



中華基督教會全完第一小學  
C.C.C. Chuen Yuen First Primary School

36 WING SHUN STREET, TSUEN WAN, N.T. (EXCLUDING 2/F VISUAL ARTS ROOM)

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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 Yin Hung Kuby  | Mr. Tam Kwong Tak Dicky              | Established                       | Aided Whole Day                                 | Co-ed          | Protestantism / Christianity     |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |                                      |                                   |   |                | 100%                             |
| Name of Sponsoring Body   | School Motto                         | Year of Commencement of Operation | Medium of Instruction                           | School Bus     | Area Occupied by the School      |
| The Hong Kong Council of the Church of Christ in China  | Please refer to the Chinese version. | 1905                              | Chinese   | School Bus     | About 5800 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    | Supplementary School Based booklets \$450 | Visual Arts Materials Fee \$130, Grwth & eClass APP \$250 |

### School Facilities

| No. of Classroom(s)  | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others   |
|--|----------------------|-----------------------|---------------------|--|
| 30   | 3                    | 1                     | 1                   | 1 track and field track  |
| Special Room(s)  |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs                         |
| 2 (Music Room) and (Multi-Purpose Room), 1 Student activities Centre |                      |                       |                     | Accessible lift, Accessible toilet and 1 student counseling room, 1 student recreation room. |

### 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 |             | 30                |
| Qualifications and professional training (%)           |                 |                                    |                            | Years of Experience (%)                |             |                   |
| Had Received Teacher Training                          | Bachelor Degree | Master / Doctorate Degree or above | Special Education Training | 0 - 4 years                            | 5 - 9 years | 10 years or above |
| 100%   | 100%            | 23%                                | 76%                        | 33%                                    | 27%         | 40%               |

### Class Structure

| Class Structure   |  |   |                | P1 | P2 | P3 | P4 | P5 | P6 | Total |
|---|--|---|----------------|----|----|----|----|----|----|-------|
| 2024/2025 school year   |  |   | No. of classes | 2  | 2  | 1  | 2  | 1  | 2  | 10    |
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) |  |   | No. of classes | 4  | 2  | 2  | 1  | 2  | 1  | 12    |
| Mode of teaching at different levels  |  | Use Learning Support Grant (LSG) to implement small group tutorial and small group Chinese, English & Math class. |                |    |    |    |    |    |    |       |
| 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   | Multiple intelligence as the basis for development of creativity. Different assessment tools are employed to reflect on student ability. |  |   |   |     |
| 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 class.   |  |   |   |     |

### School Life

| No. of school days per week                              | No. of periods per day   | Duration of each normal period | School starts at   | School ends at     | Lunch break        |
|--|--|--------------------------------|--|--------------------|--------------------|
| 5 Days   | 9  | 35 mins                        | 8:00 AM  | Please see Remarks | 12:30 PM - 1:30 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks  |                    |                    |
| Provided by designated supplier and arranged by parents. | Regularly coordinate with the lunch supplier, besides providing "high three one low" healthy lunch. Participate in projects of 'Joyful Fruit Day' to develop and strengthen students' eating habits. |                                | School ends at 3:00 in the afternoon from Mondays to Thursdays and 4:00 in the afternoon on Fridays. |                    |                    |

Life-wide Learning

Christian Fellowship, A Team for Everyone, Swimming Team, Tennis Club, Touch Rugby Team , Fencing Team, Fitness Club, Athletic Team, Basketball Team, Gymnastics Team, Taekwondo Club, Badminton Team, Rope Skipping Team, Chinese Martial Arts Club, K-pop Club, Programming Club, Handbell Club, Choir, Ukulele Club, Cantonese Opera Club, Djembe Club, Harmonica Club, Kalimba Club, Morin Khuur Club, Lyre Harp Club, Cambridge English, Cooking Papa, Little Gardener, Painting Club, Air-Dry Clay Club, Magic Club, Photography Club etc.

School Mission

Our education philosophy is "whole person development education". It affirms that the meaning of education is related to the inspiration of life and personality development. Apart from cultivating high-quality of morality and mentality in youngsters and stretching of extensive knowledge, we also put emphasis on exploring students' potentials and interests. In addition, we aim to establish positive values and attitude towards their lives and build up a strong sense of social commitment. Following Jesus as their light to pursue justice and righteousness, students would obtain a fruitful life.

School Characteristics

School Management

School Management Organisation:

The school is managed by incorporated management committee. Administrative group contains the principal, vice-principal and assistant master to manage schools' administration, curriculum development, student support, academy, public relationship, IT, discipline, guidance and activities.

Incorporated Management Committee / School Management Committee / Management Committee:

In September 2011, the IMC was established. Its members include the school supervisor, principal, school board members, teachers and parents.

School Green Policy:

We implement green policy and launch a series of conservation activities at our school in order to educate students the importance of energy-saving in their daily life context and create an environmentally-friendly school.

School's Major Concerns:

- 1. Encouraging students to think actively, pursue their dreams bravely, and unleash their potentials
- 2. Making use of Differentiated Instruction strategies to enrich students' learning experiences and enhance learning effectiveness
- 3. Optimizing the positive values (engagement, accomplishment, positive emotions) of school stakeholders.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Cultivating students to become active learners by teaching students different learning strategies so that they can choose appropriate strategies for learning and making self-reflection in classroom activities.
- 2. Cultivating students to become brilliant presenters by strategically creating opportunities for students to learn speaking skills, offering chances for students to give presentations or speeches in different occasions.
- 3. Cultivating students to become creative makers by designing assignments using inquiry-based and design thinking approaches to enhance students' creativity.
- 4. Cultivating habits of self-directed learning by implementing the 'Elite Student Award Scheme' and 'Self-Directed Learning Portfolio', which allow students to set their own learning goals, self-monitor, improve their weaknesses, and enhance learning performance on their own.
- 5. Promoting reading by conducting different forms of sharing, such as 'Story Dads and Mums', book sharing by both teachers and students.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Providing students with meaningful 'learning hours' by organizing various visits, a wide range of competitions, and overseas expeditions
- 2. Developing school-based curricula for Humanities, Moral and Civic Education, and Personal Development to implement a comprehensive framework of Value Education.
- 3. Integrating knowledge across multiple learning domains through STEAM education to develop students' generic skills and inquiry-based thinking abilities.
- 4. Optimizing our Reading across Curriculum (RaC): Our English Department collaborates with other Departments including Humanities, Science and Visual Arts to develop school-based RaC projects in order to develop students' lifelong learning abilities.

Development of Generic Skills:

- 1. Encouraging students' engagement and unleashing students' potentials by conducting different school-wide activities organized by various subject groups.
- 2. Enhancing students' generic skills and empathetic abilities by implementing the 'A Team for Everyone' scheme.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Establishing a positive campus atmosphere by decorating different areas of the campus with positive slogans, student works and activity photos, and setting up a hall of fame for students with exemplary performances.
- 2. Enhancing value education by implementing 'My Pledge to Act - Be grateful and treasure what we have, stay positive and optimistic' (2023/24).
- 3. Fostering students' holistic development by implementing year-round learning activities related to national education and national security education.

Student Support

Whole School Approach to Catering for Learner Diversity:

To cater for learner' diversity, students are grouped according to learning abilities. To cater for students' special educational needs, peer interaction, curriculum adaptation, homework adaption, assessment adaptation and remedial lessons are implemented throughout their school life.

Whole School Approach to Integrated Education:

Our school has implemented the Whole School Approach to cater for student differences effectively and enhance the effectiveness of education as a whole. The core members of student support team are including principal, Special Educational Needs Coordinator (SENCO), Curriculum development leaders, school social workers, senior teachers and guidance teachers. We also deploy Learning Support Grant and School-based Speech Therapy Service related resources to provide more comprehensive services for the students, such as School-based Speech Therapy Service, IEP and School-based Educational Psychology Service.

Curriculum Tailoring and Adaptation:

Curricula for different subjects are modified based on students' abilities. In addition, school-based curricula and interdisciplinary project-learning is emphasized to cater for students' educational needs and unleash their potentials.

Home-School Co-operation and School Ethos

Home-School Co-operation:

To foster a close and harmonious relationship between parents and students, our school organizes talks for parents and holds Parent-Teacher Association meetings regularly. In addition, there are parent-student activities every year, including workshops, picnics and booths. To develop an inter-supportive relationship, our school also has invited parents to join our Parent Volunteer Team and Parents' Group.

School Ethos:

The school has been awarded the title 'Caring Campus' for several years. We uphold a caring culture at school, aiming to nurture positive life values in students and encouraging them to serve the community. To this end, we hold holistic programmes such as Pre-Primary One Induction Courses, Academic Awarding Scheme, Positive Energy Ambassadors, and other religious activities.

Future Development

School Development Plan:

It is our school's motto to implement holistic education, focusing on the whole-person development of students in moral, intellectual, physical, social, aesthetic, and spiritual aspects. Based on the seven learning goals set by Hong Kong Curriculum Development Council, the latest education trends and the school's major concerns, a specific theme is chosen annually. We plan and implement a broad and comprehensive curriculum for all subject groups to ensure balanced development for students with varying abilities. Students are encouraged to cultivate a habit of self-directed learning. In addition, we are committed to equipping students with an international perspective, enabling them to face global challenges and becoming leaders of tomorrow.

Teacher Professional Training & Development:

- 1. Honing teachers' teaching abilities and fostering a culture of sharing and collaboration by organizing professional developments activities for teachers.
- 2. Establishing core groups to develop appropriate school-based diversified teaching strategies and strengthen teachers' abilities to implement these strategies effectively.
- 3. Transforming the school into a professional learning community by actively promoting a culture of professional exchange in the management level.

Others

We offer scholarships and study tours outside Hong Kong 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                         |
|---|--|-----------------------------------|---|----------------|----------------------------------|
| Mr. Au-Yeung Chi Kong   | Mr. Chung Chi Sum Samuel                     | Established                       | Aided Whole Day                                 | Co-ed          | Protestantism / Christianity     |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |  |                                   |   |                | 100%                             |
| Name of Sponsoring Body   | School Motto                                 | Year of Commencement of Operation | Medium of Instruction                           | School Bus     | Area Occupied by the School      |
| The Hong Kong Council of the Church of Christ in China  | The fear of LORD is the beginning of wisdom. | 1983                              | Chinese   | School Bus     | About 3500 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    | e-Learning, school-based teaching materials, electronic and administrative system charges \$300. | -                    |

### School Facilities

| No. of Classroom(s)   | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others  |
|---|----------------------|-----------------------|---------------------|---|
| 24  | 2                    | 1                     | 1                   | Solar renewable energy system, wireless networks, iPads, visualizers, electronic interactive whiteboards, VR devices, 3D printers, infrared thermometers, smart card system |
| Special Room(s)   |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs  |
| Computer room, library, music room, visual arts room, English reading room, conference room, student counselling room, multi-purpose activity room, Leap Space, STEAM ROOM and campus TV station. |                      |                       |                     | Ramp and Accessible lift.   |

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

|  |                 |                                    |                            |                         |  |  |  |                   |  |
|--|-----------------|------------------------------------|----------------------------|-------------------------|--|--|--|-------------------|--|
| Number of teaching posts in the approved establishment |                 |                                    |                            | 43                      |  | Total number of teachers in the school |  | 43                |  |
| Qualifications and professional training (%)           |                 |                                    |                            | Years of Experience (%) |  |  |  |                   |  |
| Had Received Teacher Training                          | Bachelor Degree | Master / Doctorate Degree or above | Special Education Training | 0 - 4 years             |  | 5 - 9 years                            |  | 10 years or above |  |
| 100%   | 98%             | 40%                                | 78%                        | 9%                      |  | 12%                                    |  | 79%               |  |

### 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   | 3  | 3  | 3  | 4  | 4  | 21    |
| Mode of teaching at different levels  | Making good use of IT to promote Self-directed Learning (SDL), and combining Brain-based Learning to enhance classroom participation: We conduct SDL activities through utilising the online learning platform and applications at the phases of before, during & after class to take care of students' learning diversity, develop their multiple intelligences, and promote their lifelong learning ability. |    |    |    |    |    |       |
| 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   | Throughout the year, in addition to paper-and-pencil assessments, other different assessment modes are also used, such as project studies, audio-visual homework, so that students can understand their strengths and weaknesses, thereby improving their learning. Teachers and parents can also examine students' learning efficacy from multiple perspectives and obtain feedback on learning and teaching. |  |   |   |     |
| Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays   |  |  |   |   | Yes |
| Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance   |  |  |   |   | Yes |
| Streaming arrangement   | Mixed-ability grouping.  |  |   |   |     |

### 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        | 12:50 PM - 1:45 PM |
| Lunch arrangement  | Healthy school life   |                                | Remarks   |                |                    |
| Provided by designated supplier, arranged by parents and Students bring their own lunch boxes. | Personal hygiene and good eating habits are developed. Lunch boxes are chosen to be hygienic and enriched with nutrients. Health information and different kinds of programmes are provided to help develop healthy life. |                                | Lunchtime: Monday to Thursday 12:50 to 13:45, Friday 12:15 - 13:10. |                |                    |

Life-wide Learning

Generative AI, Drone Soccer, Robot Coding, Maker, English Drama, Recitation, Math Olympiad, Financial Management, Wind Band, Choir, Chinese Dance, Handchime, Percussion, Musical Puppets, Speed Stacking, Go, Art Creation, iPad Photography, Basketball, Football, Badminton, Table Tennis, Track & Field, Swimming, Taekwondo, Fencing, Floor Curling, Floorball, Uniformed Teams, Leadership Training, Campus TV Little Anchors, Study Tours.

School Mission

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

School Characteristics

School Management

School Management Organisation:

The school is sponsored by The Church of Christ in China and managed by the Incorporated Management Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee consists of 15 members.

School Green Policy:

We practise the 5R Environmental Protection Ideas, such as using renewable energy power generation devices, setting up recycling bins, communicating with parents via electronic devices and conducting multiple education activities, so as to strengthen students' awareness of environmental protection.

School's Major Concerns:

- (1) Enhancing the effectiveness of cross-curricular learning and teaching; and promoting students' comprehensive learning abilities
- (2) Nurturing "Kei Wai's Kids" priority values; and living a healthy life.

Learning and Teaching Plan

Learning & Teaching Strategies:

- (1) We make good use of IT to promote Self-directed Learning, and integrate Brain-based Learning to enhance classroom participation. Based on the data obtained from the pre-task, we conduct teaching of high-order thinking. Furthermore, we strengthen Pre-lesson and Extended Reading in various subjects to improve learning efficacy.
- (2) Our curriculum is equipped with school-based learning materials. We also install storybook teaching, mBOT STEAM course and interdisciplinary courses to enrich students' learning experiences.
- (3) Through diversified Life-wide Learning activities, we enrich students' learning experience and enhance their communication, problem-solving and collaboration skills.
- (4) We adopt the 'three-tiered implementation mode of gifted education', and constantly promote the popularization of gifted education in each subject. There are multiple gifted training classes to help develop students' personal potentials, to enhance their diverse talents, and to promote holistic development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In response to the renewed focus on the Primary Education Curriculum, our school has adjusted the lesson timetable in the 2023 school year, so that our students can conduct classroom learning in various subjects in the morning; and two school-based lessons – Children's Fun Time, in the afternoon, aiming to create space for students and carry out diverse and balanced school-based activities. The afternoon school-based lessons include a tutorial, in which teachers can follow up on students' homework; while another lesson involves multiple activities to develop students' different expertise: sports activities 'Dynamic World', 'Reading for Joy', board games, subject-themed activities, value education activities, outings/visits or STEAM activities, etc. Such adjustment enables our school to not only enrich students' diversified learning experience, but also organise students' learning time inside and outside the classroom more flexibly, so as to promote whole-person development of students.

Development of Generic Skills:

The feature of our curriculum: Competence-led, our school is dedicated to developing students' basic skills (communication, mathematics, information technology), thinking skills (critical thinking, creativity, problem-solving), and personal and social skills (self-management, self-learning, collaborative ability).

Cultivation of Proper Values, Attitudes and Behaviours:

Cultivating students' priority values; andnurturing them to live a healthy life. Through the environment setting and lunchtime activities, students' understanding of mental health and relief methods are enhanced. In addition, the Guidance and Discipline activities (including Growth Lesson, Morning Assembly Sharing, Weekly Assembly, Service Learning, Classroom Teaching, Seminars, Inter-class competitions) are integrated with the Fruit of the Holy Spirit and the characteristics of "Kei Wai's Kids" so as to cultivate students' priority values bystages and live a healthy life.

Student Support

Whole School Approach to Catering for Learner Diversity:

Providing learning, emotional and social skills supports to students with special educational needs. Recommending more able students to attend the gifted education programmes such as languages, mathematics and science.

Whole School Approach to Integrated Education:

- (1) Recruiting professionals and buying specific services to support students with special educational needs by Learning Support Grant and the Enhanced School-based Speech Therapy Service.
- (2) Promoting inclusive school environment by teachers' professional development, parents' education and other inclusive school culture activities.

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:

We cater for students' needs by making use of different teaching strategies, assignments and assessment adjustment measures.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We have a well organised Parent-Teacher Association. Parents support school policies, give constructive opinions and take part in different school activities. Parents help school development in various aspects, strengthen home-school co-operation.

School Ethos:

Upholding the spirit of Christ and uniting Discipline and Guidance, we establish a positive and caring culture to meet the needs of students' growth. Our students are of good conduct, proactive, courageous, willing to serve, able to face challenges, and possess correct values. Through family-school cooperation, parents and teachers jointly cultivate our students to be 'Kei Wai Kids' with positive traits.

Future Development

School Development Plan:

- (1) The curriculum of our school is competency-oriented. We place priority on developing students' self-directed learning ability, multiple intelligences and generic skills, with the aims of equipping students with 'Learning to Learn', and laying a solid foundation for life-long learning.
- (2) We highly regard religious education and value education, cultivating students' whole-person development, so that students possess good moral character and a healthy mind, body and soul. We also nurture them to be persons who love life, love God and others.
- (3) Our school makes good use of information technology to conduct interactive teaching, so as to stimulate students' learning motives and provide instant lesson feedback based on their learning data. Besides, all subjects utilise the online platform to promote diversified forms of assignments, so that we can review students' learning effectiveness comprehensively.

Teacher Professional Training & Development:

In line with the development direction of the school, teachers are committed to further study in different areas to enhance their professional quality. In addition, teachers also strive to improve their teaching effectiveness through conducting lesson studies, learning circles, exchange lessons, sharing sessions, etc. so as to build up the school as a sustainable learning team.

Others

- 1. The English Department implements the "Space Town Literacy Programme" in junior forms. The teaching of reading competency has been enhanced through the earlier introduction of guided reading and writing. In this programme, communicative language learning is the main focus, where the four skills are taught interactively and real-life situations are experienced in the classroom.
- 2. The Chinese Department promotes storybook teaching at all levels to cultivate students' reading habits and enable students to master Chinese language skills through story teaching.
- 3. Our school implements the "Bring Your Own Device" Learning Plan for Primary 4 to 6 students.
- 4. Our school received funding from the Quality Education Fund for installing interactive touch screens in all classrooms to enhance the effectiveness of interactive teaching.



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POA School Net No.

### School Information

| Supervisor / Chairman of Management Committee   | School Head                       | Incorporated Management Committee | School Type                                     | Student Gender | Religion                         |
|---|-----------------------------------|-----------------------------------|---|----------------|----------------------------------|
| Rev. So Shing Yit Eric  | Ms. Ho Po Ling                    | Established                       | Aided Whole Day                                 | Co-ed          | Protestantism / Christianity     |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |                                   |                                   |   |                | 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 Council of The Church of Christ In China  | Loyalty, Honesty, Love, Diligence | 1984                              | Chinese   | School Bus     | About 6200 Sq. M                 |
| Through-train / Feeder / Nominated Secondary School   |                                   |                                   | Past Students' Association / Alumni Association |                | Parent-Teacher Association (PTA) |
|   |                                   |                                   | Yes   |                | Yes                              |
| 4Rs Mental Health Charter   | 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    | Approved Charges \$320                  | -                    |

### School Facilities

| No. of Classroom(s)  | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others  |
|--|----------------------|-----------------------|---------------------|---|
| 30   | 2                    | 1                     | 1                   | Cultural Square, Solar Panel System, Skyline Garden, Organic Farming Area, Small Observatory, Smart Library, History and Culture Gallery. |
| Special Room(s)  |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs  |
| Student activity center, Multi-purpose Area, Campus TV Production Room, Science Room, Art & Craft Room, 2 Music Rooms, Computer Room, STEAM Laboratory, Study Rooms, English Reading Room, Aerospace Room. |                      |                       |                     | Ramp and Accessible lift.   |

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

|  |                 |                                    |                            |  |             |                   |
|--|-----------------|------------------------------------|----------------------------|--|-------------|-------------------|
| Number of teaching posts in the approved establishment |                 |                                    | 57                         | Total number of teachers in the school |             | 61                |
| Qualifications and professional training (%)           |                 |                                    |                            | Years of Experience (%)                |             |                   |
| Had Received Teacher Training                          | Bachelor Degree | Master / Doctorate Degree or above | Special Education Training | 0 - 4 years                            | 5 - 9 years | 10 years or above |
| 93%  | 100%            | 38%                                | 68%                        | 13%                                    | 7%          | 80%               |

### Class Structure

|   | P1  | P2 | P3 | P4 | P5 | P6 | Total |
|---|---|----|----|----|----|----|-------|
| 2024/2025 school year   | No. of classes  | 5  | 5  | 5  | 5  | 5  | 30    |
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) | No. of classes  | 5  | 5  | 5  | 5  | 5  | 30    |
| Mode of teaching at different levels  | The school provides students with different learning experiences through various teaching strategies such as creative thinking, model method teaching and project learning. |    |    |    |    |    |       |
| Remarks   |   |    |    |    |    |    |       |

### Performance Assessment

|   |  |  |   |   |     |
|---|--|--|---|---|-----|
| Number of test(s) per year (P1 only)  | 1  | Number of exam(s) per year (P1 only)       | 1 | Replace tests and examinations with diversified assessments in the first term of P1 | Yes |
| Number of test(s) per year (P2 to P6 only)  | 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   | To develop students' critical thinking and reflection skills through self-assessment, peer assessment, parent assessment and teacher assessment. |  |   |   |     |
| Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays   |  |  |   |   | Yes |
| Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance   |  |  |   |   | Yes |
| Streaming arrangement   | Mixed-ability classes and one to two classes on each grade from P.1 - P.3 with Putonghua as medium of instruction.                               |  |   |   |     |

### 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                        | 8:40 AM  | 3:45 PM        | 1:15 PM - 2:15 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks  |                |                   |
| Provided by designated supplier and arranged by parents. | Lunch meal monitoring group, physical fitness mental health and healthy eating programs. |                                | The school provides various activities in moral and personal growth education and launches programs to develop students' reading habits. The school also arranges after lunch activities such as music performances, story telling sessions and game stalls. |                |                   |

Life-wide Learning

In order to enrich students' learning experiences, the school provides Future Engineering Lessons. "Afternoon Fun" and enrichment programs. The school provides various extra-curricular activities such as orchestra, dancing, choir, athletic, swimming, badminton, football, fencing and African Drum team. To broaden students' horizons with various visits, activity days and study tours.

School Mission

It is the mission of our school to strive to provide the best quality education for our students. We strive to create a happy learning environment which promotes the development of multiple intelligences in our students. Such an environment helps our students in the cultivation of self-confidence, self-discipline and self-learning. In line with the mission of our Church of Christ in China, our school strives to foster the formation of a well-rounded character in our students, encouraging students to actively participate, possess positive values and be able to discern right from wrong.

School Characteristics

|   |
|---|
| School Management   |
| School Management Organisation:<br>Administrative and subject panel groups are established.   |
| Incorporated Management Committee / School Management Committee / Management Committee:<br>Incorporated management committee (IMC) was established in 2006. IMC members play important roles in the school development so as to provide students with quality education.  |
| School Green Policy:<br>1. The school provides green facilities such as recycle bins and organic farming areas. Waste recycling activities are regularly launched.<br>2. To enhance students' environmental consciousness with the school-based curriculum concerning environmental protection.   |
| School's Major Concerns:<br>1. Promote innovation and technology in education to cultivate students' creativity and problem-solving skills<br>2. Promote values education to cultivate students' national identity, proper values and attitudes   |
| Learning and Teaching Plan  |
| Learning & Teaching Strategies:<br>The school provides school-based curriculum in different subjects. Comprehensive programs are implemented to promote students' problem-solving and collaboration skills.   |
| Development of Major Renewed Emphases of the Primary Education Curriculum:<br>Making good use of learning time and creating space to enrich life-wide learning experiences; reinforcing STEAM and aerospace education through school based curriculum and various activities; promoting e-learning and nurture students' media and information literacy; developing lifelong learning capabilities through cross-curricular learning and reading across the curriculum; enhancing assessment literacy for promoting learning and teaching effectiveness; cultivating positive values and attitudes. |
| Development of Generic Skills:<br>Project learning activities are carried out each year.  |
| Cultivation of Proper Values, Attitudes and Behaviours:<br>- To launch the School Based Award Scheme & the School Based Service Learning Program;<br>- To conduct Moral & Personal Growth Education Lessons/Activities;<br>- To promote positive values and attitudes through various displays in the campus;<br>- To facilitate national identification through moral and personal growth education, Chinese and General Studies, the organization of flag raising team and national ambassadors.  |
| Student Support   |
| Whole School Approach to Catering for Learner Diversity:<br>Enrichment and enhancement programs for students with different learning needs.   |
| Whole School Approach to Integrated Education:<br>Remedial learning groups, training on social skills, individual education plan, teaching adaptation and assessment accommodation, school-based speech therapy service is provided to support students with SEN.   |
| Education Support for Non-Chinese Speaking (NCS) Students:<br>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:<br>Multiple teaching strategies and task design for students with different learning needs.  |
| Home-School Co-operation and School Ethos   |
| Home-School Co-operation:<br>Parent-Teacher Association was established in 1995. There is a good partnership between parents and the school.  |
| School Ethos:<br>A positive culture has been developed in the school. Teachers teach students with love and care. The school provides platforms for developing students' potential to the fullest.  |
| Future Development  |
| School Development Plan:<br>Develop good character.<br>Spread the Christian principles.<br>Empower our students to stretch their full potential.<br>Nurture students to become caring and responsible citizens.<br>Establish a high quality learning and teaching environment.<br>Equip our students to achieve success in the pluralistic society.<br>Development plan:<br>- Promote innovation and technology in education to cultivate students' creativity and problem-solving skills<br>- Promote values education to cultivate students' national identity, proper values and attitudes       |
| Teacher Professional Training & Development:<br>To develop the school as a learning community and encourage professional sharing among teachers.  |
| Others  |
| Outstanding awards in open and inter-school competitions of music, dance, athletics, swimming and fencing over the years.   |





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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. Leung Yee Mei   | Ms. Ng Ching Ha              | Established                       | Aided Whole Day                                 | Co-ed                 | Catholicism                      |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |                              |                                   |   |                       | 43%                              |
| Name of Sponsoring Body   | School Motto                 | Year of Commencement of Operation | Medium of Instruction                           | School Bus            | Area Occupied by the School      |
| The Catholic Diocese of Hong Kong   | Courage, Wisdom and Kindness | 1980                              | Chinese (incl. Putonghua) and English           | School Bus; Nanny van | About 4100 Sq. M                 |
| Through-train / Feeder / Nominated Secondary School   |                              |                                   | Past Students' Association / Alumni Association |                       | Parent-Teacher Association (PTA) |
|   |                              |                                   | Yes   |                       | Yes                              |
| 4Rs Mental Health Charter   | Yes                          | Whole School Health Programme     |   | Action School         |                                  |

2025/2026 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|------------|----------|---------|---|----------------------|
| -          | -        | \$60    | \$300                                   | -                    |

School Facilities

| No. of Classroom(s)  | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others   |
|--|----------------------|-----------------------|---------------------|--|
| 24   | 2                    | 1                     | 1                   | Fun Fun Playground, Love Farm - an organic farmland, student activity room, a labyrinth garden - a tool for developing Life-education. |
| Special Room(s)  |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs   |
| English Room, Music Room, Computer Room, Science Room, Art Room, IRTF Room, Multi-purpose Room, Campus TV, Theme-based Reading Room. |                      |                       |                     | Ramp and Accessible lift.  |

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

|  |                 |                                    |                            |  |             |                   |
|--|-----------------|------------------------------------|----------------------------|--|-------------|-------------------|
| Number of teaching posts in the approved establishment |                 |                                    | 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 |
| 100%   | 100%            | 27%                                | 76%                        | 18%                                    | 30%         | 52%               |

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  |  | Elements of gifted education are immersed in classroom teaching; Small-class teaching and cooperative teaching in P.1-P.6; Emphasis on developing students' trilingual and biliterate abilities, and generic skills; DTS Programme in P.1-P.2; Putonghua is used as the medium of instruction in the Chinese Language lessons in P.1-P.4. |                |    |    |    |    |    |       |
| Remarks   |  | Besides the core curriculum, there are weekly assemblies & Moral Education lessons. In the afternoon, there are tutorial sessions: 'Rainbow Talent Programme' & Supported Reading Time to facilitate pupils' personal and intellectual growth. Visits of various natures will be arranged to enrich pupils' learning experience.          |                |    |    |    |    |    |       |

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   | Continuous assessments including formative and progressive assessments evaluate students' performance in knowledge, skills and attitudes. Each subject utilizes diverse assessment methods to assess students' theory skills and practical performance. Special arrangements are given to students with special learning needs during exams. |   |  |  |   |   |     |
| 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 amongst Class A, B, C & D. (P.1-P.6).  |   |  |  |   |   |     |

School Life

| No. of school days per week                              | No. of periods per day  | Duration of each normal period | School starts at  | School ends at | Lunch break       |
|--|---|--------------------------------|---|----------------|-------------------|
| 5 Days   | 7   | 35 mins                        | 8:30 AM   | 3:30 PM        | 1:15 PM - 2:15 PM |
| Lunch arrangement  | Healthy school life   |                                | Remarks   |                |                   |
| Provided by designated supplier and arranged by parents. | 1. Our school participates in the "sportACT" program to enhance students' mental and physical qualities.<br>2. We require the school lunch supplier to provide everyday lunch with cereal, vegetables and meat at the ration of 3:2:1.<br>3. We implement the "One Student One Sport One Art" policy, "Positive Education" and "Mindfulness training" to develop students' various abilities and character strengths. |                                | The school implements the "One Student One Sport One Art" programme. We provide students with various activities to cultivate their diverse abilities, such as English Drama Club, Orchestra, Chinese Folk Dance, Choir, Track and Field Team, Fencing Team, along with various ball games and uniform teams. And our school's English Drama Team has won the Hong Kong School Drama Festival "Adjudicators' Award" for four years. |                |                   |

Life-wide Learning

Outdoor Learning Day, Parent-Child Sports Day, P.5 Educational Camp, All-round Education Week, English Drama, Orchestra, Chinese Folk Dance, School Choir, Brownies, Cubs, Scouts, CYC, Environmental Protection Ambassador, Putonghua Ambassador, English Ambassador, Health Ambassador, Young Pioneers of Christ, Catholic Society, Science Club, Debate Club, Swimming Team and various sports teams.

School Mission

Jesus Christ is our model. We make every effort to evangelize and guide our students to understand God's Commandments. We emphasize the fostering of students' courage in morality, cognitive development and virtue of kindness. We show concerns towards the professional development of our teaching staff. We strengthen the connection with parents and work together in assisting our students to familiarize our Home Country and care for the benefit of human being.

School Characteristics

School Management

School Management Organisation:

The school is managed by the Incorporated Management Committee and led by the principal. The two vice-principals together with the administrative teachers take charge of the school administrative work in designated functional teams for school development.

Incorporated Management Committee / School Management Committee / Management Committee:

These include the School Supervisor, the Principal, other members from the education sector, teacher, parent, alumni and independent managers.

School Green Policy:

- 1. We got the Gold Award of "Cherish Water Campus" Integrated Education Programme - Primary School (2023/24 School Year).
- 2. We are the champion of the 2nd Hong Kong Green School Award. We implement the 4/Rs green policy. We focus on Environmental Protection Education and various activities are carried out to enhance students' awareness of environmental protection such as collecting recycling paper with the help of the Environmental Protection Ambassadors.
- 3. We carry out organic plantation. Our school has participated in a number of environmental protection programs and has won several green campus accreditations and awards.

School's Major Concerns:

- 1. Continuously optimize teaching and learning strategies to enhance students' motivation, deepen their creative thinking, and improve their communication skills.
- 2. Develop students' positive character traits of "filial piety and gratitude," "making good use of talents," and "discernment and prudence," nurturing them to become "Chai Tian individuals" with life wisdom and the ability to distinguish right from wrong.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Emphasize enhancing students' language abilities through the implementation of the trilingualism and bi-literacy policy. Putonghua is adopted as the medium of instruction in Chinese Language lessons.
- 2. Diversified teaching strategies such as cooperative learning and service learning are adopted to let students think, discuss and explore, in conjunction with goals of encouraging students to learn actively, to self-construct knowledge and have the capabilities and the appropriate values and attitudes in every aspect developed.
- 3. Strengthen students' communicative skills through small class teaching and conduct lesson study in the four core subjects: Chinese, English, Maths and General Studies to enhance the efficiency of learning and teaching.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Strive to develop students' positive values and attitudes.
- 2. Adopt a student-centered learning and teaching paradigm, using diversified teaching strategies and assessments, and developing innovative school-based curricula.
- 3. Incorporate comprehensive curriculum planning, enabling students to connect different key learning areas and to engage in interdisciplinary learning, enriching students' comprehensive learning experiences and fostering whole person development.
- 4. Further enhance the school-based STEAM curriculum, cultivating students' scientific and technological literacy and interest in inquiry.

Development of Generic Skills:

Students' learning and generic skills are enhanced through diversified learning activities, such as project-based learning, collaborative learning, self and peer evaluation, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

We strive to develop students' positive values and attitudes through organizing numerous religious activities, conducting Personal Growth Education lessons, implementing Moral and Civic Education Programmes and promoting Positive Education and Mindfulness Training.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. In order to offer the students a lot of exposure and learning opportunities, we made good use of the 'Rainbow Talent Programme' .
- 2. Pull-out gifted programmes are organised in Chinese, English and Maths subjects to further develop students' talents.
- 3. Personal Growth Programme is launched to equip students with the necessary social and learning skills.

Whole School Approach to Integrated Education:

- 1. Our school sets up the 'Student Support Team' and adopts 'The Whole School Approach' to cater for students' diverse learning needs.
- 2. Remedial classes are provided for students with learning difficulties.
- 3. Personal growth programme is launched to equip students with the necessary social and learning skills.
- 4. School-based speech therapy service and 'Individual Education Plan' are arranged to provide assistance to students in need.
- 5. Adjustments in homework and assessments are given to cater learning diversity.
- 6. Arrange parent education including training workshops and parents' talks.

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

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

Curriculum Tailoring and Adaptation:

- 1. Modified assignments and assessments are adopted to take care of students with specific educational needs.
- 2. Designing differentiated learning tasks through tiered assignments to assist and facilitate students' learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents are our precious assets and we value them highly. Our PTA co-operates with the school to organize various students' activities, parents' education activities and interest classes. We also have regular Parents Talks, Parents Education Workshops, School Newsletters, Parents Lesson Observation and Parents Volunteers to increase the communication and tighten the bond between parents and the school.

School Ethos:

Our school is committed to providing a caring, loving and sharing learning environment to our students and to promote a harmonious teacher-student learning atmosphere. We also put remarkable effort in promoting moral education. Our students have been performing exceptionally good in conduct and manner.

Future Development

School Development Plan:

- 1. Expand learning boundaries, inspire creativity, and cultivate 21st-century competencies in students.
- 2. Implement school-based value education, shape positive character traits in students, and promote holistic development of body, mind, and spirit.

Teacher Professional Training & Development:

Teachers are eager to participate in different training and workshops. Also, our school organizes various school-based professional training workshops, lesson collaborative planning, peer lesson observation to enhance the effectiveness of learning and teaching.

Others

- 1. Our school has been accredited and admitted to the 'Quality Assessment Management Accreditation Scheme' in the years 2011-2025.
- 2. We highly emphasize enhancing students' English language proficiency and our students' English language abilities are continuously improving. Our English Drama Team has won the "Adjudicators' Award" in the School Drama Festival for four years.
- 3. We offer bridging courses for the Pre-Primary One students to help them better fit into their Primary School life.
- 4. Secondary School Bridging Program is organised to prepare our Primary five and six students for their Secondary school life.
- 5. 'Happy learning every day; We are students in CWK.' is what we strive to achieve.





## School Information

| Supervisor / Chairman of Management Committee   | School Head                         | Incorporated Management Committee | School Type                                     | Student Gender | Religion                         |
|---|-------------------------------------|-----------------------------------|---|----------------|----------------------------------|
| Mr. Ho Ho Leung   | Mr. Wong Kai Lun Marcus             | 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 |                                     |                                   |   |                | 42%                              |
| Name of Sponsoring Body   | School Motto                        | Year of Commencement of Operation | Medium of Instruction                           | School Bus     | Area Occupied by the School      |
| The Emmanuel Church   | Respect God and Love Your Neighbour | 1956                              | 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 |
|------------|----------|---------|---|----------------------|
| -          | -        | \$30    | -                                       | -                    |

## School Facilities

| No. of Classroom(s)   | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others   |
|---|----------------------|-----------------------|---------------------|--|
| 6   | 1                    | 1                     | 1                   | Reading Corner, Server Room, Farmland, Air-conditioned classrooms.   |
| Special Room(s)   |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs |
| Multi-media Language Centre, Lecture Theatre, Common Room, Activity Room, 3 Teaching Resources Rooms, Counselling Room, Outdoor Sport playground. |                      |                       |                     | Accessible toilet.   |

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

|  |                 |                                    |                            |  |             |                   |
|--|-----------------|------------------------------------|----------------------------|--|-------------|-------------------|
| Number of teaching posts in the approved establishment |                 |                                    | 16                         | Total number of teachers in the school |             | 20                |
| 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 |
| 85%  | 95%             | 30%                                | 73%                        | 30%                                    | 20%         | 50%               |

## Class Structure

|   | P1   | P2 | P3 | P4 | P5 | P6 | Total |
|---|--|----|----|----|----|----|-------|
| 2024/2025 school year   | No. of classes   | 1  | 1  | 1  | 1  | 1  | 6     |
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) | No. of classes   | 1  | 1  | 1  | 1  | 1  | 6     |
| Mode of teaching at different levels  | To cater for student diversity, intensive remedial teaching program of subjects, Chinese, English and Mathematics, is offered to students with needs. Besides, the NET and local English teachers have different learning activities with students in the classes and after classes. Small class teaching and advanced classes are available for students in different 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) | 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. Students' self, interpersonal and parent assessments are used to reflect the students' performance. |  |   |   |     |
| Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays   |   |  |   |   | Yes |
| Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance   |   |  |   |   | Yes |
| Streaming arrangement   |   |  |   |   |     |

## School Life

| No. of school days per week                              | No. of periods per day  | Duration of each normal period | School starts at  | School ends at | Lunch break        |
|--|---|--------------------------------|---|----------------|--------------------|
| 5 Days   | 10  | 25 mins                        | 8:00 AM   | 3:15 PM        | 12:35 PM - 1:35 PM |
| Lunch arrangement  | Healthy school life   |                                | Remarks   |                |                    |
| Provided by designated supplier and arranged by parents. | We set up our own healthy policy, and encourage participation in healthy eating promotion projects, e.g. Joyful Fruit Day and Protect Our Back Programme. |                                | Multi-intelligent classes are set up on Tuesday. English Tuesday as weekly practice. New Life Wide Learning sessions on Wednesday and Thursday. Moral and value education and Personal growth education are on Friday and school ends at 2:25 p.m. We have Story-telling King and Queen, School TV Channel, variety games, Treasure Island during the lunch time. (Other specific activities during the school year.) |                |                    |

Life-wide Learning

We have Putonghua DJ, Chinese Juggling, English Elite Group, Chinese speaking skills classes, Variety Ball team, Dancing, Choir, Field & Tracks, Table Tennis, Gospel Magic, Scout, CYC, Student Fellowship, Junior Environmental Protection Pioneer, Computer, Drama time, Junior Scientists, Junior Master Chef, Arts and Crafts, Skipping Club, Hand Chimes and STEM model making group. (Other specific activities along different school year.)

School Mission

The school was founded by Emmanuel Church. Based on our mission "Respect God and Love Your Neighbour", we focus on all round development of our pupils. In addition to academic studies and moral education, we would help to develop the potentials and talents of the pupils. We aim at nurturing our pupils to be good citizens and directing them to contribute to the society.

School Characteristics

School Management

School Management Organisation:

Founded by Emmanuel Church, the school supervisor and managers are appointed by Church Committee.

Incorporated Management Committee / School Management Committee / Management Committee:

Set up of Incorporated Management Committee.

School Green Policy:

There is a ten thousand feet field for the pupils to have organic farming activities and for weekend family farming. Environmentally Friendly Ambassadors are recruited to encourage pupils to participate in different environmentally-friendly activities and enhance their awareness on protecting the environment.

School's Major Concerns:

#1 Foster a healthy school environment and cater for the needs of body-mind-soul development so as to foster the development of a healthy lifestyle of students.

#2 Encourage students to broaden their horizons and expand their potential through diverse experiences.

Learning and Teaching Plan

Learning & Teaching Strategies:

Double-lessons arrangement enhances the flexibility of lesson planning. Through the cross curriculum activities, outings and interviews enrich the pupils' learning experience. We have school based project learning every year. The lower level of English learning is school based curriculum with story based and RWI phonic skills. The higher level English learning is enriched by drama and puppetry class. There is small-class teaching practice in the school to promote better learning. Deployment of two class teachers in each level in order to nurture our pupils academically and emotionally. Full time Native English teacher fosters the opportunities for pupils to learn English in daily aspect.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school emphasizes the development of students' multiple intelligences. Scheduling "multiple intelligence classes" on the timetable, the school also focuses on developing students' strengths and intelligence, in order to enhance their confidence, self-image and values education and to cater their diversity and promote teaching effectiveness.

Development of Generic Skills:

Through variety of lessons and extra-curricular activities to develop the nine generic skills of the pupils.

Cultivation of Proper Values, Attitudes and Behaviours:

The school cultivates the proper values, attitudes, and behaviors of students through school-wide participation. Various seminars, workshops, booth games, and festival activities related to national conditions and national security education are arranged by the school during different time periods to cultivate students' patriotism. The school also arranges students to take turns to be responsible for the flag-raising ceremony once a week and on important days, in order to deepen their experience of patriotism. The counseling team also sets up reward programs such as "Star of the Month" and "Principal's Appreciation Award" to encourage students who have outstanding performances in different character traits and attitudes.

Student Support

Whole School Approach to Catering for Learner Diversity:

Catering learning diversities by setting up different remedial and learning groups. For example, remedial schemes on language learning, Lego group, P.1 adaptation classes, Senior reading and writing groups, homework support groups, "Small Steps Achievement" learning groups, Memory enhancing group, Resilience supporting group, Emotion and social skills developing groups and summer remedial class. Aim to promote pupils' learning motivation and further reduce the learning differences among pupils. In additional, we also offer learning, homework and assessment adaptation services for pupils with special educational needs.

Whole School Approach to Integrated Education:

We are working hard to promote "inclusive culture" and using Whole School Approach to assist pupils with special educational needs. The Student Support Team uses different allowances flexibly. We provide training on social skills, school-based speech therapy service, individual education plan, mechanism in soliciting parents' views and discussion on student progress through phone communication and meetings during the year. In addition, we have arranged social skills and reading groups for NCS students with SEN in order to assist their adaptation in the school.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school. To provide appropriate support for non-Chinese speaking students, we have hired a support teacher to provide individual Chinese language support, including homework assistance and picture book teaching to help students effectively learn Chinese. In addition, we have also purchased a writing course to enhance the writing skills of non-Chinese speaking students. Apart from academic support, the school also provides inclusive cultural activities, such as Lunar New Year celebrations, Cantonese opera activities and tea art, all of which allow non-Chinese speaking students to learn Chinese culture.

Curriculum Tailoring and Adaptation:

Chinese and English Quizzes contain challenging bonus parts, senior levels include Mathematics in English and problem solving. Introducing RWI from Britain to enhance children's phonetic skills, equipping them with the skills to read and write by themselves. School-based curriculum is designed with authentic English literature and e-learning elements. Senior levels include drama classes in the lesson. Chinese and English Early Bird Word Clubs provide the opportunity for children to learn at their own pace. Lower Chinese has prepared different levels support and aims to better learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association works as a bridge between the school and parents to maintain smooth communication. Through different means, the school visions are presented to the parents. Parent volunteers activities enhance the cooperation of the school and families. Planning of Parent-Children activities and Parents' workshops broaden the opportunities for parents to understand their sons and daughters.

School Ethos:

Little Teachers' Scheme, House Members' Scheme and Prefects' training camps provide opportunities for the senior pupils to take care of the junior ones. It fosters the sense of belonging to the school and the tradition of love, care and team spirit within the school. Series of Secondary School Attribution meetings are organized for pupils and their parents. Primary One Orientation Day, Adaptation weeks and parents' meetings.

Future Development

School Development Plan:

#1 Foster a healthy school environment and cater for the needs of body-mind-soul development so as to foster the development of a healthy lifestyle of students.

#2 Encourage students to broaden their horizons and expand their potential through diverse experiences.

Teacher Professional Training & Development:

Encourage teachers to participate in active and focused professional training, attend educational seminars, workshops, sharing and activities. Arrangement of co-planning lessons and lesson observations between teachers.

Others

We focus on questioning in the class and aim to development critical thinking and creativity.

"Cooperative learning" among students is actively used by teachers to enhance students' knowledge, their interpersonal relationship and the responsibility of learning by themselves.

At the same time, communication skills and social skills are developed.

All pupils in our school are provided opportunities to use English in their daily life happily.



# 香港道教聯合會圓玄學院石圍角小學 H.K.T.A. The Yuen Yuen Institute Shek Wai Kok 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. Chiu Yiu Nin  | Ms. Kwok Man Lai                    | Established                       | Aided Whole Day                                 | Co-ed          | Taoism                           |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |                                     |                                   |   |                | 100%                             |
| Name of Sponsoring Body   | School Motto                        | Year of Commencement of Operation | Medium of Instruction                           | School Bus     | Area Occupied by the School      |
| Hong Kong Taoist Association  | Grasp Principles, Cultivate Virtues | 1982                              | Chinese   | School Bus     | About 4486 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     |   |                |                                  |

## 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  |
|---|----------------------|-----------------------|---------------------|---|
| 24  | 2                    | 1                     | 1                   | Organic Garden, Fish Pond, Meeting Room, Reception Room, Collaborative Teaching Room. |
| Special Room(s)   |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs                  |
| Information Technology Learning Centre, Music Room, Multifunctional Activity Centre, English Room, STEMaker Space, CampusTV, Aviation World, STREAM Playground. |                      |                       |                     | Accessible lift and Speech Therapy Room.  |

## 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%            | 29%                                | 71%                        | 13%                     | 20%                                    | 67%               |    |

## Class Structure

|   | P1   | P2 | P3 | P4 | P5 | P6 | Total |
|---|--|----|----|----|----|----|-------|
| 2024/2025 school year   | No. of classes   | 1  | 2  | 2  | 3  | 3  | 14    |
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) | No. of classes   | 1  | 1  | 2  | 2  | 3  | 12    |
| Mode of teaching at different levels  | Small class teaching for P.1-P.6. Remedial classes are arranged to cater for individual learner diversity. |    |    |    |    |    |       |
| Remarks   |  |    |    |    |    |    |       |

## Performance Assessment

|   |  |  |   |   |     |
|---|--|--|---|---|-----|
| Number of test(s) per year (P1 only)  | 0  | Number of exam(s) per year (P1 only)       | 0 | Replace tests and examinations with diversified assessments in the first term of P1 | Yes |
| Number of test(s) per year (P2 to P6 only)  | 0  | Number of exam(s) per year (P2 to P6 only) | 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 assessments<br>2. Subject-based project learning<br>3. Self and peer 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   | Elite classes in P.5-P.6.  |  |   |   |     |

## School Life

| No. of school days per week                              | No. of periods per day   | Duration of each normal period | School starts at   | School ends at | Lunch break        |
|--|--|--------------------------------|--|----------------|--------------------|
| 5 Days   | 9  | 35 mins                        | 8:00 AM  | 3:10 PM        | 12:35 PM - 1:30 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks  |                |                    |
| Provided by designated supplier and arranged by parents. | The Hong Kong Healthy Schools Award Scheme 2017: Healthy Schools Award (Silver) awarded by World Health Organisation (WHO) Western Pacific Region, CUHK. The School "Nutri-agent" Project, Morning Exercise, Eye Exercise, Recess Exercise, Joyful Fruit Day, Fitness Day. |                                | 1. After School Enhancement Programmes for students with marginal grades.<br>2. After School Care Programme and Homework Tutoring Classes.<br>3. After School Students Support Groups.<br>4. After School English Interest Groups.<br>5. Language Therapy. |                |                    |

Life-wide Learning

- 1. By promoting diversified activities, students can participate widely through rich learning experiences, whilst cultivating their self-management habits.
- 2. By providing different kinds of intra-school activities, extracurricular activities and training opportunities, students' self-confidence and learning effectiveness are enhanced.
- 3. Through engaging students with unique potential, interests and abilities to participate in different competitions, students' learning needs are further optimised and met in a well-rounded curriculum. This also supports individual learner needs and a student-centred approach to learning.

School Mission

Our vision is to provide within a nurturing and stimulating environment a well-balanced Taoist education. In accordance with our motto "Grasping Principles, Cultivating Virtues", we are dedicated to developing students into responsible, knowledgeable and compassionate citizens. Through the all-round moral, intellectual, physical, social and aesthetic development, students are imbued with sound moral values and remarkable academic achievements in holistic education.

School Characteristics

School Management

**School Management Organisation:**  
Incorporated Management Committee manages our school and formulates school policies. The principal is authorised to administer the school.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
Incorporated Management Committee was established on 31st August 2007.

**School Green Policy:**  
1. Set up waste recycling bins and Each class has an environmental protection ambassador.  
2. Participate in the "Solar Harvest" Solar Energy Support Scheme organized by the Electrical and Mechanical Services Department.

**School's Major Concerns:**  
1. Diversified Learning and Teaching Approaches: Enhance students' learning effectiveness through diversified learning and teaching methods.  
2. Strengthen Civic and Moral Education: Cultivate positive values in students by emphasising citizenship and character education.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
1. Create an English-immersive environment to enhance students' interest and proficiency in the language.  
2. Promote STREAM (Science, Technology, Reading, Engineering, Art, and Mathematics) education to foster creative problem-solving skills.  
3. Develop self-directed learning abilities to encourage active learning and independent inquiry.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
To promote development of 21st-century talents and good citizenship, subjects are integrated and organically connected. (1) The English department has 4 Native-speaking English Teachers (NETs) to endorse curriculum reforms at all levels and collaborate with the GS Department to design STREAMaker Projects. (2) Interdisciplinary project exploration is implemented at various levels, using the "POE Trilogy" approach (Predict, Observe, Explain) as an inquiry-based learning strategy, enabling students to acquire knowledge and skills through hands-on experiences. Extensive reading is emphasised to foster creativity, collaboration, and problem-solving abilities. (3) Throughout the academic year, school-wide moral education thematic activities are conducted, complemented by corresponding subject area teaching content, aiming to cultivate students' positive character traits.

**Development of Generic Skills:**  
Science and technology and project studies in various subjects; enhance mathematical problem-solving abilities; information literacy awareness; group learning and collaborative activities; further develop biliteracy and trilingualism.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
1. Enhance awareness of Chinese culture to foster a sense of national identity.  
2. Optimise civic education to enhance core citizenship values.  
3. Strengthen collaboration between parents and schools to enhance parent-child relationships.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
1. Enhanced remedial teaching groups as well as counselling teaching groups are established. Additionally, after-school tutoring and various support programmes are provided.  
2. Small-class teaching and cooperative learning are implemented to cater for the diverse learning needs of students.  
3. To support newly arrived students in Hong Kong, the school offers adaptation programs, including English tutoring, personal growth lessons, and outdoor community exploration activities.

**Whole School Approach to Integrated Education:**  
The team oversees teaching and homework adjustments, along with subject support and small group teaching for various selected subjects. Our teachers are skilled at adapting plans for teaching and homework, which take into account individual pupil needs. Intervention groups are organised according to pupils' needs and resource availability. Our school includes Enhanced School-based Speech Therapy Service, Individual Education Plans, concentration and sensory training, fine motor skills training, and social and emotional support training. We also provide parent talks and workshops. The team liaisons with school-based educational psychologist provided by the EDB and external agencies to target the needs of SEN students and provide relevant adjustments effectively.

**Education Support for Non-Chinese Speaking (NCS) Students:**  
Our school provides additional support for NCS students to facilitate their 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.. Chinese language learning interventions are organised after school according to resources available.

**Curriculum Tailoring and Adaptation:**  
Tailored curriculum and adaptation according to our students' individual abilities to suit any learner diversity.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
1. A Parent-Teacher Association (PTA) is established, and regular meetings are held to promote collaboration and communication between the school and families.  
2. The school organizes various parent-child activities such as family trips and fun days to enhance communication between parents and their children.  
3. A parent volunteer team is in place to assist with large-scale school events such as English Day, Chinese Culture Day, and Sports Day, fostering a harmonious and close home-school partnership.  
4. Conduct parent education courses, seminars, and workshops to encourage parental participation and encourage continued self-enhancement.

**School Ethos:**  
1. Emphasis on quality student care, commitment, empathy and prudence.  
2. Carry out school-based counseling activities to cultivate students' good moral character.  
3. "Good Student Award Scheme" promotes students to strive for good moral and academic performance as well as maintaining good physical fitness.  
4. Multiple Student Service Teams which allow students with different strengths and abilities to help and support each other.

Future Development

**School Development Plan:**  
Chinese: Primary One "Picture Book Teaching"; Primary One to Three "Integrated Chinese Teaching in Putonghua," and school-based tiered support teaching.  
English: "Tailor-made and Unique" English learning process, as well as school-based phonics, and reading and writing programmes.  
Mathematics: Primary One and Two "Picture Book Teaching" and problem-solving strategies.  
General Studies: Implementation of STREAM activities, life skills lessons, and cross-curricular learning; Introduction of aerospace and VR courses. Primary One and Four "Primary Humanities" and "Primary Science".  
Moral Education: School-based thematic activities and moral education.  
Visual Arts: Thematic unit teaching.  
Information Technology: Programming lessons and collaboration with Hong Kong Baptist University on the "Code for Joy" programme.  
Physical Education: Martial arts classes and promotion of emerging sports.  
Music: Chinese orchestra, school-based musicals, and Cantonese opera appreciation and learning.  
Putonghua (Mandarin): Paired reading in Chinese and Putonghua, along with phonological awareness teaching.

**Teacher Professional Training & Development:**  
We continually strive to meet the needs of school-based development by creating space for teachers to continue professional development activities through courses and class observations. At the same time, teachers have expanded their teaching horizons and repertoires through participating in teaching research programmes. Moreover, our school promotes increased collaborative opportunities through teacher sharing and lesson planning in order to optimize learning and teaching.

Others

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# 海壩街官立小學 Hoi Pa Street Government 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. Shek Wai Haan, Kitty  | Ms. Tang Siu Kwan   | Not Applicable                    | Gov't Whole Day                                 | Co-ed          | Not Applicable                   |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |   |                                   |   |                | -                                |
| Name of Sponsoring Body   | School Motto  | Year of Commencement of Operation | Medium of Instruction                           | School Bus     | Area Occupied by the School      |
| Government  | Honesty, our foundation; Open-mindedness, our attitude; Innovation, our leverage; Perseverance, our spirit; Affection, our pursuit; Sincerity, our way. | 1961                              | Chinese   | -              | About 4000 Sq. M                 |
| Nominated Secondary School  |   |                                   | Past Students' Association / Alumni Association |                | Parent-Teacher Association (PTA) |
| Tsuen Wan Government Secondary School, Homantin Government Secondary School   |   |                                   | Yes   |                | Yes                              |
| 4Rs Mental Health Charter   | Yes   | Whole School Health Programme     |   | Action School  |                                  |

## 2025/2026 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|------------|----------|---------|---|----------------------|
| -          | -        | \$60    | School-based management Fee \$280       | -                    |

## School Facilities

| No. of Classroom(s)  | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others   |
|--|----------------------|-----------------------|---------------------|--|
| 30   | 1                    | 1                     | 1                   | Electronic Whiteboard, LED Wall, School Campus System, Infrared Temperature Measurement System.            |
| Special Room(s)  |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs                                       |
| Computer room, COOL-Think room, Art room, Music room, Dancing room, Student activity room, Language room, English room, Table-tennis room, Laboratory. |                      |                       |                     | Ramp, Accessible lift, Braille and tactile floor plan 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 |                 |                                    |                            | 54                      | 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%   | 98%             | 30%                                | 81%                        | 9%                      | 17%                                    | 74%               |    |

## 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 adopts various modes of teaching to encourage self-learning and inspire the students to think over. |    |    |    |    |    |       |
| 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   | As the objective of our assessment is to enhance the effectiveness of learning and teaching, there are three examinations set for whole year. Formative assessment of students' performance is incorporated in teaching. |  |   |   |     |
| Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays   |  |  |   |   | Yes |
| Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance   |  |  |   |   | Yes |
| Streaming arrangement   | For P.1-P.3, boys and girls are evenly distributed into 5 classes.<br>For P.4-P.6, the more able students with better academic performance are grouped into 2 classes, the rest are evenly distributed into 3 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                        | 8:15 AM          | 3:15 PM        | 12:30 PM - 1:30 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks          |                |                    |
| Provided by designated supplier and arranged by parents. | For the health of children, we run morning stretching exercise sessions regularly. The school has participated in Eatsmart Accredited Scheme. The school was received a Gold medal in 'Safe and Healthy Schools Scheme'. |                                |                  |                |                    |

Life-wide Learning

Programming Robot Club, Konghou, Science & Technology Elite Group, Chinese Orchestra, Basketball, Soccer, Swimming, Table Tennis, Mini-tennis, Volleyball, Dragon Dance, Harmonica Group, Rugby Group, Orchestra, Choir, Chinese Drum, Artistic Gymnastics, Rope Skipping Group, Boy Scout, Girl Guide, Track & Field, Flag Guards, CYC, Road Safety Patrol, JPC, ENGspire Reporters, Chinese Dance, K-Pop Dance Group, etc.

School Mission

To uphold the policy of education for all, we provide students with a pleasant learning environment where they can receive an all-round education in morality, intelligence, physique, social skill, aesthetics and spirit to prepare them to be responsible citizens.

School Characteristics

| School Management  |
|--|
| <b>School Management Organisation:</b><br>Our school based management committee (SMC) was set up in September 1999. The SMC has been established to manage, administer and operate the School, ensuring that fair, open and formal systems and procedures are in place.  |
| <b>Incorporated Management Committee / School Management Committee / Management Committee:</b><br>The management committee is composed of EDB representative, independent members from community, the Principal, teachers, parents and alumni representatives.   |
| <b>School Green Policy:</b><br>Our school adopted whole-school approach in adopting Green School Policy. All stakeholders experience our policy through different environmental activities. Our school has been awarded "15th Green School Silver Award", "16th Green School Golden Award" and "2018 Hong Kong Environmental Outstanding Award, Primary School, Merit".  |
| <b>School's Major Concerns:</b><br>1. Foster positive campus and practice healthy lifestyles.<br>2. Promote innovative technology education and optimize STREAM education.<br>3. Strengthen national identity.   |
| Learning and Teaching Plan   |
| <b>Learning &amp; Teaching Strategies:</b><br>To enhance students' learning motivation by applying "STREAMING" theory.<br>Implementation of metacognitive strategies and "School-based Programme on Thinking and Learning Strategies". Also, by applying "Invitational Education Theory", we emphasize on providing students with pleasurable learning experience, creating successful learning opportunities, encouraging students to unleash their potentials, enhancing students' self image, nurturing their positive thinking, thanksgiving and inclusive attitudes with positive attitude for self-management and caring for others. Besides, through students' participation in a variety of life-wide learning activities such as worldwide study tour, we enhance students' whole-person development, unleash their potentials and service the community. |
| <b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b><br>The school attaches great importance to establishing a healthy and positive outlook on life for students, and faces the future with an optimistic and positive attitude. It also strengthens education in values and life planning, and makes good use of school hours to create space, strengthen STREAM education, cultivate students' interests in reading, and develop lifelong learning capabilities.  |
| <b>Development of Generic Skills:</b><br>Through classroom learning and teaching activities, project learning, daily tasks, school-based programme on "Thinking and Learning Strategies", extra-curricular activities and uniformed groups, we develop students' generic skills such as critical thinking, creativity, problem-solving, communication and collaboration.   |
| <b>Cultivation of Proper Values, Attitudes and Behaviours:</b><br>Nurture students' optimistic and positive values and attitudes dealing with people, facing challenges and unleashing their potentials:<br>1. Organizing moral and civic talks<br>2. Implementing school-based life education, class management, team building, comprehensive learning activities and student guidance activities such as Understanding Adolescent Project and Leadership Training Project.<br>3. Applying Invitational Education Theory to different learning and extra-curricular activities unleash students' potentials.  |
| Student Support  |
| <b>Whole School Approach to Catering for Learner Diversity:</b><br>The School establishes the Student Support Team to provide support programmes and assistive facilities to match students' abilities and needs to enable students to achieve their expected learning objectives.   |
| <b>Whole School Approach to Integrated Education:</b><br>Make use of the learning support grant to buy services so as to help the students with SEN. The school cooperates with school-based educational psychologist and school-based speech therapist to provide professional support.   |
| <b>Education Support for Non-Chinese Speaking (NCS) Students:</b><br>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.  |
| <b>Curriculum Tailoring and Adaptation:</b><br>We design school based curriculum according to the students' needs through co-planning.   |
| Home-School Co-operation and School Ethos  |
| <b>Home-School Co-operation:</b><br>We organized PTA and parent volunteers. The parents are actively involved in student welfare policies.   |
| <b>School Ethos:</b><br>The School has been famous for a culture of simplicity and emphasize moral education. There are different groups for students who have special needs. To foster altruism and a sense of belonging to the school, we appoint student leaders and different kinds of uniformed groups, etc.  |
| Future Development   |
| <b>School Development Plan:</b><br>1. Foster positive campus and practice healthy lifestyles.<br>2. Promote innovative technology education and optimize STREAM education.<br>3. Strengthen national identity.   |
| <b>Teacher Professional Training &amp; Development:</b><br>To enhance the effectiveness of teaching and learning, teachers actively take part in teacher professional development seminars after school, as well as collaborative teaching preparation and lesson observation. Furthermore, the school collaborates with local universities and EDB every year to enhance learning and teaching effectiveness.   |
| Others   |
| Overseas study tour is held every year, e.g. Finland, Germany, Australia, Hangzhou, Xian, Beijing, Shanghai, Japan, Singapore, Korea or New Zealand Study Tour.  |





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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. Luk Chin Wan  | Ms. Wong Shuk Fan Luparker                         | 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  |
| Lutheran Church Hong Kong Synod Ltd   | Jesus is our Lord,<br>The Holy Cross is our Glory. | 1971                              | Chinese (incl.: Putonghua) and English          | Nanny van                        | About 2160 Sq. M             |
| Through-train / Feeder / Nominated Secondary School   |  |                                   | Past Students' Association / Alumni Association | Parent-Teacher Association (PTA) |                              |
| -   |  |                                   |   | Yes                              |                              |
| 4Rs Mental Health Charter   | Yes  | Whole School Health Programme     |   | Action School                    |                              |

## 2025/2026 Annual School Charges

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

## School Facilities

| No. of Classroom(s)  | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others  |
|--|----------------------|-----------------------|---------------------|---|
| 29   | 2                    | 2                     | 1                   | Classrooms are equipped with air-conditioners, computers, projectors and visualizers. |
| Special Room(s)  |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs                  |
| Library, English Room, STEAM Creative Room, Music Room, Visual Arts Room, Science Experiments Lab, Bodily-Kinesthetic Intelligence Room, Happy Kitchen, Science & Technology Room, Finn, National Education Learning Centre, Campus TV Studio. |                      |                       |                     | 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 |             | 61 |                   |
| Qualifications and professional training (%)           |                 |                                    |  | Years of Experience (%)    |             |  |             |    |                   |
| Had Received Teacher Training                          | Bachelor Degree | Master / Doctorate Degree or above |  | Special Education Training | 0 - 4 years |  | 5 - 9 years |    | 10 years or above |
| 100%   | 100%            | 22%                                |  | 60%                        | 35%         |  | 21%         |    | 44%               |

## 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 - P.1 to P.6.   |  |                |    |    |    |    |    |       |
| Remarks   |  | There is a self-learning corner and a reading corner in each classroom. Remedial teaching is provided for students in need. The 'One Pupil One Duty' programme is carried out to cultivate team spirit in classes. |  |                |    |    |    |    |    |       |

## Performance Assessment

|   |   |   |  |  |   |   |     |
|---|---|---|--|--|---|---|-----|
| Number of test(s) per year (P1 only)  |   | 0 | Number of exam(s) per year (P1 only)       |  | 2 | Replace tests and examinations with diversified assessments in the first term of P1 | Yes |
| Number of test(s) per year (P2 to P6 only)  |   | 0 | Number of exam(s) per year (P2 to P6 only) |  | 3 |   |     |
| Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies |   |   |  |  |   |   | 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 summative and formative assessments, such as teachers' observation, students' self-evaluation, peer evaluation, post-exam self reflection and parents' comments are used to assess students' performance. Special examination arrangements for students with special educational needs are provided. Dictation and examinations for P.1 students start in the second 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 randomly allocated in different classes in P.1-P.2. Students are allocated to different classes according to their academic results in P.3-P.6.  |   |  |  |   |   |     |

## School Life

| No. of school days per week                              | No. of periods per day   | Duration of each normal period | School starts at   | School ends at | Lunch break        |
|--|--|--------------------------------|--|----------------|--------------------|
| 5 Days   | 9  | 35 mins                        | 8:00 AM  | 3:00 PM        | 12:45 PM - 1:55 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks  |                |                    |
| Provided by designated supplier and arranged by parents. | We promote the 'Healthy School' and the 'Straighten Up Campus Campaign' programmes to develop an active and healthy school campus. Students have three P.E. lessons per cycle, they do stretching exercises and dance every week. We also participate in the School Physical Fitness Scheme and MVP A60 Scheme. Uniformed group trainings are arranged once a week. We provide fruit for students every Tuesday. |                                | We have various activities, including the Talent Show, Chinese and English Storytelling Time, V-Power Corner, Classical Literature Corner, Chinese Cultural activities and various subject based activities during recess time to arouse students' learning interests. Homework tutorial classes are provided after school to provide multi-intelligence activities to students. |                |                    |



Life-wide Learning

Floorball Team, Kantele Team, Cambridge Course, ICAS Course, World Class Arena, International Mathematics Olympiad Course, GAPSK, Track and Field Team, Basketball Team, School Choir, Musical Drama Group, Chinese Painting Course, Judo Course, Visual Arts Group, the Cubs, the Brownies, Ballet Group, Emcee training Team, Speaking Training Course, Alcohol Ink Art Class, CEFA, Baseball 5, Football, Little Writers, Little Farmers and other multiple Intelligences classes.

School Mission

Along the philosophy of the Bible, a child-centred approach is adopted and we expect our students to contribute to society and serve the community in the future.

School Characteristics

School Management

School Management Organisation:

Our school is one of the Hong Kong Synod schools. It is managed by our school's Incorporated Management Committee. Under the leadership of the principal, teachers are divided into 6 main groups: Management & Organisation, Learning & Teaching, Information Technology Resources, Student Support & School Ethos, External Liaison and Student Performance. Meetings are held to discuss school affairs weekly. Emphasis is laid on the concept of the "Planning-Implementation-Evaluation" (P-I-E) in the school self-evaluation cycle which facilitates schools' continuous development and improvement.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC was established on 31 August, 2007.

School Green Policy:

Different green school projects are carried out to develop a green ethos and promote an environmentally friendly culture, such as applying heat-resistant window films, recycling waste, using reusable eating utensils and gardening. Gardening Team and Little Farmers programmes are held.

School's Major Concerns:

- 1. To optimize the pleasant learning atmosphere and enhance the effectiveness of learning and teaching.
- 2. To cultivate students' national identity.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Develop Chinese school-based curriculum, reading workshops, picture book teaching and book circulation among classes.
- 2. Hire 3 additional Native-speaking English Teachers so as to enhance the English learning environment. P.1 classes are co-taught by a native English-speaking teacher and a local English teacher to cater for learner diversity. Promote the V-Power Scheme to enrich students' vocabulary bank.
- 3. To strengthen values education and school-based Chinese History and Culture Curriculum.
- 4. E-Learning elements are integrated into the curriculum. Implement whole school's creative activities with hands on experiences. Strengthen science elements so as to align with the STREAM curriculum development.
- 5. Enhance P.1 bridging curriculum. Implementing Class Teacher system. No dictation or examination for P.1 students in the first term.
- 6. Arrange 3 P.E. lessons per cycle and develop Dance lessons to promote students' physical and mental health and the sense of rhythm.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Apply the timetable of a 6-day cycle: morning-normal lessons, afternoon-homework lessons and various learning activities. Recess time and lunch time are 100 minutes in total every day.
- 2. To integrate tasks and works into different subjects and design school-based creative assignments to enhance learning effectiveness.
- 3. Implement Humanities and Science & Technology.

Development of Generic Skills:

Cross-curricular activities, project learning, outdoor activities and different classroom activities are carried out to promote students' generic skills. We focus on developing creativity, collaboration and problem-solving skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To cultivate students' value of perseverance, filial piety, gratitude, cherishing, proactiveness and optimism.  
To implement the twelve core values of education.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Gifted education programmes.
- 2. Homework and assessment accommodation.
- 3. After-school homework tutorial classes and training groups.
- 4. After-school remedial classes.
- 5. In-class questioning strategies.

Whole School Approach to Integrated Education:

Measures on whole school approach to Integrated Education include: After-school remedial class, teaching adaptation, homework and assessment accommodation, school-based speech therapy service, school-based educational psychology service, Early Identification and Intervention Programme for Primary One Students with Learning Difficulties, individual education plan, training on social skills, training on emotional management, training on concentration and literacy practice group.

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:

We tailor the curriculum and design different levels of homework and worksheets to cater for learner diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Home visit programme.
- 2. Parent Volunteer Team.
- 3. Parents' meetings for P.1, P.5 and P.6 students
- 4. Parents' Day
- 5. Parent-child activities.
- 6. Parents' handbook.
- 7. Parent Education courses/workshops.
- 8. Life-wide learning tours for parents.

School Ethos:

- 1. With our holistic approach to education and our Christian beliefs, our school emphasizes nurturing students' whole person development.
- 2. Self-care lessons, spiritual education and inter-class cleaning and discipline competitions develop students' self-discipline.
- 3. 'The Star of Holy Cross' Award Scheme aims to commend students' good academic performance and behaviour.
- 4. We implement the 'Big Brother, Big Sister' Programme, Emotion Management Course, Understanding Adolescent Project and Student Volunteer Project to support students' growth.
- 5. Whole-school Uniformed Groups: All primary 1 to 3 students join the Boys' Brigade and all Primary 4 to 6 students are in the Cubs or Brownies. These aim to develop students' team spirit and persistence.

Future Development

School Development Plan:

- 1. Enhance professional leadership.
- 2. Enhance students' language skills.
- 3. Strengthen values education and school-based national education. Enhance e-Learning.
- 4. Broaden students' horizons through study tours.
- 5. Implement various talent training programmes.
- 6. Cultivate students' value of perseverance, filial piety, gratitude, cherishing, proactiveness and optimism.
- 7. Develop International Interface.
- 8. Promote Finnish education.
- 9. Develop school-based life planning education.
- 10. The continuity of Sister School Scheme in Beijing, Shanghai and Greater Bay Area.

Teacher Professional Training & Development:

- 1. Regular teacher professional development sessions.
- 2. School-based and external teacher in-service training accordant with professional leader guides from EDB.
- 3. Co-plan and peer lesson observation.
- 4. Develop teachers' leadership.

Others

Establish the Holy Cross 'Love Our Children' Education Fund.



香港浸信會聯會小學

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POA School Net No.

### School Information

| Supervisor / Chairman of Management Committee   | School Head                       | Incorporated Management Committee | School Type                                     | Student Gender                   | Religion                     |
|---|-----------------------------------|-----------------------------------|---|----------------------------------|------------------------------|
| Mr. Leung Chi Hang Wilfred  | Ms. Cheung Shui Yu                | Established                       | Aided Whole Day                                 | Co-ed                            | Protestantism / Christianity |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |                                   |                                   |   |                                  | 100%                         |
| Name of Sponsoring Body   | School Motto                      | Year of Commencement of Operation | Medium of Instruction                           | School Bus                       | Area Occupied by the School  |
| The Baptist Convention of Hong Kong   | Integrity, Faith, Love, Diligence | 1997                              | Chinese   | School Bus                       | About 3400 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 |
|------------|----------|-----------------|--|----------------------|
| -          | -        | \$120 (6 years) | \$440 (Charges and Fees for Specific Purposes) | -                    |

### School Facilities

| No. of Classroom(s)  | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others   |
|--|----------------------|-----------------------|---------------------|--|
| 30   | 2                    | 1                     | 1                   | Futsal court, Eco Garden, HKBCPS Sports Centre, Nature yard, Interactive panels, LED Wall. |
| Special Room(s)  |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs                       |
| STEM Lab, Multipurpose Room, HKBCPS TV Station, Wonderland, Art Room, Creative Arts Theatre, Kids Centre, Learning Zone A,B & C, Student Activity Centre, Adventure Gym. |                      |                       |                     | 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 |                 |                                    | 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 |
| 100%   | 100%            | 34%                                | 63%                        | 18%                                    | 16%         | 66%               |

### 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. Activity-based learning, self-directed learning, e-learning, collaborative teaching, group/cooperative learning, ability-grouped classes.<br>2. Small class teaching in Primary 1-2.<br>3. Five classes split into six groups for Mathematics lessons in Primary 6. |  |                |    |    |    |    |    |       |
| 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) | 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   | Various means of assessments such as book reports, project work, performance assessments, pen and paper tests, speaking assessments, peer and self assessments are used to assess students' various aspects of 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   | Students with different abilities are evenly allocated to each class.   |  |   |   |     |

### School Life

| No. of school days per week                              | No. of periods per day   | Duration of each normal period | School starts at  | School ends at | Lunch break        |
|--|--|--------------------------------|---|----------------|--------------------|
| 5 Days   | 6  | 50 mins                        | 8:30 AM   | 3:30 PM        | 12:35 PM - 1:25 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks   |                |                    |
| Provided by designated supplier and arranged by parents. | To support the health and well-being of our students, we implement "Fruit Month", Sports Incentive Scheme, Mental Health Day, and measures to reduce the load of school bags. We also organize different sports activities and competitions for our teachers and students to promote an active campus. |                                | 1. A tutorial period every day.<br>2. The concept of "Lessons in the Morning, Activities in the Afternoon" is implemented via our timetable.<br>3. Afternoon sessions include a variety of learning activities like "Life Education and Positive Education Programme", afternoon assembly, reading session, life-wide learning activities and "Engagement-Enjoyment-Enthusiasm Programme".<br>4. Dismissal time on Wednesday is 2:30pm. |                |                    |

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

Last revision date: 1 September 2025

Life-wide Learning

Our school offers over 60 extra-curricular activities to support students to develop their talents through professional training. 'Fun Lessons' and "Engagement-Enjoyment-Enthusiasm Programme" provide diverse learning activities to enrich their learning experiences. We organize High Ropes challenge and overseas adventure trips, where students take on various daily life responsibilities, fostering their self-confidence. We also arrange exchange programmes with sister schools and exploration trips in the Greater Bay Area, deepening students' understanding of different aspects of our country and enhancing their national identity. P.3 to P.6 students are members of the Community Youth Club. This experience cultivates a caring attitude towards the society and serving the community.

School Mission

We provide Christian Education with the aim: 'Don't let anyone look down on you because you are young, but set an example for the believers in speech, in conduct, in love, in faith and in purity.' (1 Timothy 4:12) We are dedicated to offering quality education in an excellent environment that enables students to attain all-round development in their moral, intellectual, physical, social, aesthetic and spiritual aspects.

School Characteristics

School Management

**School Management Organisation:**  
Incorporated Management Committee > School Development Committee > School Administration Committee

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The Incorporated Management Committee of Hong Kong Baptist Convention Primary School.

**School Green Policy:**  
1. We aim at creating a sustainable school environment by setting up a task force to supervise all kinds of environmental protection measures and implement them in a whole-school approach.  
2. We promote environmental education in our curriculum, carry out various measures to save resources and reduce expenses, and organize different recycling activities to encourage all stakeholders to have green practices.

**School's Major Concerns:**  
To optimize school-based Life Education to develop students' positive values, develop students' generic skills through conducting integrated STEAM education, and make effective use of e-platforms to strengthen the culture of using assessment data as feedback to teaching and learning so as to enhance students' learning performance.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
1. Implement school-based story book curriculum covering reading strategies, listening, speaking and writing skills to enhance students' language literacy and self-learning ability  
2. Promote gifted education and thinking strategies for learner diversity and aim at cultivating student creativity, higher-order thinking skills, analytical and problem solving skills  
3. Implement self-directed learning and e-learning strategies to equip students with life-long learning capabilities. 'BYOD' scheme is run (P.3-P.6) to help students enrich their learning with the use of IT.  
4. Implement computational thinking and STEAM education to demonstrate students' creativity and problem solving skills  
5. Promote life-wide learning through "Fun Lessons", "Engagement-Enjoyment-Enthusiasm" programme, Project Week, special activity days and different excursions to enrich student learning  
6. Develop Life Planning Education to enhance students' capability to adapt for the future.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
1. Promote National Education through Chinese Cultural Day and various school subjects.  
2. Reorganize and instill core values to the life education curriculum such that with the truth of Bible could help students develop a positive and motivated attitude in life.  
3. Utilize e-learning tools and tutorials to make good use of learning time and create space to promote a balanced physical and mental development of students.  
4. Promote experience-based learning and holistic education through varied extra-curricular activities, Project Week, Multi-intelligence Learning Days, Fun Lessons, "Engagement-Enjoyment-Enthusiasm Programme" and DreamStarter project.  
5. Step up integrated and multidisciplinary STEAM education to build up students' generic skills and scientific research abilities.  
6. Promote cross-curricular learning and reading through recommended reading lists, theme-based book fairs and storytelling theatre.  
7. Review and analyze assessment data regularly to improve our teaching and learning.

**Development of Generic Skills:**  
We cultivate students' generic skills through different classroom learning activities, STEAM activities, cross-curricular learning activities, 'Fun Lessons', 'Engagement-Enjoyment-Enthusiasm Programme' and other subject-based extended activities such as Putonghua Day, English Speaking Day, Multi-intelligence Learning Days.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
We emphasize Christian education. Every year we have different religious activities, e.g. Gospel night, Gospel weeks and Christmas worship. We also focus on whole-person development. A rich variety of activities are provided, such as excursions, educational camps, Gospel camp, High Ropes challenge, Outward Bound programme and overseas adventure trips. Through those activities, students can become humble, sincere, persevering, hardworking, hopeful, faithful and grateful people; loving God and loving others. We also hope students can treasure life, have courage to embrace life's challenges and always have hopes for the future, being an 'Outstanding Soldier of HKBCPS'.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
We adopt the strategy of "collaborative learning", working in groups and "Little Teacher" peer teaching so as to establish an atmosphere of collaboration among students whereby peers with weaker ability can be assisted by those with higher ability. For students with weaker ability, we set up "After school remedial study groups" to accelerate their progress. For the gifted students, pull-out programmes are provided. They are also nominated for the off-site enrichment and extension programmes by EDB and tertiary educational organizations.

**Whole School Approach to Integrated Education:**  
Through the Learning Support Grant and the Enhanced School-based Speech Therapy Service, we obtain extra human resources to strengthen our support. Following the Three-Tier Intervention Model, we enhance our teaching design, hold support classes and after-school training programmes which help consolidate students' learning and boost their confidence. We also buy services in children development training to cater for students with different learning needs so that everyone can develop their potential.

**Curriculum Tailoring and Adaptation:**  
To cater for students' special needs, we provide them with different levels of assignments, tailor-made after-school training programmes or pull-out groups in order to improve their learning effectiveness.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
1. PTA has been established to provide opportunities for communication between parents and teachers. We organize parent-child activities, interest classes, etc.  
2. Quality parent seminars, parent support groups and fellowship meetings are held either face-to-face or online, catering to the diverse needs of parents.  
3. A team of parent volunteers is formed to assist with subject-based activities, make teaching aids, chaperone visits or outings and read stories to students in book-sharing activities.  
4. Special workshops for P1 parents support their children transition from kindergarten to primary school.  
5. We hold a seminar for parents of students moving on to secondary school and provide individual consultations for school selection and preparing for secondary school.

**School Ethos:**  
The whole school approach to guidance and discipline is implemented. We carry out comprehensive guidance programmes like "Good Student Deeds", "Outstanding Soldiers Award Scheme" and life education activities to develop positive values and good characters. To encourage students to help each other and develop peer support, we organize "Elder Brothers and Sisters" and "Kindness Buddy" programmes.

Future Development

**School Development Plan:**  
School's Major Concerns (2022-2025)  
1. Develop students' generic skills through conducting integrated STEAM education.  
2. Make effective use of e-platforms to strengthen the culture of using assessment data as feedback to teaching and learning so as to enhance students' performance.  
3. Optimize school-based Life Education to develop students' positive values.

**Teacher Professional Training & Development:**  
In order to match up with the education policy and development of our school, we are committed to creating different opportunities for teachers to develop their professional skills through staff training. Teachers are also encouraged to engage in their own self-directed learning goals for professional development to further enhance their professional skills.

Others

1. We carry out "Bring Your Own Device" scheme in P.3-P.6. Students have to prepare their own devices.  
2. All P.5 students participate in the "DreamStarter" programme. Students learn in teams and design projects that bring positive impact to the community.  
3. Every year we organize Sports Day and Swimming Gala to foster a love of sports and emphasize a healthy lifestyle.  
4. The Baptist Convention of Hong Kong, Lai Shing Baptist Church, PTA and School Alumni Association award scholarships to encourage students to strive for the best.



寶血會伍季明紀念學校  
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POA School Net No.

School Information

| Supervisor / Chairman of Management Committee   | School Head                      | Incorporated Management Committee | School Type                                     | Student Gender                   | Religion                    |
|---|----------------------------------|-----------------------------------|---|----------------------------------|-----------------------------|
| Sister Lau Yin Tong   | Ms. Chung Wing Han Sara          | 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 |                                  |                                   |   |                                  | 91%                         |
| Name of Sponsoring Body   | School Motto                     | Year of Commencement of Operation | Medium of Instruction                           | School Bus                       | Area Occupied by the School |
| The Superioress of The Sisters of The Precious Blood  | Honour Our Lord, Love His People | 1984                              | Chinese   | School Bus                       | About 3600 Sq. M            |
| Through-train / Feeder / Nominated Secondary School   |                                  |                                   | Past Students' Association / Alumni Association | Parent-Teacher Association (PTA) |                             |
| -   |                                  |                                   |   | Yes                              |                             |
| 4Rs Mental Health Charter   | Yes                              | Whole School Health Programme     |   | Pledged School                   |                             |

2025/2026 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|------------|----------|---------|---|----------------------|
| -          | -        | \$50    | \$200                                   | -                    |

School Facilities

| No. of Classroom(s)   | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others   |
|---|----------------------|-----------------------|---------------------|--|
| 24  | 2                    | 1                     | 1                   | Classrooms are equipped with computers linked up with projectors, televisions and interactive whiteboards. |
| Special Room(s)   |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs                                       |
| A Campus TV station, a computer room, 2 music rooms, STEAM room, an English room and a prayer room. |                      |                       |                     | Ramp, Accessible lift and Accessible toilet.   |

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

| Number of teaching posts in the approved establishment |                 |                                    | 49                         | Total number of teachers in the school |             | 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%            | 37%                                | 54%                        | 14%                                    | 16%         | 70%               |

Class Structure

|   |  |  |  | P1             | P2 | P3 | P4 | P5 | P6 | Total |
|---|--|--|--|----------------|----|----|----|----|----|-------|
| 2024/2025 school year   |  |  |  | No. of classes | 4  | 4  | 4  | 4  | 4  | 24    |
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) |  |  |  | No. of classes | 4  | 4  | 4  | 4  | 4  | 24    |
| Mode of teaching at different levels  |  | To meet the new trends in education, a variety of teaching strategies are used (including e-learning, self-directed learning, etc.) to enable better learning outcomes for students. Support programmes are devised through the WSA. Intensive and remedial classes are conducted in groups in Chinese, English and Maths. |  |                |    |    |    |    |    |       |
| 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   | There are three exams, distributed in two school terms every academic year. Various types of assessment such as formative assessment, projects, group discussions and presentations, subject assignments and class performance are used to evaluate students' learning performance and achievements. |   |  |  |   |   |     |
| Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays   |  |   |  |  |   |   | Yes |
| Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance   |  |   |  |  |   |   | Yes |
| Streaming arrangement   | The top 32 students in the whole academic year will be assigned to Class A and the rest are evenly distributed amongst Class B, C and D (P.2 - 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   | 7   | 35 mins                        | 8:15 AM          | 3:10 PM        | 1:05 PM - 1:55 PM |
| Lunch arrangement  | Healthy school life   |                                | Remarks          |                |                   |
| Provided by designated supplier and arranged by parents. | As part of STEAM education, students make their own smart pedometers to plan a healthy lifestyle. In addition to the annual Sports Day, students can take part in Games Day and KMW Junior Sports Day (P.1 - P.3). Various school sports team training programmes, together with the newly installed A.I sports intelligent system on campus, encourage students to engage more in physical activities. |                                | -                |                |                   |

Life-wide Learning

Apart from school outings and field trips, education camps, subject activities and cross-curricular activity lessons, we have also organized functions relating to English drama, the School Orchestra, School Choir, calligraphy, poetry and prose recitation, the Mathematics Olympiad training, Environmental Protection Society, IT training, Christianity Society, Red Cross Society, Scout Pack, Community Youth Club, Road Safety Patrol, Junior Police Call, swimming, gymnastics, dancing, Tae Kwon Do, rope skipping and ball practices, etc.

School Mission

Our Mission is to follow the spirit of Lord. Our Motto is "sacrifice and reconciliation". Through the kindness of Lord, the grace of Jesus and the light of the Holy Spirit, our foundation is to proclaim and witness God's love, in order to achieve whole-person education.

School Characteristics

| School Management  |
|--|
| <b>School Management Organisation:</b><br>The IMC manages the School, authorising the Principal to lead a total of 21 administrative committee teams, including Curriculum Development, School Improvement, Staff Professional Development and Appraisal, Academic Affairs, WebSAMS, Information Technology, Learning Support, Campus TV Production, Support Team for Students with SEN, Student Affairs, Activities, Gifted Education Planning, Crisis Management, Student Guidance and Discipline Services, etc.   |
| <b>Incorporated Management Committee / School Management Committee / Management Committee:</b><br>The School is managed by the IMC, consisting of 13 members, including the Supervisor, 5 representatives from the Sponsoring Body, the Principal, 2 parent representatives, 1 alumni representative, 2 teacher representatives and 1 independent person.  |
| <b>School Green Policy:</b><br>The School, through collaboration among different groups and subjects, actively promotes Environmental Education, strengthening the students' environmental awareness. To encourage students to participate in environmental work, the School has set up an Environmental Group, which organises environmental activities for students regularly and works with different subjects.   |
| <b>School's Major Concerns:</b><br>1. To promote the growth of students' positive values and attitudes.<br>2. To develop students' generic skills and inquiry thinking.  |
| Learning and Teaching Plan   |
| <b>Learning &amp; Teaching Strategies:</b><br>The 6-day cycle system, together with double period and homework tutorial lesson arrangements, facilitates all kinds of learning activities. We use strategies, such as small class teaching and heterogeneous grouping, to promote life wide learning.  |
| <b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b><br>1. Encouraging students to read through independent reading lessons, Morning Reading Channel and Story-on-the-Stage.<br>2. Implementing e-learning and STEAM elements in all subjects, with aim to develop students' skills and literacy in handling information in different media.<br>3. Making good use of class hours and creating space through diversified and meaningful learning activities in the afternoon sessions to enrich students' life-wide learning experience, develop multiple intelligences and promote whole-person development.<br>4. Through interdisciplinary activities, provide opportunities for students to apply knowledge and skills, while fostering correct values and attitudes in students. |
| <b>Development of Generic Skills:</b><br>Improve students' generic skills through classroom learning, project-based learning, interdisciplinary activities and Life-wide Learning (LWL) experiences.   |
| <b>Cultivation of Proper Values, Attitudes and Behaviours:</b><br>Having the school motto of 'Honour Our Lord, Love His People', the School strives to foster a caring campus and promote positive values and attitudes through Life Education.  |
| Student Support  |
| <b>Whole School Approach to Catering for Learner Diversity:</b><br>1. We offer learning support groups for students who are weak in the academic subjects.<br>2. There are study groups to provide assistance to students with learning difficulties.<br>3. Various learning support programmes assist student learning.<br>4. Top-tiered classes raise the learning potential of students.<br>5. We support students with special educational needs by making use of fundings, such as the Learning Support Grant and the Enhanced School-based Speech Therapy Service.   |
| <b>Whole School Approach to Integrated Education:</b><br>1. Student Support Team is under the coordination of Special Educational Needs Coordinator, working with guidance teachers, the curriculum development leader and teachers in collaboration.<br>2. Provide support services to students with special educational needs and learning difficulties by making use of the Learning Support Grant and the Enhanced School-based Speech Therapy Service.<br>3. Provide training according to differing needs of students, in the areas of dyslexia and social skills.<br>4. Liaise with parents to listen to their views and discuss with them the support measures through Parents' Day, telephone contact and meetings.   |
| <b>Curriculum Tailoring and Adaptation:</b><br>1. Cross-curricular learning activities are designed to nurture students' creativity and problem-solving ability and to foster the correct values in them.<br>2. Active School Week is organized to enrich students' learning experiences through hands-on activities with STEAM elements.<br>3. The implementation of e-learning and extended assignments aims to broaden students' exposure to the Key Learning Areas and knowledge levels and improve the effectiveness of teaching and learning.<br>4. Through collaborative curriculum planning, teachers examine students' learning difficulties, design strategies to promote learning, and offer diversified learning experiences in order to cater for students with different learning styles.            |
| Home-School Co-operation and School Ethos  |
| <b>Home-School Co-operation:</b><br>We work with parents to organize a number of activities, such as parent-child picnic outings, mental health seminars, positive parent-child activities and parent-child workshops, etc. Parents actively participate in various school events.   |
| <b>School Ethos:</b><br>Pure ethos, harmonious teacher-student relationships and implementing Classroom Management schemes to foster a caring campus.  |
| Future Development   |
| <b>School Development Plan:</b><br>1. To promote the growth of students' positive values and attitudes.<br>2. To develop students' generic skills and inquiry thinking.  |
| <b>Teacher Professional Training &amp; Development:</b><br>Staff professional development scheme is implemented every year to encourage teachers to advance their skills and lifelong learning.  |
| Others   |
| 1. Scholarships are established in recognition of students' efforts in areas such as best academic results (the first, second and third), excellent conduct and outstanding performance.<br>2. Student exchange tours are organized every year to let students learn in different places around the world and experience different cultures.   |



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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. CHIU KOON SEE   | Mr. Lee Hei Sum Lawrence             | Established                       | Aided Whole Day                                 | Co-ed                            | Catholicism                 |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |                                      |                                   |   |                                  | 100%                        |
| Name of Sponsoring Body   | School Motto                         | Year of Commencement of Operation | Medium of Instruction                           | School Bus                       | Area Occupied by the School |
| Catholic Diocese of Hong Kong   | Please refer to the Chinese version. | 1960                              | Chinese   | -                                | About 2120 Sq. M            |
| Through-train / Feeder / Nominated Secondary School   |                                      |                                   | Past Students' Association / Alumni Association | Parent-Teacher Association (PTA) |                             |
| -   |                                      |                                   |   | Yes                              |                             |
| 4Rs Mental Health Charter   | Yes                                  | Whole School Health Programme     |   | Pledged School                   |                             |

2025/2026 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|------------|----------|---------|---|----------------------|
| -          | -        | \$50    | \$300                                   | -                    |

School Facilities

| No. of Classroom(s)  | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others   |
|--|----------------------|-----------------------|---------------------|--|
| 12   | 1                    | 1                     | 1                   | -  |
| Special Room(s)  |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs |
| 9 (Multipurpose Room, Language Laboratory, Music Room, Interview Room, Counselling Room, Activity Room, Server Room, Prayer Room & English Corner, STREAM Studio). |                      |                       |                     | Ramp.  |

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 |             | 28                |
|--|-----------------|------------------------------------|----------------------------|--|-------------|-------------------|
| Qualifications and professional training (%)           |                 |                                    |                            | Years of Experience (%)                |             |                   |
| Had Received Teacher Training                          | Bachelor Degree | Master / Doctorate Degree or above | Special Education Training | 0 - 4 years                            | 5 - 9 years | 10 years or above |
| 100%   | 100%            | 43%                                | 63%                        | 29%                                    | 14%         | 57%               |

Class Structure

|   |  |   |  | P1             | P2 | P3 | P4 | P5 | P6 | Total |
|---|--|---|--|----------------|----|----|----|----|----|-------|
| 2024/2025 school year   |  |   |  | No. of classes | 2  | 2  | 2  | 2  | 2  | 12    |
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) |  |   |  | No. of classes | 2  | 2  | 2  | 2  | 2  | 12    |
| Mode of teaching at different levels  |  | Interactive and cooperative approach to pedagogy (in which group activities strongly feature) is adopted. Reading-and-writing lessons are co-taught by NET and local English teachers. Putonghua is used as medium of instruction (MOI) in Chinese lessons. Courses for pupils with special educational needs are funded by Learning Support Grant. |  |                |    |    |    |    |    |       |
| Remarks   |  | -   |  |                |    |    |    |    |    |       |

Performance Assessment

|   |   |   |  |  |   |   |     |
|---|---|---|--|--|---|---|-----|
| Number of test(s) per year (P1 only)  |   | 0 | Number of exam(s) per year (P1 only)       |  | 2 | Replace tests and examinations with diversified assessments in the first term of P1 | Yes |
| Number of test(s) per year (P2 to P6 only)  |   | 0 | Number of exam(s) per year (P2 to P6 only) |  | 2 |   |     |
| Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies |   |   |  |  |   |   | Yes |
| Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders  |   |   |  |  |   |   | Yes |
| Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders  |   |   |  |  |   |   | Yes |
| Diversified Assessment for Learning   | Apart from paper-and-pencil tests, classroom observation, small-group presentations, performance tasks etc are used to evaluate students' learning. Flexible assessment arrangements are made according to pupils' special educational needs. Students' performance is carefully analysed to implement instructional follow-ups and provide quality-feedback for students and even analyses to their parents. |   |  |  |   |   |     |
| Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays   |   |   |  |  |   |   | Yes |
| Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance   |   |   |  |  |   |   | Yes |
| Streaming arrangement   | No elite classes. Pupils are evenly placed according to their gender and academic performance.  |   |  |  |   |   |     |

School Life

| No. of school days per week                              | No. of periods per day   | Duration of each normal period | School starts at   | School ends at | Lunch break        |
|--|--|--------------------------------|--|----------------|--------------------|
| 5 Days   | 11   | 30 mins                        | 7:50 AM  | 3:20 PM        | 12:40 PM - 1:45 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks  |                |                    |
| Provided by designated supplier and arranged by parents. | School-based policies are formulated to encourage healthy eating habits in pupils. |                                | School days start with an English or Putonghua-medium morning assembly and a class-teacher lesson. One-hour Fun Lessons are carried out every Tuesday and Wednesday. Life education is carried out every Thursday afternoon. Diversified learning activities are carried out every Friday afternoon in order to cultivate students' diversified interests and stretch students' potential. |                |                    |

Life-wide Learning

Interest classes: Musical instruments, school choir, tennis, English drama, Taekwondo & table tennis. Saturday classes & activities: Putonghua classes, religious activities & various interest classes. On Friday afternoons: Various kind of diversified learning activities.

School Mission

Guiding principles of Christian faith are upheld in pursuit of Christian educational goals: To provide a cordial and jovial nurturing environment to pupils with love and enthusiasm. To provide pupils with quality education, developing in them independent thinking skills in concurrence with a heightened sense of citizenship and nationality. To foster all-round spiritual, moral, intellectual, physical, social and aesthetic development of pupils.

School Characteristics

| School Management  |
|--|
| <b>School Management Organisation:</b><br>Incorporated management committee in which representatives of teachers, parents and alumni are included.   |
| <b>Incorporated Management Committee / School Management Committee / Management Committee:</b><br>The Incorporated Management Committee of Mary of Providence Primary School.  |
| <b>School Green Policy:</b><br>Pupils are encouraged to bring their own water bottle, cutlery and hand towel.<br>Appoint student environmental protection ambassadors to enhance the awareness of energy saving and waste recycling in class.  |
| <b>School's Major Concerns:</b><br>1. Strengthen students' sense of national identity and foster the development of good values.<br>2. Enhance teaching and learning effectiveness.  |
| Learning and Teaching Plan   |
| <b>Learning &amp; Teaching Strategies:</b><br>Integrate e-learning into the design of the chosen modules and to introduce e-learning curriculum packages to facilitate better teaching and learning of Chinese, English and Mathematics.<br>Develop independent learning capabilities in pupils through the learning and teaching of Chinese, English and Mathematics and development of generic skills. Enable students to acquire experiential learning through life-wide learning (LWL) in real contexts and authentic settings. Group learning activities feature heavily in lessons, fostering interaction, collaboration and friendship among pupils. Create a language-rich environment for pupils' effective learning of English as well as Putonghua: Putonghua is used as medium of instruction (MOI) in P.1-P.6 Chinese language lessons. Integrate the Primary Literacy Programme-Reading and Writing (PLP-R/W) into school-based P.1-P.3 English language programme.<br>The cross-curricular theme "Wonders of life" is the core of our school-based stream curriculum.   |
| <b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b><br>1. Through combining the butterfly conservation project with life education, students learn to appreciate the "colours in life" – to cherish life and live life to the fullest.<br>2. National security education is embedded into the curriculum with connection to the learning content of subjects. The school also participates in related activities to increase students' understanding of their motherland.<br>3. Enhance school campus' decorations with Chinese culture such as the "Chinese cultural corridor" and theme display boards.<br>4. Fun Lessons are added each week to allow students to engage in diversified and meaningful learning activities. These lessons foster a balanced physical and mental development and also to enrich life-wide learning experiences.<br>5. Emerging P.4 students in "new sports" to enhance their overall satisfaction and build a good community relation.<br>6. To plan students' essential learning experiences: P4&P5 students participate in community services and career-related experience courses. |
| <b>Development of Generic Skills:</b><br>Concerned about teacher-student/ student-student interaction in class for generation of student interest in learning, accommodation of individual differences and enhancement of pupils' communication skills, collaboration skills, creativity and critical thinking skills through group discussions, presentations, students' sharing of reading experience or group projects.   |
| <b>Cultivation of Proper Values, Attitudes and Behaviours:</b><br>To cultivate students with qualities of perseverance, integrity, compassion, a sense of responsibility and respect for others, five Catholic Education core values are blended not only in our school-based curriculum but also in the morning assemblies, life education activity programme and school-based support services programme.  |
| Student Support  |
| <b>Whole School Approach to Catering for Learner Diversity:</b><br>1. After-school and Saturday remedial classes as well as after-school gifted classes are provided.<br>2. Pupils who are gifted in English and Mathematics are provided with courses in English creative writing and mathematical problem-solving skills.<br>3. School-based educational psychology service and school-based speech therapy service are provided.<br>4. Arranging students to participate in different inter-school and territory-wide competition.  |
| <b>Whole School Approach to Integrated Education:</b><br>The 3-Tier Intervention Model has been adopted in our school in order to cater the students' learning diversity. A refined curriculum, remedial teaching and individual support do help promote the learning of students with SEN.  |
| <b>Education Support for Non-Chinese Speaking (NCS) Students:</b><br>Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc. To appoint additional teaching assistant(s) to support NCS students' learning of Chinese (including supporting students' learning of Chinese and Putonghua in class). To organize an after-school homework remedial class, a Chinese learning class and assist in organizing activities that promote cultural inclusion. To purchase learning and teaching resources to facilitate NCS students' learning of Chinese.  |
| <b>Curriculum Tailoring and Adaptation:</b><br>Instructional content is adapted according to learning aptitude and attainment of pupils and teaching materials of graded difficulty is available. Assignments are modified and flexible assessment arrangements are made according to pupils' special educational needs.   |
| Home-School Co-operation and School Ethos  |
| <b>Home-School Co-operation:</b><br>Constituting a bridge of communication which links parents with the School and working in close collaboration with teachers, the Parent-Teacher Association organizes a variety of activities such as PTA picnics, recycling of school uniforms and second-hand books charity sale as well as 'Storytelling Mums and Dads'. Two parent representatives who are the members of IMC give advice on the school policies and development.<br>The school effectively utilizes funding from the EDB to organize activities and courses related to the mental health of students and parents, to assist parents in enhancing students' learning motivation and self-management skills, improving discipline and communication skills and establishing a positive parent-child relationship.   |
| <b>School Ethos:</b><br>Emphasis is placed on instilling discipline in pupils to maintain a strong positive ethos. Pupils show good manners towards other people as well as great respect for school rules and care about their school friends. A proactive approach to the provision of guidance according to individual needs to help pupils in their growth is adopted for the reinforcement of pupils' good behaviour and positive attitudes.  |
| Future Development   |
| <b>School Development Plan:</b><br>To create a healthy and jovial learning environment. Fully committed to enhancing pupils' language proficiency. Inculcate in pupils positive values and driving ambition to walk in the footsteps of Jesus Christ.  |
| <b>Teacher Professional Training &amp; Development:</b><br>1. Enhance professional development of teachers through teachers' development days, workshops, collaborative lesson planning and post-lesson observation discussions.<br>2. Participate in Learning & Support Programme: Catholic Diocese of Hong Kong (The CEO Project), Supported Programme on Fostering Communities of Practice to Enhance Small Class Teaching: Reading across the curriculum (CUHK), computational thinking education.   |
| Others   |
| 1. A butterfly conservation project organized jointly with alumni.<br>2. The Parent-Teacher Association jointly organize short trips, cooking class, day camps and workshops with our school to promote home-school co-operation.<br>3. To advocate the community-based project, our school provides some students from low income families the after-school tutorial classes and interest classes with the help of Caritas Institute of Community Education.<br>4. Jockey Club School Mindfulness Project.<br>5. Values Education Programme.<br>6. Straighten Up Campus Campaign. Throughout the year, there are reading reward program, theme book reading, "super readers" contest and different library activities such as reading club, a date with my reading buddy, World Reading Day activities etc. to encourage students to read more Chinese and English books.   |





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POA School Net No.

### School Information

| Supervisor / Chairman of Management Committee   | School Head  | Incorporated Management Committee | School Type                                     | Student Gender                   | Religion                    |
|---|--|-----------------------------------|---|----------------------------------|-----------------------------|
| Rev. Wong King Sing   | Mr. Yau Yue Man  | Established                       | Aided Whole Day                                 | Co-ed                            | Catholicism                 |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |  |                                   |   |                                  | 43%                         |
| Name of Sponsoring Body   | School Motto   | Year of Commencement of Operation | Medium of Instruction                           | School Bus                       | Area Occupied by the School |
| Catholic Diocese of Hong Kong   | Love God and Love Others;<br>Seek the Truth and Be Renewed | 1997                              | Chinese (incl.: Putonghua) and English          | School Bus                       | About 4417 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 |
|------------|----------|-----------------|---|----------------------|
| -          | -        | \$150 (one-off) | \$450 (for non-standard items)          | -                    |

### School Facilities

| No. of Classroom(s)   | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others  |
|---|----------------------|-----------------------|---------------------|---|
| 30  | 3                    | 1                     | 1                   | Electronic Interactive Televisions are being installed in all classrooms. |
| Special Room(s)   |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs      |
| English Reading Room, Campus TV Studio, Art Room, Music Room, 2 Computer Rooms, Dance Room, Prayer Room, Library, STEAM Room and Dream Stage. |                      |                       |                     | Accessible lift and Accessible toilet.                                    |

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

|  |                 |                                    |                            |                         |  |                   |    |
|--|-----------------|------------------------------------|----------------------------|-------------------------|--|-------------------|----|
| Number of teaching posts in the approved establishment |                 |                                    |                            | 59                      | Total number of teachers in the school |                   | 61 |
| Qualifications and professional training (%)           |                 |                                    |                            | Years of Experience (%) |  |                   |    |
| Had Received Teacher Training                          | Bachelor Degree | Master / Doctorate Degree or above | Special Education Training | 0 - 4 years             | 5 - 9 years                            | 10 years or above |    |
| 100%   | 100%            | 44%                                | 53%                        | 11%                     | 16%                                    | 73%               |    |

### Class Structure

|   |  |   |  | P1             | P2 | P3 | P4 | P5 | P6 | Total |
|---|--|---|--|----------------|----|----|----|----|----|-------|
| 2024/2025 school year   |  |   |  | No. of classes | 5  | 5  | 5  | 5  | 5  | 30    |
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) |  |   |  | No. of classes | 5  | 5  | 5  | 5  | 5  | 30    |
| Mode of teaching at different levels  |  | 1. All language teachers are subject trained. 2. Two class teachers in P.1. 3. Small class teaching, different learning groups and remedial Classes. 4. Besides regular curriculum, teachers also teach students how to use high-order thinking skills to learn better. |  |                |    |    |    |    |    |       |
| Remarks   |  | Use Putonghua as the medium of instruction in learning and teaching Chinese. Also we provide English Phonics teaching and library reading scheme for students in order to enhance their English competence.   |  |                |    |    |    |    |    |       |

### 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. Formative assessment (including project, book report, self evaluation, discussion, interview, observation, oral presentation and portfolio).<br>2. Summative assessment (including test, exam and project). |   |  |  |   |   |     |
| Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays   |  |   |  |  |   |   | Yes |
| Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance   |  |   |  |  |   |   | Yes |
| Streaming arrangement   | P.1 - P.3: Mixed ability classes<br>P.4 - P.6: Classes according to 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   | 9  | 35 mins                        | 7:55 AM  | 3:20 PM        | 1:10 PM - 2:10 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks  |                |                   |
| Provided by designated supplier and arranged by parents. | The Healthy Food School, Character School, Art & Life Plan, Fruit day, Fitness Exercise. |                                | Students participate in morning assembly, life education and extra-curricular activities. Concerning dietary affairs, not only may the students order lunch boxes from the caterer, they may also bring their own lunch boxes or have their food delivered by parents. |                |                   |

Life-wide Learning

Religion & Moral Education Drama Troupe, Cyberart Club, Campus TV team, Environmental Protection Club, Flag Raising Team, Grasshopper Scouts, Cub Scouts, Girl Guides, Red Cross Junior Units, Community Youth Club, Junior Police Call, Young Pioneers of Christ, Drone, Robots, English Drama, English Debate, SCS Band etc.

School Mission

Following the School Motto "Love others as you love God, seek the Truth and be renewed" and Christ's way of life, we strive to create a rich learning environment with latest technology as teaching aids. We aim to provide students the best learning medium to develop their full potential and train them to be future leaders of the society.

School Characteristics

School Management

School Management Organisation:

The IMC of our school appoints the Principal to manage school affairs and implements School Based Management governance.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee includes representatives from the School Sponsoring Body, Principal, teachers, parents and an independent manager.

School Green Policy:

- 1. We have a school environmental team which is responsible for leading and organizing school-based environmental protection curriculum.
- 2. Aquaponics shows students how to grow fish and plants together in one integrated system.

School's Major Concerns:

- 1. Promote the vision and mission of Catholic education.
- 2. Develop STREAM education to enhance students' creativity.
- 3. Foster students' holistic development through diverse learning experiences.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school hours are flexibly used in order to provide students with a wide range of learning experiences, such as theme teaching, outdoor study, group discussion and project learning. Besides, we also provide different learning experience for our students, like interviewing famous people, Campus TV reporters, Gifted Education, Science Day and etc.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Aiming at nurturing lifelong learners, our school introduces a school STREAM curriculum to foster students' creativity, STREAM literacy and computational thinking. Through cross-curricular learning, students integrate knowledge and generic skills from different domains to solve real-word problems. Apart from using eLearning tools for interactive learning, our school designs a school coding curriculum and incorporate I&T elements in STREAM education to broaden students' scope of learning and horizons. Being a Catholic school, our school also accords high priority to values education. In consideration of the Catholic Education vision and mission and our school's core values, we optimise the values education curriculum, naturally connecting various disciplines of learning, to provide students with diversified and meaningful learning experiences within and beyond the classroom. By employing a whole school approach, we hope to establish a solid lifelong learning foundation for our future leaders.

Development of Generic Skills:

Creativity, Critical thinking skill, Communicative skill and Collaborative skill.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school upholds the principles of Catholic education and nurtures students' positive values through various activities. We have established a six-year values education curriculum framework based on six SCS character strengths: Perseverance, Discernment, Gratitude, Benevolence, Responsibility, and Innovation. Each year, we focus on one character trait as a theme to cultivate students' proper attitudes. Our Character Record Booklet fosters students' good character, enabling them to possess love and trust in God. Our school emphasizes the holistic well-being of students and conducts activities such as mentorship programs, fostering gratitude and a love for life in students.

Student Support

Whole School Approach to Catering for Learner Diversity:

We provide support for Primary one students to go through the transition from kindergarten to Primary one. We offer help for students with learning problems. We also help bright students show their talents and develop their potentials to the fullest (enhancement course and gifted education course).

Whole School Approach to Integrated Education:

Our school is committed to developing an inclusive culture through the Whole School Approach to support students with different learning needs. Resources are deployed and our Student Support Team would provide appropriate and diversified support such as remedial teaching classes, Individual Education Plan, Early Identification and Intervention Programme for P1 Students with Learning Difficulties and the Enhanced School-based Speech Therapy Service etc. We also treasure home-school cooperation by discussing the support strategies for students with the 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; 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 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. We develop School-based Chinese teaching materials. Reading-Pen version is provided to our NCS students.

Curriculum Tailoring and Adaptation:

Different subjects have curriculum adaptation to cater for students' needs and to support the gifted children. Small group teaching to cater for the weaker students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

In order to strengthen the connection and cooperation between parents and the school, the school has established the Parent-Teacher Association since 2000, and it is the 12th session so far. PTA members cooperate with teachers to organize various activities every year, such as: "Big Hands Holding Small Hands" Primary 1 New Students Adaptation Activities, Parent-Child Sports Day, Chinese Culture Day, School Trip, English Spelling Marathon Fundraising Activities, Teacher Respect Day, PTA annual meetings, as well as graduation ceremonies, etc., allow students to grow in a pleasant learning environment.

School Ethos:

Our students love their school. They are hard-working and obedient and they have a strong sense of belonging to SCS. They learn how to love and respect others. We foster students with a positive learning attitude and they learn to be responsible citizens.

Future Development

School Development Plan:

Our school will closely align with the Seven Learning Goals of the updated Primary Education Curriculum Guide to optimize our unique curriculum and promote students' physical and mental well-being, as well as balanced development.

- 1. Strengthen values education through Intellectual, Emotional, Volitional and Practical Dimensions
  - 2. Enrich comprehensive learning experiences to foster holistic development
  - 3. Develop school-based STREAM curriculum, utilizing information technology to solve real-life problems and enhance students' overall competencies
  - 4. Enhance blended learning to cultivate students' self-directed learning skills
  - 5. Consolidate the online media curriculum "I am a Future Leader" to nurture students' information literacy
  - 6. Deepen English and Chinese reading programs to enhance students' phonics skills, cultivate interests in extensive reading, and develop a habit of active reading
  - 7. Integrate community resources to establish connections between learning and daily life
  - 8. Foster collaborations with tertiary institutions to engage in teaching research and enhance instructional effectiveness
- By implementing these objectives, our school aims to provide a well-rounded education that prepares students for their future.

Teacher Professional Training & Development:

100% of the teachers hold a Bachelor's degree and 51% of the teachers are Master's degree holders. Our professional teachers have been awarded the Chief Executive's Award for Teaching Excellence.

Others

Students are hard-working and obedient. They have won a lot of prizes in the open and Inter-schools competitions. For the teachers, they are experienced, creative and dedicated. They have received the Chief Executive's Awards for Teaching Excellence in different learning areas.



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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. Yung Po Shu Benjamin  | Ms. Chau Wing Sze   | Established                       | Aided Whole Day                                 | Co-ed                            | Catholicism                 |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |   |                                   |   |                                  | -                           |
| Name of Sponsoring Body   | School Motto  | Year of Commencement of Operation | Medium of Instruction                           | School Bus                       | Area Occupied by the School |
| Catholic Diocese of Hong Kong   | Educating a whole person physically, mentally and spiritually | 2009                              | Chinese   | School Bus                       | About 6200 Sq. M            |
| Through-train / Feeder / Nominated Secondary School   |   |                                   | Past Students' Association / Alumni Association | Parent-Teacher Association (PTA) |                             |
| -   |   |                                   |   | Yes                              |                             |
| 4Rs Mental Health Charter   | -   | Whole School Health Programme     |   | -                                |                             |

## 2025/2026 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|------------|----------|---------|---|----------------------|
| -          | -        | \$50    | \$300                                   | -                    |

## School Facilities

| No. of Classroom(s)   | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others  |
|---|----------------------|-----------------------|---------------------|---|
| 24  | 2                    | 1                     | 1                   | Student activity center, multi-purpose area, green area.  |
| Special Room(s)   |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs  |
| STEM room, Campus TV Room, multi-purpose room, general studies room, visual art room, music room, religious room. |                      |                       |                     | Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path, Accessible public information / service counter and Visual fire alarm system. |

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

| Number of teaching posts in the approved establishment |                 |                                    |                            | 46                      | Total number of teachers in the school |             | 47                |
|--|-----------------|------------------------------------|----------------------------|-------------------------|--|-------------|-------------------|
| Qualifications and professional training (%)           |                 |                                    |                            | Years of Experience (%) |  |             |                   |
| Had Received Teacher Training                          | Bachelor Degree | Master / Doctorate Degree or above | Special Education Training | 0 - 4 years             |  | 5 - 9 years | 10 years or above |
| 100%   | 100%            | 31%                                | 73%                        | 16%                     |  | 13%         | 71%               |

## Class Structure

|   | P1  | P2 | P3 | P4 | P5 | P6 | Total |
|---|---|----|----|----|----|----|-------|
| 2024/2025 school year   | No. of classes  | 4  | 4  | 4  | 4  | 4  | 24    |
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) | No. of classes  | 4  | 4  | 4  | 4  | 4  | 24    |
| Mode of teaching at different levels  | A school-based reading and speaking programme is immersed in the key stage 1 (Primary 1 to 3) curriculum. These lessons are co-taught by the NET, local teachers and assistant teacher.   |    |    |    |    |    |       |
| Remarks   | Teachers develop students' high order thinking skill through different questioning techniques. An inclusive atmosphere is promoted in the classroom to allow each and every student to prosper. In P.5 and P.6 English and Chinese lessons, students are divided into different groups based on homogeneous grouping. |    |    |    |    |    |       |

## 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   | To enhance the effectiveness of learning and teaching, our school adopts diversified assessments. It can enable our teachers to refine the teaching strategies and effectively cater for our students' needs. Each term, our school integrates both formative and summative assessments. This allows our teachers to have a more comprehensive understanding of each student's learning and abilities. |   |  |  |   |   |     |
| 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 4 to 6 are streamed according to students' academic performances, whereas there is no streaming for Primary 1 to 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   | 11   | 30 mins                        | 8:00 AM          | 3:30 PM        | 1:00 PM - 2:00 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks          |                |                   |
| Provided by designated supplier and arranged by parents. | 1. To encourage students to participate in sports activities, our school joined the 'SportAct Award Scheme'.<br>2. Different sports activities zones are set during recess.<br>3. Participate in the 'Straighten Up School Scheme', offer different opportunities for students to stretch their body and mind.<br>4. Students' participate in different types of activities during the 'Freestyle Recess'. |                                | -                |                |                   |

Life-wide Learning

There are four types of Extra-curricular Activities, talent variety activities (e.g. Christmas Performance show and sports day), interest groups (led by school teachers), Saturday extra-curricular activities sessions (taught by qualified instructors) and school teams (members are selected by the school). Different types of activities allow students to thrive on different aspects and develop their talents and interests.

School Mission

In accordance with the mission of Catholicism, our school guides students to familiarize themselves with our God and fulfill the commandment. We also develop students' gospel values and share the spirit of "Love God and all mankind" so that students can be cultivated in a warm and harmonious atmosphere.

School Characteristics

| School Management  |
|--|
| <b>School Management Organisation:</b><br>The school is administrated by the Incorporated Management Committee. The principal and the vice principals are responsible for the planning and coordination of the school. The middle managers of our school are responsible for various administrative works of different domains.  |
| <b>Incorporated Management Committee / School Management Committee / Management Committee:</b><br>There are 15 members in the Incorporated Management Committee. The committee consists of the chancellor, school sponsoring body managers, the principal (by constitution), teacher managers, parent managers, an alumni manager and an independent manager.  |
| <b>School Green Policy:</b><br>Promote and practice environmental protection activities on campus, such as saving electricity, recycling waste paper, and participating in activities related to environmental protection. A campus cleaning activity is carried out once every school year to teach students to set an example and cultivate their correct attitude towards caring for the environment.   |
| <b>School's Major Concerns:</b><br>1. Create a language rich environment, develop biliteracy and trilingualism. Assemblies are hold by English and Putonghua students' ambassadors.<br>2. Make good use of learning time through revamping the school timetable that includes diversified learning activities.<br>3. Actively encourage students to join competitions and Gifted courses.<br>4. The five-society system was established to allow students to integrate into campus life, develop leadership skills, and strengthen their sense of belonging through school club activities.  |
| Learning and Teaching Plan   |
| <b>Learning &amp; Teaching Strategies:</b><br>Promote students-centered learning. The school focuses on inspiring students' multiple intelligence, enhancing students' learning skills, reinforce students' creativity and independent thinking skills. Through conducting various classroom activities, group learning, projects, site visits, students are equipped with the eagerness and thirst to learn so that they dare overcome future challenges.   |
| <b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b><br>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. |
| <b>Development of Generic Skills:</b><br>Through different learning activities, classroom activities and diversified extra-curricular activities, students' generic skills can be cultivated.  |
| <b>Cultivation of Proper Values, Attitudes and Behaviours:</b><br>Our school adheres to the five core values of Catholicism, builds a positive, caring learning environment that is full of inspiration. We also raise students' self-esteem, confidence and the ability to love themselves. We hope that our students can be optimistic and responsible. Moreover, our school equips students with the ability the overcome challenges. Community resources are also introduced to students, parents and teachers to help promote a positive attitude towards life, foster students-teachers and children-parents communication so as to support students' need in different aspects.   |
| Student Support  |
| <b>Whole School Approach to Catering for Learner Diversity:</b><br>To enhance outstanding students' potential, our school recommends gifted students to participate in gifted curriculum and competition. Our school adopts the early identification strategy. We provide mentorship programme, assessments, training, referral arrangements and improve students' learning attitude and performance for pupils in need.   |
| <b>Whole School Approach to Integrated Education:</b><br>The Student Support Team is supervised by the Vice Principal, and led by the SENCO, to support the holistic development of students through the "Whole School Approach". The school utilizes Learning Support Grant and Enhanced School-based Speech Therapy Service to provide assessment, treatment, and training to students in need, enhancing their learning efficiency and enriching their learning experiences. The school also promotes a culture of inclusiveness on campus through activities such as parent seminars, teacher professional development, student lectures, experiential camps, and monthly value education sharing.                                     |
| <b>Curriculum Tailoring and Adaptation:</b><br>Provide evaluation service for students in need. Improve academic performance by adjusting learning support and based on students' needs.   |
| Home-School Co-operation and School Ethos  |
| <b>Home-School Co-operation:</b><br>The parent-teacher association and volunteering parents provide immense support to the development of the school and various student activities. Besides organizing large-scale events such as parents and children sports day, school picnic and carnival. Parents volunteers conduct interactive reading sessions and group game activities with primary 1 students.   |
| <b>School Ethos:</b><br>With a strong religious atmosphere that spreads the spirit of love and concern, the school upholds and teaches the core values, Truth, Love, Justice, Family and Life thus develop a disciplined and harmonious learning environment. We encourage students to develop their potential, boost their confidence and foster the rapport between teachers and students through various activities and award schemes.  |
| Future Development   |
| <b>School Development Plan:</b><br>1. Improve the efficiency of teaching and learning through various strategies.<br>2. Cultivate students' information and media literacy.<br>3. Enhance students' vision on national and value education.  |
| <b>Teacher Professional Training &amp; Development:</b><br>Our school formulates annual development plan. Depending on the direction of development, different professional development programs are held. Our school also encourages teachers to participate in relevant teacher training. Through different activities and training programmes, teachers are able to keep abreast of the current educational policies and cope with the diverse needs of students.   |
| Others   |
| Our school has acquired the qualification of "Quality Assessment Management Accreditation Scheme" (QAMAS) which is awarded by the Hong Kong Examinations and Assessment Authority since 2014. It has reassured our effort in promoting quality assessment for learning. It also confirms that our assessment policy is fair, credible and effective. We will do our best in maintaining good quality of assessment for our learners.   |



# 寶血會思源學校 Si Yuan School of the Precious Blood

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POA School Net No.

## School Information

| Supervisor / Chairman of Management Committee   | School Head                     | Incorporated Management Committee | School Type                                     | Student Gender                   | Religion                    |
|---|---------------------------------|-----------------------------------|---|----------------------------------|-----------------------------|
| Sister Yau Lai Ming   | Ms. Chow Kwai Fong              | Established                       | Aided Whole Day                                 | Co-ed                            | Catholicism                 |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |                                 |                                   |   |                                  | 100%                        |
| Name of Sponsoring Body   | School Motto                    | Year of Commencement of Operation | Medium of Instruction                           | School Bus                       | Area Occupied by the School |
| The Superioress of The Sisters of The Precious Blood  | Honour God and Love One Another | 2009                              | Chinese   | School Bus                       | About 4600 Sq. M            |
| Through-train / Feeder / Nominated Secondary School   |                                 |                                   | Past Students' Association / Alumni Association | Parent-Teacher Association (PTA) |                             |
| -   |                                 |                                   |   |                                  |                             |
| 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                  |
|------------|----------|--------------------|---|---------------------------------------|
| -          | -        | \$220(one-off fee) | Specific purpose fee \$200              | \$10 for replacement of student card. |

## School Facilities

| No. of Classroom(s)   | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others  |
|---|----------------------|-----------------------|---------------------|---|
| 24  | 2                    | 1                     | 1                   | Classrooms are equipped with computers linked up with visualizers, interactive TV and loudspeaker.  |
| Special Room(s)   |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs  |
| Campus TV Station, Computer Room, STEAM Room, English Room, Integrated Learning Centre, Dancing Room, 2 Music Rooms, Art Room, 2 Basketball Courts, Football Field, Greenhouse and Canteen. |                      |                       |                     | Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path, Accessible public information / service counter and Visual fire alarm system. |

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

| Number of teaching posts in the approved establishment |                 |                                    | 49                         | Total number of teachers in the school |             | 52                |
|--|-----------------|------------------------------------|----------------------------|--|-------------|-------------------|
| Qualifications and professional training (%)           |                 |                                    |                            | Years of Experience (%)                |             |                   |
| Had Received Teacher Training                          | Bachelor Degree | Master / Doctorate Degree or above | Special Education Training | 0 - 4 years                            | 5 - 9 years | 10 years or above |
| 100%   | 100%            | 48%                                | 62%                        | 27%                                    | 11%         | 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  | 1. Putonghua is used as the medium of instruction in Chinese lessons.<br>2. Adopt Brain-based learning and teaching strategies to enhance students' motivation to learn and ensure 100% participation.<br>3. Experience through learning. Learning through experience. |    |    |    |    |    |       |
| Remarks   | -  |    |    |    |    |    |       |

## Performance Assessment

|   |  |  |   |   |     |
|---|--|--|---|---|-----|
| Number of test(s) per year (P1 only)  | 1  | Number of exam(s) per year (P1 only)       | 1 | Replace tests and examinations with diversified assessments in the first term of P1 | Yes |
| Number of test(s) per year (P2 to P6 only)  | 1  | Number of exam(s) per year (P2 to P6 only) | 2 |   |     |
| Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies |  |  |   |   | Yes |
| Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders  |  |  |   |   | Yes |
| Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders  |  |  |   |   | Yes |
| Diversified Assessment for Learning   | Diversified assessment for different subjects. Apart from examinations, a diversified and progressive assessment is also used to monitor teaching and learning. Teachers would guide students to do 'assessment of learning', 'assessment for learning' and 'assessment as learning' to help students understand their strengths and weaknesses. |  |   |   |     |
| 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: Pupils are evenly distributed into 4 classes.<br>P.2 - P.6: The top pupils of each level are streamed to one class, the others are evenly allocated to other 3 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   | 3:10 PM        | 12:50 PM - 1:40 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks   |                |                    |
| Provided by designated supplier and arranged by parents. | We help students build up a healthy living style through talks, exhibitions and School Positive Attitude. Activities such as morning & recess fun games, lunch recess activities zone, reading zone, LEGO zone, shared piano, healthy eating in school, Joyful Fruit Month, Body Fitness Programme and mindful attention training are implemented. |                                | There is a religious assembly, class teacher period, reading period and homework tutorial period every school day. A variety of extra-curricular activities and experiential learning which include life-wide learning activities are conducted in the afternoon every day. |                |                    |

Life-wide Learning

Learning activities in China and abroad such as Service Learning, Partnership Schools Exchange Tour and Study Tour.  
Learning experiences outside classrooms such as visits, games, drama etc are regularly provided to the students.  
There are about 60 extra-curricular activities held in the afternoons on weekdays or mornings at weekends.

School Mission

Our Mission is to follow the spirit of Lord. Our Motto is "sacrifice and reconciliation". Through the kindness of Lord, the grace of Jesus and the light of the Holy Spirit, our foundation is to proclaim and witness God's love, in order to achieve whole-person education.

School Characteristics

| School Management  |
|--|
| <b>School Management Organisation:</b><br>The school is supervised by the IMC. The principal set directions and lead various management committees in school development.  |
| <b>Incorporated Management Committee / School Management Committee / Management Committee:</b><br>The IMC is composed of the school supervisor, 5 school sponsoring body appointed managers, 1 principal manager, 1 teacher manager, 1 alternate teacher Managers, 1 parent manager, 1 alternate parent managers, 1 alumni manager and 1 independent manager, a total of 13 members.   |
| <b>School Green Policy:</b><br>Encourage students to put the environmental protection knowledge into practice, activities like school uniform recycling, waste separation, bicycle generator, food waste recycling, plastic recycling, organic farming, green lunch are carried out.   |
| <b>School's Major Concerns:</b><br>Experience through learning. Learning through experience.   |
| Learning and Teaching Plan   |
| <b>Learning &amp; Teaching Strategies:</b><br>1. To develop students' multi-intelligence and creativity through experiential learning.<br>2. To promote interactive learning through co-operative learning and information technology.<br>3. To create student-centred learning environment and enrich students' learning experience through enhancing students' assessment literacy and STEM education. Encourage students to develop a habit of self reflection and turn them into independent learners.   |
| <b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b><br>The timetable is rearranged. Experiential learning is conducted in the afternoon every day.   |
| <b>Development of Generic Skills:</b><br>We organize various curriculum and multi-intelligence activities to broaden students' generic skills through learning by doing.   |
| <b>Cultivation of Proper Values, Attitudes and Behaviours:</b><br>1. To develop students' positive values and attitudes through regular courses in each area of study, all-round and school-based guidance activities, life education, religious assembly, ethics and religious studies, national security education, moral and growth education.<br>2. To cultivate a loving environment and team spirit through 'Boost-up Class Programme'.<br>3. To promote motivation in learning and learning attitudes, Si Yuan Smart Kids Award Scheme is implemented.  |
| Student Support  |
| <b>Whole School Approach to Catering for Learner Diversity:</b><br>1. To develop a school-based curriculum to cater for students' diversity.<br>2. To enhance students' learning using appropriate electronic materials.<br>3. Students with different capabilities are engaged in class learning via 'Brain-based Learning Approach'.<br>4. To give gifted students more opportunities to pursue for excellence. Some elite training courses in various areas are provided, such as music, sports, drama, speech, etc.  |
| <b>Whole School Approach to Integrated Education:</b><br>1. Student Support Team is set up to plan, implement and review student support services. It helps to cater for the needs of different students.<br>2. The 3-Tier Support Model is adopted to enable students with different needs to be supported with appropriate resources and services.   |
| <b>Curriculum Tailoring and Adaptation:</b><br>Regular co-planning lesson study, peer lesson observation, curriculum adaptation and graded worksheets to cater students' learning diversity.   |
| Home-School Co-operation and School Ethos  |
| <b>Home-School Co-operation:</b><br>1. Regular meetings act as a way for the communication between parents and the school.<br>2. In order to cultivate a good teacher-parent relationship, PTA holds activities, such as school uniform recycling, outings, seminars and Christmas Carnivals.<br>3. A volunteer parents' team is formed to help with students' lunch and school big events.<br>4. Parent Academy is established. Parents are encouraged to participate in parent education workshops.  |
| <b>School Ethos:</b><br>1. To develop students' positive values and attitudes through all-round and school-based guidance activities, life education, ethics and religious studies, moral and growth education.<br>2. To cultivate a loving environment through various schemes, such as class management, One On One reading scheme, Primary 1 bridging course, Adventure-based learning, Understanding Adolescent Project, etc.<br>3. To promote whole person development by organizing a wide range of activities: study tours, thematic learning, Live Shows, life-wide learning activities, etc.<br>4. To create a good atmosphere for students, raise good children who love the Lord and others.<br>5. Alumni association facilitates communication between teachers and graduate students. |
| Future Development   |
| <b>School Development Plan:</b><br>1. To nurture a caring atmosphere and boost team spirit.<br>2. Enhance values education.<br>3. Taking care of students' physical and mental health.<br>4. Implement holistic approach for school-based self-directed learning curriculum.   |
| <b>Teacher Professional Training &amp; Development:</b><br>1. Our school is committed to cultivating a professional and outstanding team of lifelong learning-oriented teachers.<br>2. Based on the school's focus areas and developmental needs, we organize appropriate school-based professional development activities to equip teachers for the ever-changing teaching environment.<br>3. We assist teachers in understanding their personal potential and development directions, and continuously enhance the overall professional standard of the teaching staff through diverse learning and training opportunities.  |
| Others   |
| 1. Our School received Caring School Award from Hong Kong Christian Service in the past few years.<br>2. Si Yuan Scholarships are given.<br>3. Si Yuan Talent Award offered by alumni association.<br>4. Attained the 2023/24 "HI-FIVE" Award for Outstanding Performance.<br>5. 61st Schools Dance Festival Competition Chinese Dance Honours Award.<br>6. 2025 New Territories West Primary School Drama Competition Overall Champion.<br>7. Joint School Music Competition Primary School Choir Gold Award.<br>8. 76th Hong Kong Schools Speech Festival (Chinese Speech) Choral Speaking Champion.<br>9. Hong Kong Primary School Taekwondo Team Gyeonggi Overall Champion.  |





# 荃灣天主教小學 Tsuen Wan Catholic Primary School

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POA School Net No.

## School Information

| Supervisor / Chairman of Management Committee   | School Head   | Incorporated Management Committee | School Type                                     | Student Gender                   | Religion                    |
|---|---|-----------------------------------|---|----------------------------------|-----------------------------|
| Rev. Wong King Sing   | Ms. Chan Pik Ki Peggy   | Established                       | Aided Whole Day                                 | Co-ed                            | Catholicism                 |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |   |                                   |   |                                  | -                           |
| Name of Sponsoring Body   | School Motto  | Year of Commencement of Operation | Medium of Instruction                           | School Bus                       | Area Occupied by the School |
| Catholic Diocese of Hong Kong   | In reverence of God and love we are committed. In knowledge and truth we are devoted. | 1969                              | Chinese   | -                                | About 1818 Sq. M            |
| Through-train / Feeder / Nominated Secondary School   |   |                                   | Past Students' Association / Alumni Association | Parent-Teacher Association (PTA) |                             |
| -   |   |                                   |   | Yes                              |                             |
| 4Rs Mental Health Charter   | -   | Whole School Health Programme     |   | -                                |                             |

## 2025/2026 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|------------|----------|---------|---|----------------------|
| -          | -        | \$50    | \$310                                   | -                    |

## School Facilities

| No. of Classroom(s)  | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others   |
|--|----------------------|-----------------------|---------------------|--|
| 18   | 1                    | 1                     | 1                   | Rooftop Playground.  |
| Special Room(s)  |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs |
| Prayer Room, English Room, Computer Room, General Studies Room, Music Room, Visual Arts Room, Multi-Purpose Room, Small Group Learning Room, Guidance Room, Planting Zone. |                      |                       |                     | 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 |             | 41                |
| 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%                                | 65%                        | 9%                                     | 18%         | 73%               |

## 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 will be implemented by phases starting from P.1 since the 2024/25 school year. To cater for learning diversity, different strategies are adopted such as elite and enhancement programs. English local teachers works collaboratively with our Nets to create a rich English language learning environment. P.4-P.6 gifted programs are offered to unleash the potential of students |  |                |    |    |    |    |    |       |
| Remarks   |  | -   |  |                |    |    |    |    |    |       |

## Performance Assessment

|   |   |  |   |   |     |
|---|---|--|---|---|-----|
| Number of test(s) per year (P1 only)  | 2   | Number of exam(s) per year (P1 only)       | 2 | Replace tests and examinations with diversified assessments in the first term of P1 | Yes |
| Number of test(s) per year (P2 to P6 only)  | 2   | Number of exam(s) per year (P2 to P6 only) | 2 |   |     |
| Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies |   |  |   |   | Yes |
| Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders  |   |  |   |   | 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 summative assessment, formative assessment is arranged to assess students' learning progress and outcomes through project learning, dictation, quiz and daily learning tasks.<br>2. Different parties (e.g. self/peer/teachers/parents) are involved in providing feedback for students' Chinese and English writing. |  |   |   |     |
| 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                        | 8:15 AM          | 3:15 PM        | 12:40 PM - 1:30 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks          |                |                    |
| Provided by designated supplier and arranged by parents. | 1. Implement healthy school policy through different activities, such as Joyful Fruit Month, Bright Smiles Campus Program etc., so as to cultivate students' healthy habits and attitude.<br>2. Encourage students to play ball games, skip rope and hula hoops during recess or after school. |                                | -                |                |                    |



Life-wide Learning

|  |
|--|
| The school has a comprehensive program catering for the needs of different students.<br>Leadership: House Captain and officers<br>Tuesday Moral Lessons, Friday Multi-intelligence Classes, Saturday Interest Classes<br>Uniform Teams: Young Pioneer of Christian, Flat-raising Team, St John Ambulance Command, Scouts<br>Sports Team: Dance Club, Basketball Team, Football Team, Volleyball Team, Table Tennis Team, Track and Field Team<br>Academic Teams: Chinese and English Speech Group, Choir, STEAM Classes, Maths Elite Classes |
|--|

School Mission

|   |
|---|
| Our school is a Catholic school. It is our mission to spread the Gospel of Christ through introducing our students to the values of simplicity, love and serving others. Our school aims at providing a happy learning atmosphere to facilitate the whole person development of our students. |
|---|

School Characteristics

|  |
|--|
| <b>School Management</b>   |
| <b>School Management Organisation:</b><br>Our school is managed by Incorporated Management Committee (IMC). Our principal leads the Administration Committee and three Development Committees to administrate the school affairs.  |
| <b>Incorporated Management Committee / School Management Committee / Management Committee:</b><br>Our Incorporated Management Committee consists of our supervisor, principal and thirteen school managers.  |
| <b>School Green Policy:</b><br>Different environmental and energy policies have been implemented to protect and improve the school environment.<br>1. Setting recycling bins to recycle useful materials.<br>2. Using environmentally friendly facilities to reduce energy consumption.<br>3. Enhancing environmental education in the school curriculum.  |
| <b>School's Major Concerns:</b><br>1. Cultivating students' positive values through the 5 core values of Catholic education.<br>2. Fostering students' whole-person development with diversified learning experiences.   |
| <b>Learning and Teaching Plan</b>  |
| <b>Learning &amp; Teaching Strategies:</b><br>1. Incorporate whole-class gifted teaching strategies and use different-level questioning skill to develop students' high-order thinking skills.<br>2. Promote self-learning skills in all subjects so that students can learn consciously, actively and positively.<br>3. Strengthen students' biliteracy and trilingualism with a series of teaching resources and support measures in Chinese, English and Putonghua.<br>4. Promote Mathematic Education by creating opportunities for students to apply skills in real life situations.<br>5. Enhance STEAM education to strengthen students' abilities to integrate and apply knowledge and skills. |
| <b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b><br>1. Create more opportunities for students to learn outside the classroom. This will help them gain life experiences, broaden their horizons and develop different potentials.<br>2. Promote National Education, Constitutional and Basic Law Education through various activities.<br>3. STEAM education inspires creative thinking by providing students with opportunities to synthesise and apply interdisciplinary knowledge and skills.  |
| <b>Development of Generic Skills:</b><br>1. During the lessons, teachers develop students' communication skill, creativity and collaboration skills by using cooperative learning. And we develop students' self-learning skills through e-learning platforms.<br>2. students' generic skills are developed through a variety of learning events.  |
| <b>Cultivation of Proper Values, Attitudes and Behaviours:</b><br>Introduce problem-solving elements in various disciplines to establish positive thinking to improve students' resistance. Promote positive psychology education, e.g. parent-child activities, adventure activities, etc. Incorporate the elements of positive psychology to growth classes. Create a positive school atmosphere, hold various positive events in the school, e.g. singing competitions or morning assembly etc. Positive Parent Group promotes parents-teachers cooperation, focusing on students' emotional needs. Through Teacher and Friend Program, teachers meet the students with emotional needs regularly.  |
| <b>Student Support</b>   |
| <b>Whole School Approach to Catering for Learner Diversity:</b><br>Our school has Curriculum Development Team and Student Support Team to cater for students' different study needs. We have reinforcement classes, curriculum adaptation and professional training courses for students with special educational needs so that their learning are reinforced their self-confidence is enhanced.   |
| <b>Whole School Approach to Integrated Education:</b><br>1. We together to create inclusive cultures in our school to cater for the needs of all students.<br>2. We adopt a 3-tier support model in order to provide appropriate support to each student, such as group training and Individual Education Plans.<br>3. Arrange relevant training for teachers and parents so that every child can learn more effectively.<br>4. Interprofessional Collaboration: School-Based EP, School-Based Speech Therapist and Social Worker etc.   |
| <b>Education Support for Non-Chinese Speaking (NCS) Students:</b><br>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><br>Under the professional guidance of Educational Psychologists, curriculum and assessment tailoring and adaptation are provided for SEN students.   |
| <b>Home-School Co-operation and School Ethos</b>   |
| <b>Home-School Co-operation:</b><br>Parent-Teacher Association not only serves as a bridge between schools and parents, but also assists school in organizing parent-child activities. Parent volunteers assist our school in implementing various activities e.g. the library helpers and outdoor activities.   |
| <b>School Ethos:</b><br>We believe that each student is unique, his/ her potential may be cultivated fully in a safe and happy learning environment. Our school provides a caring culture to nurture students' positive values through whole school approach disciplinary guidance program. We hope our students can lay a foundation for the lifelong learning.   |
| <b>Future Development</b>  |
| <b>School Development Plan:</b><br>1. Emphasis on the character development of students, and take the Ten Commandments and True Blessings of God as the guideline.<br>2. Provide students with high-quality teaching and allow them to have more diverse learning experiences. Popularize gifted education to cater for the different needs of students and develop their potential.<br>3. Make good use of community resources and improve teaching facilities.   |
| <b>Teacher Professional Training &amp; Development:</b><br>1. Our teachers enhance their professions through collaborative lesson planning, classroom observation, school-based professional sharing and external professional exchanges.<br>2. Teachers attend professional development activities and programs in response to school's and teachers' personal developmental need.  |
| <b>Others</b>  |
| In terms of school competitions, our students attained great results in languages, art and sports. We have exchange program with overseas primary schools. We cooperate closely with Ss. Cosmas and Damian Church and Tsuen Wan Our Lady Kindergarten to provide students with moral and multi-ability cultivation.  |



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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 Man Chi  | Principal Lee Yuk Chun                | 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 Chiu Chow Welfare Association   | Respect, Courtesy, Diligence, Honesty | 1965                              | Chinese   | Nanny van      | About 4200 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    | -                                       | -                    |

## 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, fish pond, lawn, track & field facilities, an air-conditioned hall, air-conditioned classrooms with interactive whiteboard and LED WALL. |
| Special Room(s)   |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs   |
| An English room, a STEAM room, a Library, a Computer room, a Campus TV, a Music room, an activity room, Chinese Cultural room, a Counseling room, a Teaching resource room, a First-aid room, study room and conference room. |                      |                       |                     | Ramp.  |

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

|  |                 |                                    |                            |  |             |                   |
|--|-----------------|------------------------------------|----------------------------|--|-------------|-------------------|
| Number of teaching posts in the approved establishment |                 |                                    | 29                         | Total number of teachers in the school |             | 33                |
| 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%             | 24%                                | 68%                        | 27%                                    | 24%         | 49%               |

## Class Structure

| 2024/2025 school year   |  | No. of classes | 2 | 1 | 2 | 3 | 3 | 3 | 14 |
|---|--|----------------|---|---|---|---|---|---|----|
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) |  | No. of classes | 2 | 2 | 1 | 2 | 3 | 3 | 13 |
| Mode of teaching at different levels  | Small Class Teaching Strategy is adopted in P.1 to P.6 classes so as to qualify learning. Remedial classes are also implemented for consolidation of foundation. |                |   |   |   |   |   |   |    |
| Remarks   | -  |                |   |   |   |   |   |   |    |

## Performance Assessment

|   |  |   |  |  |   |   |     |
|---|--|---|--|--|---|---|-----|
| Number of test(s) per year (P1 only)  |  | 1 | Number of exam(s) per year (P1 only)       |  | 1 | Replace tests and examinations with diversified assessments in the first term of P1 | Yes |
| Number of test(s) per year (P2 to P6 only)  |  | 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   | Both formative and summative assessments are utilized to assess students' learning progress.<br>Formative assessments instead of tests and exams in the first term of 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   | Streaming is in accordance with students' conduct and academic results in Primary 2 to 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                        | 8:15 AM  | 3:30 PM        | 12:40 PM - 1:40 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks  |                |                    |
| Provided by designated supplier and arranged by parents. | Weekly in-class exercises are conducted to help students build a good habit of doing body exercise. Various sports activities are promoted in the Sports Zone during break time. To ensure lunch quality and nutrition sufficiency, parents and teachers mutually take part in lunch supervision. No kiosk is provided to encourage students to have healthy eating habits and eat more fruit. |                                | The school provides diverse activities such as student hosting sessions, English Day, academic activities, reading programs, STEAM activities and different competitions. The campus life can surely broaden students' horizons and unleash their potential. |                |                    |

Life-wide Learning

To facilitate the balanced development of students' physical and mental health and enrich their extracurricular activities, a diverse range of extracurricular activity groups are provided, including academic, artistic, sports, uniformed teams, and volunteer services, to cultivate students' different interests. Furthermore, students who show potential are encouraged to participate in external competitions to unleash their full potential.

School Mission

Based on Confucianism, students are inspired to understand the meaning of life, establish a correct view of life and values, promote the balanced development of the five aspects of education, and unleash the potential of students - to promote high-quality education and cultivate social talents.

School Characteristics

| School Management   |
|---|
| <b>School Management Organisation:</b><br>The school is led by the Incorporated Management Committee and managed by the principal, vice-principal, the administrative teachers together with the School Development and Improvement Team.   |
| <b>Incorporated Management Committee / School Management Committee / Management Committee:</b><br>Incorporated Management Committee was established in 2008. These include the School Supervisor, the Principal, members from the education sector, teacher, manager, parents, and independent manager.   |
| <b>School Green Policy:</b><br>We joined 'Student Environmental Protection Ambassador Scheme' organized by Environmental Campaign Committee. We provide recycling bags in classrooms and teachers' rooms for recycling paper. We placed two sets of recycling bins in school for students to separate waste. We organize recycling and donation of old school uniform.  |
| <b>School's Major Concerns:</b><br>1. Optimize learning and teaching to enhance learning effectiveness.<br>2. Develop a positive campus culture and strengthen values education.  |
| Learning and Teaching Plan  |
| <b>Learning &amp; Teaching Strategies:</b><br>Diversified teaching strategies are adopted to let students to learn actively. Learning experience enrichment is achieved via the implementation of life-wide learning, project learning, cross-curricular learning, diversity learning activities are held every week, such as integrated calculation games, technology activities, arts and sports trainings. Also, outdoor activities include visits, seminars and various competitions that allow the instillation of generic skill and creativity. Nurturing students' positive thinking is the most important, it let them to have positive attitudes, eager and happy to learn, enhance students' whole-person development.  |
| <b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b><br>Our school has placed great emphasis on cultivating positive values and attitudes in students, as well as focusing on life education, national education, and safety education. We integrate these values into subject learning, growth courses, cross-curricular learning activities, and school-based counseling activities, providing students with diverse learning experiences. To cultivate national identity, we mainly rely on general studies and national education, such as flag-raising ceremonies, quiz competitions, and exchanges with sister schools in Mainland, to deepen students' understanding of the country's history, culture, society, and economy.   |
| <b>Development of Generic Skills:</b><br>To foster students' generic skills, relative elements are integrated into various curriculum domains. Generic skills like communication, collaboration, creativity and critical thinking are some of the major thematic foci to be integrated into project learning.   |
| <b>Cultivation of Proper Values, Attitudes and Behaviours:</b><br>In order to build a caring campus and to promote students' positive values and attitudes, we provide 'Monthly Stars' scheme, competitions and talks for them to learn about respect, honesty, discipline, friendship, acceptance and appreciation.  |
| Student Support   |
| <b>Whole School Approach to Catering for Learner Diversity:</b><br>Through the whole school approach, we run different schemes such as 'Learning in Progress', 'Collaborative Learning Scheme', 'Individual Learning Scheme', 'Attainment Progression Scheme' for new immigrants, 'School-based Speech Therapy Service' and 'Walk with Love Scheme' to cater for students' needs and diversity.<br>Our school was awarded the Caring School in the 'Caring School Award Scheme' for four consecutive years (in 2011, 2012, 2013, 2014 and 2015).  |
| <b>Whole School Approach to Integrated Education:</b><br>Objectives:<br>1. Formulating the policy regarding whole school approach, developing team-oriented supporting plans and creating a harmonious school culture.<br>2. Coordinating the use of in-school and external resources to provide appropriate supporting services to students with different learning needs.<br>3. Proactively promoting and encouraging staff participation in integrated professional education development courses/activities to further cater for student diversity.<br>4. Strengthening family-school communication and contact, building up a partnering relationship and getting together to support the all-round development of students.   |
| <b>Education Support for Non-Chinese Speaking (NCS) Students:</b><br>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.  |
| <b>Curriculum Tailoring and Adaptation:</b><br>We review our curriculum from time to time. Students' needs and diversity are addressed through regular assessments and the tailoring of the curriculum.   |
| Home-School Co-operation and School Ethos   |
| <b>Home-School Co-operation:</b><br>Our school has a Parent-Teacher Association, which not only holds regular parent sharing sessions, but whose members also serve as supervisors for student lunchtime, extracurricular activities on Saturdays, and assist with parent-teacher association trips. Parent volunteers also participate in voluntary work in various school activities, increasing opportunities for communication with the school and strengthening parent-child relationships. In addition, our school also cultivates the parents' enthusiasm for learning through the "Parent Academy," which serves as a good example for their children. Furthermore, our school also holds Parent Day and various levels of parent evening meetings to promote close communication between parents and teachers. |
| <b>School Ethos:</b><br>Pure and simple are our school ethos. We emphasize not only nurturing of student virtues but also a considerate and caring culture around the school. Each student is assigned with some specific duties in his/her class so as to enhance his/her work potentials and cultivate positive attitude towards serving others.  |
| Future Development  |
| <b>School Development Plan:</b><br>1. Enhance teachers' professional development and optimize teaching.<br>2. Foster students' self-learning spirit.<br>3. Emphasize education on moral values and character development.<br>4. Strengthen the connection and collaboration between school and family.<br>5. Implement a culture of care within the campus.   |
| <b>Teacher Professional Training &amp; Development:</b><br>Through staff development, our teachers are equipped to practise current educational strategies including small class teaching and inclusive education. We have school-based and external teacher in-service training, Co-plan and peer lesson observation and Class-based lesson planning and teaching. Besides, we co-work with educational organization in universities to actualise implementation of various teaching and evaluation strategies so as to enhance teaching and learning effectiveness.   |
| Others  |
| In terms of open school competitions, our students attained great results in languages, science and sports. In Speech Festival, our students achieved the champion, the second and the third prize in solo verse speaking of English, Chinese and Putonghua contests. For sports, students got excellent results in athletics, basketball, table tennis and football in HKSSF Tsuen Wan Primary Schools Sports Competition. Our students also got A.S. Watson Group Hong Kong Student Sports Awards. For science and creative thinking, our students gained amazing experience; received gold, silver and bronze awards in Hong Kong International Student Innovative Invention contest. We also provide students the chance to learn in China and overseas in order to enrich their knowledge.                         |



## School Information

| Supervisor / Chairman of Management Committee   | School Head                                    | Incorporated Management Committee | School Type                                     | Student Gender                   | Religion                    |
|---|--|-----------------------------------|---|----------------------------------|-----------------------------|
| Ms. Choi Man Yee, Katharine   | Ms. Wong Lai May                               | Not Applicable                    | Gov't Whole Day                                 | Co-ed                            | Not Applicable              |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets |  |                                   |   |                                  | -                           |
| Name of Sponsoring Body   | School Motto                                   | Year of Commencement of Operation | Medium of Instruction                           | School Bus                       | Area Occupied by the School |
| Government  | Knowledge, Intellect, Courtesy, Gregariousness | 1961                              | Chinese   | School Bus                       | About 5137 Sq. M            |
| Nominated Secondary School  |  |                                   | Past Students' Association / Alumni Association | Parent-Teacher Association (PTA) |                             |
| Tsuen Wan Government Secondary School, Homantin Government Secondary School   |  |                                   |   | Yes                              |                             |
| 4Rs Mental Health Charter   | Yes  | Whole School Health Programme     |   | Action School                    |                             |

## 2025/2026 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|------------|----------|---------|---|----------------------|
| -          | -        | \$70    | \$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                   | Basketball Court and Terrace.  |
| Special Room(s)  |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs                       |
| TV Campus, Multi purpose Room, Visual Art Room, Computer Room, Music Room, STEM Resource Room, Remedial Room, Medical Room, Conference Room, PTA Room and Common Room. |                      |                       |                     | Ramp, Accessible lift, Accessible toilet, Tactile guide path 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 |                 |                                    | 53                         | 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%   | 96%             | 37%                                | 79%                        | 2%                                     | 10%         | 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  |  | To boost learning and teaching effectiveness, diversified learning strategies including collaborative learning and e-learning are adopted. |  |                |    |    |    |    |    |       |
| 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   | Academic performance is assessed by means of summative assessment (i.e. examinations). A diversified processing assessment is adopted such as formative assessments, project learning, classroom observation and academic 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   | P.1 and P.2 are not streamed. Different ability pupils are evenly distributed. Classes are formed from P.3 to P.6 according to pupils' academic performance.   |   |  |  |   |   |     |

## School Life

| No. of school days per week                              | No. of periods per day   | Duration of each normal period | School starts at   | School ends at | Lunch break       |
|--|--|--------------------------------|--|----------------|-------------------|
| 5 Days   | 10   | 30 mins                        | 8:15 AM  | 3:00 PM        | 1:00 PM - 2:00 PM |
| Lunch arrangement  | Healthy school life  |                                | Remarks  |                |                   |
| Provided by designated supplier and arranged by parents. | We promote a School-based Physical Fitness Scheme. We also co-operate with the community to arrange various talks about healthy lifestyles and emotional management for our pupils. In order to foster pupils' healthy habits and living, we participate in 'Health Promoting School Programme' and 'Healthy Diet in School' campaign. |                                | Besides normal lessons, there are class period, civic education lessons, weekly / morning assemblies, reading lessons and extra-curricular activities. Personal growth lessons and library lessons are arranged in alternative weeks. Educational visits are scheduled according to the core curriculum. |                |                   |

Life-wide Learning

Sports Day, Games Day, Swimming Gala, Parent-child Christmas Carnival, Chinese Culture Day, Educational Camp, School picnic and Study Tour. Brownies, Cub Scouts, Flag-guards, School English Reporters, Community Youth Club, Junior Police Call.  
School Teams: Concert Band, Percussion Band, Dancing Team, Choir, Handbell, Choral Speaking and English Drama.  
Sports Teams: Track and field, Badminton, Football, Table-tennis, Volleyball, Basketball, Swimming, Sport stacking and Rope Skipping Team.  
Interest groups: Chinese Calligraphy.

School Mission

We endeavour to create the best learning environment for the all-round education. Self-learning skills are developed during school life. We also strive to help our pupils foster positive values and an optimistic attitude for life. We emphasize the development of moral, intellectual, physical, social and aesthetic perspectives. We organize a diversified range of activities which help in nurturing good citizenship and social responsibility.

School Characteristics

| School Management  |
|--|
| <b>School Management Organisation:</b><br>Under the School Management Committee, there are Headmistress, deputy heads, senior teachers, subject teachers, a librarian, social workers and native-speaking English teachers. Clerical staff, teaching assistants and computer technicians support the administrative work of the teaching staff.  |
| <b>Incorporated Management Committee / School Management Committee / Management Committee:</b><br>Our chairperson is the representative from Education Bureau. Other members include the headmistress, 2 teachers, 2 parents, 1 alumnus and 2 members of the local community.  |
| <b>School Green Policy:</b><br>Environmental Ambassadors in each class help to carry out energy-saving activities. The Supplier provides reusable lunch boxes and pupils bring their own tableware.  |
| <b>School's Major Concerns:</b><br>1. To enhance values education and nurture good citizenship.<br>2. To build the learning culture that strengthens the use of technology and information literacy. To facilitate students' continuous learning through cross-curriculum learning and information technology.<br>3. To enhance teachers' professional conduct and develop students' higher-order thinking skills.   |
| Learning and Teaching Plan   |
| <b>Learning &amp; Teaching Strategies:</b><br>In order to enhance pupils' interest in learning and enrich their experience, we implement diversified learning activities through reading lessons, assemblies, moral and civic education lessons, personal growth education lessons and extra-curricular activities.  |
| <b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b><br>To nurture students' self-directed learning and to further develop lifelong learning capabilities.  |
| <b>Development of Generic Skills:</b><br>The generic skills are cultivated through life-wide learning education, such as class activities, project learning, STEM and extra-curricular activities.   |
| <b>Cultivation of Proper Values, Attitudes and Behaviours:</b><br>Pupils' positive values and attitudes are nurtured and enhanced through class management, Assembly, Moral and Civic Education lessons, National Education, Life Education Activity Programme, Nice People & Good Deeds Scheme, Life Experience Activity and Song Dedication Activity.  |
| Student Support  |
| <b>Whole School Approach to Catering for Learner Diversity:</b><br>'Early Identification and Intervention Programme for Primary One Students with Learning Difficulties', Individual Educational Plan, Mentorship Program, Understanding Adolescent Project, School-based Speech Therapy Service, School-based Educational Psychology Service, After-school learning and support services.   |
| <b>Whole School Approach to Integrated Education:</b><br>Our school adopts a variety of measures such as Collaborative Teaching, Graded Worksheets / Tasksheets, Homework Tailoring, Special Assessment Arrangements and Individual Educational Plan to cater for learning diversity of students. Culture of integration also forms a part of the school civic and moral education programme. Different peer support groups are established to foster the culture among students.        |
| <b>Education Support for Non-Chinese Speaking (NCS) Students:</b><br>Our school provides additional support for NCS students to facilitate their learning of Chinese: Peer support groups are established to foster the inviting culture among students.   |
| <b>Curriculum Tailoring and Adaptation:</b><br>After-school courses cater for both talented pupils and less-able pupils. With the help from EDB School-based Support Services, we are able to adapt and tailor the curriculum. Special arrangements are given to pupils with special educational needs during tests and examinations.  |
| Home-School Co-operation and School Ethos  |
| <b>Home-School Co-operation:</b><br>Parents participate in the School Management Committee and the Non-government Fund Operation Committees. The school cooperates with homes in various aspects including the Annual General Meeting, Parents' Day, parent seminars and workshops, picnic, Christmas carnival, Sports Day, Games Day, fund-raising functions, parents volunteer team and PTA newsletter.  |
| <b>School Ethos:</b><br>We nurture our pupils to have positive values and an optimistic attitude for life. We promote the sense of belonging by means of Orientation Day, inter-house activities and classroom management activities. Encouraging pupils to participate in various uniform groups is the way to learn how to serve others and the community. Home-school cooperation is promoted through the Parent-Teacher Association, parent volunteer schemes and family activities. |
| Future Development   |
| <b>School Development Plan:</b><br>1. To enhance values education and nurture good citizenship.<br>2. To build the learning culture that strengthens the use of technology and information literacy. To facilitate students' continuous learning through cross-curriculum learning and information technology.<br>3. To enhance teachers' professional conduct and develop students' higher-order thinking skills.   |
| <b>Teacher Professional Training &amp; Development:</b><br>Teachers attend re-training courses, seminars and workshops on subject development. Collaborative lesson planning, peer lesson observation and school-based professional sharing sessions are promoted among teachers. Improvement in teaching skills are made through participation in the learning projects conducted by EDB.   |
| 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. Yeung Kin Lam Johnny  | Ms. Chu Wai Man Maria           | 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 Public School   | Rest in the highest excellence. | 1927                              | Chinese   | School Bus                       | About 1200 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 |
|------------|----------|---------|---|----------------------|
| -          | -        | -       | -                                       | -                    |

### School Facilities

| No. of Classroom(s)  | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others   |
|--|----------------------|-----------------------|---------------------|--|
| 24   | 1                    | 1                     | 1                   | Reading Wonderland   |
| Special Room(s)  |                      |                       |                     | Facility(ies) for Supporting Students with Special Educational Needs |
| 11 (Conference Room, Computer Room, Music Room, Visual Art Room, Central Library Room, Student Guidance and Support Room, Student Study Room, English Resource Room, Counselling Room, Steam Room, Life Education Room.) |                      |                       |                     | Ramp, Accessible lift and Accessible toilet.                         |

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

|  |                 |                                    |                            |  |             |                   |
|--|-----------------|------------------------------------|----------------------------|--|-------------|-------------------|
| Number of teaching posts in the approved establishment |                 |                                    | 48                         | Total number of teachers in the school |             | 55                |
| Qualifications and professional training (%)           |                 |                                    |                            | Years of Experience (%)                |             |                   |
| Had Received Teacher Training                          | Bachelor Degree | Master / Doctorate Degree or above | Special Education Training | 0 - 4 years                            | 5 - 9 years | 10 years or above |
| 100%   | 96%             | 30%                                | 31%                        | 51%                                    | 9%          | 40%               |

### Class Structure

|   |  |   |  | P1             | P2 | P3 | P4 | P5 | P6 | Total |
|---|--|---|--|----------------|----|----|----|----|----|-------|
| 2024/2025 school year   |  |   |  | No. of classes | 4  | 4  | 4  | 4  | 4  | 24    |
| 2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025) |  |   |  | No. of classes | 4  | 4  | 4  | 4  | 4  | 24    |
| Mode of teaching at different levels  |  | Small class teaching has been implemented for P.4 to P.6 since 2009. Two classes in each level from P.1 to P.3 use Putonghua to teach Chinese language Subject while one class in each level from P.4 to P.6 use Putonghua to teach Chinese language Subject. We use cooperative learning strategy in P.1 to P.6 classes. |  |                |    |    |    |    |    |       |
| Remarks   |  | Develop students' self-learning, co-operative learning and HOT skills 13 modes in order to foster learning skills and to bring in quality teaching and learning.  |  |                |    |    |    |    |    |       |

### Performance Assessment

|   |  |  |   |   |     |
|---|--|--|---|---|-----|
| Number of test(s) per year (P1 only)  | 0  | Number of exam(s) per year (P1 only)       | 0 | Replace tests and examinations with diversified assessments in the first term of P1 | Yes |
| Number of test(s) per year (P2 to P6 only)  | 0  | Number of exam(s) per year (P2 to P6 only) | 2 |   |     |
| Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies |  |  |   |   | Yes |
| Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders  |  |  |   |   | Yes |
| Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders  |  |  |   |   | Yes |
| Diversified Assessment for Learning   | Assessments are diversified, e.g. sustainable assessment and unit assessment. Various modes of assessment are used, such as projects, models, role-play to evaluate the learning effectiveness of the students. Flexible assessment arrangements are provided for SEN students like the adaptation examination. (*No exams are arranged for P.1. Two exams for P.2 to P.5 and three exams for P.6 per year.) |  |   |   |     |
| Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays   |  |  |   |   | Yes |
| Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance   |  |  |   |   | Yes |
| Streaming arrangement   | Draw a middle line according to academic results and learning attitude: One is elite class while the others are classes in a mixed ability mode in P.4 - P.6.  |  |   |   |     |

### School Life

| No. of school days per week                              | No. of periods per day  | Duration of each normal period | School starts at  | School ends at | Lunch break        |
|--|---|--------------------------------|---|----------------|--------------------|
| 5 Days   | 9   | 35 mins                        | 8:00 AM   | 3:20 PM        | 12:50 PM - 1:40 PM |
| Lunch arrangement  | Healthy school life   |                                | Remarks   |                |                    |
| Provided by designated supplier and arranged by parents. | Our school organizes various large-scale competitions, such as Sports Days and Games Days, and join in programs like the "Whole School Health Program," "Eat Smart School Accreditation Scheme," "Mental Health School", the "4Rs Mental Health Charter", "Joyful Fruit Month" and the "Active Students, Active People" Campaign to cultivate and strengthen the healthy habits and attitude of the students. |                                | Morning Exercise, AI Sport Devices and Recess Exercise are for the students to develop physical fitness. No school for students every Friday afternoon. Various extra-curricular activities are organised for students in the afternoon. Collaborative lesson plans which ensure sustainable improvement in teaching and learning is implemented in all levels. |                |                    |

Life-wide Learning

We provide various Life-wide Learning experience such as Sports day, Games Day and different Study tours. Students can also enjoy diverse extra-curricular activities, including Lion-dance, Dancing, Choir, Wind Band, Percussion, Taekwondo, Athletics training, Skipping, Art, Maths Olympiad, Cambridge English Young Learners, Chinese and English dramas, Chinese and English writing, Spanish, Chess , Putonghua, STEAM training and a wide range of ball games.

School Mission

We strive to be a quality English school. Our primary aim is to prepare our students for entering a secondary school which uses English as a medium of instruction. We emphasize intellectual education, students acquire a lot of knowledge and become self-motivated. We also promote moral education and traditional Chinese culture so that they will be able to care for the society and carry out their civic responsibility.

School Characteristics

School Management

**School Management Organisation:**  
The IMC of our school appoints the Principal to manage school affairs and implements School Based Management governance.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The Incorporated Management Committee has already formed since 1st August, 2007.

**School Green Policy:**  
Environmental education with whole-school participation.

**School's Major Concerns:**  
We nurture our students to be a Global citizen, to be well-educated, to be open-minded, to be brilliant in communication, to be respectful and inquisitive.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
We use the CECES storybook-based programme in English learning to enhance reading and writing skills. Students also perform dramas and practise their speaking skills on English and Putonghua Speaking Days. We developed a quality school-based Chinese language curriculum which emphasize reading to writing. We promote life-wide learning to provide opportunities to learn within the community. We implement gifted education to inspire the potential of students.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
In response to the Science and Humanities subjects, scientific inquiry and STEAM and national education are strengthened in our curriculum. We have introduced the element of gratitude, sense of happiness and filial piety in value education. We also set up different sports activities after class to cultivate students' healthy lifestyles. For effective use of school time, we have afternoon I-SMART course to allow students to apply the knowledge through experiments, drama and project studies.

**Development of Generic Skills:**  
We have designed a 6-year framework in our I-SMART lessons for developing the generic skills of students such as problem-solving skills, communication skills and self-management skills.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
Values Education is an essential element of students' growing needs. The school has promoted different themes of positive values such as benevolence, courage, wisdom, gratitude, temperance and justice for different levels of students. The school also promotes PERMA for enhancing wellness of students and their family. In order to establish students' values of positive life and develop positive atmosphere in our campus, character strengths are inculcated through school-based moral education activities and curriculum as well as all aspects of school life.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
1. The curricular of the main subjects are divided into the 'core' and the 'extended' parts in order to cater to individual differences.  
2. Adopt Collaborative learning and Diversified teaching strategies are adopted to cater to students' diverse learning needs.  
3. Provide after school Remedial classes for core subjects, Reading and writing enhancement classes, to help develop their strengths or overcome their weaknesses.  
4. Arrange concentration training, art social emotion and small hand muscle training groups to enhance their social and communication skills and problem-solving abilities.

**Whole School Approach to Integrated Education:**  
1. Our school adopts "The Whole School Approach to Integrated Education" to support students with SEN. A responsible Student Support Team is set up to deploy resources, which include a Learning Support Grant and an Speech Therapy Service resource, to cater to students' diverse learning needs.  
2. Specific measures in supporting students with SEN are adopted including differentiated teaching, assessment accommodation, remedial learning groups, training on social skills, the Enhanced School-based Speech Therapy Service, individual education plan, and so on. We also have mechanisms in place to solicit parents' views and feedback on student progress.

**Education Support for Non-Chinese Speaking (NCS) Students:**  
Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; 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. We buy and exploit resources outside of school to encourage self-learning among NCS students. We also translate the salient points of school notices to facilitate the communication with parents of NCS students.

**Curriculum Tailoring and Adaptation:**  
During co-planning meetings, teachers will decide which parts are the core and enrichment programmes. For less able classes, teachers will only focus on teaching the core programme.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
1. Emphasizing on home-school connection, activities aligning with "Parent Education Curriculum Framework" such as Parent Storytelling Workshops, Parent-Child Yoga Classes, Parent-Child Horticultural Therapy are held, alongside different ongoing seminars and tea gatherings.  
2. Our Parent Academy aims at enhancing parents' knowledge and skills. We also encourage parental involvement in major school events, fostering mutual understanding.  
3. In response to current social conditions, we organize various seminars, activities and workshops. For example, the Effective Strategies for Spelling seminar in the first term addresses concerns about academic performance. To support parents dealing with their children's online habits, Internet Addiction among Children seminar is held.

**School Ethos:**  
1. The school ethos is simplicity and modesty, and teachers are responsible and serious.  
2. The teacher-student relationship is friendly and harmonious so that mutual respect and trust can be established.  
3. Students are self-disciplined and polite to others, and have a sense of belonging to the school.

Future Development

**School Development Plan:**  
2024-2027 School Development Plan  
1. Cultivating a Healthy and Virtuous Campus. Getting steps on joyful excellence.  
2. Joining hands, read to learn. Self-learning leads our bright future.

**Teacher Professional Training & Development:**  
1. In accordance with the Hong Kong Teacher Professional Standards under the T-Standard and the teacher training requirements of the Education Bureau, formulate school-based teacher training requirements and directions.  
Establish subject-based professional development and sharing sessions, and encourage professional teacher trainings as well as school-based workshops aligned with the school plans.  
2. Aligning with the school's key concerns and addressing the needs of newly recruited, newly joined, mid-level, and all teaching staff, provide diverse professional development activities to promote both individual teacher growth and school advancement.  
3. Continuously optimize collaborative lesson planning, peer lesson observation, and open classroom practices to transform the teaching team into a learning organization.

Others

1. E-learning, which enhances the self-directed learning and life-long education, through the use of electronic media, will be implemented in lower classes.  
2. Student Union and School Alumni are established in order to enhance the students' sense of belonging.  
3. The top 20 students in P.6 will be recommended to enroll in Tsuen Wan Public Ho Chuen Yiu Memorial College.





粵色園主辦可信學校

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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.<br>During lunch time, we broadcast different campus TV programmes for our students in classrooms.<br>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.



# 梨木樹天主教小學 Lei Muk Shue Catholic Primary School

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POA School Net No.

## School Information

| Supervisor / Chairman of Management Committee   | School Head   | Incorporated Management Committee | School Type                                     | Student Gender | Religion                         |
|---|---|-----------------------------------|---|----------------|----------------------------------|
| 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.<br>The school also use sport AI Mobile App "RoboCoach" to enhance students' exercise habit. |                                | 1. Arrange morning TV Channel, after-school extra-curricular activities.<br>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

School Management

School Management Organisation:

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.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee of Lei Muk Shue Catholic Primary School.

School Green Policy:

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.

School's Major Concerns:

- 1. Learn and Think Inspire Wisdom
- 2. Practice Benevolence and Righteousness manifest the Lord's Grace

Learning and Teaching Plan

Learning & Teaching Strategies:

- 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.

Development of Major Renewed Emphases of the Primary Education Curriculum:

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.

Development of Generic Skills:

Strengthen the development of students' generic skills through group learning, project learning, different subject-based curriculum and interdisciplinary activities.

Cultivation of Proper Values, Attitudes and Behaviours:

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.

Student Support

Whole School Approach to Catering for Learner Diversity:

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.

Whole School Approach to Integrated Education:

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.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; 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.

Curriculum Tailoring and Adaptation:

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.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent Managers participating the School Tender Review, PTA annual general meeting, PTA meetings, PTA outings, talks, workshops, parent interest classes, Parent school, volunteer services.

School Ethos:

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.

Future Development

School Development Plan:

- 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.

Teacher Professional Training & Development:

- 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.

Others

- 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. 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.<br>2. Small Class and student-centered learning approach.<br>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.<br>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.<br>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.