher Induction Program, peer observations, and open classes to meet the learning and growth needs of students.

Others

- 1. The school offers The Sir Cheng Wing Kwun Memorial Scholarship for those who have outstanding performance in academic accomplishments, services, music, sports and visual arts.
- 2. To promote the concepts of butterfly conservation, a team of Butterfly Ambassadors are well trained. This helps students to appreciate, explore and investigate the natural world.
- 3. Collaborate with external organizations to cultivate precious species in the school's ecological garden, linking religious and life education to help students understand the importance of caring for nature and cherishing life, and to learn gratitude and appreciation for God's creation.
- 4. Achieved outstanding performances at the Hong Kong School Recital Festival and the Hong Kong School Music Festival, and received numerous awards in various extracurricular activities, including athletics, volleyball, and programming design.





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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lam Ming Cheung Clement	Ms. CHENG YUEN TING	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					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Christian Nationals' Evangelism Commission	Diligence, Sincerity, Loving God.	1971	Chinese & English	School Bus	About 4000 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 per year	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	1	Sitting-out Area, Roof Garden, Nature Study Path, School Observatory, Reading Corner, Marine Treasure Hunter's Corner.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Lab, 2 Music Rooms, a Visual Arts Room, a Student Activity Centre, a School Campus TV Studio, an English Learning Centre, General Studies Room, 3 Small Group Classrooms, Musical Instruments Room, Air Driving Room, Dynamic Sports Room and Multi-sensory Playground				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		34
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
91%	97%	41%	68%	18%	20%	62%

## Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	2	1	2	2	3	3	13
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	2	1	2	2	3	12
Mode of teaching at different levels	Small Class Teaching, catering student diversity through Collaborative Learning and Differentiated Teaching. A higher ability class will be deployed from P5. Potential Inspiring Activities are designed every day afternoon, including: Spiritual& Moral, Language Building, STEM, Sports, Music & Arts activities.										
Remarks	A 50-min Tutorial is arranged every day afternoon to help students to establish a good habit of doing homework under the guidance of teachers. 15-min classroom sharing time is added to strengthen the relationship between teachers and 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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Apart from summative assessments, there are also formative assessments including periodical modular assessment, project learning reports, lesson observation, peer evaluation and parents' feedback.				
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	Grouping by ability and educational 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	7:55 AM	3:40 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and parents can prepare lunch-boxes for their children.	We care about the whole person development of students so we cultivate a positive learning atmosphere, understanding, valuing and working with diversity. We encourage students to do exercise regularly, have a healthy diet and a healthy life. The school has participated in the 'EatSmart School Accreditation Scheme' and is delighted to be accredited as an 'EatSmart School'.		Besides regular assemblies on moral and spiritual education, experiential learning activities like 'Tea-Serving', 'Graduate Blessing Ceremony', A Date with the Nature, Hunger Banquet and 'Love Your Neighbor – Visiting the Solitary Elder' are organized to nurture positive attitude in our students. Potential inspiring activities aiming at developing students' strengths and potentials are also designed.		



Life-wide Learning

School activities include Spiritual, Moral, Intellectual, Aesthetic, Physical, Social aspects and Uniform Groups. Students attend the HK Schools Speech Festival, Music Festival and Dance Festival, HK School Sports Federation Competitions, Academic Activities like Creative Writing and Maths Olympiad to widen their horizons, to appreciate and learn from each participant. The school plans outdoor and even outward study tours, visits and educational camps.

School Mission

We provide a holistic education which is grounded on the bible teachings. Students grow up in a caring environment which is rich in the spirit of life and love so that they can experience the true love of God. We provide appropriate curricular and quality life education to help our students grow to their full potentials. We care for them, serve their needs and nurture in them a positive attitude of self-discipline, courtesy, gregariousness, passion for life and commitment to individual and community responsibilities.

School Characteristics

School Management

School Management Organisation:

Our school is an organization under Christian Nationals' Evangelism Commission. We have established the Incorporated Management Committee (IMC).We have also set up different Committees and Subject Teams to advance the development of school.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC is comprised of 8 Sponsoring Body Managers, 1 Independent Manager, 1 Principal Manager, 2 Teacher & 2 Parent Managers, 1 Alumni Manager.

School Green Policy:

Help students put the Green concepts into practice through Green campaigns and enjoy a Green Life. Furthermore, we set up facilities and create environments like "Green Roof Garden", "Aquaponics System" and Vertical Planting to allow students to observe and learn to respect the relationship between human and nature.

School's Major Concerns:

We place great emphasis on students' learning and holistic development. We put a lot of effort on realizing and developing students' own potentials so that they can enjoy learning and keep growing.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Develop deep learning through cross-curriculum programme.
- 2. Foster students' positive learning attitude through positive and life education.
- 3. Enhance students' ability through differentiated teaching strategies and gifted development programmes.
- 4. Promote inquiry learning approach through STEM programmes.
- 5. Encourage self-directed learning to enhance the effectiveness and sense of achievement.
- 6. Motivate students through reading.
- 7. Implement "Learning Activities Session" to help students develop their own potentials.

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 in the afternoon sessions 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, STEM 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:

Project Learning, Curriculum Integration, Life-wide Learning and Potential Inspiring Activities help students develop generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

We penetrate positive values through our daily classroom teaching, such as growth mindset learning, character building, grit building and monthly positive activities. We promote positive values actively through school broadcast, Campus TV, classroom management and daily classroom sharing time.

Student Support

Whole School Approach to Catering for Learner Diversity:

The Student Support Team works closely with the School-based Educational Psychologist as well as the School-based Speech Therapist to provide appropriate support for students with special educational needs. Identifying children with special educational needs at an early stage (P.1) can be taken to prevent a mild problem from aggravating. Measures like counselling, school-based speech therapy, curriculum tailoring, homework and assessment accommodation, small group teaching and peer learning are incorporated to help catering for the individual differences.

Whole School Approach to Integrated Education:

The school has set up a Student Support Team and adopts the Whole School Approach to cater for student diversity. Through class management and double class teachers in each class, we hope that students' individual differences and needs can be better taken care of. The school also encourages students to help one another, accept and play each person's uniqueness. We have developed strong links with external organizations and schools to provide parents with training and students with different growth groups. We value parent support and through Home School Cooperation, we hope students' well beings can be enhanced.

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. Introduce the "Peer Tutoring Programme" and outsourcing services to enhance students' Chinese language proficiency. Provide summer bridging courses for students to motivate their learning in Chinese. To strengthen communication between parents and the school, we organize workshops and seminars for parents.

Curriculum Tailoring and Adaptation:

The school develops e-Learning to strengthen students' learning ability and interest. Curriculum Tailoring, Differentiated Teaching are implemented and leveling worksheets are designed. For students with special educational needs, the school carries out homework and assessment accommodations to foster their learning. On the other hand, for students with higher abilities, brush up workshops and enrichment programmes are designed.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school treasures close partnership with parents in nurturing our students. To strengthen the communication between the school and the parents, and to help parents develop better communication with their children, we have established the Parent Teacher Association. We also arrange recreational activities for both students and parents. Parent volunteers are our great assets.

School Ethos:

Cultivating caring and loving school culture through the 'Morning Assembly' and 'Precious Moments' is one of our missions. We employ different measures like Christian life education curriculum, value education, positive classroom management, positive student guidance and discipline, invitational education, prefect helpers to allow students to experience love and care.

Future Development

School Development Plan:

Master your Life, Build your Future

- 1. Life planning and positive nurturing: Cultivate students' correct values, help them establish a sense of direction, and encourage continuous effort for their future lives.
- 2. Acquire effective strategies and self-directed learning: Help students develop a positive learning attitude, master learning strategies and methods, and establish a sense of ownership over their learning.
- 3. Inspire creativity and unleash potential: Let our students to shine by building students' confidence, inspiring creativity and promoting diverse development.

Teacher Professional Training & Development:

Arrange professional training for teachers especially on Positive Education and Deep Learning, in-service training courses and special education training courses. Encourage teachers to participate in seminars and workshops to enhance teaching and learning.

Others

The school has implemented "Holistic Learning Activities" in the afternoons. It has proved to be a success in realizing and developing students' multi-intelligence. Our students have won numerous Merits in the HK School Speech Festival, numerous Individual Awards and Group Awards in the HK Mathematics Olympiad Competition, Gold Award of the Street Dancing Contest and the Champion. Our School Football Team has even won the Kwai Chung Primary School Football Championship for three consecutive years. Also, our student got the 'Shining Star' award held by the Gifted Education Foundation, GEF. In addition, the School Choir has been invited to perform in TVB Cultural Programmes, Community Events and Concerts. Establish connections with sister schools in Mainland and engage in cultural exchange activities.



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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Supervisor Wong Kan Leung	Principal Tsui Hei Lai	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
Evangelical Lutheran Church of HK	Respect, Love, Honesty, Diligence	1972	Chinese	Nanny van	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		Action School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	Approximately \$400	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Meeting Room, PTA Room and Staff Room
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, STEAM Room, Language Room, Visual Arts Room, Music Room, Science Room, English Room, Counseling Room, Aided Learning Room, Library, Campus TV, Fitness Room and VR Room, Play 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			45	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%	37%	63%	30%	13%	57%

### 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		Whole-school dynamic approach, holistic innovative education and cooperative learning strategies are adopted. Small class teaching is implemented for all classes. BOYD scheme is extended in all P.4,P.5 classes and there is one BYOD class in P.6.								
Remarks		Students' diverse learning needs will be prioritized. Providing appropriate support to cater for learner diversity through the Whole School Approach.								

### 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	Students will be evaluated in the areas of knowledge, concern on project learning and practical ability. During summative assessments, special arrangement will be given to those children with special needs.				
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 class of students with higher learning abilities in P.4 and P.5; other classes: evenly allocated.				

### 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	3:10 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students can bring their lunch back to school. Teachers and helpers will have lunch with students.	An EatSmart School organises 'Joyful Fruit Month', health-related fitness tests, provides lunch recess sport games, develops students' active and healthy lifestyle through sportACT Award Scheme and 'Active Students, Active People' Campaign and adopts eye protection exercises. We participated in Straighten Up School Campaign by the Children Chiropractic Foundation and got the certification.		After lunch, students take part in different activities, such as surfing the Net in the computer room, playing games in English room, reading in the school library and playing sports in the playground.		

Life-wide Learning

LEGO Coding, Robot Master, Aerial Photography, Four-wheel Drive, Science Club, Olympiad Maths, Trumpet Class, Violin Class, Recorder Ensemble, Flute Class, Guitar Class, Yangqin Class, Erhu, Zheng Ensemble, Pipa, Percussion Class, Saxophone Class, Clarinet class, Trombone Class, Brownies, Scout, Boys' Brigade, Flag-Guards, Ball games, Creative Rope Skipping, Chinese Folk Dance Team, Cantonese Drama Team, Speech and Drama Club, Choral Speaking Teams (Cantonese Team and English Team), Story-telling Group, Karate, Abacus mental Arithmetic, Phonics, Arts and Culture, Gardening Group, Prefect training.

School Mission

Follow the guidance of Evangelical Church of H.K., Kwai Shing Lutheran Primary School aims at the whole person development of our students, contributing to the society and testimony of the Christ. Also, we expect to develop students' moral, intellectual, physical, social, emotional and artistic aspects of life.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee, Staff-Management Consultative Team, the Supervisor, the School Principal, the School Management Committee, the Learning and Teaching Development Team, the School Ethos and Student Support Team, Panel Heads and Co-ordinators of Different Teams.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of The Evangelical Lutheran Church of Hong Kong Kwai Shing Lutheran Primary School.

School Green Policy:

- 1. Train green ambassadors to promote environmental protection.
- 2. Provide recycling bins for students to recycle paper, plastic bottles and cans.
- 3. Organize environmental protection theme-based talks and workshops for students.

School's Major Concerns:

- 1. Fine-tune learning and teaching. Enhance students' self-awareness and learning effectiveness by strengthening students' competence in learning strategies.
- 2. Enhance positive school culture and sustain effective classroom management to nurture students' positive attitudes and character.
- 3. Emphasize STEAM education to enhance students' problem solving skills and creativity.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Utilize questioning skills in lessons and design tailor made tasks to cater for learner diversity.
- 2. Enrich students' learning experiences through cooperative learning and holistic innovative education.
- 3. Develop students' cognitive abilities and generic skills through curriculum development and cross-curricular projects.
- 4. Fine tune e-Learning to enhance teacher-student and student-student interactions, so as to develop students' self-learning skills and habits.
- 5. Promote reading through reading across the curriculum to arouse students' interest in reading and improve their language proficiency.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Refine and strengthen the implementation of values education including life education, civic and national security education.
- 2. Implement interest diverse STEAM education to develop students' ability to integrate and apply their knowledge and skills across different subject disciplines for problem solving as well as creativity.
- 3. Immerse information literacy in different subjects.
- 4. Refine transdisciplinary learning curriculum and life-wide learning to develop students' generic skills through real experiences.
- 5. Optimize pedagogy of IT to facilitate students' good use of their learning time.
- 6. Promote reading across the curriculum with the focus of reading to learn, to consolidate students' reading skills so as to improve their reading proficiency and learning effectiveness.
- 7. Emphasize on catering learner diversity.
- 8. Enhance assessment literacy to improve the effectiveness in learning and teaching.
- 9. Implement life planning education.
- 10. Nurture students to have a healthy life style

Development of Generic Skills:

Provide diversified learning experiences to students in various subjects, cross-subject activities, different theme-based transdisciplinary projects in each level and life-wide learning. Students will be able to develop generic skills like creativity, critical thinking and communicative skill by active thinking as well as handful experiences.

Cultivation of Proper Values, Attitudes and Behaviours:

We promote positive education through talks, class teacher period, morning assembly, level assembly, personal growth lessons and various activities. We create the atmosphere of acceptance, physical and mental health, care and gratitude at school. We cultivate students' potential and maximize their character strength through diverse opportunities so as to develop a personal sense of achievement, positive values and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Establish a student support team to facilitate social inclusion policy.
- 2. Nurture caring school culture through peer support programmes.
- 3. Develop students' multiple intelligence through various activities.
- 4. Provide Chinese, English and Maths after school remedial classes for students.
- 5. Offer pull-out gifted education programmes for the gifted and talented students.

Whole School Approach to Integrated Education:

Student support team has been established to support students with different learning needs, different programmes have been implemented e.g. Remedial classes, little teacher support scheme, social groups, literacy groups, concentration groups, school-based speech therapy service, school-based educational psychology service, individual education plans and parents' groups.

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. In-class support, e.g. co-teaching.
- 2. Curriculum and Assessment Adaptation, Multiple Assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school maintains a close parent-school cooperative relationship. We promote parent education and enhance parent-child relationship through various activities such as talks, workshops, picnic and parents' Christmas party. Our parents and the school have developed a strong partnership to help our students. We have a good team of parent volunteers which provides our school with great support for different school events throughout the year. Our school works cordially with voluntary organisations to provide tailor-made family education and support to parents.

School Ethos:

- 1. Pay attention to student's physical and mental health, and help them build a healthy lifestyle.
- 2. We create and maintain a positive learning environment to promote teacher-student relationships and caring culture through 'Class and Level Management'.
- 3. We build a culture of appreciation and positive learning atmosphere through 'KSLPS Little Soldiers' e-award programme.
- 4. We nurture our students for the pursuit of godly character through the gospels and Christ's love.
- 5. We develop students' leadership and potential by prefect training programmes.
- 6. We utilize external resources to: a) Parent-child workshops about handling adversity and building a harmonious parent-child relationship, enhance parenthood and parent-child communication by parent-child mediation talks; b) equip prefects with the knowledge and skill of mediation for duties by Peer Mediation Course; c) enhance students' emotion management skills.

Future Development

School Development Plan:

- 1. Promote national identity and national security education, cultivate a sense of belonging towards the country and a sense of national identity among students.
- 2. Cultivate students' physical-mind-spirit well-being to be a healthy KSLPS kid.
- 3. Deepen STEAM education, enrich learning experience, enhance students' scientific literacy.
- 4. Enhance students' reading and information literacy through cross-subject activities.
- 5. Refine the strategies of learning and teaching to strengthen students' self-learning skills.
- 6. Adopt diverse e-learning skills to ensure students are making good use of their learning time.
- 7. Provide opportunities for students to learn in real contexts and authentic settings through cross-curricular activities and life-wide learning activities.
- 8. Enable students to notice personal interests and goals through school-based life planning lessons and theme-based learning day.
- 9. Improve the school facilities for students to learn effectively.

Teacher Professional Training & Development:

- 1. We have staff professional training every Wednesday. The trainings aim to enhance teachers' understanding on school's major concern and development.
- 2. Collaborative teaching, co-planning, lesson observation and teachers' sharing enhance the efficacy of our teaching.
- 3. We encourage and recommend teachers to join different training courses and activities to build up a strong teaching team in our school.
- 4. We participate in support schemes by EDB and higher education institution to enhance teachers' teaching.
- 5. We held the three times teacher professional development days in the year.

Others

We have won the awards of "Caring School Award Scheme" for sixteen years. We are awarded a merit prize of elite caring school which is one of the four best schools in Hong Kong last year.



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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chow Siu Lui	Mr. Lo Tse Pan	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	Not to be served, but to serve.	1961	Chinese	School Bus	About 1000 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
-	-	\$30	School- based Management fee \$300 (for refining the school's facilities & facilitating classroom management).	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	1	All classrooms and special rooms are air-conditioned with wireless network, computers, visualisers, projectors and interactive whiteboard etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 Music rooms, Computer Room, Counselling Room, Chapel, Language Room, Activity Rooms, Dancing Room, Garden, SAMS Room, Teaching Resources Room and Maker Space.				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		48
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	30%	77%	5%	26%	69%

### 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 in P.1 - P.6.						
Remarks	Before-school Remedial Classes and Intensive Remedial Classes are provided to cater for student diversity.						

### 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					No
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 formative and summative assessments are included in all 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	Using Cantonese or Putonghua as the medium of instruction in Chinese Language is adopted in a class of P.1-P.3. P.4-P.6 students are streamed into different classes according to their 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	8:30 AM	3:45 PM	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We implement Healthy School Programme: Swimming Lessons, Morning Exercises, Martial-arts, Spinal Exercises, School Physical Fitness Award Scheme, Sport ACT Scheme, Morning Prayer, Joyful Fruit Month and Recycling Activities.		For P.1 students, we set up a bridging programme. There are two class teachers and a teacher-assistant for each P.1 class. To support learning, we also join the School-based After-School Learning and Support Programmes.		

Life-wide Learning

Diverse activities: Emcee Training, Cambridge English, Rummikub, VR & MR Programming, Drum, Melodica, Choir, Dancing, Ball games, Rope skipping, Swimming, Athletic Team, Arts and crafts, Drama, Sign language, Debate Team, Mathematical Olympiad, Robotics Team, STEAM Team, etc.  
Service groups: Cub Scouts, Brownies, the CYC, Flag Raising Team.

School Mission

Basing upon the ethos of Christian whole-person education as propounded by the Anglican Church, we shall nurture and develop students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality.  
We shall:  
1. teach the students to live out the motto "Not to be served but to serve";  
2. create a quality, happy and innovative learning environment, offer a holistic education in arousing students' potentials;  
3. encourage self-motivated to learn and promote the importance of life-long learning;  
4. establish close relationship with parents and elicit their co-operation from one another;  
5. sustain professionalism and encourage a developmental culture within the school.

School Characteristics

School Management
<b>School Management Organisation:</b> Under Incorporated Management Committee, the school development strategies are designed under the leadership of the principal and the school development group. Different administrative groups function under the school development group to enforce the school development plan.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> THE IMC OF S.K.H. CHU YAN PRIMARY SCHOOL.
<b>School Green Policy:</b> 1. Encouraging students to reuse and recycle, such as providing recycling bins at school, collecting and recycling used clothes and clothing items, collecting and selling used school uniforms. 2. Reducing waste, for example, holding various activities such as 'bread and water' lunch to remind students to treasure food, participating in environmental protection activities such as 'Earth Hour' to enhance the education of energy saving.
<b>School's Major Concerns:</b> 1. Promote innovation and technology education and enhance students' abilities in STEAM and e-learning. 2. Reinforce values education and cultivate the 'Chuyaners' qualities.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Promote reading, train students to read and learn to read. 2. Develop cross-curricular learning to enhance students' problem-solving skills. 3. Enhance students' learning experience, expand their creative thinking, and increase their engagement and self-confidence. 4. Design diversified learning activities, enhance curiosity and actively explore. 5. Promote STEAM education and strengthen learning and e-learning to promote students' ability to synthesize and apply knowledge, skills and problem-solving skills.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Implementing values education (including positive education, national education and national security education); 2. Optimizing whole school curriculum planning, making good use of learning time to create more space for students to learn; 3. Enriching life-wide learning experiences to promote whole-person development; 4. Adopting a student-centred learning approach to cater for learner diversity; 5. Reinforcing STEAM education, and nurturing students' media and information literacy; 6. Strengthening cross-curricular learning for developing lifelong learning capabilities; 7. Enhancing the quality of learning tasks and encouraging students in working with e-learning to increase the motivation and effectiveness of learning and teaching.
<b>Development of Generic Skills:</b> Through learning activities of different subjects, Cross curricular activity and STEAM activities, students are able to acquire basic generic skills, while focusing on critical thinking skills.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. Promote positive education through morning prayer, weekly assembly, class teacher lessons, Personal Growth Lesson and various subjects. 2. Use various reward programmes to cultivate students' positive values as well as initiative for improvement.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. To set up Elite Class, Enhancement Class, Remedial Class, Consolidating Class, Little Teacher Scheme, Big Brothers and Sisters Scheme and Speech Therapy Workshop. 2. School Elites Training Teams are set like School Teams, English Gifted Class, Mathematical Olympiad Training etc. 3. Gifted students are recommended to participate in some extra courses of Gifted Education organized by EDB and other institutes. Special arrangement on the adjustment of learning task and assessment for SEN students.
<b>Whole School Approach to Integrated Education:</b> Implementation is coordinated by the student support team. Additional resources (e.g. Learning Support Grant) are employed to support students with SEN. Specific measures adopted include teaching adaptation and assessment accommodation, remedial learning groups, training on social and concentration skills, Enhanced School-based Speech Therapy Service and individual education plan. To provide Annual SEN "Summary of Support for Student" for collecting parents' opinion and following up students' learning progress.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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.
<b>Curriculum Tailoring and Adaptation:</b> Using multiple assessment methods to cater for learner diversity. The adaptation of homework and assessment for students with special learning needs.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> 1. Parent Education and Home-school communication: Parent Education Programmes, telephone contact, interviews, Principal chatroom, parent meetings and parent days. 2. Parent-child activities: PTA parent-child picnic, parenting talk and parent-child workshop. 3. Parent Volunteer team: parents storytelling, parent-child flag selling, school uniform recycling, charity bazaar, Sports Day etc.
<b>School Ethos:</b> Students are kind, polite and helpful. They learn to serve, care and love through various services.
Future Development
<b>School Development Plan:</b> 1. With Chinese culture as the main thread, permeating different educational domains of values. The goal is to cultivate students with noble character rooted in Chinese culture. 2. Creating a high-quality learning environment that provides multiple opportunities, showcases, cares, and encourages. Allowing students to embrace success and confidence. 3. Enriching students' diverse learning experiences and promoting a balanced development, while enhancing a healthy lifestyle. 4. Strengthening the qualities of Chuyaner: confident, youthful, proactive and sparkling. Nurturing an able and virtuous generation.
<b>Teacher Professional Training &amp; Development:</b> Staff Development Days, co-planning meetings, peer observation, sharing sessions and lesson demonstrations among joint schools, Professional support from the Education Bureau and various universities.
Others
Study tours outside Hong Kong, Education Camps, Comprehensive Course and Chu Yan Fun Week.



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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chow Siu Lui	Ms. Yee Yan Yan	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
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	2002	Chinese	School Bus	About 10700 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
S.K.H. Lam Woo Memorial Secondary School					
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$310 (Special purpose) and \$390 (native English-speaking teacher)	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Y2K-designed school with: 1. Air-conditioned and well-equipped classrooms 2. Wireless network and interactive computer whiteboards.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, STEM Lab, IT Lab, English Digital Room, Art Room, 2 Music Rooms, VR Room, Activity Room and Rainbow Prayer Square.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				58	Total number of teachers in the school		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	
98%	100%	50%	60%	20%	10%	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	Our school emphasizes both the traditional and activity-based modes of learning. 1. Formative assessment is adopted in 1st term in Primary 1. 2. In senior forms, learners are divided into various classes according to learning ability to cater for learning diversity. 3. Students in senior forms also act as teachers and helpers to assist Primary 1 and 2 students, increasing their learning abilities.						
Remarks	Please refer to the School-based Homework Policy on school website.						

### Performance Assessment

Number of test(s) per year (P1 only)	2	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	2	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					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 assessments are included. In English and Chinese language, there are listening and oral assessments. Generic skills, values and attitudes are assessed in Religious Studies, Physical Education and Visual Arts. Students are encouraged to learn through self assessment and peer assessment.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	For P.3 to P.6, students with higher learning abilities will be allocated into two classes in each level. One class from each level is using Putonghua as the medium of instruction in Chinese Language lesson.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	7:55 AM	2:45 PM	12:20 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by school and provided by designated supplier.	The school maintains a health-conscious campus policy and annually holds a Good Fit Family Fitness Day for families and students. The lunch caterer delivers nutritious meals adhering to a '3:2:1' ratio of grains, vegetables, and meat. To foster a healthy lifestyle among pupils, the school runs a Skipping Incentive Scheme, self-guided fitness programmes and ball sport activities.		Our school actively promotes Christian-positive education, sets up award schemes, and organises life-wide learning activities for students at every level to enrich their learning experiences. In order to make good use of the school premises, various kinds of activities are organised for students. During recess time, skipping and ball games are held. After lunch, our library and IT Lab are open to all students.		

Life-wide Learning

Through cross-curricular theme-based inquiry learning week, students enhance their generic skills. Each grade level has various off-campus visits and learning activities planned throughout the year, broadening their learning scope and enriching their experiences. Through different activities, students can develop their potential and build self-confidence. Activities include English ambassadors, Math Olympiad, debate, Science exploration coding and programming. Sports include Track and field, ball games, swimming, fencing and martial arts. Music activities include symphonic band, percussion band and string ensembles. Art: Advanced visual art classes, pottery, creative drawing classes Various uniform groups are included like Boys' Brigade Hong Kong, Cub Scouts and Brownies.

School Mission

Basing upon the ethos of Christian whole-person education as propounded by the Basing upon the ethos of Christian whole-person education as propounded by the Anglican Church, the School shall nurture and develop students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality. The School shall: teach the students to live out the motto "Not to be served but to serve"; provide a warm, loving, caring and supportive environment for the full development of students' personality and potentials; emphasize individual responsibility to serve and respect for others; and pursue academic excellence and promote life-long learning.

School Characteristics

School Management

School Management Organisation:

In order to optimize the implementation of the school plans and monitor the school development, various function and subject groups such as Curriculum Development, Student Support and Student Guidance and Discipline Team work collaboratively and closely with School Management and Administrative Team.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of our Incorporated Management Committee are all professionals from different sectors with great insights and visions.

School Green Policy:

Implement Green Campus Scheme and organic farming to arouse and sustain students' eco-awareness and the importance of protection of the environment.

School's Major Concerns:

Aims "Love God and love people; Positive mind and heart; Engage in active learning; Embrace every challenge"

- 1. Continuously develop Christian-positive education, with the collaboration of subject teams, to establish positive values in students and promote physical, mental, and spiritual development through diverse learning experiences.
- 2. Continuously develop subject-based curriculums and enhance formative instructional practice, encourage and cultivate students' attitudes and habits of independent learning.

Learning and Teaching Plan

Learning & Teaching Strategies:

Continuously develop a school-based curriculum and implement learning assessment strategies to strengthen students' self-directed learning skills. Integrate high-order thinking techniques to enhance learning effectiveness. Design reading strategy frameworks for both Chinese and English subjects, implement cross-curricular reading initiatives. Establish a school-based English reading program to competence in English reading. Utilize project-based learning to develop generic skills and self-directed learning habits. Create problem-solving approaches within the math curriculum to enhance general capabilities; integrate scientific inquiry and STEM activities into general studies and offer programming courses in the computer studies. Use engaging topics to guide students in acquiring programming expertise and abilities. Our school has comprehensively installed wireless networks, promoting e-learning and encouraging students to utilize diverse electronic resources to optimize learning outcome.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To encourage students to take initiative in learning and cultivate positive thinking, Positive & super strength reward program has been implemented. Through different virtues—love, wisdom, justice, self-discipline, courage, and transcendence—positive encouragement and rewards are provided. In order to foster spiritual character and promote students' physical, mental, and spiritual health, various activities are carried out. The "Christ's Soldier Program," lets students practise faith and live out a Christ-like character. School has a character-based moral education curriculum encouraging students to practise school motto 'Not to be served, but to serve' through theme sharing, hymns, and prayers, while also strengthening values education (including national and national security education). To cultivate self-confidence and establish positive values, comprehensive counseling services and programs are planed to develop a sense of service to others, and give back to society, becoming good citizens.

Development of Generic Skills:

Classrooms offer a wide range of learning activities to improve students' biliteracy and trilingual communication skills. Students are encouraged to engage in various activities, creating opportunities for them to tap into their potential. Through the annual cross-curricular learning week events, which utilize captivating themes and competency-based learning methods, the depth and breadth of students' learning experiences are enhanced, promoting their collaborative and communicative abilities.

Cultivation of Proper Values, Attitudes and Behaviours:

Positive Education and Religious courses are carried out. We aim at nurturing students' character strengths and positive values of students to pursue every challenge towards excellence. With Fruit of the Holy Spirit as the theme of life education, elements of Christianity will be immersed to well-equip students with positive attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

Student Support Team helps identify students with learning difficulties and provide them with pull-out teaching and remedial classes.

Whole School Approach to Integrated Education:

Our student support team will organize remedial learning groups and peer tutoring for our students. School-based speech therapist and school-based educational psychologist will provide services to students with SEN.

Curriculum Tailoring and Adaptation:

Pull-out and small group teaching are offered in Chinese, English and Mathematics to cater for students' diverse learning needs. Learning activities are tailored to help students with learning difficulties. Our school offers different training programs for talented and gifted students. Programs for the gifted children such as YLM Gifted Programme debate team, English ambassadors are offered.

Home-School Co-operation and School Ethos

Home-School Co-operation:

By organizing parent workshops, lectures on positive education themes, parent-teacher association meetings, Parents' Days, parent-child outings, and Good Fit family fitness events, we foster collaboration between home and school while enhancing communication.

School Ethos:

Ethos of simplicity and good learning atmosphere are found in our school. Through Religious and Moral Values Education Curriculum and morning assemblies, we aim at strengthening the campus atmosphere in Christianity and developing students with proper moral concepts and building up their positive values and attitudes.

Future Development

School Development Plan:

To sustainably develop school-based curriculum and to apply various teaching and learning strategies skills in lessons, in order to increase students' all-rounded learning experiences so as to cultivate students' self-learning habits and abilities.  
To cultivate a positive and caring learning environment and to promote Christian standards in discipline so as to facilitate healthy development.

Teacher Professionally Training & Development:

We have continuously implemented school-based professional teaching training, and have introduced external resources such as collaborating with universities to implement curriculum development programmes, in an attempt to increase the teaching efficiency. On the other hand, we highly encourage teachers to continue in their pursuit of higher education, such as to invest in the new trend of e-teaching or STEM education.

Others

Overseas exchange programmes were launched last few years. Our UK, New Zealand, Beijing, Shanghai, Sichuan, Taiwan, Singapore, Korea and Nanjing study tours not only widened students' horizons, but also strengthened their knowledge about environmental protection and technological development.





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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Yim Chi Shing	Principal Law Chun Fung	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					62%
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.'	1970	Chinese & English	School Bus; Nanny van	About 3000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
S.K.H. Lam Woo Memorial 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
-	-	\$30	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	All classrooms are well-equipped with air-conditioners, computers, smart boards and visualizers. The hall is well-equipped with LED Wall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music rooms (2), Computer rooms, STEAM Lab, Aviation Academy, VR Cave, Art room, Student Activity Centre, Reading Room, English Room, Library, School Campus TV Studio, Two Multi-Purpose Rooms(G/F and 6/F).				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			57	Total number of teachers in the school		59
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	32%	47%	15%	22%	63%

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		Our school has one class in each level which uses Putonghua as the medium of instruction for teaching. Pull-out classes are also provided.								
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	Schoolwork is diversified. Assignment or formative assessment are tailor-made according to the features of particular subjects, like art journals, investigative activities, project learning, portfolio assessment, creative thinking worksheets and Chinese and English Listening.						
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 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	35 mins	8:00 AM	2:50 PM	12:15 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier or prepared by parents.	Joining Health Promotion Projects/Activities 1. Morning exercise 2. Caring cards 3. Healthy Smiles Campus 4. Positive Education Seminars		During lunch break, students can take part in sports, leisure, library, language (English & Putonghua), music and art activities according to their levels.		

Life-wide Learning

- 1. Our school provides diversified learning experiences for pupils through an extensive range of informal school functions and activities, such as academic, music, sports and art activities and uniform groups.
- 2. By making use of the school subsidies, students are given opportunities for participation in music, sports, Mathematics Olympiad, creative thinking activities and Chinese and English dramas to develop their multiple intelligences.
- 3. A variety of extra-curricular activities are offered on Fridays and Saturdays at students' own expense.

School Mission

We are a Christian school that fully embraces the Anglican ethos inherited by the Hong Kong Sheng Kung Hui, which forms the basis of the curriculum design and implementation for the nurture of the next generation. We provide holistic education for our students by taking the Christian value as an essential element in the entire school curriculum.

School Characteristics

School Management
<b>School Management Organisation:</b> Our school belongs to Anglican (Hong Kong) Primary Schools Council Limited. School policies are supervised by The Incorporated Management Committee. Our principal leads the school-based management and administrative team and all function / subject groups to develop the school unitedly.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The board of our school consists of the supervisor and the school management committee. Conferences are held with teacher representatives to promote the school's sustained development.
<b>School Green Policy:</b> - Implement various recycling schemes. - Promote e-learning. - Encourage students to reduce the waste of resources. - Train 'Student Environmental Protection Ambassadors' to advocate eco-awareness.
<b>School's Major Concerns:</b> 1. Positivity, Health, and Growth 2. Innovation & Technology, Cross-curricular Reading and Vibrant Learning
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> Quality use of lesson time, lunch time, recess as well as before & after-school hours is made to carry out a variety of activities. Through all-round learning activities and cross-curriculum reading programmes, outdoor learning activities, various competitions, exchange programmes and the usage of e-learning tools to enrich student's learning experiences.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Promote STEAM education. 2. Implement values education and life planning education to let students practise good life attitude and skills.
<b>Development of Generic Skills:</b> Through subject learning, engage students in in-depth enquiry. Encourage students to participate in services, sports and art activities to develop their generic skills.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Through fully utilising external resources, school-based Positive Education Curriculum is designed with professional organisations to let the students learn more about strength of character.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Student support team has been established to organise the programmes for taking care of students' learning diversities and special learning needs (e.g. after-school remedial classes, homework tutorials and Little Teacher Support Scheme).
<b>Whole School Approach to Integrated Education:</b> Student support team has been established to support students with different learning needs through curriculum adaptation and reallocation of various resources. Different programmes have been implemented (e.g. Pull-out classes, remedial classes, little teacher support scheme, homework tutorials, social groups, literacy groups, concentration groups, enhanced school-based speech therapy service, School-based Educational Psychology Service, individual learning programmes and parents groups to take care of students' diversities.
<b>Curriculum Tailoring and Adaptation:</b> Gifted education and STEM elements are added to each subject according to the abilities of students; through support services junior students' reading and writing abilities are cultivated. Diversified activities are carried out for mathematical inquiry learning as well. School-based reading materials are developed for senior levels. Native-speaking teachers also co-teach in the reading lessons. Chinese and English writing curriculums are optimised through reading to improve students learning abilities.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Our PTA is a bridge of the co-operation between parents and the school. It takes a role to strengthen the communication between parents and school, give advice on the school policies, support the school activities and serve the community.
<b>School Ethos:</b> Based on the life education theme, cultivate students' personal quality and establish a culture of harmony, initiative and serving others.
Future Development
<b>School Development Plan:</b> 1. Promote STEAM education. 2. Implement values education and life planning education to let students practise good life attitude and skills.
<b>Teacher Professional Training &amp; Development:</b> Teachers regularly conduct the teacher professional development session, in which subject co-planning meetings, workshops on particular topics, pedagogical sharing, lesson observations and health and spiritual activities for the teachers are held. By participating in various school-based learning support and exchange programmes, all subject groups are equipped and can be further developed, as a result, teaching efficiency can be enhanced.
Others
1. To promote self learning — e-learning, gifted education. 2. To enrich learning experiences — diversified cross-curriculum activities, PLP-R&W programmes, cooperating with the service providers to enhance learning and teaching efficacy. 3. To enhance students' learning performances — emphasising academic performances, bridging kindergarten and secondary curriculum.



### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Ng Woon Ling	Dr. Tang Sui Ying	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
S. R. B. C. E. Past Students' Association Limited	Erudition, Propriety, Commitment, Honesty	1977	Chinese	Nanny van	About 4440 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	\$240	Annual electronic fee collection and bulletin cost (\$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	Parent and Teacher Association Resource Centre, P.E. Room, Wireless LAN, A Barbecue Site, An Organic Farmland.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Rooms, Computer Rooms, English Room, Visual Art Room, Counselling Rooms, STEAM Innovation Lab, Student Activity Room, Hanging Garden, Roof Climbing Wall, Heritage Room and VR Space.				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		42
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	97%	38%	67%	8%	23%	69%

### 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	1	2	3	4	4	4	18
Mode of teaching at different levels		Teachers can cater for learner diversity in class in a more effective way through small class teaching from Primary One to Six. Learning activities in groups can help promote the peer interaction as well as the interpersonal relationship among students. Individual learning strategies and curriculum adaptation are designed to ensure the students' right to learn.									
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	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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	Formative Assessment: Portfolios, project learning, self-evaluation, peer-evaluation, home-school co-operation activities, class observation. Summative Assessment: Three term examinations.						
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	Talented students with good conduct will be allocated to elite classes (Primary 4 to Primary 6); Small class teaching is implemented from Primary One to Six.						

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:00 AM	3:30 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Develop healthy eating habits, provide sports training, daily LKF exercise, rope-skipping workout and eye exercise. Teachers work to meet the psychological needs of each student, contributing to their spiritual development.		Class Teacher Lesson, Morning Reading Lesson, Extra-curricular Activities, Information Literacy Instruction, Opening of Computer Rooms and Library during lunch time and after school, elite classes and bridging classes for smooth transition to secondary school for P.6, multiple Intelligences activities on Saturdays, the bridging classes from kindergarten to primary one.		

Life-wide Learning

Volleyball, Football, Table-tennis, Track and Field, Swimming, Rope-skiping, Roller Skating, Zheng, Violin, Ukulele, Chinese Dance, Latin Dance, Pottery, Drawing, Calligraphy and Ink-wash Painting, English Musical, Cambridge English, Phonics, Mathematical Olympiad, STEAM Class, Brownies, Boy Scout, Board Games, Lion Dance, Wing Chun, Lego activities etc.

School Mission

Our school's major initiative is to lay a firm educational foundation that nurtures the holistic and moral development of students within a stimulating learning environment. We also acknowledge that developing literacy skills in three languages is paramount to increasing students' knowledge and understanding of the world and opens up pathways for future success.

School Characteristics

School Management

School Management Organisation:

Our school is under the supervision of the Incorporated Management Committee (IMC), the principal, 2 vice principals and 7 teacher coordinators. The SAC is directly accountable to the IMC so as to enhance the efficiency of the decision-making process.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC members consist of the principal manager, 6 sponsoring body representatives, 1 independent managers, a parent manager, an alternate parent manager, a teacher manager and an alternate teacher manager.

School Green Policy:

In our continuous effort to create environmentally friendly surroundings, we have been implementing policies such as setting up guidelines for the use of air-conditioning, the use of recycling bins, organic farming courses and rooftop gardening activities so as to reduce room temperatures. Students have also been encouraged to bring their own utensils for their meals. Other green activities like generating electricity by pedalling bicycles and wind and solar energy generation are also introduced to students.

School's Major Concerns:

- 1. To nurture students' positive values and attitudes as well as educating about healthy living.
- 2. Continue to develop the school-based curriculum to enhance students' effectiveness in language skills and generic skills.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school-based curriculum, programmes and special activity days carried out throughout the year are carefully designed to promote cross-curricular learning, whole-school learning and STEAM education. We consistently enable multiple learning experiences in order to provide our students with a thorough, well-rounded education and in-depth understanding in all subjects. Our students thus develop strong foundations based on which they can acquire further knowledge, pursue various interests and cultivate positive morale values.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. We promote National Education through activities and a Weekly Flag Raising Ceremony, with teachers' sharing Chinese history and development to enhance students' national identities and cultural values.
- 2. To lead a healthy life through Fitness and Exercise, Recess Activities that encourage physical activeness, and School club participation to instill a positive attitude towards holistic wellbeing.
- 3. Provide learning experiences through school-based curriculum and cross curricular learning to nurture students' knowledge of Eight Key Learning areas to prepare them for a diverse educational environment.
- 4. Create a rich language learning environment with engaging activities which encourages students to use the target language and develop proficient trilingual communication.
- 5. Diversified reading activities to engage student's interest in reading and provide Information literacy skills to assist learning across all subjects.

Development of Generic Skills:

Our curriculum and holistic learning approach challenge and empower students, fostering and developing their generic skills in various areas, including: Communication, Mathematical, IT, Critical Thinking, Creativity, Problem Solving, Self-management, Self-learning and Collaboration.

Cultivation of Proper Values, Attitudes and Behaviours:

Through different aspects of learning and teaching, morning assemblies, class assemblies, class management, service learning and life-wide learning activities, students are able to gain their knowledge, positive attitudes and values by experiencing, observing, reflecting and sharing among the peers.

Student Support

Whole School Approach to Catering for Learner Diversity:

Deployment of human resources to cater for student diversity to optimize their learning within a small class teaching context that is supported further by specialists: school-based educational psychology service, Student Mental Health Support Scheme, school-based speech therapy service, school social worker, Jockey Club Keen and Active Kids Project, Jockey Club Autism Support Network, specialist educators and community-based projects.

Whole School Approach to Integrated Education:

Our school adopts Whole School Approach Integration Education to cater for learning differences and enhance teaching effectiveness. This approach includes setting clear procedures and criteria for identification of students with learning difficulties, adopting systematic measures to cater for learning differences, helping students with less academic achievements and special educational needs to ensure that all students receive appropriate 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; 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. Please refer to school website: [www.lkfms.edu.hk](http://www.lkfms.edu.hk) > Enhancing Support for Learning and Teaching Chinese for Non-Chinese Speaking (NCS) Students.

Curriculum Tailoring and Adaptation:

Provision of assignment and assessment accommodation, especially for students with special needs with homework, dictation and examinations.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our PTA has been an effective bridge between the school and the parents. Positive Parental Education Course has been launched to provide various of talks and workshops to improve parents' positive parenting skills. Our Parent English Course helps Parents to assist their children in English Study. Parent Volunteer Team assists our school events such as Sport Day, Open Day and activities like Reading Dad and Mum. The opportunities of co-operation links up school and parent close relationship.

School Ethos:

- 1. We have a good school ethos and a harmonious relationship between teachers and students.
- 2. A Caring and Mutual Support Award Scheme has been launched to foster positive attitudes in students such as cherishing one's life, appreciating others and loving their school.
- 3. Effective classroom management strategies are implemented to achieve an optimal learning environment and good moral values and attitudes.
- 4. Different programmes are carried out to support student growth. Some of these are Caring Ambassador Scheme, Emotion Management Support Group, Understanding Adolescent Project, Star Action Volunteer Services.

Future Development

School Development Plan:

- 1. To foster a healthy school environment.
- 2. To promote e-learning.
- 3. To provide well-organised meaningful learning experiences regarding STEAM for students.
- 4. Improvement of the learning and teaching effectiveness in a small class environment through the communities of practice within and/or across schools.
- 5. To establish 'a greening school' and commit to maintaining environmental protection measures at school.
- 6. To facilitate exchange between Hong Kong and Mainland schools through the 'Sister School Scheme'.
- 7. Launch the new program DTS-Development of Text Sets Programme (KS1 & KS2), Drama in Education, Learning to Read; Reading to Learn, Play to Learn.

Teacher Professional Training & Development:

In addition to the school-based teacher development programs, our school also encourages our teachers to take part in various lectures, seminars and workshops. We maintain close ties with external organizations to promote professional development of teachers.

Others

Schools Dance Festival  
Chinese Dance Honours Award  
The Schools Sports Federation of Hong Kong, China (Kwai Chung primary school).  
table tennis competition Boy 3rd Runner up  
Athletics Competition  
Girl A GRADE 400M Second runner-up  
Boy A GRADE Softball throw runner-up  
The Hong Kong Inter-Primary School English Folk Song Group Singing Contest  
Mixed Team - track and field - runner-up  
School Speech Festival  
Solo Verse Speaking boy Second runner-up girl Second runner-up  
Solo Verse Speaking (Cantonese) boy 1 winner 2 runner-up 4 Second runner-up



# 中華傳道會呂明才小學 C.N.E.C. Lui Ming Choi Primary School

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chan Sze Lung Kenneth	Mr. Leung Hon Kei	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
Christian Nationals' Evangelism Commission	Love, Joy, Peace	1988	Chinese	School Bus	About 5700 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	School-based Management fee \$400 (for refining the school's facilities & facilitating classroom management).	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	STEAM Bus, Cycling Track, Bike Depot, Treehouse, Joyful Garden, Sports Area, Nature Learning Path, Fragrant Garden, Aqua Port, learning zones, OCR Zone
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
computer room, art room, music room, activity centre, Immersive Space, Interactive Distance Learning Room, game room, language learning room, English learning room, STEAM Education Centre, Multiple Intelligence Development Room, E-points (Student Union Room) etc.				Ramp, Accessible lift, Accessible toilet and teaching room, language room, social worker room, NET teacher room, counselling room.

## 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%		95%	38%		70%	20%		30%		50%	

## 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. We adopt small class teaching and collaborate with Chinese and English assistant teachers to cater for learning diversity. 2. We provide reading lessons every other week to enhance students' reading ability. Also, we organise teacher-student reading sessions every week. 3. For Chinese, English and Mathematics, P.5-P.6 students are divided into five groups based on their ability.						
Remarks	We have four classes for each form. We also have assistant teachers in class to support and help students with different 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)	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. For P.2-5 students, there are three summative assessments for each school year. 2. We also have formative assessments for Chinese, English and Mathematics. 3. We have diversified modes of assessment, such as self-evaluation, peer-observation and parents' feedback.				
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. Mixed ability classes from P.1-P.6. 2. For Chinese, English and Mathematics, P.5-P.6 students are divided into groups based on their ability.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	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.	1. The school lunch supplier is required to provide nutritious lunch that contains vegetables but no MSG. The supplier is also required to provide fruits for students at least once a week. 2. Students can do low to moderate intensity exercise during specified lunch breaks in e-sports zone on 6/F.		1. We have time for students to read books and pray to God every day to foster students' habit in reading and praying. 2. We use various activities, including English Week, Investigation Week and Gospel Week, to raise students' learning motivation and their spiritual life. 3. We organize various activities such as P.4-6 study tours to different cities so that students can have more learning experience.		

Life-wide Learning

- 1. OLE 2.0: Featuring activities related to environmental protection, arts, programming and life skills.
- 2. Joyful Friday 2.0: Differentiated curriculum integrated into activities, advanced training programmes, student-led activities
- 3. JC Project MuSE: Music and sports training programmes for P.1-6 students

School Mission

Adhering to the Great Commission of Christianity of preaching the gospel, we strive to let children grow up happily in Christ's love and train up elites for the country as well as the church with holistic education.

School Characteristics

School Management
<b>School Management Organisation:</b> The school is managed by the Incorporated Management Committee (IMC), which consists of representatives from CNEC, school principal, teachers, parents and independent individuals. The IMC listens to different stakeholders' comments to facilitate the school development.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> We have founded IMC in our school, thereby strengthening the transparency of our school policies and accomplishing school's mission and vision.
<b>School Green Policy:</b> Recycle of school uniforms.
<b>School's Major Concerns:</b> 1. Our teachers work together to develop our school into a 'Joyful School' and an 'Academic School' at the same time. 2. We aim to create a relaxing, happy and positive environment for our students to challenge themselves. We encourage our students to develop their potentials and achieve excellence, especially in knowledge, skills and attitudes.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. We adopt collaborative learning strategies in class to encourage our students to have more interaction and collaboration with others. 2. We cultivate the culture of appreciation and encouragement to build up our students' self-confidence. 3. We use various means of assessments to examine students' learning needs and strengths. 4. We establish 'homework tutorial lessons' and individualised counseling scheme to help our students in learning. 5. We provide students with activities such as e-learning activities, theme-based learning and 'Other Learning Experience 2.0' (OLE 2.0) to broaden their horizons. 6. We utilize off-campus resources to enhance teachers' professional skills.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. The adapted timetable allows students to have regular lessons in the mornings and diversified activities in the afternoons. We have the 'homework tutorial lesson' every day to reduce students' time of doing homework at home. 2. We have refined our school-based curriculum and reserved an afternoon as 'Joyful Friday 2.0' every week for students to launch various self-directed activities. We believe these approaches can cultivate students' self-learning skills and self-management skills, which can also be applied in their daily life.
<b>Development of Generic Skills:</b> 1. We help our students develop their generic skills through theme-based learning activities. 2. Students can develop their analytical power and problem-solving skills through applying their knowledge in STEAM education on facilities like 'STEAM Bus' and STEAM Room. 3. Through launching self-directed activities on 'Joyful Friday 2.0' by the students themselves, our students are able to have a holistic development. Generic skills, including creativity, communication skills and multiple thinking ability can therefore be enhanced. It also helps students develop positive attitudes and values.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. We help students establish suitable values and attitudes through national education, leadership development, health education, life planning, service learning, environmental education and life education. 2. We believe everyone has special gifts and unique qualities. All students can realize their own potentials and experience growth, love, and success. 3. We conduct life education lessons for P.1-6 students and values education lessons for P.5-6 students.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. SENCO takes the role in planning, coordinating and implementing the Whole School Approach to Integrated Education in our school. 2. We co-organize with different organizations to form school-based group training services to cater for our students' needs. 3. We launch Individual Education Programme (IEP) for those students in need. 4. There are after-school homework tutorial classes to help students with their studies.
<b>Whole School Approach to Integrated Education:</b> 1. We have school-based educational psychologist, school-based speech therapist and counsellor to support our students in their growth. 2. Every student has a 'Personal Growth Portfolio', which helps teachers understand students' needs in their personal growth systematically.
<b>Curriculum Tailoring and Adaptation:</b> 1. To cater for learner differences, adaptations in assignments and assessments are made. 2. 'The Primary One Freshmen Programme' is implemented for P.1 students to help them prepare for their new primary school learning journey. 3. We implement co-teaching in P.1 to P.4 classes to cater for learner diversity.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> 1. 'Parent Voluntary Team' and different interest groups are established to promote home-school communication and parents' participation in school. 2. 'Parent Advisory Group' is organized to invite parents to utilize their professional skills or talents to help facilitate the school development. 3. 'Mr Leung's Café' is held regularly as a platform for home-school communication and a trustful rapport between the school and parents, which is good for the school development. 4. 'Parents Academy' is set up to help parents in nurturing their children via a series of courses, workshops and activities.
<b>School Ethos:</b> 1. Ethos of simplicity are demonstrated in our school. Our teachers and students have a close relationship. 2. We promote and practice Christian values --- love God and love others. 3. Our students are polite, caring and willing to serve. We also promote student autonomy.
Future Development
<b>School Development Plan:</b> 1. We implement the adapted timetable and promote the concept of 'Attentive Morning, Happy Afternoon, Worry-free Evening'. Students have regular lessons in the mornings, diversified activities in the afternoons and happy family time in the evenings. Students' time of doing homework at home is reduced so that they can have more time to build relationship with their parents and enjoy a happy childhood. 2. We set up learning zones of diversified topics on different floors to develop students' generic skills. 3. We cooperate with HKU Business School to promote self-directed learning through AI Learning Scheme. 4. We set up Student Union, Class Committee, leadership training schemes and uniform teams to provide more opportunities for students to be leaders and organize activities by themselves so that they feel being loved and respected. 5. We conduct curriculum planning and set up new facilities to promote value education. This includes various aspects such as Christianity development, reading atmosphere, theme-based learning and experience-based learning.
<b>Teacher Professional Training &amp; Development:</b> 1. Our teachers eagerly participate in continuous professional development. We regularly arrange sharing meetings, co-planning sessions, learning circles, peer evaluation, lesson observations and professional talks to keep our teachers up with new trends of education and ensure our teaching professionalism. 2. We actively apply for fundings and resources to develop our school into a 'Learning Organization'. For example, we have successfully applied for resources from Quality Education Fund, the Education Bureau, higher education institutions and education consultants.
Others
To recognize and support students who have remarkable academic and non-academic achievements, we have established different scholarships to help them develop their potential.





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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chan Sye Wai	Ms. Yip Lai Fong	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	2002	Chinese & English	Nanny van	About 4500 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
-	-	\$30	\$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	Dynamic Funland, Green School facilities, renewable energy facilities, Conference Room, PTA Room, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Computer Room, Star Land, Multi-media Production Room, Visual Art Room, Music Rooms, Discovery Zone, Chinese Language Room, etc.				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			48	Total number of teachers in the school		53
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	98%	37%	81%	16%	7%	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		Provide the Gifted Education and school-based LifeWise curriculum. Implement cooperative learning strategies to enhance pupils' communication and collaboration skills. Pull-out remedial teaching program class and after-schooling tutorials for students with special educational needs.								
Remarks		Support poor and virtuous students by arranging them further lessons after school and other supporting plans with government subsidies. Two NETs are employed to carry out Phonics and Reading Curriculum.								

### 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	Use thematic projects, data collection to assess students through quizzes and exams. Assessment of generic skills through project learning. Assessment of students' behaviours has been introduced.						
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.3. Streaming of two bigger size classes and two smaller size classes according to learning ability 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	8	35 mins	8:00 AM	3:00 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Promote a healthy school policy, implement On-Site Meal Portioning, Healthy-Eating-at-School Campaign and Fruit Day, etc. Provide Skipping area and Running Tracks during recess time, Physical Fitness Program and talks on hygiene for students to promote healthy lives at school.		Our goal is to help students develop their multiple intelligences, emphasize the development of communication skills, creative thinking and self-learning skills. We arrange students at various levels to take part in activities in the Library, Computer Room, Self-Access centres and other venues. Study tours outside Hong Kong are organized to broaden the sight of our students.		

Life-wide Learning

Wind Orchestra, String Orchestra, Choir, Folk Song, Poetry Speaking, Storytelling, Debate, Calligraphy, Mathematics Olympiad, Multi-media Production, Lego Robot, Science Project-based Learning, Dancing, Drama, Visual Arts, Athletics, Basketball, Football, Volleyball, Badminton, Table Tennis, Swimming, Skipping, Lion Dance, Scout, Community Youth Club, Junior Police Call, Voluntary Service, etc.

School Mission

Our mission is to educate students in areas of moral, intellectual, physical, social and aesthetic development. We encourage students to pursue knowledge and skills and nurture in them personal integrity, a positive attitude towards life and a world vision. We hope that students in a positive learning environment are able to gain self respect, develop social awareness, a sense of responsibility for their country and contribute to society.

School Characteristics

School Management

School Management Organisation:

Under the Incorporated Management Committee, there is the school development committee, policies consultation and improvement committee, different administrative and academic divisions, which have its own rights and duties to implement school development plan.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in June, 2007. Members consists of the supervisor, sponsoring body managers, principal manager, parent managers, teacher managers and independent manager.

School Green Policy:

Put an emphasis on Environmental Education, we organize different activities such as Greening School, Recycling of Resources, Wise Use of Electricity, Student Environmental Ambassadors and Food Wise Project, etc. Implement renewable energy facilities, Ecological Fish Pond, Castar Garden, Butterfly Gallery and Geology Study Corner.

School's Major Concerns:

- 1. Enhance students' self-directed learning ability and promote learning and teaching effectiveness.
- 2. Optimize STREAM education and help students improve STREAM thinking and skills.
- 3. Intensify school positive culture and enhance value education.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Enhance students' self-directed learning skill training.
- 2. Improve classroom learning through the implementation of cooperative learning. Strengthen students' communication skills and interaction through cooperative learning so as to improve their learning.
- 3. Integrate all-directions learning and cross-curriculum learning to cultivate the generic skills and self-directed learning skills.
- 4. Promote project-learning activities to encourage the students' learning interests through different activities.
- 5. Carry out creative thinking curriculum, enhance creative teaching in various subjects, launch problem solving activities, etc.
- 6. Provide school-based LifeWise curriculum, implement environmental, moral and life education, strengthen the cultivation of students' multiple intelligences.

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 STREAM 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:

Carry out various activities of communication, public speech, group discussion and discovery learning in different subjects in order to enhance the development of the generic skills, especially for critical thinking and creativity, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

Strengthening values education (including life education, national education, and national security education), we aim to develop students' positive values and characters in order to foster students' whole person development.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. A school guidance officer to provide counseling and training.
- 2. Provide school-based speech therapy guidance and the school-based educational psychologist services.
- 3. Establish school-based curriculum for the gifted and talented students to develop their potential.

Whole School Approach to Integrated Education:

- 1. Provide early identification and intervention programme for P.1 students with learning difficulties.
- 2. Establish a student support team for students. For example, to meet our students with special needs, we assist our students through adapted diverse learning group, after school tutorials, etc.

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:

A tailor-made curriculum and examination adaptation are provided to address different learning needs of students. Develop the Gifted Education Network Scheme for outstanding students or students with potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We establish a link between the school and parents through the "CASTAR Letter", School functions such as PTA meetings and parents' days have been held and supported by the team of parent volunteers. Parent Teacher Association organizes different types of activities every year. For example, parent-child outings, booth games, seminars, parent-child competitions and activities etc. Parent Reading Ambassadors, organize Reading Club have been established for students.

School Ethos:

In all aspects of school life, we aim to develop students' positive values and characters. Students are self-disciplined, well behaved, polite and harmonious among themselves.

Future Development

School Development Plan:

Implement Positive Education to foster students' whole person development.

Teacher Professional Training & Development:

Organize appropriate school-based training items and recording system in order to meet the school development and the professional needs for the majority of teachers. School-based training items include staff development days, school-based workshops as well as co-planning meetings, peer observation, action research, sharing sessions and lesson demonstrations in various subjects in order to enhance the professional communication and development.

Others

- 1. Po Leung Kuk Excellence School Award, Bronze Award of Arts Education, Arts Development Awards, Silver Award of Hong Kong Awards for Environmental Excellence, Gold Award of Hong Kong Green School. Excellent Moral Education Award, Outstanding life education lesson plan design award, etc.
- 2. We also organize CASTAR concert, Variety Show, Adventure-based Training Camp for P.5 students and Graduation Camp for P.6 students every year.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Choi Ka Man Carmen	Ms. Sin Chui Wah	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					85%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligence, Honesty	1984	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 5025 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	Miscellaneous charges \$450	Replacement of Student Smart Card \$10.00

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Interactive whiteboard is equipped in each classroom. Air Conditioning system is provided in the covered playground.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-purpose room, Music room, Activity room, Parent-teacher resources centre, Computer room, STEAM LAB, 3 Remedial learning classrooms, Interview room, Special teachers' room, Social workers' room, Staff lounge.				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		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%	38%	83%	25%	13%	62%

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 teaching in Chinese from Primary 2-4. Students are allocated in four classes in each level based on their academic results.								
Remarks		Chinese and English 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)		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	Assess the knowledge, attitude and skills for the non-academic subjects. There is one Formative Assessment and one Summative Assessment each school term.						
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 evenly distributed into different 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	10	30 mins	8:10 AM	3:15 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 lunch.	1. Morning Exercise Period and Reading Period are provided every morning. 2. A 10-minute-rest time is provided at the end of the lunch break. 3. Pupils have to do Straighten Up Exercise and Eye Exercise every day.		Students are required to stay in school for lunch. Lunch is provided by a catering service; or parents may deliver lunch at the set time. Students may also bring their own lunch.		

Life-wide Learning

Poetry speaking, Debate, Calligraphy, Chinese chess, English Puppetry, Chinese Shadow Puppets, LEGO Robot, STEAM activities, Maths Training Class, Chinese Dance, Latin Dance, K-Pop Dance, Percussion Band, Erhu, Dizi, Pipa, Dulcimer, Handchimes, Strings, Choir, Gymnastic, Rhythmic Gymnastics, Athletics, Swimming, Badminton, Basketball, Football, Table Tennis, Minitennis, Rugby, Taekwondo, Artist training, Pastel Nagomi Art, Little Reporter, Cub Scouts, JPC, CYC, Lion Dance, Photo-taking, Flag Raising Team etc.

School Mission

- 1. To follow the school motto "Love, Respect, Diligence, Honesty".
- 2. To concentrate on teaching knowledge, skills training and strengthening body fitness.
- 3. To develop students' positive attitude towards life and morality.
- 4. To develop students in moral, intellectual, physical, social and aesthetic domains.

School Characteristics

School Management
<b>School Management Organisation:</b> The school is headed by Principal and under the leadership of the Principal, there are 3 Deputy Heads and 9 Senior Teachers. School Policies are planned, implemented and supervised by Principal, Deputy Heads and Senior teachers.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The IMC of Po Leung Kuk Chan Yat Primary School was established in 2013. There are 14 members, including 1 School Supervisor, 6 Sponsoring Body Managers, 1 Alternate Sponsoring Body Manager, 1 Principal (Ex-officio Manager), 1 Independent Manager, 1 Teacher Manager, 1 Alternate Teacher Manager, 1 Parent Manager and 1 Alternate Parent Manager.
<b>School Green Policy:</b> Recycle waste paper, plastic bottles, cans, toner cartridges. Set up school-based environmental protection and purchasing policies. Facilities for Hydroponics.
<b>School's Major Concerns:</b> Students learn Chinese cultures and virtues and nurture students' positive values. Develop students' generic skills through cross-curricular learning.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> Use cooperative learning, brain-based learning, higher-order-thinking skills to promote students' learning. Inclusion of Chinese instrument, String instrument, Swimming, Gymnastics, Rugby and Minitennis, hockey in the curriculum. Integration of Visual Arts, Performance Arts and Music to become an Integrated curriculum in Primary three. A new subject, Science, is provided in Primary 4 and 5.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Our school strengthens the connections between different learning areas and develops cross-curricular learning and reading. Teachers arrange authentic situations and use inquiry-based and self-directed learning approaches to help students learn subject knowledge and skills. Different subjects organize teaching activities according to themes and learning objectives, and select diverse reading materials and meaningful tasks to enable students to explore topics from different perspectives, apply reading and thinking strategies they have learned, and construct new knowledge. To effectively promote values education, our school adopts a "Knowledge, Attitude, Practice" model, by having classroom learning (such as different levels of questioning, group discussions, watching videos, drama activities, etc.), school-based activities, practical experiences, and a positive learning atmosphere to help students' development.
<b>Development of Generic Skills:</b> Generic skills are the foundation of learning and can help students learn better. In addition to cultivating generic skills through learning in different subjects or learning areas, our school also provides various learning experiences to support students' development, such as diverse extracurricular activities, interdisciplinary activities that encompass different areas, service learning, overseas learning, STEAM courses, cross-disciplinary project studies, etc. These experiences lay a solid foundation for students' holistic development and lifelong learning.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Our school adopts a diverse strategy that flexibly combines various learning activities through different modes, such as value education lessons, assemblies, subject learning, comprehensive learning (such as field trips, interdisciplinary activities, etc.), and service-based experiential learning (such as volunteering, uniformed groups, etc.) to cultivate proper values, attitudes, and behaviors.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Students guidance and counselling team and Student Support Team. We have one school social worker and one SGT. Tiered worksheets are provided if necessary. According to the special needs of the students, adjustment of the homework and the examination is considered.
<b>Whole School Approach to Integrated Education:</b> The core members of the student support team includes, the principal, vice principal, SENCO, SENST, Teaching Assistants, School Social Worker, Student Guidance Teacher and School-Based Education Psychologist and Speech Therapist. Well allocated the grant for providing different kinds of services to students with SEN.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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..
<b>Curriculum Tailoring and Adaptation:</b> Homework & assessment adaptation. Remedial lessons, training sessions, buddy reading for less able students. Enhancement classes for more able students.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Seminars are organized for parents to demonstrate how to develop a good parent and child relationship. Regular picnics and social gatherings are organized to enhance parent-teacher cooperation. Parents are invited as helpers in school functions such as Sports Day and Open Day. Enhance parents and school communication: Two Parents' Days and at least one Parents' Meeting. 5. Implement Cross-generational Integration Programme: invite the grandparents as the volunteers to help with the learning activities.
<b>School Ethos:</b> In order to establish a good relationship between teachers and students, the following arrangements have been made: Teacher-and -student ball games competition. A meeting for the representatives of the students to give opinions and feedback on the school policy. Buddy Scheme: Upper Primary Students accompany the Primary 1 students at the beginning of the school year. Lunch time with guidance teachers. Hand-in-Homework Scheme. Arrange birthday parties to strengthen the students' cohesion. No Homework Day to release the students' learning pressure. Model Student Election.
Future Development
<b>School Development Plan:</b> 1. Students learn Chinese cultures and virtues and nurture students' positive values. a. Students understand Chinese underlying values, cultures through different learning activities. b. Cultivating students' appreciation for Chinese culture and enhancing their curiosity exploration. c. Cultivating students' practice of Chinese cultural virtues as behavioral habits, enhancing their self-confidence and sense of achievement. 2. Develop students' generic skills through cross-curricular learning. a. Through cross-curricular learning enrich students' learning experience. b. Cultivate students' collaborative and communicative skills and enhance their confidence and self-fulfilment.
<b>Teacher Professional Training &amp; Development:</b> 1. Provide teacher induction. 2. Participate EDB or University support program.
Others
Our students have won various prizes. For details, please refer to the Chinese version.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. So Kai Ming	Mr. Cheung Cheong Ming	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	Not to be served but to serve	1993	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	-	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 for specific purposes	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Scenery complementary lights, Open Piazza, 'Fishers of Fish & Fishers of Men' fish pond, World Cultural Square etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multiple Intelligences & Giftedness Room, Chapel, GS & STEM Room, Student Activity Centre, Visual Art Room, English Reading Room, Computer Room / Multi-Media Learning Centre, Multi-purpose Room, Campus TV, ChakWarderland 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			56	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%	100%	42%	60%	15%	32%	53%

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 employed. A native English teacher helps collaborate with local English teachers to carry out group activities to enhance students' self-confidence.								
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 summative assessment, school employs formative assessment to enhance students' learning autonomy / effectiveness. Assessment in Chinese, English and Putonghua languages cover reading, writing, listening and speaking aspects. Assessment in General Studies includes scientific inquiry and model making. Assessment in Music and Information Technology touches both knowledge and skill dimensions.						
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 students are divided into 5 classes 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	8:05 AM	3:15 PM	12:25 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School actively promotes a healthy life culture by means of planning / executing sports health policies and healthy eating policies, soliciting food surveillance system and participating in School 'NutriAgent' Project and School Accreditation Scheme organized by the Health Department.		Students can maximize learning by joining a variety of activities during post-lunch recesses. Multi-dimensional Learning Programmes are scheduled every week afternoon to allow more cross-subject/ cross-level activities to widen students' horizons and learning arena. Activities enriching formal curriculum or integrating subjects are also organized. ECA are carried out every Friday.		

Life-wide Learning

There is a lesson weekly for teachers to carry out more than 30 ECA. There are numerous post-school interest classes covering dancing, musical instruments, visual art, ball games, Cambridge English and so on. Students are invited regularly by various schools and organizations to perform and join in competitions with excellent achievements. School also actively promotes gifted education at all levels so as to explore and extend students' potentials to the most.

School Mission

In the spirit of the S.K.H. Primary 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. We adopt the bible scripture "train up a child in the way he should go: and when he is old, he will not depart from it." (Proverbs 22:6) to be our mission in educating our children.

School Characteristics

School Management

School Management Organisation:

A hierarchy of working groups is established under IMC. They are led by principal and assisted by senior teachers covering the four domains including school management, teaching and learning, school ethos and support as well as students' achievements for the smooth running of school and implementation of school's concern work. Inside IMC there are different committees to help support school. There is also a consultative committee for managers and teacher representatives to communicate and discuss on issues of school's interests.

Incorporated Management Committee / School Management Committee / Management Committee:

- 1. Supervisor (Chairman of IMC)
- 2. Principal (Ex-Officio Manager)
- 3. Sponsoring Body Managers
- 4. Alternate Sponsoring Body Manager
- 5. Independent Manager
- 6. Teacher Manager
- 7. Alternate Teacher Manager
- 8. Parent Manager
- 9. Alternate Parent Manager
- 10. Alumni Manager

School Green Policy:

Energy Conservation: Use energy-saving electrical appliances, set up renewable energy generation system, establish a paperless school campus, build up and foster good habits in saving energy and natural resources.

Rubbish Reduction: Apply Green 4R Principles and Green Audit Policies.

Simple Lifestyle: Get closer to the nature, join picnics with zero pollution to the countryside, less materialistic and more wealthy in heart.

School's Major Concerns:

- 1. To keep promoting values education.
- 2. To enhance learning and teaching effectiveness.
- 3. To develop students' personal interests and multiple intelligences.

Learning and Teaching Plan

Learning & Teaching Strategies:

Maximize students' participation in class and elicit students' high-order thinking through multi-dimensional and interactive teaching methodology. Build up students' self-learning capabilities through project learning and online learning. Provide students with multi-dimensional learning activities so as to widen their horizons and allow them to obtain a broad and balanced learning experience.

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.

Development of Generic Skills:

The curriculum, teaching methodology and learning materials are set so as to cultivate students' generic skills like creativity, communication, problem-solving and critical thinking.

Cultivation of Proper Values, Attitudes and Behaviours:

Promote positive education and continue to nurture students' positive attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Remedial classes that support learning are arranged for SEN students. School-based Educational Psychologist, School-based Speech Therapist, Student Guidance Teacher and Student Guidance Personnel can help cater for the diverse needs of students.
- 2. Whole-class gifted education will be gradually implemented. Gifted education of special areas are arranged both inside and outside the formal curriculum to help nurture students and discover their talents.
- 3. Competence-lifting and remedial courses are provided to cater for the different learning needs of students.

Whole School Approach to Integrated Education:

Students' diverse learning needs are well addressed through cooperative learning strategies, multi-sensory teaching activities and the use of differentiated questioning techniques. To further support students, a Student Support Team has been established in our school. This team provides a range of school-based services, including School-based Educational Psychology Service, Enhanced School-based Speech Therapy Service, pull-out teaching and individual learning plans. Additionally, homework and assessment accommodations are offered and outsourced after-school group services are available for students requiring further assistance.

Curriculum Tailoring and Adaptation:

- 1. Co-planning of teaching methodology and learning materials by teachers before lessons can help bridge learning diversity of students.
- 2. Curriculum integration and large-scale learning activities are organized.
- 3. Enrichment course in elite classes are available.
- 4. Pull-out classes in Chinese, English or Maths are arranged for students in need.

Home-School Co-operation and School Ethos

Home-School Co-operation:

School has Parent-teacher Association and Parents' Volunteers Team can help build up good partnership and relationship between teachers and parents.

School Ethos:

Based on God's teachings on love and concern, school promotes a harmonious and caring campus culture, leading students to walk on the right track with proper guidance from teachers.

Future Development

School Development Plan:

- 1. To integrate knowledge with action, sustain self-discipline and self-improvement.
- 2. To pursue knowledge eagerly and keep pace with the times.
- 3. To achieve diversified development and fully utilize students' strengths.

Teacher Professional Training & Development:

To construct a learning organization by taking school's development plans and teachers' professional development into consideration.

Others

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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chow Siu Lui	Mr. Chan Yu Kwan	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					85%
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 School Council Limited	Not to be served but to serve.	2002	Chinese	School Bus	About 7300 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$300 (Printing and school equipment)	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Climbing Wall, Gardens & Plantations, Maths Corners, Reading Corners, Visual Arts Corners, Aquaponics System, Green Power and Energy Saving Facilities
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
There are 23 special rooms including School-TV Studio, Computer Room, Visual Arts Room, General Studies Room, Music Rooms, Dance Room, English Reading Room, STEM Activities Room, Counseling Room, Remedial Teaching Room.				Accessible lift, Accessible toilet, 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			56	Total number of teachers in the school		59
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	34%	80%	-	12%	88%

### 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		Using inquiry learning, cooperative learning and reading to drive writing learning, emphasizing the establishment of nine generic skills, self-learning skills and information literacy. There are two elite classes for grades 3 to 6, one of which teaches Chinese subjects in Putonghua to enhance learning.								
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 summative assessments, diversified formative assessments are also introduced. We also encourage students to take part in the International Assessments For Schools, World Class Tests, SPC Junior Putonghua Assessment, GAPSK Putonghua Examination, Pearson English International Certificate and TOEFL Junior Test for Children to motivate their 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	From Primary 3 to 6, students are streamed into 2 elite classes and 3 normal classes according to their academic results, conduct and parents' inclination to cater for learner 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	9	35 mins	8:00 AM	3:05 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We are promoting healthy eating habits, healthy activities, mental health and social well-being, such as the Healthy Life Pioneer scheme and the Whole School Health Programme which aims at fostering students to become kind-hearted, responsible and diligent individuals with positive attitude. Joining the School Sports Programme to promote sports and lifelong exercise habits.		Study tours are organized regularly to provide global insight to students and further their understanding of the community. Numerous interest classes and activities are organized on Thursdays, Fridays and Saturdays to widen students' intellectual capacities. The school campus is opened for students to take part in various diversified activities and services after school.		

Life-wide Learning

Twenty-nine service teams are organized, namely CYC, JPC, Cub Scouts, The Boys' Brigade Hong Kong, Flag-guard and different service leaders. Twenty-five school teams such as Ice Hockey, English Drama, Choral Speaking, Mathematics Olympiad, Debate Team, Lego Robots, STEM, Brass Band, Percussion Band, School Choir, E-Band, String Group, Dancing, Swimming, Fencing, Gymnastics and some other major popular sports. Thirty-three extra-curricular activities such as Fellowship are organized to enrich students' learning experience.

School Mission

Since the motto of our school is "Not to be served but to serve.", we put great emphasis on the balanced development of students. Our mission is set to develop the full potential of our students, enlighten them with knowledge and skills, teach them the ability to think critically and independently, nurture in them a sense of social awareness and responsibility and equip them with various interpersonal skills.

School Characteristics

School Management
<b>School Management Organisation:</b> The School Management Organization is formed by The Incorporated Management Committee, The School Administrative Meeting, The School General Meeting, various subject groups and functional groups.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee is formed by our School Supervisor, Sponsoring Body Managers, Independent Managers, Teacher Managers, Parent Managers, Alumni Manager and School Principal.
<b>School Green Policy:</b> Our school environmental protection policies are enforced by: 1. Make good use of the resources, make a greener school, such as adopt green lighting system. 2. Incite students' creativity of recycling unwanted items. 3. Treasure the things we have and try to reuse them in different ways, such as install aquaponics system over the fish pond.
<b>School's Major Concerns:</b> 1. Morality: Promotion of courtesy and the adherence to rules, as well as the willingness to serve the others as a member of the school. 2. Academic: Fostering students' initiatives and motivating them to be innovative learners that are eager to make improvements in life. 3. Activities: Provision of various opportunities to develop students' potential to the full.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Encouraging students' creativity and problem-solving skills with a view to enhancing their motivations towards explorations of new knowledge to equip them as self-learners in life. 2. Valuing the importance of catering to students' learning diversity on a par with developing strategies for gifted education. 3. Organizing interactive learning among peers while implementing cooperative learning in classroom, and the "Big-Brother-and-Big-Sister Scheme" to let the senior students help the juniors to learn better. 4. Reorganize learning of the contents of various subjects, particularly Chinese, English, Mathematics and General Studies around common themes, and the introduction of interdisciplinary collaborative learning. 5. To promote e-Learning and enhance learning and teaching effectiveness.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Promote national education, national security education and positive values education with a comprehensive learning model. 2. Through preview and extended learning, make good use of learning time to create space and promote balanced development. 3. Through life-wide learning, overseas travel and service learning to enrich life-wide learning experience and promote whole-person development. 4. Through formal, top-notch and gifted courses, stratified and cooperative learning strategies are used to strengthen the consideration of student diversity. 5. Implement "Innovation and Creativity" STEM programming classroom project to cultivate students' information literacy. 6. Strengthen cross-curricular learning and reading through STEAM education theme study plan, and develop lifelong learning capabilities. 7. Assessment of Learning, Assessment for learning and Assessment as learning, cooperate with multiple assessments to improve assessment literacy.
<b>Development of Generic Skills:</b> To serve and learn is our priority concerns. Enhancing pupils' generic skills and self-learning skills through projects, online learning, field trips and various learning activities.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> To reinforce the Moral and Civic Education by implementing Life Education lessons, Healthy Junior Pioneer Award Scheme and Positive Life Growth Program to develop students with positive values and attitudes.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Co-operative learning is implemented for the whole school. Remedial teaching groups and individualized learning instructions are provided to cater for individual diversity.
<b>Whole School Approach to Integrated Education:</b> A Student Support Team is formed by our Special Educational Needs Co-ordinator, School-based Educational Psychologist, School-based Speech Therapist and our School Social Workers, together with all of our teaching staff to help students with SEN. Remedial Teaching Programme in Primary Schools is introduced to Primary 2 to Primary 3 students with special educational needs in Chinese Language, English Language and Mathematics. Various school based learning groups or supporting groups are provided Chinese, English and Mathematics pull-out learning and collaborative teaching for students with SEN, and practice the teaching concept of early identification and early support.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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.
<b>Curriculum Tailoring and Adaptation:</b> Introducing the Three-tier Implementation Model for Gifted Education to suit the different needs of students. An intervention programme and an enrichment programme which include remedial classes on major subjects and supporting students in homework, after-school learning support services, enrichment classes for Mathematics elites, computer classes and enrichment classes for elites in arts and physical education are implemented after school. Besides, a tailor-made curriculum and examination adaptation are provided to cater for the different learning needs of students.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> To strengthen communication between teachers, students and parents by organizing PTA, Parents' Seminars by the Parents' Academy, Parents' Day, Game Parents Activities, Lunch Parents Plan, Fellowship and Picnics. Besides, parents are also encouraged to participate in different volunteer services and learning activities with their children.
<b>School Ethos:</b> To nurture students' moral quality by providing them with opportunities to serve and to practise showing respect for others. To encourage students to learn enthusiastically and creatively.
Future Development
<b>School Development Plan:</b> 1. Deepen value education and improve the quality of life. 2. Promote curriculum innovation and improve teaching effectiveness. 3. Create learning experiences and develop diverse potential.
<b>Teacher Professional Training &amp; Development:</b> 1. To implement strategies facilitating teacher individual professional development. 2. To organize co-planning meetings and lesson observations among teachers. 3. To organize professional teacher development days and school visits. 4. To organize school-based professional training run by subject specialists and scholars. 5. Participate in the school-based support services of the Education Bureau, to enhance our teachers' professional knowledge and ability by participating in different school development plans.
Others
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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chow Wai Man	Ms. Lui Wing Sang Stephanie	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					84%
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; Nanny van	About 7100 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

### 2025/2026 Annual School Charges

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

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	ALONG-A Land of Love and Growth, Roman Plaza, Pavilion, "Tales of Tsing Chak Forest" Mural.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Coolthink Studio, Music Room, General Studies room, Art and Craft room, English room, Dance room, Board Game Tribe, Chinese and Putonghua Room, Conference Room, Chapel.				Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			58	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%	100%	35%	61%	15%	33%	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		1. Provide enhancement classes, reinforcement courses and tutorial groups to cater for learning diversities. 2. Provide remedial group learning to suit those less capable students' learning needs. 3. Provide English learning class and accommodation course for the newly arrival students.								
Remarks										

### Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. Diversity of formative assessment (observation of daily learning performance, homework, assessments, quizzes, paper and online self-learning assessments, creative projects etc). 2. Summative assessment (examinations). 3. Project learning (Cross-discipline project learning, STEAM project learning etc). 4. Diversity of other 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	Students of P.5, P.6 are streamed according to their academic results.						

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:30 AM	3:30 PM	12:50 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and lunch at home.	Healthy eating is practiced in our school. There are four meal options available in the daily lunch boxes. Six meal options are available on Fridays. One of them is vegetarian and the others are whole grains or cereals with vegetables. Fruit is also provided twice a week.		The library is open during recess, lunch time and after school every day. The computer room is open after lunch once every two days. We also arrange diversified activities for students to participate after lunch.		

Life-wide Learning

Track and Field, Basketball, Football, Volleyball, Badminton, Table Tennis, Swimming, Gymnastics, Rope-skippping, Taekwondo, Kids Jazz Dance, Break-dancing, Marching Band, Choir, Recorder, Chinese Drums, Ukulele, Girls' Brigade, Brownies, Cub Scouts, Community Youth Club, Junior Police Call, Flag-guards, Speech, English Activities, Mathematics Olympiad, STEAM, Multi-media Design, Coding, Youtuber, Information Technology Team, 3D Printing etc.

School Mission

In accordance with our school motto 'Not to be served but to serve', we cultivate holistic students who have a balance in moral, intellectual, physical fitness, social, aesthetic and spiritual development, all based on Christ's spirit of teaching.

School Characteristics

School Management

School Management Organisation:

The school is managed by the Anglican (Hong Kong) Primary School Council Limited. The Incorporated Management Committee (IMC) and the principal lead all administrative groups and different departments in school to practise all development targets and policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee (IMC) was established in 2014.

School Green Policy:

- 1. Collection of Recyclables including waste paper, bottles, tins, batteries and toner cartridge.
- 2. Student Environmental Protection Ambassador Scheme.
- 3. Greening School Subsidy Scheme (Campus Farming).

School's Major Concerns:

- 1. Cultivate the mind and the soul, fostering values and Chinese moral education and the harvesting the vitality of growth.
- 2. Experience cross-disciplinary learning, gaining hands-on practice and connecting the new knowledge with learning.
- 3. Build resilience through flow, exchanging expertise and honing crucial generic skills.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Implement Primary Science and Humanities and pilot the curriculum in the coming school years.
- 2. EDB Language Support Section: Learning Community for English Language teachers: Building a Smoother Interface between Upper Primary and Junior Secondary Levels.
- 3. EDB NET Section: Primary Literacy Programmes in Reading.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Reinforce the implementation of values education to cultivate the National Identity, commitment, diligence and perseverance of students, through investigative and innovative learning, goal setting and self-discipline.
- 2. Enhance students' abilities in innovation and technology, make good use of learning time for cross-curricular learning, as well as to strengthen STEAM education.
- 3. Allocate adequate learning time to foster cross-discipline learning.
- 4. "Active Students, Active People" Campaign: Exercise regularly through MVPA 60 Reward Scheme.

Development of Generic Skills:

- 1. Life-wide learning contexts: Life-wide Learning Day, Post-exam Activities, STEAM Day etc.
- 2. "Advancement Time" creates enhanced after-class time for teacher-student interaction and experiencing strong bonds through after school activities.

Cultivation of Proper Values, Attitudes and Behaviours:

With Three Major Concerns and Seven Learning Goals, we nurture and enhance students' vitality, learning and resilience.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. School-wide incentive plan: "Tales in Tsing Chak Forest" Reward Scheme.
- 2. Collaboration of discipline and counselling, focusing on prevention work.
- 3. Provide students with individual guidance on homework through in class remedial support.

Whole School Approach to Integrated Education:

- 1. Provide a special educational needs coordinator (SENCO).
- 2. Provide school-based speech therapy service.
- 3. Provide school-based psychological services for students with special educational needs (SEN). The services include: pull-out groups for Chinese Writing Lesson, 'READ & WRITE: A Jockey Club Learning Support Network', homework tutoring and remedial lessons. We also provide support services from professional organizations for the SEN students' emotional and social needs, including students with Dyslexia supporting services as well as Primary 1 Language Learning Support Scheme are also provided.

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:

Remedial and Enhancement Scheme, and provision of homework and examination accommodation for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Strengthen home-school cooperation by organizing parents' talks and courses, establishing Parent-teacher Association and recruiting a team of parents' volunteers.
- 2. Hold Parents Day, Level-based Parent Days and functions for new school comers to communicate well with parents.

School Ethos:

- 1. Nurture students to be self-regulated, self-monitored and self-motivated learners.
- 2. Organize diverse activities on Wednesdays' Cross-discipline Class, Fridays' Extra-curricular Class and summer activities to cultivate students' strengths and uniqueness.
- 3. Implement integration classes and birthday parties for P.1 students and organizing courses and talks for P.6 students, to accommodate their primary and secondary school life and to foster their resilience and adaptability skills.
- 4. Provide chances for students to take up different duties to serve others.
- 5. Implement inclusive education and peer & parent fellow reading scheme to build a caring and loving school culture.

Future Development

School Development Plan:

Cultivate students' primary values and attitudes.  
Sustainably stimulate students' enthusiasm and determination for learning.  
Strengthen scientific and innovative thinking.

Teacher Professional Training & Development:

Strengthen the professionalism of teachers to make the school a learning organization, and strive for progress in the face of change.

Others

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# 青衣商會小學 Tsing Yi Trade Association Primary School

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Law King Shing	Ms. Mak Mei Yan	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
Tsing Yi Trade Association (Schools) Limited	-	1984	Chinese	Nanny van	About 3000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	-	\$250 (Non-recurring maintenance 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	LED wall; computers and electronic whiteboards; library; TYTAPS café; aerospace gallery; flight simulator.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, Visual Art Room, Music Room, Activity Room, English Room A/B, Computer Room, Speech Therapy 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				23	Total number of teachers in the school		25
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	26%	46%	50%	33%	17%	

## Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	1	2	2	1	1	9
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	1	2	1	2	2	1	9
Mode of teaching at different levels		Small class teaching is deployed in all levels. Remedial classes and Subject-based learning groups are deployed to all levels in catering for learning diversities. Teaching assistants are arranged for P.1-P.3 classes. 3 Native-speaking English Teacher co-plans and co-teaches with English teachers at least twice a week in all levels.								
Remarks		Primary 1 to 6 implement 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	Apart from summative assessment in the form of examinations, a variety of formative assessment tasks are designed to assess students' knowledge and skills in Key Learning Areas, generic skills, values and attitudes. Adjustments according to students' abilities and needs.						
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	Remedial groups for Chinese, English and Maths are arranged according to the academic performances of students. Curriculum adaptation and different teaching method will be deployed to cater for their learning diversities.						

## 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	11:40 AM - 12:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their lunch by themselves.	In order to cooperate with healthy campus life, the school attaches great importance to caring for students and teachers. Therefore, the school actively promotes caring campus cultural activities and also participates in the "School Sports Promotion Plan" to promote different new sports, such as hockey and Floor Curling. Flag-raising ceremonies, monthly meetings, moral education are held.		Every morning assembly, English ambassadors report the day's weather information, helping students develop their speaking skills and build confidence. Each month, various book sharing and news sharing activities are held to enhance students' interest in reading and awareness of societal issues. Weekly, there are integrated activity classes and uniform team training, enriching students' learning experiences.		

Life-wide Learning

The school views character development as fundamental and organizes various activities based on a three-tier structure of gifted education, including whole-school experiential activities, integrated activities, uniform teams, and advanced courses. The curriculum includes: Chinese eloquence training, Cambridge English, English drama, phonics courses, Trinity English classes, GAPSK Mandarin classes, Japanese classes, Olympiad math, sand painting, ballet, Chinese dance, HIPHOP, KPOP, film production, drone flying, pottery, percussion, guzheng, harmonious pastel art, wine appreciation, and various sports team training classes, such as athletics, football, and basketball, allowing students to gain experience and achievements through competitions.

School Mission

We advocate the mission of education for all. We are committed to offering quality primary education for students. We aim at nurturing the students to be responsible, patriotic and concerned members of the community.

School Characteristics

<b>School Management</b>
<b>School Management Organisation:</b> School Management Structure: The school's administrative structure is divided into six groups: Management and Organization, Curriculum Development, School Culture and Support, Student Performance, Information Technology, and External Relations. The principal, along with the heads of each administrative group, forms an executive team that meets regularly to monitor the development in various areas of the school.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The IMC is composed of 16 managers, including sponsoring body managers, the principal, teacher managers, parent managers, alumni manager and independent manager. An IMC meeting is held once every three months to support the school development.
<b>School Green Policy:</b> The Green policy is introduced through environmental projects for all classes every year. We emphasize a green school life. There are guidelines for energy saving. Energy saving air-conditioners are installed. Students are encouraged to save water and use handkerchiefs instead of tissues. Using recycled ink and paper, double-sided printing have become part of our school practice.
<b>School's Major Concerns:</b> 1. Establish an innovative and technology-focused campus to cultivate students' self-directed learning abilities. 2. Nurture students' patriotism and love for Hong Kong, instill a sense of gratitude and appreciation, and foster care and concern for others. Slogans: Giving wings to every child who wants to fly, creating success for every child through love and care
<b>Learning and Teaching Plan</b>
<b>Learning &amp; Teaching Strategies:</b> 1. Moral and Civic Education: Combining the Healthy Growth Program and counseling activities, we cultivate students' positive values, behaviors, and attitudes, encouraging them to practice these in their daily lives. 2. Learning from Reading: The campus is equipped with bookshelves and provides newspapers for each class, in line with reading programs and sharing activities, to foster students' reading habits and help them absorb new knowledge and current events from their reading. 3. Information Technology and Programming Education: Classrooms are equipped with electronic whiteboards and various interactive learning elements and games to enhance students' motivation, interest, and outcomes, increasing interaction between teachers and students as well as among students. 4. The third floor features a space dedicated to aerospace and a flight simulator.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Values Education and STEAM Curriculum: To enhance students' correct values, the school incorporates values education into various subjects. The school-based STEAM curriculum, focusing on national education, covers different learning areas, including general knowledge, mathematics, information technology, and languages. This helps students gain a comprehensive understanding of the country's advancements in the aerospace field, fosters their national identity, and prepares them for career planning. Activities include AR experiences of China's aerospace development history, drone tours of China, VR virtual reality experiences, and flight simulation experiences. The aim is to enable students to learn about national security education and strengthen their STEAM skills through engaging and interesting STEAM activities. The school also emphasizes the development of programming skills, starting from Grade 1, to enhance students' media and information literacy.
<b>Development of Generic Skills:</b> Through cooperative and interactive learning in lessons and cross-curricula activities, students are expected to develop the nine generic skills progressively.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Through subject courses and other related learning experiences, we nurture students' positive values and attitudes, helping them to recognize the values involved when facing challenges at different stages of growth. This enables them to conduct objective analyses, make reasonable judgments, and put their insights into practice, equipping them to face various challenges in future life.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> The school implements a "three-tier support model" to cater to students' diverse learning needs. The first level includes optimizing classroom teaching and implementing small class teaching and group learning. The second level offers additional support for students with lower grades and special educational needs, such as pull-out teaching and after-school homework guidance. The third level provides personalized care and learning plans for students with severe learning difficulties.
<b>Whole School Approach to Integrated Education:</b> The school establishes a student support team to develop support policies and hold regular parent consultation meetings to discuss student progress. The team includes the principal, special educational needs coordinator, curriculum director, section head, special educational needs support teacher, and a school-based interdisciplinary team consisting of a social worker, school-based educational psychologist, school-based speech therapist, and group tutors. Together, they provide comprehensive support for students.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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. Provide after-school Chinese learning support; hire additional teachers or teaching assistants, or purchase translation services to facilitate communication with parents. Arrange intensive Chinese teaching models, use pen reading to allows students to learn Chinese independently.
<b>Curriculum Tailoring and Adaptation:</b> Through joint lesson preparation by teachers and scientific research conferences, our school formulates heterogeneous teaching strategies and adjusts learning materials, tailors courses, designs "layered worksheets" and homework for students with different abilities. Our school will provide homework, learning and assessment adjustment services for students who are assessed as having special educational needs or learning difficulties; for example, according to the situation of students who are assessed as having special educational needs, arrangements for pull-out assessment or granting extra time during the test assessment.
<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> We provide bilingual school information, such as circulars, newsletters etc. Immediate translation service is also available in order to keep close connection with parents of various nationalities. There are seminars and workshops for parents as part of parent education. The PTA often organizes various activities, such as family picnics, to maintain close relationship between the school and the parents.
<b>School Ethos:</b> Students understand etiquette rules and have a good teacher-student relationship. They work together regardless of level or ethnicity. The school focuses on developing moral character, self-discipline, and positive values through the "Journey to the Stars" program. A caring campus environment promotes respect and acceptance among students of different nationalities. Career planning and taking on responsibilities foster leadership skills and a sense of responsibility in each student.
<b>Future Development</b>
<b>School Development Plan:</b> 1. Optimize Diverse School-Based Curriculum and Strengthen Interdisciplinary Connections: Through the support of information technology in teaching, enhance learning assessment strategies to optimize the development and integration of major subject curricula. 2. Strengthen Support for Learning Differences, Aiding Students with Special Needs: This includes providing tailored support for both advanced learners and non-Chinese speaking students, as well as promoting the development of multicultural integration and collaboration. 3. Deepen Teacher Professional Development to Enhance Teaching and Learning Effectiveness: Provide teachers with the professional knowledge and skills needed for small class teaching, curriculum design, and addressing individual differences. 4. Promote Home-School Cooperation: Facilitate student care, family support, and community involvement.
<b>Teacher Professional Training &amp; Development:</b> Subject-based and school-based teacher development activities are held every year, and teachers are also encouraged to participate in off-campus advanced courses according to their personal development needs.
<b>Others</b>
-



**School Information**

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chu Tak Wing	Mr. Chow Kim Ho	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
Tsuen Wan Trade Association Education Foundation Ltd.	Base on the school mottoes (Honesty, love, diligence) to develop 5 ways of life.	1986	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 5000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

**2025/2026 Annual School Charges**

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$100 (one-off for six years)	\$0	-

**School Facilities**

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	-Each classroom has a self-study space, which provides computers, printers, extra-curricular reading materials and learning materials
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English World, Mathematics & Thinking World, STEM Lab., GS Discovery Centre, Student Kitchen, Studio On Air, Visual Arts Centre, Activity Room, Performing Arts Centre, Student Performance Centre, Aerospace Science and Technology Learning Center.				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		40
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%	21%	44%	31%	36%	33%

**Class Structure**

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	3	2	3	3	2	1	14
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	3	2	3	3	2	16
Mode of teaching at different levels	Teachers at our school basically use Chinese as the language of instruction, and will provide additional English learning materials to students with advanced English proficiency. To cater for student diversity, a remedial programme is offered to students with special education needs.								
Remarks	STEM education has become a regular course: "Technology and life skills courses" are set up at all levels and included in the regular class hours. In addition, aerospace science and technology courses are conducted at all levels.								

**Performance Assessment**

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	2	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Diversified assessment for different subjects. Apart from examinations, a diversified and progressive student portfolio is also used. There are no tests and exams for P.1 and P.2.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Putonghua or Cantonese is taught in Chi. Lang.				

**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	8:10 AM	3:15 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Provide healthy meal for students, encourage students to participate in student health services and activities, environmental protection, Jump Rope For Heart, bullying prevention, youth drug abuse prevention, fruit day.		Stem Lab and library are opened to students during recess, lunch time and after school hours. Provide after school remedial classes for students.		

Life-wide Learning

Science Team, Mathematics Olympiad, Ball Games Teams, Athletics Team, Gymnastics Team, Fencing Team, Judo, Choir, Dance Group, Chinese & English Recitation Team, Visual Art Group, Instrumental Class, English Cambridge Course, Cub Scouts, Brownies, Young Reporter, Unicycle Group, Aerospace Science and Technology, etc.

School Mission

To foster students to be reasonable, helpful, patriotic, keen to learn, face the world and challenge, contribute to society.

School Characteristics

School Management
<b>School Management Organisation:</b> The I.M.C. has been set up to maintain high management efficiency. The I.M.C. makes reflection, follows up and improves the execution of school affairs. On everyday basis, the Principal implements the policies of the School Supervisor and the School Management Committee. Teachers provide Quality Education as stated in School Annual Plan.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> I.M.C. has been established since 31st August, 2007.
<b>School Green Policy:</b> 1. We build a healthy and green campus. 2. We promote "Bring Your Own tableware" activity during lunch time. We also promote compost with food waste and Hydroponics, turning waste to energy.
<b>School's Major Concerns:</b> 1. Develop students' self-learning ability and their generic abilities. 2. Promote value education and cultivate students' good moral qualities.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. To widen the horizons of the students, we offer Technology and Life Skills which include multi-media design, computer programming, cooking, elementary logics and financial management. 2. All teachers are trained to conduct lessons with gifted education elements. We use well-designed questions of different levels to trigger thinking in order that students can learn independently and eagerly. 3. We teach students relevant learning materials of different subjects in a cross-curricula approach, to facilitate students' learning and construction of knowledge. We strive to develop students' generic skills, so that they can experience the joy of learning, and keep on learning in the rest of their lives.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Promote positive education and build a caring culture. Strengthen parent education, enhance parents' understanding of the direction of positive education in schools, and become promoters of positive education. To develop students' positive character strengths through regular and non-routine curriculum. Make good use of the facilities and environment of the campus to establish a culture of positive care. Strengthen innovation and technology education to promote creativity and problem-solving skills. Through learning innovative technology education, students can apply scientific and technological knowledge to solve problems in life.
<b>Development of Generic Skills:</b> We develop school-based curriculum, carry out various on-campus and off-campus activities, and adopt cross-curricular education to draw linkages between relevant teaching materials of different subjects. Through the above measures, we develop students' nine generic skills, encourage students to experience the joy of learning, and to learn in the rest of their life.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Promote students' positive values and attitudes through positive discipline work.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> We set up student support team to aid pupils with special needs. We provide different services (In-school and after-school remedial classes, school-based speech therapy, NCS Chinese support programme etc.) to cater for student diversity.
<b>Whole School Approach to Integrated Education:</b> A clear mechanism has been set up in our school to identify the special education needs of our students as soon as possible. Our school has formulated specific policies to ensure that every student receives equal learning opportunities, hence establishing an inclusive culture in our school. The task force can implement its functions of co-ordination, monitoring, support and evaluation, as well as proper utilization of resources to provide students with appropriate services. Subject departments have professional collaborations, and can effectively provide remedial teaching, enrichment courses and family support for students with special educational needs.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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. The school organizes adaptation courses for NCS students. The NCS students take Chinese lessons in small groups. Our school employs additional Chinese teachers and assistants, participates in the support program provided by the University, organizes Chi. Bridging classes after school and during summer holiday.
<b>Curriculum Tailoring and Adaptation:</b> We provide diversified learning activities for students by means of enhancement and remedial classes. Teachers have subject research conference, co-planning and peer lesson observation activities.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> PTA has been established. By organizing activities, we foster communication and cooperation between the school and parents. We also invite parents to participate in learning activities and school affairs.
<b>School Ethos:</b> We promote harmonious relationships in school. We promote mutual respect and caring of teachers and students. Collaboration between the school and parents is also harmonious.
Future Development
<b>School Development Plan:</b> 1. Promote positive education, let students show their own character strengths in life, and establish a positive campus culture. 2. Provide students with different self-study tools, enhance students' self-study interest and motivation, so as to enhance learning effectiveness. 3. Through activities or competitions, students can practice design thinking skills and solve problems in life.
<b>Teacher Professional Training &amp; Development:</b> 1. We collaborate with external organizations include: universities, the Hong Kong Academy for Gifted Education, Education Bureau and others. We co-organize diversified extra-curricular activities, remedial and support plans, so as to continuously improve the quality of education, and enhance students' multiple intelligence. 2. We carry out professional development and teacher training courses. We encourage students to take part in professional development programs and exchanges, so as to improve teachers' professionalism.
Others
1. Academic Award, Progress Award, English Subject Award and Conduct Award. 2. Our school has won the inter-school men's and women's basketball championships for two consecutive years, and has won many academic and sports competition awards in science and technology, Chinese and English, and Mathematical Olympiads. 3. In recent years, the school has organized many study tours to Germany, Switzerland, Australia, Dubai, South Korea, Singapore, Beijing, Dunhuang, Hangzhou and major cities in Guangdong Province. The school has also organized study tours on cruise ships, aerospace and other learning and exchange activities.



# 東華三院周演森小學 TWGHs Chow Yin Sum Primary School

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lee Kwong Yee Jason Joseph	Ms. Cheng Man Han Emily	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	2005	Chinese	Nanny van	About 4000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	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	\$400 (fees for approved collection for specific purposes)	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	3	1	1	Interactive touch panels installed in 21 classrooms, standard basketball crt, mini basketball crt, football pitch, school gardens, rock climbing wall
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Hall, Campus TV, Dancing Room, Piano Practice Room, Mathematics Room, Music Room, Visual Arts Room, Language Room, STEAM Room, Table Tennis Room, Future Forest (Computer Room), Reading Forest (library), 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			36	Total number of teachers in the school		36
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%	92%	33%	69%	14%	25%	61%

## Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	3	3	3	3	18
Mode of teaching at different levels	Small class teaching is implemented in P.1-6. Students from Primary 4 to Primary 6 are divided into four groups for instruction based on their individual subject performance in order to cater to the specific learning needs of each student. Classes of remedial teaching is arranged in P.2-6 to cater for students with learning difficulties and weaker academic achievements.						
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	Formative and summative assessments are conducted regularly. Students are assessed with their knowledge as well as generic skills. Different modes of assessment, such as pen and paper assessment, lesson observation, oral presentation, project writing, attitude assessment and performance assessment are used to understand the learning progress of students.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Streaming and small-class teaching is arranged for the core subjects (Chinese, English and Mathematics) in Primary 4 to 6 according to students' academic results, learning needs and character traits.						

## 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	8:15 AM	3:30 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and assisted by parent volunteers.	Our values education curriculum encompasses Moral and Civic Education curriculum of the TWGHs, positive education, personal development training, service learning. Diverse learning activities such as exhibitions, lectures, educational musicals, ECSAF Programs, field trips and exchanges, are conducted to enrich students' learning experiences and enable them to apply in their daily lives.		A variety of activities for students are arranged during morning recesses and "Me Time" lunch recess in the activity rooms, such as the computer room, the language room and the library. Students can also engage in physical activities, like "Easy Run", "Fitness Training Zone", rope-skipping, hula hooping, basketballs and soccer. Competitions, such as hula hooping, rope skipping and basketballs are held regularly.		

Life-wide Learning

Our school offers various extracurricular activities and teams for students to participate in: Sports Teams(Athletics, ball games, swimming, and martial arts)Dance(Traditional Chinese dance, K-POP dance, Latin dance) Music (Handbells, hand chimes, choir and percussion ensemble) STEAM (Drone, robotics, and programming) English Drama, Flag-raising Team, Life-wide learning Activities(cup stacking, cheerleading, Chinese drumming and dodgeball) Training Classes(Craft workshops and campus reporters) and Four Uniform Teams

School Mission

To provide an all-round development for students through the provision of a congenial learning environment, equipping students 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.

School Characteristics

School Management

School Management Organisation:

There are 13 administrative committees, including School Management and Administration, Curriculum Development, Student Guidance and Discipline, Student Support, Academic Affairs, Gifted Education, IT & STEAM, External Liaison, ECA, Student Development, Students Affairs, School Resources Management, and Transitions from kindergartens and secondary schools.

Incorporated Management Committee / School Management Committee / Management Committee:

An IMC was set up. Members: the representatives from the sponsoring body, the Head Teacher, teachers, parents and independent individuals.

School Green Policy:

Engage students in different activities, including Student Environmental Protection Ambassador Scheme, seminars, competitions and Waste Recycling Programmes. Acquaint students with the issues about ecology and promote their awareness of environmental protection through practices and experiencing.

School's Major Concerns:

1. Empower students to become a YinSumer with self-directed learning capabilities by igniting their passion for learning with experiential learning and promoting personalized learning through enhancing their skills in reading and the ability to integrate and apply information technology.
2. Cultivate students to become a YinSumer with good character and healthy living by developing value education through enriching their learning experiences and establishing their healthy lifestyles.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Through life-oriented learning experiences, we enhance students' good values. Combined with the "Forest Exploration" activities, we allow students of all grades to participate in different overseas exchanges (such as Australia/Singapore/Beijing/Guangzhou-Zhuhai) and experiential activities (such as forest courses/New Year's Fair Financial Management Courses) to broaden students' horizons and become world citizens who care about society and the world.
2. Nurture students' 21st century skills by implementing whole-school coding education, including Matatalab Programme in lower primary levels and programmes on Scratch, MIT App Inventor and AR in senior primary levels, and setting up school STEAM teams.
3. Enhance students' English proficiency through implementing everyday life learning activities in the 3E Programme led by NETs.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In the 2023/2024 school year, our school has revised the class timetable in accordance with the guidance of the School Curriculum of the Education Bureau: "Primary Education Curriculum Guide" (Trial Version). The morning focuses on the knowledge base of eight learning areas to prepare for personal growth and development; in the afternoon, the school-based POWER-UP "Forest" curriculum is implemented in an experiential form with four major projects, including: "Values Education" class, "Topic Study" class, "All-round Learning" class and "Cross-curricular Reading" class, providing students with a rich and holistic learning experience, allowing students to appreciate and deepen what they have learned, and cultivate them to become citizens with a sense of social responsibility, and at the same time a new generation with national concepts, Hong Kong sentiments and international vision to face future challenges.

Development of Generic Skills:

Through the implementation of the school-based "POWER-up" curriculum and campus activities, our school aims to cultivate students to become "YinSumers", with the qualities of care, youthful and smart. We aim to develop students' positive learning attitude, make good use of technology and be innovative, and master the "21st Century Generic Skills" to become qualified world citizens, put them into practice, give back to society and move towards a fulfilling life.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Build up students' team spirit and positive interpersonal relationships through class-based activities, such as setting up classroom rules with students, conducting class cheer contests and Elections on Character Strength Star.
2. Organize "Chill and Be Healthy" event, such as "Healthy Snack Party and Kids' Playground", health message promotion, and "Secret Angel" activities, etc., to strengthen students' positive attitudes and create a harmonious and healthy campus atmosphere.

Student Support

Whole School Approach to Catering for Learner Diversity:

Through small-class language teaching and remedial classes, specific assistance is provided for students with special educational needs. Furthermore, enrichment programmes are designed for the gifted students, for example, the Special Duty Unit for building students' strengths in English or Putonghua. A 3-tier intervention model programme is adopted to consolidate students' basic language skills and vocabulary building. The school-based educational psychologist, school-based speech therapist and school social workers also provide support for students with special needs.

Whole School Approach to Integrated Education:

Our school support students with different abilities through the "Whole School Approach" model and through resource allocation. We provide students with appropriate and diversified support services to support students' different needs, such as teaching adaptation and assessment accommodation, Learning Support Group, training on social skills, Enhanced School-based Speech Therapy Service, Individual Education Plan. Our school also arranges activities, for example, voluntary work and peer learning programme enable the participation of every student, foster respect and confidence. Our school focuses on home-school cooperation to support students, actively communicate with 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.

Curriculum Tailoring and Adaptation:

Tailoring and adaptation is always made according to students' needs in different aspects, for instance, curriculum, assignment and assessment.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Two parents' days are held every year. Parents' meetings of all levels are conducted at the beginning of the term. Different kinds of activities, such as annual membership meetings, parent-child activities, parent-child picnic day, parents' interest classes and parents' learning classes are held. Parents' Corner is set up and meetings are held regularly to collect parents' views and establish a good home-school relationship.

School Ethos:

We create a harmonious school environment. Our vision is "Learn with heart, Teach with passion and Guide with love." Our school focuses on teaching with love and patience. We aim at guiding our students to be self-motivated and self-regulated as well as to become good citizens in the future.

Future Development

School Development Plan:

1. Equip students to be biliterate and trilingual as well as foster their effective communication skills.
2. Nurture students with positive values and good character traits.
3. Enhance students' learning performance by equipping them with computational thinking, logical reasoning, and problem-solving skills and arouse their interests in science and technology through minds-on and hands-on activities.
4. Develop students' potential and provide them opportunities to showcase their talents.
5. Enhance students' self-learning abilities, raise their interests of life-long learning and develop their 21st century skills to cope with the development of future society.
6. Establish a reading atmosphere and promote reading across the curriculum so as to enable students to acquire and apply different reading strategies.
7. Implement the "Power-up" Programme, the 3E Programme, with the employment of NETs and diversified activities to provide experiential learning experience.

Teacher Professional Training & Development:

We value teacher professional training and development. Various staff development seminars are arranged to promote teachers' teaching and counselling skills.

Others

Our school has established scholarships to commend students who have demonstrated outstanding academic performance, improvement, or exceptional performance in extracurricular activities. We also recommend students with potential to participate in external reward programmes. Students with excellent academic achievements may be recommended to participate in International Competitions and Assessment for Schools. Additionally, our school offers the TWGHs Board of Directors Examination Fee Subsidy Scheme, which encourages high-achieving students in English learning to participate in well-known external English exams. Furthermore, we have various internal reward programmes to encourage students to actively engage in learning and develop their potential.



# 東華三院黃士心小學 TWGHs Wong See Sum Primary School

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Choi Ka Yee Crystal	Ms. Wong Wing Sum	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					92%
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	1988	Chinese (incl.: Putonghua) and English	School Bus	About 2800 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$450	Replacement of student card \$25

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Air-conditioners provided, Wi-Fi service, iPad, computers, projectors, screens, electronic whiteboard, garden, vegetable garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Hall, Library(Knowledge Oasis), English Wonderland, STEM Maker Lab, Innovative Makerspace, Discovery Lounge, Game Room, Music Room, Fine Arts Room etc.				

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

Number of teaching posts in the approved establishment			39	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
83%	98%	21%	86%	30%	21%	49%

## Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	3	3	4	4	20
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	3	3	3	4	18
Mode of teaching at different levels	The school adopts small-class teaching and implements diversified interactive teaching by streaming. It offers school-based gifted programs and activities, along with various support groups and remedial classes, to cater to students' diverse learning needs.						
Remarks	Our school champions all-round development, fostering academic excellence and moral growth. Through English immersion and cross-curricular reading, we broaden horizons. Values education and STEAM programs cultivate ethics, creativity, and problem-solving. We balance learning and well-being through diverse activities.						

## 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 & summative assessments track progress. 2. Self/peer evaluations & parent feedback included, Multimedia & project-based evaluations encouraged. 3. International exams (TOEFL/ICAS/Cambridge Exam/GAPSK) promoted.				
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 evenly distributed across same-grade classes. For grades 4-6 Chinese, English and Math, we implement ability-based small group teaching tailored to individual needs, ensuring personalized learning while fostering peer interaction in developmentally-appropriate settings.				

## 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	8:15 AM	3:10 PM	12:15 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school implements healthy campus and environmental policies, having won Hong Kong's Healthy School Gold Award, "EatSmart School" certification, and "Caring School Award".		Our school provides after-school homework tutoring classes and childcare services to support students' learning and development.		

Life-wide Learning

We emphasize holistic learning through study tours covering local, mainland and global destinations (Denmark, UK, Finland, Austria, Australia, Taiwan, Japan, Korea, Singapore etc.). More than 80 extracurricular activities include orchestra, school choir, sports, STEM, English musicals and Cub Scouts, cultivating well-rounded development.

School Mission

In line with the education mission of the Tung Wah Group of Hospitals, our school is committed to achieving an all-round development and providing high quality education. We endeavour to promote proper values and a positive outlook on life, with the school motto "Diligence, Frugality, Loyalty and Faithfulness" as the guiding principle in the moral and intellectual strands. We strive to construct a caring campus with a pleasant and joyful learning environment for students to unleash their potential with the knowledge, skills and attitudes in the 21st century under globalisation.

School Characteristics

School Management

**School Management Organisation:**  
Incorporated Management Committee was set up in 2006.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
An Incorporated Management Committee was set up. Members include the representatives from the sponsoring body, the headteacher, teachers, parents and independent individuals. The IMC listens to different stakeholders' comments to facilitate the school development.

**School Green Policy:**  
Different school policies for protecting the environment e.g. solar board, green garden, in order to enhance the awareness of the environmental protection.

**School's Major Concerns:**  
1. "Quest for Knowledge, Infinite Possibilities": - Cultivate reading habits. - Spark curiosity & lifelong learning. - Unlock student potential.  
2. "Nurture Hearts, Embrace the World": - Promote wellbeing & balance. - Develop positive values. - Appreciate life's beauty.  
3. "Teach with Virtue, Grow with Excellence" - Enhance teaching professionalism. - Foster knowledge construction. - Guide holistic development.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
"Adhering to the all-round Development philosophy, we cultivate students' academic achievements and moral character. Our curriculum highlights:  
1. Language Proficiency: We recruit additional native English teachers to establish an 'English Communication Zone', employing immersive teaching methods to encourage English usage both in-class and beyond.  
2. Interdisciplinary Learning: Our 'Joyful Learning Program' incorporates self-directed learning, inquiry-based approaches, cross-disciplinary reading, STEAM education, holistic learning and project-based research to develop innovative thinking and problem-solving skills.  
3. Values Education: All subjects adopt the 'Knowledge-Affection-Will-Action' framework, supplemented by school-based moral education for systematic character development.  
4. Balanced Development: Diverse sports and arts activities nurture students' interests and potentials, ensuring their physical and mental well-being.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
1. Enhanced Values Education: Integrate positive education with Tung Wah's ethos, embedding core values, national security education, and life education into moral studies and cross-curricular subjects.  
2. Optimized Timetable: Morning core subjects + afternoon interdisciplinary learning through a specialized schedule.  
3. Holistic Learning: Field trips, overseas exchanges, and career planning programs.  
4. Diverse Learner Support: Tiered instruction and activity-based teaching for inclusive education.  
5. STEAM Education: Life-connected, interdisciplinary projects fostering innovation and humanitarian awareness.  
6. Cross-Curricular Learning & Reading: "Joyful Learning Curriculum" to develop lifelong learning competencies.  
7. Assessment Literacy: E-platforms for customized learning tasks to enhance teaching effectiveness.

**Development of Generic Skills:**  
1. Through the "Joyful Learning Curriculum," including STEAM education, interdisciplinary learning, project-based learning, holistic learning, career and life planning, life education, and service learning, students' generic skills are cultivated.  
2. The focus is on developing students' creativity, collaboration, and problem-solving skills, equipping them with the knowledge, skills, and attitudes required for 21st-century global development, aiming to nurture them into quality global citizens.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
1. The school promotes positive education to help students understand their personal character strengths, build positive emotions, improve resilience, encourage healthy lifestyles, enhance students' positive energy, cultivate the twelve priority values and attitudes, and support students in achieving a flourishing life.  
2. Through curriculum, teaching materials, and activities, the school strengthens patriotic education to inherit and promote the spirit of patriotism.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
There are different school policies on the whole school approach to cater for student diversity. We set up different remedial classes for more able students and less able students. We have an education psychologist and a speech therapist in our school to help students.

**Whole School Approach to Integrated Education:**  
1. Adapt differentiated curriculum for children with learning difficulties.  
2. Provide pull-out programmes in specific areas outside the regular classroom to allow systematic training for twice-exceptional students.  
Conduct early identification and intervention programme for P.1 students with learning difficulties. Extra learning support and assessment adaptation are provided.  
3. Provide comprehensive student support service by school-based educational psychologist, school-based speech therapist, and school social workers.

**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:**  
Active learning is implemented, whole school approach to cater for student diversity, tailor-made curriculum for less able students.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
1. We have PTA and Parent Manager in IMC to increase the communication and tighten the bond between parents and the school. Parent volunteers are highly dedicated to service, consistently earning the Gold Award from the Social Welfare Department and Tung Wah's Primary School Highest Volunteer Service Hours Award.  
2. The school promotes positive parenting education by organizing the "Happy Seedlings" Parent-Child Learning Program, regularly inviting celebrity guests to share parenting tips. It also holds diverse parent-child activities to help parents learn positive discipline methods and support their children's healthy and happy growth.

**School Ethos:**  
1. Student Development Goals: Inspire students to: "Learn wholeheartedly", "Speak kindly, act positively", and "Face challenges with perseverance".  
2. Nurturing Campus: Foster a caring environment where students thrive in harmony. Positive Education: "Animal Friends Club" visually represents six core virtues, helping students understand and practice them to enhance well-being.  
3. Community Building: Strengthen class bonds through homeroom activities, "Good Morning@WSS" sessions, and birthday celebrations.  
4. Moral Education: Enhanced ethics curriculum cultivates values, mental wellness, and Chinese national identity.  
5. Success Orientation: "We Strive for Success" – Unlocking potential to guide students toward fulfilling lives.

Future Development

**School Development Plan:**  
1. "Quest for Knowledge, Infinite Possibilities" 2. "Nurture Hearts, Embrace the World" 3. "Teach with Virtue, Grow with Excellence"

**Teacher Professional Training & Development:**  
1. Prioritizing teachers' professional development, the school encourages staff to enhance their expertise through school-based training workshops, as well as participation in educational research and training programs organized by the Education Bureau or tertiary institutions, thereby improving teaching quality.  
2. Promoting positive education, the school provides tailored teacher training to integrate positive education principles into daily teaching practices.  
3. Regular inter-school professional development activities and overseas exchange programs are organized to foster collaboration, mutual learning, and the advancement of professional competencies, further enriching school-based curriculum development.  
4. Teachers have been frequently invited by the Education Bureau to share their pedagogical expertise, demonstrating the school's commitment to excellence in education.

Others

1. The school is committed to enhancing students' learning effectiveness through participation in various programs, including: "CoolThink@JC", "Learning Community for Primary School English Language Teacher Leaders", and the "Supported Programme on Fostering Communities of Practice to Enhance Small Class Teaching".  
2. The School-based Scholarship recognizes students with outstanding academic performance, significant improvement, or excellence in extracurricular activities. The Tung Wah Group of Hospitals Board of Directors Examination Fee Incentive Scheme encourages English language learning.  
3. School-based Incentive Scheme motivates students to engage in learning, develop their potential, and recommends top performers for extracurricular reward programs.





## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. LEE Fu-sing	Ms. Fung Yuen Ting	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
Yan Chai Hospital	Service to the Community in the Spirit of Benevolence	1989	Chinese (incl. Putonghua) and English	School Bus; Nanny van	About 5025 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	\$340	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	2	Social Worker's Room, Chinese Herb Garden, Ecological Pond, Eco-garden, Hydroponics, Climbing Wall, Kitchen and the Chinese Culture Corridor
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Reading Room, General Studies Room, Music Room, Visual Arts Room, Library, Innovative Technology Center, Maker Lab, VR Platform for Education, Gaming Therapy Room and Speech Therapy 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			18	Total number of teachers in the school		23
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
74%	100%	57%	78%	26%	13%	61%

## Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	0	1	1	1	2	2	7
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	1	1	1	1	2	8
Mode of teaching at different levels		1. Our school exercises small-class teaching to cater for the needs of every child. 2. We regularly expose our students to the real life experiences.								
Remarks		1. We ensure the smooth transition between kindergarten, primary and secondary stages on the administrative level. 2. We believe in a holistic approach to learning. 3. Responsible citizenship: Students take action to show their commitment to the ideas of community serving.								

## 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. Assessment in key stage one (P.1-P.3) takes form of the continuous feedback on students' performance. 2. Formative and summative assessments are delivered in key stage two (P.4-P.6). 3. Diversified modes of assessments are introduced to demonstrate student learning outcomes.				
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. Small group teaching is applied to meet the needs of gifted learners and the remedial purposes.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:00 AM	3:00 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school has received "Hi-Five Student Engagement Award: Engagement with Family and Community". Contactless water dispensers have been installed around the school to provide drinking water. Fruit Day is launched to promote healthy eating habits.		Tutorial sessions and after-school care programmes and remedial classes are arranged to improve students' academic performance. "Joyful Wednesday" is designed to diversify students' learning experiences. Various activities are held during the recess including reading, computer games, sports training, STEAM, English activities and board games. No-uniform day is held once a month and the birthday date.		

Life-wide Learning

Life-wide Learning opportunities are provided to enrich learning experience. Various activities are held to develop students' different potential based on the theory of multiple intelligences. The professional coaches are invited to train our school team. Students can build up team spirit, co-operation between teammates and also self-confidence by different competitions between schools. For the gifted education, we have a filming team which provided a rich English environment for the students to use English.

School Mission

We work in accordance with the principle of "Serving the Community in the Spirit of Benevolence"; and provide quality holistic education to prepare our students to be the pillars of our country. We see the school as a happy learning place with everyone possessing a positive life attitude, sharing altruistic values and being determined to fulfill their dreams.

School Characteristics

School Management
<b>School Management Organisation:</b> Yan Chai Hospital Board of Directors, Yan Chai Hospital Education Committee, Incorporated Management Committee, Parent-Teacher Association, School Administration Committee and Staffs.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Professor Chiu Tsang Hok Wan BBS JP, Mr. Lee Fu Sing, Mr. Lee Yat Sun, Mr. Yeung Kin Ming, Miss Chiu Jasie Margot Yu Sing, Mr. Tso Tat Ming, Mr. Wong Wai Kit, Mr. Li Wing Ngai, Mr. Chung Hon Kit, Mr. Chan Lung Ming, Principal Fung Yuen Ting, Miss Lo Yuk Chun, Mr. Wong Ho Yin, Ms. Li Wing Chi, Mr Sy Hang Cheong.
<b>School Green Policy:</b> The gardening team as one of the school's OLE programmes enhances students' botanical knowledge and promotes the values of green planting. Promotion of environmental and life education. In collaboration with the "Solar Harvest" provided by EMSD, solar panels have been installed to boost the use of renewable energy. The school has optimized the General Studies Room allowing students to conduct science experiments in groups. Additionally, the use of the campus smart card system and electronic notices have reduced the paper consumption. The school has also participated in the projects by Jockey Club BEAM Plus to establish a green campus.
<b>School's Major Concerns:</b> 1. Get involved in Teaching, Enjoy the process 2. Participate different activities, Show the love of China 3. Concern for society, Contribute with benevolence
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Organic integration, natural connection, diversified strategies, mutual coordination, flipped classrooms, and whole-school participation in curriculum planning. 2. Emphasizing bi-literacy and trilingualism at all levels in language learning, reinforcing phonetic knowledge, popularizing poetry and literature appreciation as a means to cultivate students' moral values.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Strengthening moral education (including life education, national culture and national security), making good use of learning time, creating a balance between good physical and mental development, enriching life-wide learning experiences and promoting whole-person development; catering for learner diversity, reinforcing STEAM education, and developing students' digital literacy, strengthening cross-curricular connections and reading across the curriculum to ensure life-long learning; adjusting assessment to maximize its effectiveness.
<b>Development of Generic Skills:</b> Our school develops students' problem-solving skills, creativity and collaboration through reading across curriculum, project learning, experiments and group discussions.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> We are proud of Yan Chai Hospital Chiu Tsang Hok Wan Primary School (YCH CTHW), which cultivates seven excellent qualities in students: Youthfulness, Conscience, Honesty, Competence, Talent, Harmony and Wisdom.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> To cater for students' diversity effectively and create a caring and loving atmosphere at school, a Student Support Team is set up to adopt the Whole School Approach to Integrated Education. This team focuses on students' needs and supports students with suitable help through remedial classes, school-based speech therapy service, school-based educational psychology service and small group tutorials.
<b>Whole School Approach to Integrated Education:</b> The Student Support Team is managed by the Special Educational Needs Coordinator (SENCO) with core members including a Special Educational Needs Support Teacher (SENST), a school social worker, a school-based educational psychologist, and a school-based speech therapist. They support students with special education needs by making good use of the Learning Support Grant and Enhanced Speech Therapy Grant, implementing the school-based support plans and strategies, providing social training groups, school-based speech therapy services and establishing continuous connections through home-school co-operation.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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.
<b>Curriculum Tailoring and Adaptation:</b> Differentiated teaching materials and adapted curriculum. Assigning the appropriate homework and adjusting the assessment policies to address the students' needs. Improving teaching effectiveness through small group instruction. A three-tier model is applied to the gifted education.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> The Parent-Teacher Association gives the school unfailing support and assistance on matters related to the school's operation. It also helps in organizing parent-child activities, seminars, and interest groups for students. Regular parent meetings and workshops are arranged to promote better mutual communication and understanding. We value the voice of parents and their support.
<b>School Ethos:</b> We are a loving and caring school with respectful, autonomous students who are eager to learn independently.
Future Development
<b>School Development Plan:</b> 1. Optimizing the school-based language curriculum, implementing up-to-date teaching techniques and designing meaningful learning tasks. 2. Familiarising students with Chinese culture and virtues through festivals and celebrations, projects on Chinese traditions, Chinese cultural days and flag-raising ceremony. 3. Encouraging students to make positive changes in their lives and communities through learning, self-betterment and active citizenship. 4. Value and life education: Fostering students' positive values and attitudes through school-based programmes such as Introduction to Chinese Medicine, financial planning and various projects such as Planning Life Education in Primary and Secondary Schools by EDUHK. 5. Facilitating student well-being with joyful learning and whole-person development with programmes like Primary One Happy School Tour, cross key-stage experience, Friends school partnership, etc. Selection Talks are given to parents to provide more information about teaching and learning. 6. STEAM education: Continuously develop science and technology, connecting humanities, community and global experience. Taking part in Hong Kong International Student Innovative Invention Contest, CoolThink@JC, Hong Kong Science Fair to inspire students and boost their creativities.
<b>Teacher Professional Training &amp; Development:</b> 1. Teacher development days, Yan Chai Education Seminars, Yan Chai Middle Management Leadership Training. 2. Optimising learning materials and teaching strategies by delivering demo lessons, lesson observations and establishing action-research groups. 3. Creating a culture of professional growth and continuous development through participation in school-based support programs by the EDB and local Universities.
Others
-



# 東華三院高可寧紀念小學 TWGHs Ko Ho Ning Memorial Primary School

Lai Yiu Estate, Kwai Chung, N.T.

27450511

27863085

mail@twghkhnmp.edu.hk

http://www.twghkhnmp.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
Ms. Choi Ka Yee Crystal	Mr. Au Wai Fung	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					78%
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	1977	Chinese	School Bus	About 6720 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	-	Replacement student card \$40

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
23	3	2	1	The adjacent extension school building, allocated by the EDB, has been largely renovated, will provide a spacious and upgraded learning environment.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Visual Art Room, 2 Music Rooms, Computer Room, Library, Dancing Room, 2 Remedial Teaching Rooms, Distance Learning Room and Campus TV Broadcasting Centre, STEM Room, PTA Resource Room, Chinese Culture 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			22	Total number of teachers in the school		27
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
89%	41%	56%	92%	11%	30%	59%

## Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	0	1	2	1	3	2	9
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	0	0	1	2	1	3	7
Mode of teaching at different levels		Small class teaching is implemented in P.1-P.6. Pull-out remedial teaching classes (Chinese, English and Maths) are provided to cater for student diversity. Express classes, one in each year level, are run in P.5-P.6. Chinese lessons of the express classes are taught in Putonghua. Co-teaching of the NET and local English teachers is conducted as part of the PLPR/W Programme of P.1-P.3.								
Remarks		Provides tutorials and different types of featured courses for students in the afternoon. Due to the planned reprovisioning of our school, the Education Bureau has approved the suspension of the admission of Primary 1 students from school year of 2024/25 until the completion of the reprovisioning.								

## 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	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	Three examinations per school year. Formative Assessments (FA) (Chinese Language, English Language, Mathematics, General Studies) in between the examinations at all the year levels to keep track of students' learning and provide them with timely feedback. Various modes of FAs, mainly written assessments, complemented by practical work, projects, and information search.						
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	Express classes, in which an enhanced curriculum with richer learning content is delivered and Chinese taught in Putonghua, are conducted in P.5-6. The rest are mixed-ability classes. Small pull-out Chinese for NCS 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	11	30 mins	8:10 AM	3:30 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school has participated in 'EatSmart@school.hk' Campaign and conducts weekly Fruit Day; and 'sportACT Award Scheme' to develop students' habit of doing regular exercise.		One 10-minute recess and two 25-minute recesses are scheduled to allow room for 'Happy Recess' activities and visits to the library and Games Room. Interest classes are held on Tuesday, school ends earlier at 3:00 pm on Wednesday. Homework tutorials and extra-curricular activities, e.g. coding, science, sports, swimming, dances and music are held after school on weekdays, training of school teams on Saturdays.		

Life-wide Learning

ECAs include plastic Color Class, pottery, Cambridge English, Maths Olympiad, coding, robotics, verse speaking, English drama, Chinese dance, ballet, choir, marching band, Cub Scouts, Brownies, athletics, swimming, basketball, football, table tennis, violin, tone chime, fencing and Taekwondo. Theme-based Cross-curricular Learning Week is held in the post-exam period.

School Mission

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

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee has been established. Under the supervision of the headteacher and deputy head are the School Development and Self-Evaluation Committee, a number of administration departments and subject departments. The department heads plan, organize and manage the whole range of issues related to school administration, learning and teaching, discipline and guidance and student support and general affairs, with the shared goal of fostering students' all-rounded development.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established on 1 Feb 2006. The IMC managers include representatives from the school sponsoring body, Headteacher, teachers, parents, alumni and independent persons.

School Green Policy:

We reuse and recycle of waste paper and toner cartridge, and use of electronic documents; Compliance with guidelines on use of air-conditioners and installation of Grade 1 Energy Label air-cons; Encourage students' use of their own recyclable cutlery.

School's Major Concerns:

- 1. Continuous improvement in learning and teaching will be made to cultivate students' ability to communicate and collaborate with others.
- 2. Deepen positive education to enhance personal qualities.
- 3. To optimize value education and enhance students' and teachers' sense of belonging to the nation.

Learning and Teaching Plan

Learning & Teaching Strategies:

With firm belief in a child's uniqueness and possession of his/her own potentials, we lay emphasis on:

- 1. Nurturing students' positive values and good character through the school-based moral education programme;
- 2. Building students' basic competence in Chinese and English languages and mathematics through developing the school-based curriculum and promoting reading across the curricula;
- 3. Catering for diverse abilities through provision of diverse learning experiences and curricular adaptation;
- 4. Cultivating students' love of learning and the capacity to be life-long learners.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school provides tutorials and different types of featured courses for students in the afternoon, including Discovery learning, Stream education, Interest groups with in-class experts, Personal growth education and weekly assemblies. Through enriching students with different learning experiences, the school nurtures and develop students' multiple intelligences, thinking skills, positive attitudes and values.

Development of Generic Skills:

We develop pupils' generic skills through classroom instruction and also special events such as cross-curricular activities, theme-based project learning, seminars, visits, competitions both in and outside school, etc. Also, we develop students' abilities in using eLearning tools, self-monitoring and self-learning.

Cultivation of Proper Values, Attitudes and Behaviours:

We believe that character is more important than academic performance. By gradually incorporating the elements of positive psychology into the Moral Education and Growth Programme, morning assemblies and various learning activities, we are committed to fostering positive values and sense of well-being in our students.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Adaptation of teaching content and dictations, and provision of graded learning activities and homework;
- 2. Remedial classes and homework tutorials for less able students and students with learning difficulties;
- 3. Theme-based learning classes, ECAs and external gifted education programmes for more able students;
- 4. Pull-out and after-school Chinese classes for non-Chinese speaking students; 5. Service of school-based educational psychologist, school-based speech therapist and learning support assistants;

Whole School Approach to Integrated Education:

Student Support Team deploys resources and government grants and coordinates with the Curriculum Department to formulate measures for supporting SEN students (e.g. teaching adaptation and assessment accommodation, remedial learning, support schemes of external organizations, etc.). We provide training classes on behaviours, speech, emotions and social skills, etc. for SEN students. We plan individual education plans which involve shared views of parents, teachers and specialists to formulate goals, implement strategies and tracks students' progress. We also updated facilities and tools, providing appropriate counseling services to 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; 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. Bilingual notices (the major ones).

Curriculum Tailoring and Adaptation:

- 1. Co-planning meetings are held regularly so that teachers can keep track of students' learning progress and tailor-make learning activities, assessments and graded materials.
- 2. To cater for diverse learning needs, express classes are run in P.4-P.6. Remedial teaching groups (Chinese, English and Maths) are conducted.
- 3. Assessment accommodations (e.g. layout of exam papers and extra time allowance) are provided.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Holding parent meetings at all the year levels;
- 2. Liaising with PTA to arrange parent-child activities and develop the parent volunteer team;
- 3. Organizing interest classes, seminars and workshops delivered by experts, social workers and parents to enhance parents' understanding of children's growth and their grasp of parenting skills.

School Ethos:

The school has a caring and positive atmosphere. The students are disciplined, friendly, cheerful and respectful of teachers. They enjoy the campus life, having harmonious relationships with peers and teachers and participating in activities and services actively.

Future Development

School Development Plan:

- 1. Integrate school resources to achieve mental health,
- 2. Internalize values and cultivate good character,
- 3. Make good use of information technology to create a bright future.

Teacher Professional Training & Development:

The school encourages all the teachers to take part in professional training programmes in different domains and joins curriculum support programmes launched by the EDB and other educational institutions. Corresponding to the annual areas of concern, the school organizes theme-based teacher training activities and carries out regular co-planning sessions, peer lesson observations and sharing sessions to enhance teaching effectiveness.

Others

- 1. TWGHs provides scholarships to commend students who excel or make progress in academics, sports and arts.
- 2. The school, with the grants of the EDB and TWGHs, organizes a variety of extra-curricular activities for participation by every student to develop and unleash their potentials. Eligible students are trained for entry to inter-school competitions.
- 3. The school regularly joins the EDB exchange programmes in China and organizes STEM study tours in Asia to enrich students' learning experience.



# 地利亞 (閩僑) 英文小學 Delia (Man Kiu) English Primary School

🏠 Estate Primary School No. 2, Cheung On Estate Phase II, Tsing Yi, N.T.

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✉️ ty@deliagroup.edu.hk

📠 24321218

🌐 http://www.deliampk.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
Ms. Chor Siu Har	Mr. Cheung Kwok Wai Alan	Not Applicable	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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Delia Multi-Cultural Education Foundation Limited	Advancement in Adversity Harmony in Diversity	2006	English	Nanny van	About 1443 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
\$7,370	-	-	-	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	The Garden "Green Paradise", Hydroponics and Aquaponics systems, Lego Wall, Painting Wall, Smart Blackboard and Chinese Culture Gallery.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Dancing Room, Visual Art Room, Music Room, Computer Room, Play Therapy Room, STEM Learning Room, Chinese Learning Room and meeting 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			-	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
84%	100%	26%	53%	58%	13%	29%

## Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	3	3	3	3	18
2025/2026 school year (Based on the approval of EDB in 2025)				No. of classes	-	-	-	-	-	-
Mode of teaching at different levels		English as the medium of instruction except in Chinese (Cantonese as the medium of instruction) and Putonghua lessons.								
Remarks		Provide enrichment and enhancement learning programmes to cater students of various abilities.								

## 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	Our school has developed a diversified formative and summative assessment for learning to ensure positive outcomes of different learning stages and to enhance the effectiveness of teaching. The assessment is based on the overall academic performance and learning attitudes of students.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed ability classes (J.3 - J.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	3:20 PM	12:15 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Encourage healthy snacks, launch Fruitful Fridays, organise anti-bullying events		Reading periods are arranged in the morning. Students are encouraged to enjoy some leisure activities at the playground, running tracks and basketball court in recess time. School library is open in recess time for promoting reading.		

Life-wide Learning

A Life-wide Learning lesson is held weekly. Diversified after-school activities and school teams are arranged to unleash students' potential. These include cricket, track and field, taekwondo, rhythmic gymnastics, cycling, badminton, volleyball, dodgeball, hand chimes, folk song, choir, Chinese drum, drawing, craft, ceramics, microbit, drone, model building, cub scout, Junior Police Call, Community Youth Club and flag-raising team, etc.

School Mission

Our school provides a multicultural learning environment and a well-rounded curriculum, which is intent on broadening students' horizons and enhancing their creativity and critical thinking skills. This will help them become more independent and communicable in daily life. In addition, students are cultivated to be passionate and optimistic, innovative and creative, responsible and committed to serve the community.

School Characteristics

School Management

School Management Organisation:

The school is under the management of Delia Group of Schools. It has a clear and logical organization structure. Various administrative functional groups are established to plan and execute school development work.

Incorporated Management Committee / School Management Committee / Management Committee:

SMC members include representatives of school's sponsoring body (SSB), the principals of Delia Group of schools, teacher, parent and independent members. The SMC is supportive, and advises on administrative matters but devolves a great deal of autonomy to the school to establish school-based characteristics and become a truly multi-cultural learning community.

School Green Policy:

- 1. 'Bring-your-own-cutlery' Scheme
- 2. 'Greening School' Scheme
- 3. Paper Recycling
- 4. Aquaponics and hydroponics systems
- 5. Use drinking fountain; no bottled water is sold
- 6. Food waste recycling scheme - convert food waste into liquid fertilizer
- 7. Air-conditioner usage policy

School's Major Concerns:

- 1. Optimize learning, teaching and assessment strategies to enhance students' learning effectiveness.
- 2. To cultivate a healthy lifestyle with positive values and physical and mental well-being in a harmonious campus.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. English is used as the main medium of instruction. Cantonese is adopted as the medium of Instruction in Chinese lessons.
- 2. An interactive and student-centered teaching approach is used to engage students to learn actively and apply what they have learnt in daily lives.
- 3. Life-wide learning and cross-curricular project-based learning are used to develop students' generic skills.
- 4. Extensive Reading Scheme and Reading Buddies Scheme.
- 5. Self-learning ability development.
- 6. Morning Reading Period.
- 7. Tablet loan service for J.1 to J.6.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education in various ways:  
Reinforce STEAM education and cultivating students' 21st century skills, computational thinking and information literacy.  
Establishing a positive school culture.  
Enhancing national education and national security education in curriculum and student activities.

Development of Generic Skills:

Master the use of English in daily life. Acquire knowledge through self-learning. Enhancement in the nine generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Establishing a moral and harmonious learning environment and developing the responsibility of students.

Student Support

Whole School Approach to Catering for Learner Diversity:

Different tutorials and pull-out groups are organized to meet the students' diverse abilities and needs for enrichment or remedials.

Whole School Approach to Integrated Education:

Students of different backgrounds and ethnicities study together to increase mutual understanding. Teachers identify individual needs of students and invite the Student Support Team, School Social Worker, School-based Educational Psychologist and School-based Speech Therapist to formulate follow-up plans and provide support services. Learning support such as adjustment in assessments and dictations is provided. Different individual and group programmes are arranged to cater the needs of our 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; 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:

Our school-based Chinese learning materials are authentically designed in units. The Chinese ability of students is enhanced through classroom learning, daily practice in their assignment and application in their learning activities. Meanwhile, to cater the need of second-language learners, the speaking and listening ability is developed before cultivating the reading and writing ability.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Close communication and cooperation between school and parents, e.g. Parents-Teachers-Interview Day, parent education events, talks, regular contact, joint parent-child activities and competitions.

School Ethos:

- 1. We concern individual needs and potential of students and promote a harmonious learning environment.
- 2. We teach students according to their aptitude.
- 3. Home-school cooperation is promoted to develop the potential strengths of students.
- 4. We organize after-school guidance classes, enrichment and enhancement programme to cater learner diversity.
- 5. We hold a bridging programme for new students in order to enhance their sense of belonging to the school.

Future Development

School Development Plan:

- 1. Establish a learning organization that widen students' horizons.
- 2. Cultivate students to be the future leaders.
- 3. Whole person education – develop the potential and morality of students.

Teacher Professional Training & Development:

Promote STREAM; self-learning ability and positive education.

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.  
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

The school scholarship is awarded to the overall top 3 students of each grade in academic performance. 50% of annual school fee remission will be awarded to the first of each grade, 40% to the second, and 30% to the third. The scholarship will be granted through a proportionate amount of school fee deduction in each instalment of the next academic year, which parents do not need to apply for.