



佛教中華康山學校

Buddhist Chung Wah Kornhill Primary School

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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ven. Sik Yin Chi	Mr. Ma Chung Tsun	Established	Aided Whole Day	Co-ed	Buddhism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Buddhist Association	Realizing equilibrium, Sensing compassion	1945	Chinese	School Bus; Nanny van	About 4500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	3	1	1	Touch screen monitors and computers have been installed in learning rooms. Wifi covers all classrooms, multi-functional rooms and the whole school.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Library, Multi-intelligent Activity Centre (Bus), Kornhill Broadcasting Room, Kornhill TV Campus, Visual Arts Room, Musical Instrument Training Centre, Numeracy Lab, Meditation Room, Chinese Culture Room, IT LAB, Humanities Study Room.				-

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

Number of teaching posts in the approved establishment				40	Total number of teachers in the school		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%	46%	82%	5%		21%	74%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	4	2	4	4	4	20
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	2	4	2	4	4	19
Mode of teaching at different levels	Small-class teaching is implemented. Remedial classes of Chinese, English and Maths, elite classes and after-school homework tutorial are provided to cater for 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)		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	The school adopts a diversified assessment model, incorporating formative assessments across various subjects. Through theme-based project learning, students' critical thinking and problem-solving skills are continuously enhanced. We also assess students' learning attitudes in different subjects, such as Arts, Music, Putonghua, and Religious Studies.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	According to students' learning needs.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	25 mins	8:15 AM	3:00 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier or arranged by parents.	We have been awarded the honour of "Caring Campus" and "Harmonious Campus" for years. We encourage pupils to take part in various activities during lunch break.		To promote a reading culture among both students and teachers, DEAR TIME sessions are regularly scheduled. Personal growth lessons are held weekly to support students' emotional and social development. Additionally, enhancement training programmes for gifted students and remedial programmes for those with special educational needs are conducted before and after school.		

Life-wide Learning

"One Student Multi Sports and Art" programme has been launched. We encourage every student to join various kinds of sports and art activities after school or on Saturdays, such as athletic team, basketball team, football team, table-tennis team, dragon dance team, lion dance team, Art classes for elite students, English drama, ocarina, Cub Scouts, school choir, philharmonic class, Jazz dance team, Latin dance team, orchestra, Zhang class etc.

School Mission

To nurture students' moral virtues through Buddhist Education; to promote holistic education and all rounded development of students; to establish positive attitudes in students.

School Characteristics

School Management

School Management Organisation:

Through school-based management, an effective and responsible management system has been developed to ensure the quality of teaching and learning.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee is established to enhance the transparency and accountability of school governance. Teachers, parents and alumni are invited to be the School Management Committee through election.

School Green Policy:

To initiate a sense of nature ecology, we establish "Butterfly Garden". and join the "One person, one flower" Scheme. To enhance students' sense of environmental protection, we encourage students using less air condition and paper. We provide Floorstand Water Dispenser and set up Roof-top solar system to highlight the issue of environmental protection.

School's Major Concerns:

- 1. Enrich students' learning experience and unleash their potential.
- 2. Deepen value education and live a healthy life.

Learning and Teaching Plan

Learning & Teaching Strategies:

An English Diagnosis Assessment is conducted for all Primary 1 students, and individual reports are created to help parents and students keep track of their performances. Upper primary students are encouraged to join gifted programmes to further develop their leadership skills. We implement the Space Town programme in Primary 1–3, and a school-based writing curriculum from Primary 3 to 6. All classes feature co-taught writing and speaking lessons delivered by both local and native English-speaking teachers. To provide students with enriched learning experiences, various activities are organized, including excursions, Talent Day, and STEAM Day. Storybooks are integrated into the Chinese curriculum at lower primary levels to enhance vocabulary development. E-learning is actively promoted in Mathematics, with a strong emphasis on developing students' problem-solving skills and numeracy.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Implementation of school-based life education curriculum (Butterfly Programme, Compassion Programme, Gratitude Education) to enhance students' resilience and instill respect and appreciation for life. Organization of "Chinese Culture Day", flag-raising ceremonies, calligraphy classes, basic law quiz and exchanges with sister schools in Mainland to strengthen learning in national identity, Chinese history, culture, society, and economy. Through growth mindset courses, reinforce students' positive values and foster them to become law-abiding citizens. Integration of STEAM learning into subjects with robotics and drone courses to enhance programming education. Strengthening information literacy and multiple intelligence courses to uncover students' diverse interests and potentials.

Development of Generic Skills:

Develop students' generic skills through cross-curriculum project learning, Reading Across Curriculum programme and high order thinking strategies.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school aims to foster students' positive values and attitudes through both the formal and informal curriculum, as well as a variety of learning experiences such as personal growth lessons, the Adventure Ship programme, the Failure Experience activity and life planning education. On this foundation, we strive to develop students' ability to identify underlying values, analyse situations objectively, and make sound judgments on the various issues they may encounter at different stages of development. This, in turn, empowers them to take appropriate action and effectively navigate the challenges they may face in the future.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. We offer support teacher to co-teach and help students during lessons. Pull-out mode is also implemented for some students needed.
- 2. We offer various opportunities for talented children, e.g. Multi-intelligence Class for Gifted children, The Hong Kong Academy for Gifted Education and individual portfolio for students.

Whole School Approach to Integrated Education:

Our Student Support Team organises various remedial programmes to meet students' different learning needs, such as Jockey Club Keen and Active Kids Project and EDB AIM Project, Attention Group, Social Skills Groups, Dyslexia Group, Reading and writing class, Remedial class, Homework Tutorial Groups, Learning and writing training Groups. School-based speech therapist and school-based educational psychologist provides professional services.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school. Before-lesson Chinese Class, Reading and Writing Class, Remedial Class and after-school homework tutorial classes are provided for NCS Students.

Curriculum Tailoring and Adaptation:

Individualized Education Programme (IEP) is designed for pupils with special educational needs. Moreover, some support measures are adopted, e.g. reducing the quantity of homework, extending the examinations' time limit, adapting Dictation contents and scoring methods, adapting Dictation contents and scoring methods and other small group trainings etc.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA is well-organised and various activities such as parent talk, parent-child picnic, parent-child interest classes are held regularly to enhance the communication between teachers and parents. A team of parent volunteers also help in various school activities.

School Ethos:

- 1. Good school ethos and rapport teacher-student relationship.
- 2. Emphasizing self-discipline and caring culture. Students learn joyfully in an environment which is full of encouragement and love.

Future Development

School Development Plan:

- 1. Provide students with whole-person education.
- 2. Promote "One life, Various Sports and Arts".
- 3. Enhance teaching effectiveness by diverse strategies.
- 4. Foster a positive culture in school. Establish a caring, harmonious and happy learning atmosphere.
- 5. Reinforce the sense of National Identity.

Teacher Professional Training & Development:

- 1. Enhance teachers' strategies and skills in developing students' self-directed learning skills.
- 2. Reinforce class management conducive to "Happy School" and "Positive Campus".
- 3. Strengthen the professional capabilities of G.S. teachers in Science and Technology Education.
- 4. Regular domestic and overseas exchange activities to expand teachers' horizons.

Others

"English Monday" provides students an authentic learning environment to speak and communicate in English. No homework will be assigned on "Happy Wednesdays". We encourage pupils to read more, develop their own interests and carry out more parent-child activities. We have received a retired bus under "Used and Retired Bus Programme" organised by KMB. The bus has been regenerated as a student activities centre with diverse usage, including the English Language Room, Mobile Library and Visual Arts Exhibition 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
Sister Shiu Yuen Fun Magdalen	Ms. Fong Pik Yin Sikkie	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
Daughters of Charity of The Canossian Ins Inc.	To be humble, reverent, caring and loving	1951	Chinese (incl.: Putonghua) and English	School Bus	About 7000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Canossa College					
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$100	\$260	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	3	1	1	Game Room, Fun Land, Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
TV studio, 3 Computer Rooms, Visual Arts Room, 2 Music Rooms, English Room, General Studies Room, Prayer Room, Stem Lab, Conference Room, Dancing 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			68	Total number of teachers in the school		69
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%	57%	42%	38%	13%	49%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	6	6	6	6	6	36
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	6	6	6	6	6	36
Mode of teaching at different levels		1. Co-operative learning in lessons; 2. All language teachers are subject trained; 3. Two class teachers in P.1 to P.6; 4. Different groupings in P.2, P.3 and P.4.								
Remarks										

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	Summative Assessment and different kinds of formative assessment, including projects, habits review and physical fitness test.						
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	Without 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	7:45 AM	3:00 PM	12:15 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Weekly morning exercise period and the Sport Act programme to cultivate the habits of doing exercise. Lunch monitoring group to scrutinize the quality of lunch boxes.		Besides general subjects, there are also Life Skills Education, Morning Exercise, Morning Reading lessons and Assemblies for each class level, Visits, Camps etc.		

Life-wide Learning

Boy Scouts, Girl Guides, Red Cross, the Pioneers of Christ, Choir, Drama, Language activities, Debate, Student Reporters, Presentation skills, Art Club, Science Activities, IT Activities, Voluntary Group, Mathematics Olympiad, Chinese and Western Musical Instruments, Chinese Opera, Dancing, Swimming Team, Ballgames, Martial Arts and Skipping.

School Mission

Canossa School (Hong Kong) is committed to:
- Creating an atmosphere within our school community where gospel values and Christian living are encouraged;
- Adopting the holistic approach to education where the development of the whole person focuses on being loyal, responsible, loving others and valuing ourselves;
- Providing a balanced education which encompasses Spiritual, Moral, Intellectual, Physical, Social, Aesthetic skills, knowledge and attitude.

School Characteristics

School Management

School Management Organisation:
The School Management and Development Team, the Learning and Teaching Development Team and the School Ethos and Student Support Team are responsible for managing the school affairs, developing the learning and teaching as well as the school curriculum and enhancing the students' spiritual and moral development.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee

School Green Policy:
1. Energy-saving policy being implemented.
2. All staff and students use recycle lunch boxes and utensils at lunch time.
3. Collect all used paper.
4. Use recycle paper.

School's Major Concerns:
1. Optimize learning and teaching by cultivating students' sense of ownership and empowering them with 21st Century skills to navigate emerging challenges.
2. Promote Canossian values education and foster the holistic development of students by nurturing them into active, healthy leaders who recognize their role in the community and contribute to its growth.

Learning and Teaching Plan

Learning & Teaching Strategies:
Student-Student interaction and Active Learning are valued.
Flexible timetabling for excursions, camping, visits, competitions, overseas trips etc to broaden the students' horizons.
High-order thinking skills and Affective Education being implemented.

Development of Major Renewed Emphases of the Primary Education Curriculum:
Daily cultivation on students' national identity and their awareness on national security education; utilizing students' learning opportunities through small-class teaching; further development on STEAM education; and integration with reinforcement on cross-curricular learning experiences. Through continuous development on reading to learn curriculum, PIE learning model, and enhancement of assessments, the effectiveness of learning and teaching is optimized.

Development of Generic Skills:
To cultivate the students nine generic skills, especially focus on communication skills, collaboration skills, creativity, problem-solving and critical thinking skills.

Cultivation of Proper Values, Attitudes and Behaviours:
A School-based curriculum focusing on Canossian Spirit has been developed to instill positive values in our students.

Student Support

Whole School Approach to Catering for Learner Diversity:
Chinese, English and Mathematics Remedial Classes, P.2 and P.3 English / Chinese small group teaching, Counselling, Parent counselling, Angel Helper Scheme.

Whole School Approach to Integrated Education:
SENCO and student support team work with the other subject teachers to help the students. School-based speech therapy training (provide assistance to students with articulation problems) and support groups for students with special educational needs.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; 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:
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:
1. Parents' Day and Parents' Meetings being held regularly.
2. Parents as a valuable asset for school development.
3. Parents' Education - Within this school year, more than 200 parents help looking after students at recess, decorating boards, preparing teaching aids etc.
4. Parent-Teacher Association arranges different functions, for example, fun fair, parents' workshops, talent show.

School Ethos:
1. School-based Adaptation programme for P.1 students.
2. Cultivating a caring culture.
3. Angel Helper Scheme.
4. Life Skills Education Lessons
5. Assemblies for different class levels.
6. Class meetings at all levels.

Future Development

School Development Plan:
1. Enhancing students' active learning skills.
2. Fostering value education.

Teacher Professional Training & Development:
In order to enhance learning and teaching, the school:
1. Encourage teachers to take on courses.
2. Organise workshops for teachers according to their professional needs.
3. Promote school-based training on eLearning and Positive Education.

Others

1. HKSSF HK Island East Inter-Primary Schools Swimming Competition:
 Female Team A: Merit award
 Female Team B: First runner-up award
2. 75th Hong Kong Schools Speech Festival, Chinese (Cantonese) Speech Choral
 Speaking Primary 1 to 2: First runner-up award
3. School Dance Festival, Chinese Dance (Upper Primary): Distinction award
4. School Dance Festival, Western Dance (Lower Primary): Grade A award
5. HKSSF Island East Inter-Primary Schools Basketball Competition: Champion award
6. KSSF HK Island East Inter-Primary Schools Volleyball Competition: Second runner-up award
7. Hong Kong Mathematical Olympiad Elite Championship: First prize, second prize and third prize



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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. Ma Wai Hung Vincent	Ms. Cheng Wai Ki	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The North Point Kai-fong Welfare Advancement Association	Propriety, Justice, Integrity and Honour	1967	Chinese	Nanny van	About 1462 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
-	-	\$80	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	All classrooms are air-conditioned, each with a computer, a projector and interactive whiteboard. The I.T. Rooms are well-equipped.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Creative Technology Room, Art Workshop, Leisure Reading Room, Language Learning Room, English Language Room, Chinese Language Room, Maths & General Studies Room, I.T. Room, AR Immersive Interactive Learning Room, AI All-around Sports Room.				Ramp.

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		29
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	30%	46%	36%	32%	32%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	1	1	1	2	2	3	10
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	1	1	1	1	2	2	8
Mode of teaching at different levels		In order to enhance better learning and teaching, small class teaching is adopted. Special classes with tailor-made curriculum conducted by remedial teachers are provided for students in need. Provide diverse activities and interactive teaching to cater students of different learning styles. Homework assistance in the last lesson and after-school homework tutorial classes are provided.									
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	Making use of diversified assessments (formative, summative, peer, or self-assessment and performance task and ability assessment) to diagnose students' ability and thus enhance students' achievement.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability classes from P.1 to P.6.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	11	30 mins	7:55 AM	3:45 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and members of the PTA help to select the supplier of the lunch boxes.	Active participation in a healthy school life is encouraged e.g. physical fitness tests and the provision of a balanced and nutritious meal at lunchtime. "Fruit Day" activities are promoted. The school is keen on encouraging a positive attitude on environmental issues.		Follow the Nutritional Guidelines on School Lunch for Primary School Students set by the Department of Health by providing nutritious and healthy lunches for all students. Parents and teachers help with the lunch time supervision.		

Life-wide Learning

The School organises many extra-curricular activities to develop students' multiple intelligence, and to meet their needs and interests. ECA classes include: fencing, floor curing, dart, jump rope, ukulele, Chinese and oil painting, Star Program (learning the theory of flight and aerodynamics), Spanish, I.T. team, school reporter, and traditional Chinese medicine gardening. ECA clubs include: Boy Scouts, Girl Guides, The Boy's Brigade, Brownies, Junior Police Call and Community Youth Club. School events include: Sports Day, Open Day, school picnic, educational camp and visits. Students are trained to participate in a variety of inter-school competitions e.g. school music & speech festival.

School Mission

To develop the four virtues of propriety, justice, integrity and honour. To offer all-round and balanced learning opportunities for leading to academic excellence. To enable students to attain all-round development in the domains of ethics, intellect, physical-education, social skills and aesthetics according to their own attributes so that they are capable of life-long learning. To nurture positive values and attitudes for the betterment of students and society as a whole.

School Characteristics

School Management
School Management Organisation: The School Management Committee is the highest authority of the School. Under it are the Administrative Committee and the School Development Team. They are responsible for the overall development of the School.
Incorporated Management Committee / School Management Committee / Management Committee: The School Management Committee is responsible for the management, administration and operation of the School. The Committee fully supports the development of the School. The Incorporated Management Committee has been set up since 2008.
School Green Policy: The School values environmental protection and conservation education, and aims to nurture it through curricular activities and real life experiences. The school has a green roof and bicycle generator funded by the Environment and Conservation Fund.
School's Major Concerns: Student-centred, Skill-centred, Whole-person development.
Learning and Teaching Plan
Learning & Teaching Strategies: The implementation of small class teaching is being promoted. To give students the opportunity to develop real life experiences. Emphasis on student-centred collaborative learning forms the basis of the Learning and Teaching. Promote Readers' Theatre and students' performing sessions so as to enrich their school life.
Development of Major Renewed Emphases of the Primary Education Curriculum: Promote school-based national education programmes in General Studies, implement moral education programmes, thematic assembly and activities, and strengthening values education (including life education, national and national security education).A variety of school-based courses are implemented during school hours, including STEM, fencing, hand bells, oil painting and Chinese painting, etc. Establish homework tutorial classes by class teachers in order to promote the balance of physical and mental development, enrich all-round learning experiences, promote whole-person development, strengthen the care for students' diversity, strengthen STEAM education, cultivate students' media and information literacy, strengthen cross-curricular learning and reading, and develop lifelong learning abilities, and improve assessment literacy to promote learning and teaching effectiveness.
Development of Generic Skills: To develop a school based curriculum which supports and develops generic skills such as communication, creativity and critical thinking.
Cultivation of Proper Values, Attitudes and Behaviours: Positive values and attitudes are taught through school assemblies, class-teacher periods and personal growth programmes. Also Life Education is implemented from P.1 to P.6.
Student Support
Whole School Approach to Catering for Learner Diversity: Adopt a whole-school approach to cater for learners' diversities and to devise supportive strategies. Provide tailor-made classes for both high-achieving and low-achieving students to make learning more interesting and self-motivating.
Whole School Approach to Integrated Education: To support students in learning, SENCO, Student Support Team, together with the school-based Speech therapist hired by the school, are responsible for drawing up student-centred policy, providing remedial classes and peer counselling, detecting and making referral for students and enlisting external resources (School-based Educational Psychology Service, School-based Speech Therapy Service, Teacher Professional Development and Parental Support).
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; 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. 1. Co-teaching class. 2. Adaptation of School-based Chinese curriculum under the 'Chinese Language Curriculum Second Language Learning Framework'. 3. Small group remedial class. 4. Adaptation in school-based assessments. 5. Using the assessment tools and teaching materials which are developed by EDB to review the effectiveness of the teaching and learning of NCS students from time to time.
Curriculum Tailoring and Adaptation: Apart from individual counselling and support group, homework guidance session is allocated in order to reduce student stress and create a caring atmosphere at school.
Home-School Co-operation and School Ethos
Home-School Co-operation: The PTA helps to develop and provide an important cross-link between teachers and parents. Through communication, co-operation and friendship, a valuable support structure is established for the School. The PTA also organises parent-child activities and publishes newsletters periodically.
School Ethos: The School has a simple and honest tradition and values students' development in the domains of ethics, intellect, physique, social skills and aesthetics. Our students are hardworking, well-mannered and have good personalities. They enthusiastically participate in charitable activities for the benefit of the community. Our students, teachers, past students and parents have a good relationship, helping one another.
Future Development
School Development Plan: 1. Carry out STEM Education. Nurture creativity and problem-solving skills in students. 2. Implement Positive Education. Create an atmosphere of respect and acceptance. 3. Promote e-learning. Teach students to take initiative in learning and nurture a love of reading in them. 4. Enhance teachers' professional knowledge. Promote the effectiveness of teaching and learning. Cater for learner diversity.
Teacher Professional Training & Development: Teaching staff participate in at least three designated professional development days each year. Visits to prestigious schools in Hong Kong and the Mainland are organised. Lesson observation, experience sharing, collaboration and networking with various educational bodies and organisations enhance teaching and learning. The school promotes the culture of lesson study in order to enhance teaching and the school-based curriculum.
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. Leung Cheuk Fai	Principal Cheng Ka Ming	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					80%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Methodist Church Hong Kong	Comply with the Word of God	1964	Chinese	School Bus	About 3200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Our school has installed fiber-optic internet and Wi-Fi network. Each classroom is equipped with an interactive electronic board and a reading corner.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, Visual Arts Room, STREAM Lab, Campus TV Room, Creative Music Studio, Multi-purpose Room, IT Room, Language Activity Room and Life Education Centre.				-

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

Number of teaching posts in the approved establishment			47	Total number of teachers in the school		50
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	98%	48%	89%	12%	40%	48%

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 and collaborative learning are implemented at school to facilitate interaction. - To maintain a warm and caring atmosphere for promoting students' well-being, diversified class activities are conducted. - To cater for our students' needs, there are two class teachers in P.1, P.4 to P.6.								
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	Our school emphasizes two concepts: 1) The involvement of different stakeholders: teachers' feedback, students' self-assessment, peer assessment and parental feedback. 2) Various means of assessment: <DREAMS> Self-reflection booklet, STREAM cross-curricular project learning for General Studies, formative assessments for Dictation, Religious Studies, Physical Education and Visual Arts.				
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: Two classes adopting Putonghua as the medium of teaching in Chinese lessons. For P.4-P.6: The highest-scoring students over the whole academic year are allocated to Class A, while the remaining students are evenly allocated to Classes B, C and D.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:00 PM	12:20 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school develops an active healthy lifestyle among students through different means, for instance, the school-based curriculum of skipping, the MVPA60 Award Scheme and WE Time (Wholesome Time) recess activities. To care for students' mental health, we also organise "Hello, Brain Friends", "Our Joyful Six" and "Lunchtime Chats", which allows students to express their emotions and grow happily.		Life values among students can be further fostered through interactive and reflective in-class and whole-school activities. Moreover, learning and teaching are facilitated through different means, such as class teacher periods, diversified assemblies, morning reading sessions, integrated lessons, multi-intelligence activities, tutorial lessons and remedial classes.		

Life-wide Learning

- Provide different platforms for students to show their talents, such as arranging "CMSNP Dream Square" where students can voluntarily perform, organizing intra-school competitions, participating in inter-school competitions.
- Organise domestic and international study tours to enhance students' understanding of our country and expand their global perspectives.
- Arrange various extra-curricular activities, such as Girls' Brigade, Orchestra, Chinese and English Debate Team and Rope Skipping Team.

School Mission

To develop whole person education based on Christian principles, and to nurture wholesome life through the preaching of the Gospel.

School Characteristics

School Management

School Management Organisation:

- Our school has implemented school-based management policies since 1996. The Incorporated Management Committee is composed of a number of subcommittees which provide professional advice and support for school development.
- Our school has a development and self-evaluation committee and a management committee, which are divided into subject groups and functional groups to jointly create a conducive learning environment for students.

Incorporated Management Committee / School Management Committee / Management Committee:

The members of the Incorporated Management Committee are professionals from different sectors, teachers, parents and alumni.

School Green Policy:

Our school advocates reducing waste and valuing natural resources. We offer various learning opportunities to encourage students to be responsible for actively protecting natural resources.

School's Major Concerns:

1. Establish learning circles (we) that loves learning and sharing.
- Incorporate AI in the school-based curriculum to increase the enjoyment of learning.
 - Promote collaborative learning at the school-wide level through group work to enhance interaction between teachers and students, as well as among students.
2. Nurture the attributes of "CMSNP People", cultivate a united community (we) filled with happiness and create our DREAMS.
- Provide diverse platforms, such as "CMSNP Dream Square", to showcase students' talents and to unleash their limitless potential.

Learning and Teaching Plan

Learning & Teaching Strategies:

- Implement various school-based curriculum programmes: Primary 1 Bridging Course, Life Education experiential activities, "From Speaking to Writing" Chinese Writing Programme, "Our Joyful Six and The Four Great Inventions of Ancient China" Programme, Chinese and English KS2 AI Writing Programme, English "From Reading to Writing" DTS Programme, ELTA Scheme, Gifted Education School Network(Maths), Quality Education Fund Thematic Network Scheme: Primary Science Education Pioneer Scheme (Butterfly Programme) and School-based Skipping Programme.
- Develop cross-curricular learning: Promote STREAM Education by carrying out interdisciplinary project learning and establishing STREAM Path and STREAM Lab.
- Promote life-wide learning: Organize various activities, field trips and training. Encourage students to join both intra-school and inter-school competitions. Arrange community service programmes to broaden students' learning experience and horizons.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- Values Education: Taking the twelve priority values and attitudes from the EDB into consideration, our school has designed "Our Joyful Six" and associated thematic activities to foster "DREAMS Life Values". Various activities are organised to nurture positive values and attitudes, such as Life Education lessons and regular lessons.
- Good use of learning time: Our school values the whole-person development of students. Thus, we offer a wide range of diversified learning experiences both inside and outside of the classrooms.
- STREAM Education: STREAM cross-curricular project learning is implemented in P.1-P.6, which encourages students to solve the problems in their daily lives by integrating and applying the knowledge and skills developed, such as coding and arts.

Development of Generic Skills:

On top of the STREAM projects, the learning activities in different Key Learning Areas and level-based experiential activities of Life Education, our school holds an interdisciplinary exhibition, "Savouring North Point — People, Relationships, Flavours" to facilitate self-directed learning, integrate knowledge and skills, showcase students' learning outcomes to the community, apply them in real life, and cultivate nine generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

We endeavours to nurture students' positive values and attitudes from multiple perspectives through high-quality Christian Life Education. Different means and activities are incorporated to foster the twelve priority values and attitudes from EDB and to equip our students to pursue our "DREAMS".

Student Support

Whole School Approach to Catering for Learner Diversity:

Provide individual students with emotional and behavioural counselling. A school-based award scheme "Our Joyful Six Energy Award Scheme" is incorporated to encourage self-improvement and desirable learning attitudes. The Personal Growth Group and the Peer Mentoring Programme enable strong bonding among peers. Seminars and school-parent networking activities are organised periodically to promote the physical and spiritual well-being of parents. A variety of after-school activities are provided to unleash students' potential.

Whole School Approach to Integrated Education:

SENCO is responsible for leading the Student Support Team. Our school draws on diversified resources eg. Learning Support Grant and Enhanced School-based Speech Therapy Service to help the students with special educational needs. Special measures such as adaptation in teaching, adjustment in assessments, remedial learning groups, training on social skills, school-based speech therapy service and individual education plan. Parents' meetings are arranged to facilitate collaboration between parents and the school to enhance students' learning effectiveness and social skills.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

Chinese, English and Mathematics are taught in groups at the same level. Homework and assessments are differentiated to assist students with diverse learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-Teacher Association has been founded for many years. Our parent managers participate in the school-based management in order to assure quality education. Our school has a strong team of parent volunteers with over 300 members. The team can provide great support in organizing different school activities. Pop-up Meetings, Parents' Day and Parents' Café are held regularly to enhance communication between the school and parents.

School Ethos:

- A positive school culture enables intimate and harmonious relationships among the staff, between teachers and students, and among students themselves. All the stakeholders fully support the school.
- Our school has been awarded the Excellent Award in the 6th Outstanding Teaching Award for Moral Education, jointly organized by the Education Bureau and Winsor Education Foundation in 2023. Our school has also received "Lee Wong Ping Sze Memorial Education Fund Outstanding Teaching Program Award" in 2023. Additionally, our school has received "The Caring School Award" for the past 10 years.

Future Development

School Development Plan:

- School Development Theme (2024-2027): Together, we learn and create our dreams. Be the Salt and Light of CMSNP attributes.
1. Establish learning circles (we) that loves learning and sharing.
- Incorporate AI in the school-based curriculum to increase the enjoyment of learning.
 - Promote collaborative learning at the school-wide level through group work to enhance interaction between teachers and students, as well as among students.
2. Nurture the attributes of "CMSNP People", cultivate a united community (we) filled with happiness and create our DREAMS.
- Provide diverse platforms, such as "CMSNP Dream Square", to showcase students' talents and to unleash their limitless potential.

Teacher Professional Training & Development:

Leverage the external professional support for teacher professional development; Build a learning organization and facilitate professional exchanges and growth; Arrange co-planning meetings, peer lesson observations and co-teaching sessions for enhancing the effectiveness in learning and teaching.

Others

Chinese: "Our Joyful Six and The Four Great Inventions of Ancient China" Programme English: ELTA Scheme, DTS Programme Maths: Gifted Education School Network P.1 Science: Quality Education Fund Thematic Network Scheme: Primary Science Education Pioneer Scheme IT: University of Cambridge: AI and Visual Arts Curriculum Design and Implementation Programme



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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. Chan Tak Cheong	Ms. Chui Yuen Pik	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					33%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Methodist Church, Hong Kong	Complying with the Word of God	2010	Chinese	School Bus; Nanny van	About 3200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
22	2	1	1	Every classroom is equipped with a computer and a projector. There is a canteen, a reading-corner, a medical room, a roof garden and Happy Zone.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
There are special rooms to facilitate learning and teaching. They are a Music Room, an IT room, a Visual Arts Room, a General Studies Room, a Counseling Room, a Student Activity Centre and Life Education Centre.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			40	Total number of teachers in the school		44
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	45%	74%	16%	30%	54%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	3	3	4	4	3	3	20
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	3	3	4	4	3	21
Mode of teaching at different levels		The school has adopted small class teaching and joined the New Funding Mode. The Student Support Team caters for students' individual differences and needs by adjusting the curriculum, observing students' learning progress and providing customized support through studying individual cases in regular meetings.									
Remarks		To develop holistic education based on Christian principles. Life Education is promoted by implementing whole-school approach curriculum and positive values and attitudes are nurtured in students through different activities and KLAs.									

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Various modes of assessment are adopted such as on-going teacher observation, students' self- and peer-assessments, formative and summative assessments. Project learning is employed as part of the assessment of some subjects like General Studies.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1-P.3: Mixed ability classes. P.4-P.6: The highest scoring students throughout the academic year are placed in one class whereas the remaining students are evenly placed in 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	8:10 AM	3:10 PM	12:25 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To lead a "Healthy Lifestyle" is one of the main goals of our school curriculum. We implement Healthy School Policy to help students achieve favourable physical, psychological and social well-being so as to foster students' whole-person development. We also encourage students to establish balanced healthy living habits.		- School ends at 1:45pm on Friday. - Learning and teaching are facilitated through different ways: Reading Sessions, class teacher periods, assemblies, personal growth lessons, integrated lessons, library lessons, tutorial lessons, drama lessons, Dear Time, multi-learning experience, and extra-curricular activities. Remedial classes are arranged to cater for students' learning differences.		

Life-wide Learning

The multi-intelligence quotient of students can be developed through joining various extra-curricular activities. For instance, students can join the Cub Scout, Student Environmental Protection Ambassador Team, English Ambassador Team, Putonghua Ambassador Team, Music and Speech Contests, Choir Chime Ensemble, Choir, Brass Band, Dancing Club, Drama Club, Basketball Team, Badminton Team and Football Team.

School Mission

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

School Characteristics

School Management

School Management Organisation:

Our School was renamed from Chinese Methodist School, North Point (P.M.) to Chinese Methodist School, Tanner Hill and changed from a half-day to whole-day school in 2010. Our school has implemented school-based management policies to enhance self-assessment since 1996. The School Board of Directors is composed of the Parent-Teacher Association, the School Director-Teacher Consultation Committee, the Administration Committee, the Panel Committee and the Functional Constituency to enable managing the School in a collective and accountable way.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Board of Directors is representative of society. It is comprised of professionals from different sectors, teachers, parents and former students.

School Green Policy:

Our School advocates reducing waste and valuing natural resources. We offer various learning opportunities to encourage students to be actively responsible for protecting natural resources.

School's Major Concerns:

2025-2028 Care, Mission & Self-discipline

Learning and Teaching Plan

Learning & Teaching Strategies:

The school provides students with dynamic learning experiences to cater for different learning needs and achieve different learning targets. Lessons are student-oriented - interactions among students and active participation in learning. Through diversified learning activities, students' interest in learning and curiosity are agitated, and knowledge is systematically scaffolded. Lesson time is flexibly arranged to accommodate different types of theme-based learning activities. Life-wide learning is highly promoted in a whole-school approach, for instance: inter-school sports, music, speech and art competitions, drama, cross-curricular activities, community service programmes, visits and field trips. Students' learning experiences and horizons are broadened and their multiple intelligences are utilized to ensure that they develop to their full potential. To this end, curriculum integration, project learning, life education, e-learning and drama education have been implemented.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school based curriculum is being revised and improved, effective use of learning time is emphasized. Diversified and meaningful activities are fitted in with the school time table in order to encourage students to take initiative to learn enrich their learning experiences and promote whole-person development. Among them, emphasis on strengthening values education is of paramount importance; through life education, national education and national security education, and adding materials about Chinese culture in lessons, students' sense of national identity can be nourished. Besides, through cultivating the right values of STEAM education, media and information literacy, students can have a healthy life, mentally and physically.

Development of Generic Skills:

Our school has been striving to broaden students' horizons through activities such as drama education, theme-based learning tasks, curriculum integration, cross-curricular activities, STEAM activities and multiple intelligences activities. Our aims are to cultivate students' creativity, enhance students' inquisitiveness and investigative skills for the construction of knowledge, independent learning capabilities, enhance students' critical, logical thinking and communication skills.

Cultivation of Proper Values, Attitudes and Behaviours:

The school theme is promoted through an integrated curriculum and various activities. Students are encouraged to put in practice the positive values including showing care, responsibility and dedication not only to others, as well as Hong Kong, China and the world through school and community services in daily life. This would serve as a strong and solid foundation for students to face future challenges, develop their leadership skills and broaden their horizons so as to lead them to become citizens who are able, virtuous, responsible, equipped with a sense of national identity and love for the country and the city.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school provides individual students with emotional and behavioural counselling, encourages self-improvement and better learning attitude. The Personal Growth Group, Peer Counselling Programme and Big Buddy Reading Programme enable strong bonding among peers. Furthermore, parenting seminars enhance parents' communication skills with their children. A school-based Educational Psychologist, a school-based Speech Therapist and 2 school social workers provide services to help those students in need.

Whole School Approach to Integrated Education:

- 1. Student Support Team provides appropriate support to students with special educational needs.
- 2. It supports students with special educational needs through teaching strategies and adaptation.

Curriculum Tailoring and Adaptation:

Guidelines on assignment load and graded worksheets are tailor-made to assist student learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our parent managers participate in the school-based management in order to assure quality education.

School Ethos:

A positive school culture cultivates intimate harmonious relationships among the staff, between teachers and students, and among students themselves. All the stakeholders fully support the school.

Future Development

School Development Plan:

- 1. To enhance teaching effectiveness so as to strengthen students' learning motivation and promote positive learning attitude among students.
 - 1.1 To create room and appropriate milieu for students' learning.
 - 1.2 To strengthen students' learning motivation and promote their positive learning attitude.
- 2. To nurture students with the CMSTH+ qualities based on Christian principles in order to guide students to live a joyful life.
 - 2.1 To further develop the life education of students, rooted in the Word of God, in order to enhance their positive values.
 - 2.2 To nurture the qualities of CMSTH+ in our students (C-Care, M-Mission, S-Self-Discipline, T-Talent, H-Harmony and +PLUS-Joyful Life).

Teacher Professional Training & Development:

- 1. To cultivate an atmosphere of educational research for enhancing our effectiveness in learning and teaching.
- 2. To arrange co-planning meetings, peer lesson observation and co-teaching sessions for the enhancement of the effectiveness in learning and teaching.
- 3. To emphasize on teachers' professional development, drama education, gifted education, arts development, IT and STEAM education.

Others

Please refer to the following website for more information.
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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 Pak Wai	Ms. Ip Wan Ting Belinda	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Nurture the whole person to pursue excellence. Grow strong in mind & body. Persevere in times of hardship. Seek truth & beauty.	1954	Chinese	School Bus	About 3013 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Clementi Secondary School, Shau Kei Wan 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
-	-	\$100	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	The school premises consist of the main block and the new wing. All rooms are air-conditioned and equipped with interactive whiteboards.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Rooms, Music Rooms, Art and Craft Room, English World, Parent Resource Room, Library, Chinese Culture Room, Science Room, STEAM Creative Learning Room.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			54	Total number of teachers in the school		59
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	37%	59%	5%	15%	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	We are committed to creating a "Campus for Future Learning," where teachers effectively utilize information technology in the lessons, leveraging artificial intelligence for teaching and learning. This enhances teacher-student and student-to-student interactions while improving students' digital literacy and skills.						
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	In addition to teachers' formal feedback on pupils' assignments and assessments, formative assessments, including project learning, presentations, online assessments, self evaluations, peer evaluations and parent evaluations are carried out. For P1, no summative examinations are conducted. The first term features diverse assessments, while the second and third terms each include an 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	Pupils in P1 to P3 are grouped with mixed abilities. P4 to P6 students are grouped by academic performance. Classes A and B comprise the top-performing group while Classes C, D, and E follow a mixed-ability model.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	8:00 AM	3:10 PM	12:25 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and Pupils bring their own lunch.	Our school participates in "Eat Smart School Accreditation Scheme", focusing on students' nutrition and monitoring the quality of school lunches. Our school is involved in "School Sports Program" and the "Active Students, Active People" Campaign. Through these programs, we encourage students to engage in more physical activities, fostering a healthy and joyful school life.		A tutorial session is scheduled, during which lower primary students can complete most of their homework under the guidance of teachers, while upper primary students can finish part of theirs. This creates opportunities for students to engage in self-directed learning and leisure activities. Students are also encouraged to make good use of recess time, with various board games and books provided.		

Life-wide Learning

Our school implements the "One Sport or Art for Every Student" policy, encouraging students to participate in sports or artistic activities to foster holistic education in moral, intellectual, physical, social, and aesthetic development, aiming for holistic growth. Our school's extracurricular activities cover six major areas: academics, arts, sports, interests, service and values education.

School Mission

Our school follows a "No Child Left Behind" policy, aiming for holistic education and providing a well-rounded learning experience. Emphasizing the development of morality, intelligence, physical fitness, social skills and aesthetic abilities, we are devoted to nurturing the next generation of excellence.

School Characteristics

School Management

School Management Organisation:

The School Management Committee has established different School Development Teams, comprising teachers of different ranks and domains, to explore the direction of school development. Senior Teachers are assigned to head different administrative teams, such as school development and resource management, learning and teaching and curriculum, student affairs, self-evaluation and student support, etc. Each team leader defines clear objectives based on the school's major concerns and scope of work, guiding team members in carrying out their duties effectively.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee comprises a representative from Education Bureau, two Community members, the Headmistress, two parent representatives, one alumnus representative and two teacher representatives.

School Green Policy:

Environmental Protection is incorporated into the moral and civic education curriculum to encourage students to reduce waste and cherish the resources they have. Students are encouraged to serve as Environmental Protection Ambassadors and participate in various environmental activities and competitions. In order to minimize leftover food, lunch is served in a central-allocation system, and pupils only get the required quantity of food as requested. School administration is managed through emails. Electronic notices are used to build a quick communication channel with parents which also reduces paper usage.

School's Major Concerns:

- 1. Establish a high-quality management and organizational system.
- 2. Cultivate future pillars and deepen learning in science and technology.
- 3. Encourage students to embrace a positive attitude to life and take a broad view to the world and establish a foothold on our country.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school employs diverse learning activities to inspire students' motivation, cultivate active learning, and develop multi-perspective thinking skills. In Chinese Language, an integrated reading and writing approach enhances speaking and writing abilities. In English Language, students improve language proficiency by mastering high frequency words, vocabulary, phonics, and high quality authentic reading materials. Maths lessons are designed with the Theory of Mathematising, engaging students in the "re-invention" process and expressing ideas through mathematical language. Humanities integrates project-based learning to deepen cross-disciplinary knowledge. Science combines daily life experiences with classroom learning and experiments, fostering scientific inquiry, design and production skills, and problem-solving abilities. Our school implements a "cooperative learning" strategy, enabling students to work in groups to complete tasks, enhancing motivation, confidence, and social skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school prioritizes values education to instill proper values, national identity, law-abiding awareness, and responsibility for safeguarding national security. Through diverse materials and activities, students deepen their understanding of national conditions, Chinese culture, the Constitution, and the Basic Law. Cross-curricular reading from P.1 to P.6 enhances students' abilities by integrating thematic reading and values education across subjects. A new Humanities subject, combining history, Chinese culture, geography, and civic education, fosters societal and national understanding, national sentiment, and identity. Additionally, the school actively promotes science education and innovation, emphasizing technology learning and establishing a strong foundation in scientific knowledge and literacy. By integrating these approaches, the school aims to nurture well-rounded, informed, and responsible individuals with a passion for learning and a commitment to their community and nation.

Development of Generic Skills:

We develop students' generic skills through Life-wide Learning Activities. Each subject also helps develop pupils' generic skills within its syllabus (in the spiral approach), so that different generic skills will be developed in each level.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school prioritizes nurturing students' positive values and attitudes as a key objective, using twelve priority values and attitudes as entry points. Taking into account the school context, student needs, and societal expectations, a positive learning atmosphere is cultivated. Through school-based Personal Growth Education, real-life examples are selected as learning materials to develop a school-based curriculum, aiming to achieve holistic development.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school employs a diverse support system, fostering close collaboration among teachers and parents to create a safe and inclusive learning environment for students. In areas such as class structure, lesson planning, classroom activities and assessment mechanisms, we prioritize addressing the diverse special educational needs of students to ensure they receive appropriate support.

Whole School Approach to Integrated Education:

Using a "whole-school approach" to support students with special educational needs, our school leverages the Learning Support Grant to allocate resources and provide appropriate and diversified support services. This enables students to develop their potential while fostering mutual respect for individual differences among all teachers and students, creating an inclusive school environment.

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

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

Curriculum Tailoring and Adaptation:

In response to students' varying learning abilities, teachers collaboratively design school-based teaching strategies, content, and assignments during co-planning sessions. These are aligned with key learning objectives and provide appropriate feedback to address the diverse learning needs of students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school maintains a close partnership with parents, supported by a large team of parent volunteers who assist with daily operations and school activities. The Parent-Teacher Association systematically organizes parent interest classes and helps monitor various commercial activities related to student welfare. Our school organises parent education courses, seminars and parent-child activities. Communication between the school and parents is strengthened through newsletters, bulletins, the school website and parent networks.

School Ethos:

Our school places great importance on cultivating students' character and is dedicated to discovering their potential. Through curriculum design, service activities, talks, various activities, and competitions, a culture of care and appreciation is fostered within the campus. This helps students enhance their self-management skills while guiding them to practice gratitude, respect their teachers, encourage their peers, and live harmoniously with others, thereby developing a positive and proactive outlook on life.

Future Development

School Development Plan:

Our school strives to create a campus environment where learning can happen anytime and anywhere, fostering students' creativity and problem-solving skills. By implementing cooperative learning and self-directed learning approaches, our school nurtures students to become proactive learners. Our school also strengthens students' values and attitudes, equipping them to face the changes and challenges of growth with a positive mindset and to lead a healthy and fulfilling life.

Teacher Professional Training & Development:

All teachers at our school hold professional teaching qualifications. Our school organizes professional training activities based on school-specific and teacher development needs, while aligning with the latest trends in education and addressing students' needs. Teachers are encouraged to actively participate in external courses and seminars, bringing the latest educational insights back to the campus. External professional support is also utilized to enhance teachers' professional knowledge, enabling the development of a school-based curriculum and better supporting students' growth needs.

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. Tsang Lap Ki Richard	Ms. Wong Lui Size	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Methodist Church, Hong Kong	Resist temptation, the benevolent will have no worries, the brave will not succumb to fear	1959	Chinese	School Bus; Nanny van	About 4000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$100	School-based Management Fees \$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	Conference room, Staff room, NPMPs Garden, Alumni Room, PTA Room, Life Ed. Room, Covered playground, NPMPs Plaza, Reading Corner, Climbing Wall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music room, Art room, IT room, CAL room, STEM room, small group classrooms, Medical room, English Kingdom, General Studies Room, Campus TV, Chapel, Counselling 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				48		Total number of teachers in the school		48			
Qualifications and professional training (%)						Years of Experience (%)					
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above		Special Education Training		0 - 4 years		5 - 9 years		10 years or above	
100%	98%	49%		58%		26%		17%		57%	

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	Using a small group teaching approach, teachers modify curriculum activities to assist those students who require more support. Various teaching strategies are implemented to encourage more interaction opportunities, improve interests as well as self-confidence.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	A wide range of assessment strategies are implemented including daily observations, discussions, homework, project learning and written tests. There is a strong emphasis on student progress with three summative assessments each school 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	Cater for individual learning differences (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	7	35 mins	7:50 AM	2:55 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and school finishes at 1 p.m. on Fridays. No lunch session will be provided.	The school encourages students to establish balanced, healthy living habits. Through the Sport Act Award Scheme, exercise sessions and Sports Day, students cultivate the habit of doing exercise. Joyful Fruit Day promotes balanced, healthy eating habits.		NPMPs students can enjoy more diverse learning experiences in daily afternoon sessions. These programmes aim at fostering students' positive values and attitudes through four key areas promoting Arts, Science and Technology, moral and civic education, and students' physical and aesthetic development.		

Life-wide Learning

Handbell team, School Orchestra, Classes of different musical instruments, English and Putonghua Interest Classes, Robot interest class and AI team, School Choir, Sports Club, Swimming Club, Track and Field Class, Taekwondo, Chinese Chess, Hiphop Dance, Chinese Dance, Brownies, Cub Scouts, Community Youth Club, Little Reporter Team, Gardening Club, Pottery Class, Mathematical Olympiad, English Elite Team, Drama Group and Rugby amongst many other activities.

School Mission

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

School Characteristics

School Management

School Management Organisation:

- 1. The school administrative body is made up of members from the school and the school principal to promote effective development of the school.
- 2. School Based Management has been implemented. Several functional groups have been set in order to superintend and aid school development.
- 3. Establish a culture of self-evaluation and self-improvement in order to further enhance the school development, organization and management.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Board of Directors is representative of society. It is comprised of professionals from different sectors, the school principal, teachers, parents and former students.

School Green Policy:

To encourage students to become actively responsible for protecting natural resources through STEAM-related learning opportunities and life-wide learning experiences. To promote green practices in school, students are nominated to serve as Environmental Protection Ambassadors and Aquaponics system team members.

School's Major Concerns:

- 1. To establish a learning community among teachers for enhancing learning-and-teaching effectiveness
- 2. To help students better themselves, better their peer and let their talents shine

Learning and Teaching Plan

Learning & Teaching Strategies:

Emphasis on developing students' creativity and generic skills through school based curriculum & cross-subject learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Cultivates morals, fosters creativity, emphasises on students learning, life-wide learning, values education, cross-curricular learning and reading, STEAM education

Development of Generic Skills:

Students can develop their generic skills through assistance in project learning, cross-subject curriculum activities and the use of information technology.

Cultivation of Proper Values, Attitudes and Behaviours:

Key concerns in the three-year-plan of discipline and guidance, religious studies and life education.

Student Support

Whole School Approach to Catering for Learner Diversity:

Different teaching methods are deployed to cater for student diversity. These methods include collaborative teaching, small-group teaching and multi-level instruction, among others. We offer well-designed school-based programmes and extensive activities in the afternoon curriculum to explore students' creativity, high-order thinking and social skills so as to help gifted students and students with different learning styles unleash their potentials.

Whole School Approach to Integrated Education:

A differentiated curriculum has been implemented to cater for student diversity. This includes some comprehensive school-based programmes and services such as student guidance services, enhancement programmes, after-school learning and support programmes, school-based speech therapy service, etc.

Curriculum Tailoring and Adaptation:

During the co-planning sessions, teachers develop appropriate teaching plans or strategies and therefore design learning, teaching and assessment activities to suit students' needs. Assessment accommodations are provided for some of the middle and upper primary students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We have a strong alliance between the parents and the school with more than 200 families as members of the PTA. Therefore, more than 150 enthusiastic parents who have given selflessly to the PTA which has held many events during the year. Several examples include Story Telling Team, Reading Mummy and Daddy, the Peer Reading Programme, etc. Furthermore, we have established Parents Fellowship and Parents Prayer Group. There are also secondary school mock interview workshops throughout the school year.

School Ethos:

Students are honest, polite and well-behaved. Teachers also establish a close rapport with the students. The school actively promotes many guidance schemes and various extra-curricular activities in partnership with the guidance department and parents. By implementing various reward systems and positive reinforcement strategies, the school will nurture students to exhibit excellent conduct.

Future Development

School Development Plan:

NPMPS students can enjoy diverse learning experiences in whole-day schooling. These include programmes for promoting reading to learn, namely Amazing Reading Journey, moral and civic education, namely Leadership and Ambassador Training for KS2 and self-regulated learning courses for KS1. Other experiences include the use of information technology such as STEAM and Gifted Kids Group for interactive learning, cross-curricular learning and other programmes to develop students' multiple-intelligences, enhance students' whole-person development and lifelong learning capabilities.

Teacher Professional Training & Development:

Our school collaborates with different universities in order to promote research culture, strengthen curriculum leadership and planning.

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. CHUNG Wai Leung	Mr. Chow Ping To James	Established	Aided Whole Day	Boys	Catholicism	
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%	
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School	
The Pun U District Association of H.K.	Courtesy, Benevolence, Magis, Integrity	1971	Chinese	School Bus; Nanny van	About 4720 Sq. M	
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)		
Wah Yan College, Hong Kong						
			Yes			Yes
4Rs Mental Health Charter	-	Whole School Health Programme				-

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$100 (Voluntary)	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Chapel, CampusTV Studio, Flight-simulation Cabin, PTA&AA Room, Our Lady statue, Wah Yan's Got Talent, Conference Room, 2 Interview Rooms, 2 Dressing Rooms, Tuck shop
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Student Activity Centre, School History Room, Guidance Activity Room, Small Group Teaching Rooms (x4), VR/AR Room, Subject special rooms: Chinese Language (Hua Xuan), English Language, General Studies, Visual Arts, Music, Computer.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, 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			47	Total number of teachers in the school		50
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	35%	46%	6%	29%	65%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		P.3-P.6 levels adopt the large class mode, i.e. with a class size of 30 students (will switch to 25 students per class starting from P.1 2023). In P.4-P.6, students are seated in pairs to strengthen collaboration learning skills.								
Remarks		According to students' learner diversity, individual main subject (Chi., Eng. or Math.) at certain grades has common timetables across the classes for small class teaching, converting the original 4 classes into 5 teaching classes, thus increasing learning effectiveness. Arrangements are reviewed once every term.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		1	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Assessment and follow-up support are conducted for Primary 1 new students based on performance indicators. From Primary 1 to Primary 3, students are assessed and evaluated based on the concept of multiple intelligences, both in terms of progress and summary assessments.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							No
Streaming arrangement	All classes are of mixed-abilities (no 'elite classes'), with teaching and assessment based on differentiated learning objectives to cater for learner diversity. (No tests or examinations in P.1 and in Term 1 of P.2)						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	7:35 AM	Please see Remarks	12:00 PM - 12:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School Health Ambassadors promote healthy lifestyle and arouse health and hygiene awareness among peers. Fruits are provided during lunch on Mondays and Fridays to encourage students to eat more fruits. On Monday, Wednesday and Friday mornings, the school holds a whole-school exercise session, and during recess, various sports activities are available, such as football, basketball and table tennis.		Monday, Wednesday, Thursday: 07:35 - 14:40 Tuesday, Friday: 07:35 - 14:00 School life begins each morning with prayer, finishes with an end-of-day reflection.		

Life-wide Learning

Cross-curricular Life-wide Learning Days, Athletics, Football, Table Tennis, Badminton, Basketball, Volleyball, Fencing, Tennis, Swimming, Rope Skipping, String Orchestra, Wind Band, Chinese Orchestra, Hand chimes, Handbells, Catholic societies, Choir, Chess, Cub Scouts, CYC, Maths Olympiad, Calligraphy, Junior Red Cross, mBot STEM, Oil Pastel Painting, Acrylic Painting, Magic, French, English and Chinese Debate Team, English and Chinese Drama, Young Pilots and other learning experiences.

School Mission

Based on Jesuit educational principles and the school motto, the School aims at cultivating the following among students under a happy campus atmosphere: multiple intelligences (linguistics, Math, scientific, technological humanistic, aesthetic, physical, logic, self-management, reflection and imagination), respect (for self, others and Nature), empathy and compassion, self-confidence and courage to take risks, sense of responsibility, diligence towards personal excellence, mutual trust with others, religious and moral values, and a commitment to serve and accompany the needy.

School Characteristics

School Management

School Management Organisation:
The IMC directs the development and policies, with an administration team consisting of the Supervisor, Principal, Vice Principals and Senior teachers, leads, manages, supports and monitors panels/committees, in effective communication with the PTA, the Alumni Association and the feeder secondary school.

Incorporated Management Committee / School Management Committee / Management Committee:
According to the constitution, the IMC now has 7 School Sponsoring Body Managers, the Principal, 1 Teacher Manager, 1 Parent Manager, 1 Alumni Manager and 1 Independent Manager. Alternate Managers include 1 from the School Sponsoring Body, 1 from Teachers and 1 from Parents.

School Green Policy:
Environmental policy focuses on reuse, recycling and reduced consumption. Recycling bins are provided for different kinds of materials and plastic. The school encourages students to ride electricity-generating bicycles and has joined the 'Feed-on Tariff Scheme' which makes use of solar panels in school to generate electricity.

School's Major Concerns:
1. Enhance curriculum plan, maximise instructional time and enrich students' learning experiences both within and beyond the classroom.
2. Cultivate students' positive values to foster their holistic well-being in physical, mental and spiritual dimensions.

Learning and Teaching Plan

Learning & Teaching Strategies:
Under school-based subject hierarchical knowledge/competency framework, the school develops a school-based curriculum, including Chinese, English, Maths, GS, H-stem, self-management skills, P.1-P.4 cross-curricular life-wide learning curriculum, P6 cross-curricular Beijing immersion course in history, culture and technology and P5-6 workplace experiential learning. The school has implemented e-learning to increase student-teacher interactions and immediate feedback; multiple intelligences theory use in P.1-P.3 learning in developing students' thinking skills and deepening the learnt knowledge through display, consolidation and application; cooperative learning in developing students' collaboration skills, scientific enquiries, problem-solving skills and creativity. Post-assessment reflection for enhancing students' self-directed learning skills and written feedback describes their acquired knowledge and skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. To cultivate students' positive values through Personal Growth Education;
2. Optimization of diverse learning experiences through making good use of school hours: International Languages Day, reflective sessions, self-care ability sessions and whole school sports sessions etc;
3. Regular implementation of cross-curricular life-wide learning activities with annual reviews;
4. To cater for students' diversity by optimizing multiple-intelligence assessment, teaching and learning materials and assessments according to hierarchical knowledge/competency framework;
5. To maximize the effectiveness of learning and teaching, the school optimizes the STEM curriculum through VR/AR technology and provides students with interactive learning environment;
6. The continuation in improving Assessment Literacy among stakeholders.

Development of Generic Skills:
Through learning in different Key Learning Areas, cross-curricular, and life-wide learning activities, students master, construct, apply, enrich and deepen knowledge, develop critical thinking and enquiry skills. The School has also developed and adopts school-based assessment criteria of problem-solving, creativity and reflection.

Cultivation of Proper Values, Attitudes and Behaviours:
Our 21 school-based values are promoted through campus art works, cross-curricular curricula, award policies, guidance policies teaching reflection, service learning, Mainland and overseas interflow, parent education and teacher professional development.

Student Support

Whole School Approach to Catering for Learner Diversity:
1. Set foundational progressive and challenging categories of learning objectives, curriculums and assessments. 2. Design P.1-P.2 school-based teaching and learning materials and assessments according to hierarchical knowledge/competency framework: Set A (foundational/progressive) and Set B(challenging) 3. Set up online learning platform using hierarchical knowledge/competency framework. 4. Nominate and train gifted students to join pull-out programmes and competitions. 5. Set up a parent resources database from which Mentors of the Workplace Experiential Self-understanding Programme are selected. 6.Provide subject-based acceleration scheme in Chi., Eng., Maths and GS.

Whole School Approach to Integrated Education:
The school has hired teaching assistants and Special Educational Needs Support Teachers (SENST) to provide in-class support for students, assist with accommodations during assessments and examinations, and help with monitoring and adjusting their progress. The school also provides social-emotional support groups and school-based speech therapy services. Additionally, they have implemented collaborative programs such as the Medical-Educational-Social Collaboration Program and the "Early Identification and Support for P1 Students with Learning Difficulties" program. The school aims to foster a culture of inclusivity on campus.

Curriculum Tailoring and Adaptation:
Chinese Language: P.1-P.3 use worksheets designed by teachers instead of textbook materials; English language: School-based English modules using thematic learning approach with differentiated instruction are adopted. Based on interests of boys, develop humanity-based STEM curriculum to cultivate students' abilities to apply scientific and technological knowledge, to solve the problems encountered in daily life with creativity.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The School organizes lectures and gatherings for parents on issues such as curriculum, assessments and school policies. The PTA organizes different activities like values education workshops, annual gatherings and seminars for the parents of P.1 students. The PTA also assists the School in coordinating events including Christmas party and Chinese Cultural Day. Parent volunteers provide consistent support in lunch supervision, gardening and library assistance and provide support in events like Sports Day and Swimming Gala. Each class has designated class representatives to strengthen parent-school collaboration.

School Ethos:
The School emphasizes moral and spiritual education, aiming to cultivate students' self-discipline and adherence to rules. Each class implements a 'One Student, One Role' initiative to foster personal accountability. The School establishes student councils and student committees to develop leadership skills and foster a sense of service among upper primary students. Caring ambassadors are appointed to mentor younger students. The School actively promotes values education to help students develop the right values. The school also sets graduation attributes, aiming for students to pursue excellence upon graduation. Service learning is highly valued, and the School establishes groups such as the Rotary Interact Club and Community Ambassadors to actively promote student involvement in voluntary training and community service, enabling them to serve others, thus develop both talent and social responsibility.

Future Development

School Development Plan:
The school improves core subject curriculum and assessments (formative, summative, multiple intelligences) with tiered knowledge/skill framework to support diverse students. The School fully implements values education based on school core values to build positive character with Jesuit characteristics. The School further develops service learning to foster responsibility and the spirit of 'Boy For and With Others'. The School focuses on building a strong teacher community to create effective learning resources and enhance teaching and optimizing school time to enrich learning experiences and develop student potential.

Teacher Professional Training & Development:
1. Organize diverse professional development to support teachers' well-being and foster a collaborative learning environment.
2. Coordinate subject-based professional development systematically to help teachers grasp new teaching trends and improve teaching effectiveness.

Others

1. Scholarships are awarded to the top one to three students in each class with the highest academic achievement for the entire school year.
2. To promote students' balanced development and encourage the pursuit of excellence, the school offers a wide range of reward programs and awards.
3. Exchange programs with Mainland and overseas as well as the participation in international competitions allow students to gain a deeper understanding of Hong Kong, China and the world.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Lam Pei Peggy	Ms. Lok Hoi Yan	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					75%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
University of Shanghai Alumni Association of Hong Kong Limited	Faith, Righteousness, Diligence, Love	1987	Chinese	School Bus	About 4000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Victoria Shanghai Academy			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$80	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	PTA Resources Centre, School Garden, Conference Room, Multi-purpose Activity Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
11 rooms — Visual Art Room, English Room, MakerSpace, Inno Lab, MetaSpace, Music Room, Musical Instrument Practising Room and Campus TV.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			47	Total number of teachers in the school		51
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	34%	67%	24%	16%	60%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	4 levels (P.3-P.6) adopt the large class mode, i.e. with a class size of 30 students. The school switches to 25 students per class starting from P.1 in the academic year 2023-2024. Small class teaching is implemented in Chinese, English and Maths lessons from P.3-P.6 classes in order to lower the teacher-students ratio and to cater for students' needs in the lessons.						
Remarks	Enrichment: 1. Maths Olympiad Training Class; 2. English Enrichment Programmes; 3. Chinese Writing Training Class; 4. Personal Growth Education Programme; 5. School-based Moral Education Programme; 6. Artists-in-School Programme; 7. STEAM+ Cross-Curricular Programme; 8. English Gifted Programmes.						

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		4		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Evaluation of Project based learning, evaluation of physical fitness. Frequent and periodic progress evaluation, diversified mode of learning to encourage students to perform on-line web based self-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	To cater for learners diversity, one class includes students with higher ability while the other three classes would be mixed ability classes. The streaming arrangement would start from Primary 3 according to students' academic performance.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	30 mins	8:10 AM	3:00 PM	12:05 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1) Morning Exercise. 2) Lunch Monitoring Team by PTA. 3) Fitness Training Scheme. 4) Green Schools 2.0.		Moral Education Lessons, Extracurricular Activities and Multiple Intelligence Classes will be held on Tuesdays, Wednesdays and Fridays afternoon.		

Life-wide Learning

Extra-curricular activities are organized by school, more than 180 items are led by external instructors. Activities cover areas of Chinese Orchestra, Western Orchestra, Ball Games, Athletic Sports, Martial Arts Team, Fencing, Drama, Dancing, Scouts, Swimming, Robotic Engineering Team, etc.

School Mission

We adopt the education goal of being a whole-day school for achieving a better learning environment of our students, guiding them to learn from social activities, nurturing their sense of judgment, mutual respect and acceptance so as to equip them with a positive and proactive view towards life.

School Characteristics

School Management
<p>School Management Organisation:</p> <p>It contains the four main domains of 'Management and Organization', 'Learning and Teaching', 'Student Support and School Ethos' and 'Student Support'. The organization structures of the four main domains are listed as follows:</p> <p>'Management and Organization': 'Planning and Administration Team' and 'School Improvement Team';</p> <p>'Learning and Teaching': 'Curriculum Development Team' and 'STEAM Education Development Team';</p> <p>'Student Support and School Ethos': 'Student Guidance and Discipline Team', 'Special Education Team', 'Support Services for Students with Special Needs Team' and 'Parent-Teacher Association';</p> <p>'Student Support': 'Extra-curricular Activities Team' and 'School Administration Management System Team'.</p>
<p>Incorporated Management Committee / School Management Committee / Management Committee:</p> <p>The School Incorporated Management Committee was set up in 2008. Members of the Committee comprise School Sponsoring Body Managers, Principal, Independent Managers, Teacher Managers, Parent Managers, and Alumni Managers. The School Incorporated Management Committee participates in decision-making and is accountable to key stakeholders, hence enhancing managing proficiency.</p>
<p>School Green Policy:</p> <p>1. Incorporate environmental education elements into school-based curriculum activities;</p> <p>2. Funding programmes: Solar Photovoltaic Panels, Green School Subsidy Scheme;</p> <p>3. Other environmental education activities: "Cherish Water Campus" Integrated Education Programme - Primary School, GreenLink Environmental Education Support Programme;</p> <p>4. Environmental Ambassador.</p>
<p>School's Major Concerns:</p> <p>STEAM Education, Gifted Education, Biliteracy and Trilingualism Policy, IT in Education.</p>
Learning and Teaching Plan
<p>Learning & Teaching Strategies:</p> <p>1. Adjust class schedules to arrange thematic talks and outdoor visits, organize subject-specific learning days, host Artist-in-School Programme for teachers and students, and English Day activities.</p> <p>2. Encourage students to actively explore and seek knowledge, develop their potential through hands-on experience, and cultivate a positive outlook on life and lifelong learning spirit in a pleasant atmosphere.</p> <p>3. Encourage student self-evaluation. Students can achieve comprehensive development through diverse experiences including elderly home visits, adventure training, and public performances.</p> <p>4. Collaborate with external organizations or tertiary institutions to enhance teaching and learning effectiveness and promote student learning.</p>
<p>Development of Major Renewed Emphases of the Primary Education Curriculum:</p> <p>Strengthening values education (covering national education [including patriotic education, national security education], life education and sex education); making good use of learning time and creating space to promote balanced physical and psychological development; enriching life-wide learning experiences and fostering 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 to develop students' lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness</p>
<p>Development of Generic Skills:</p> <p>School enhances students' communication skills by having listening and speaking activities, such as the English Day and Chinese Culture Day, and nurtures students' critical thinking skills via project learning activities in General Studies.</p>
<p>Cultivation of Proper Values, Attitudes and Behaviours:</p> <p>School develops school-based moral education programme which stresses and conveys different values such as diligence, responsibility, politeness, etc. School has participated in various programmes offered by university or institute.</p>
Student Support
<p>Whole School Approach to Catering for Learner Diversity:</p> <p>Big Brothers and Big Sisters Counseling Programme, All-Around Counseling Programme.</p>
<p>Whole School Approach to Integrated Education:</p> <p>Student Support Team is established. Whole school approach is implemented in order to cater for student diversity and students with special educational needs. Assessment Accommodation, Remedial Learning Groups, Training on Social Skills, school-based speech therapy service, school-based educational psychology service, Pull-out Remedial Support Groups, Training on Attention Deficit, Parent-child Parallel Class, Individual Education Plan.</p>
<p>Curriculum Tailoring and Adaptation:</p> <p>School explores students' potential through implementation of School-based Curriculum, Curriculum for Gifted Students and STEAM Education Programme. Learning groups are set up to address the needs of students with diverse abilities and characteristics.</p>
Home-School Co-operation and School Ethos
<p>Home-School Co-operation:</p> <p>The PTA is committed to working with the school to nurture the children of SAPS so that they can grow up in love. PTA organizes a variety of activities, such as local and overseas parent-child trips, parent-child interest classes, parent-child seminars, etc. At the same time, we recruit parent volunteers to assist in school activities, and cooperate with social welfare organizations in our neighborhood, such as donating scarves, so that people outside the school can also feel the love of SAPS.</p>
<p>School Ethos:</p> <p>Devoted to developing uniform groups - Librarian, Prefects, Lunch Prefects, Cleaning Prefects, P.E. Prefects, IT Prefects, Campus Greening Team, Pianists, School Service Team, Flag Raising Team, Learning Ambassador, etc.</p>
Future Development
<p>School Development Plan:</p> <p>Encouraging students to learn self-learning skills through interactive activities using IT. Establishing self-evaluate learning environment to cater for broad topics and flexible learning time. Expanding small class teaching to enhance teaching and learning effectiveness. Supporting teachers for professional development.</p>
<p>Teacher Professional Training & Development:</p> <p>Training courses will be provided for teachers according to the development of school.</p>
Others
<p>25 scholarships are set.</p> <p>Students' achievements are listed:</p> <ul style="list-style-type: none">- Hong Kong Youth Music Interflows - Chinese Orchestra and Orchestra- Hong Kong Schools Speech Festival- Hong Kong Schools Music Festival- Hong Kong School Drama Festival- Hong Kong Synergy 24 Drum Competition- Hong Kong ICT Awards- Robofest- The Greater Bay Area STEM Excellence Award (HKSAR) Best 10 STEM Schools- Interflows between Sister Schools in HK and the Mainland- Wushu Challenger Cup Greater Bay Area Junior Wushu Championships. <p>Please refer to the school website for more details.</p>



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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. Lam Chun Wai	Mr. Chan Yu Kwan	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
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	1919	Chinese	School Bus	About 4500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-purpose Area, Visual-art Room, 2 Music Rooms, 2 Computer Rooms, 2 Small-group Teaching Rooms, English Room, Conference Room, Eco Lab.				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		51			
Qualifications and professional training (%)						Years of Experience (%)					
Had Received Teacher Training		Bachelor Degree	Master / Doctorate Degree or above	Special Education Training		0 - 4 years		5 - 9 years		10 years or above	
96%		98%	39%	73%		18%		8%		74%	

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Small-class teaching in English and Mathematics is adopted in some classes from P4 to P6.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	Replace tests and examinations with diversified assessments in the first term of P1	No
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Other than the three annual summative assessments, students are formatively assessed in terms of generic skills, life skills, etc. We also adopt different modes of assessment (e.g. self-assessment, peer assessment, parent-student assessment) suited to the purposes and processes of teaching and learning.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	P3 to P6 students are streamed according to the average academic score. Small-class teaching in English and Mathematics is also adopted in P4-P6. Students of these classes are placed according to the academic results of English Language and Mathematics.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:00 AM	3:00 PM	12:00 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school is keen on promoting a healthy school life, through participating in Fruit Month, encouraging students to do morning exercises, and participating in sportACT Award Scheme and MVPA60 award program. Every year, Sports Day and health-themed seminars are held. In addition, Healthy Dance, EACT Jockey Club Active School Program and Active Academy Program are promoted.		-		

Life-wide Learning

Scouts, Brownies, JPC, CYC, Fellowship Group, Athletic Team, Basketball, Badminton, Table tennis, Swimming, Taekwondo, Choir, Contemporary Dance, Chinese Dance, Western Orchestra, Percussion, Verse Speaking, Math Olympiad, English Explorer Club, Debate, Tello Talent, Campus TV, Tram Course, English Drama, ink painting, digital painting, Jelly Fish Programme, Fencing, Hydroponic Farming, AI programme, Generative Art, Wing Chung.

School Mission

1. School Vision
The School aspires to be an outstanding Christian school in Hong Kong providing quality education and whole-person development to students.

2. School Mission
Based upon the ethos of Christian whole-person education as propounded by the Anglican Church, the School shall nurture and develop students spanning the arenas of morality, intelligence, athletics, community spirit, aesthetics and spirituality. The School shall:

- teach students to live out the motto "Not to be served but to serve";
- develop students' spiritual awareness by learning the teaching of Christ;
- build up a broad and balanced curriculum that prepares the students for life-long learning;
- provide an orderly, harmonious, caring and supportive environment for the students' effective learning and joyous growth;
- foster a cooperative spirit among teachers, students, parents and the community;
- promote an atmosphere for continual development and improvement.

School Characteristics

School Management
School Management Organisation: Our school is a member of Anglican (Hong Kong) Primary Schools Council Ltd. The Incorporated Management Committee and the Principal supervise the school and offer immediate suggestions to the school.
Incorporated Management Committee / School Management Committee / Management Committee: The IMC holds meetings to discuss and provide constructive ideas for school issues.
School Green Policy: 1. Adopt a whole school approach to promote environmental education. 2. Participate in "Green Prefect Programme" to promote teachers' and students' environmental awareness in school.
School's Major Concerns: 1. To cultivate student's positive values and attitudes and create a harmonious school. 2. To provide diverse learning experiences and improve students' learning effectiveness.
Learning and Teaching Plan
Learning & Teaching Strategies: To implement student-based learning strategies, all academic subjects focus teaching on learners' thinking and practicing. Strategies such as inquiry-based approach learning, cooperative learning, project learning, immersion programme, e-Learning, service learning, cross key learning are adopted to let students think, discuss and explore, in conjunction with goals of encouraging students to learn diversely, to develop generic skills, thinking skills and the appropriate values and attitudes in every aspect developed.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. To take the Seven Learning Goals of Primary Education as our school's development goals 2. To encourage self-learning and to cater the diversity of learners by using the AI online learning platform. 3. To cater space of learning by using the multi-method teaching strategy which helps to promote a balanced physical and mental development and to develop a healthy lifestyle. 4. Arranging featured programs in different grades to promote value education, STEAM education and help nurture students' media and information literacy.
Development of Generic Skills: To enhance and consolidate students' generic skills through 13 Higher Order Thinking Skills, project learning, curriculum integration, cross key learning and life-wide learning.
Cultivation of Proper Values, Attitudes and Behaviours: Our Student Guidance Team implements Comprehensive Student Guidance Programs in aspects of student-centered approach, whole school approach and home-school co-operation approach. By conducting Personal Growth Education lessons and Understanding Adolescent Project, the Team assists students to develop positive values and resilience which are beneficial for students' physical and mental growth. Our Moral and Civic Education Team cultivates students' moral and ethical values. Our National Security Education Team cultivates students a sense of belonging and national identity towards our country through national education and national security education. Both teams also help students to become a good citizen.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. We adopt a Whole School Approach to cater for student diversity; 2. Implement support programmes, such as Individual Education Plan, social skills training courses and reading and writing skills classes.
Whole School Approach to Integrated Education: 1. Intervention programmes and enhancement courses provided after school; 2. Adapt the curriculum, student learning activities, homework and assessment papers; 3. Provide "Early Identification and Intervention Programme for P.1 Students with Learning Difficulties"; 4. School-based speech therapists and school-based educational psychologists offer professional services at school; 5. Establish a Student Support Team to coordinate student support work.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: To cater for learner diversity, the curriculum is flexibly adapted. Pull-out classes are set up for gifted students for more enrichment.
Home-School Co-operation and School Ethos
Home-School Co-operation: Our school's PTA is well organized, home-school co-operation was well established. PTA holds regular seminars, parent-child activities, etc. Parent volunteers are enthusiastic in offering help in various school activities and school work such as taking students' body temperature, taking care of students at lunch, participate school picnic, sports day, etc. PTA has built a good relationship with school and helps school to nurture students, so students can grow up healthily and happily.
School Ethos: 1. Good school ethos, the school continuously promotes the sense of positive culture and develops a school with positive atmosphere. 2. Students actively practice school motto "Not to be served but to serve". They are enthusiastic to serve others on various positions.
Future Development
School Development Plan: 1. Developing school-based curriculum and promoting reading and learning across the curriculum. 2. Implementing e-Learning; foster the effectiveness of learning and teaching. 3. Reinforcing value and life education, encouraging students to develop an attitude of being grateful and cherish, positive and optimistic. 4. Fostering positive education, encourage students to develop their potentials, build up self-confidence, enhance the sense of achievement.
Teacher Professional Training & Development: Holding seminars and workshops regularly according to the School's major concerns. Implementing collaborative meetings and peer observation, continuously optimizing teachers' professional knowledge and techniques.
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
Ms. Chan Teing Teing Tina	Ms. Ip Bik Kwan	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
Swire Pacific Ltd	Honesty, Trust, Prudence and Modesty	1923	Chinese	School Bus	About 10870 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	Charges for non-standard items \$400 in total per annum, to be paid in two installments.	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Student Activity Centre, Maths & English Corner, Talent Zone, 'Too' Relaxing Zone & Thriving Garden and TPS X National Geographic - The Imagine Oceans F.I.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Dancing room, Computer room, Language room, Music room, Multi-purpose room, General Studies room, STEAM room, Visual Art room, English activity room and Small group teaching rooms.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			54	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%	77%	15%	31%	54%

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. Two class teachers in P.1. 2. Adopt diversified teaching strategies and e-learning elements to enhance students' interest and confidence. 3. Collaborate with educational organizations to design school-based innovative curriculum that enable students to learn from real-life situations, broaden their horizons, extend their knowledge, and develop values and attitudes.						
Remarks	www.tps.edu.hk						

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 like project work and practical assessment are adopted. 2. Parents' evaluation, students' self evaluation and peer evaluation on students' assignments. 3. E-learning materials are provided for self-learning.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	All the P.1 classes are average classes. Our school uses Putonghua to teach Chinese in two classes each in P.2-P.6. The other classes are average classes.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	7	35 mins	8:00 AM	3:15 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Flexible class schedule: A vitality period and a tutorial session for students to engage in more physical activities and to complete their homework. 2. A variety of activities are provided to students.		1. Set up different sports zones in the school campus to give students more opportunities to participate in sports activities and to achieve MVPA60. 2. Design a gratitude journal to help students understand and express their emotions.		

Life-wide Learning

Chinese opera, English Musical, Cambridge Course, STEAM Class, Putonghua Choral Speaking Group, School Choir, Percussion Band, Violin Class, Orchestra, Chinese Orchestra, Hand Bell Team, Martial Arts, Cheering Team, Dancing Groups, Olympic Mathematics Class, Badminton Team, Mini-tennis Team, Basketball Team, Table-Tennis Team, Volleyball Team, Drawing Class, Shuttlecock Team, Cub Scouts, Brownies, Junior Police Call, Community Youth Club, etc.

School Mission

To enable students to realize their full potential and create a quality learning environment that is conducive to a balanced development in the moral, intellectual, physical, social and aesthetic domains, recognizing that all students have the responsibility to contribute to the future well-being of society.

School Characteristics

School Management

School Management Organisation:

Under the supervision of the IMC of the school and the leadership of the Principal, there are four main sections, namely, Management & Organization Learning and Teaching, Student Support and Student Ethos and Student Performance. They are responsible for the development of the school and the implementation of school concerned issues and plans.

Incorporated Management Committee / School Management Committee / Management Committee:

School Sponsoring Body Board/The Incorporated Management Committee of Taikoo Primary School.

School Green Policy:

Actively Implement Environmental Education to promote awareness on sustainable life education. Green Projects are launched.

School's Major Concerns:

- 1. Develop diversified teaching strategies to improve students' self-learning ability.
- 2. Develop values education to cultivate positive values in students.

Learning and Teaching Plan

Learning & Teaching Strategies:

Through developing the school-based curriculum and the integration of different teaching strategies to enhance students' learning and language ability:

- 1. Diversified assignment designs and e-learning resources promote self-learning;
- 2. Moral and Civic Education and Personal Growth Education will be taught in 'Integrated Lesson' to foster students' proper values and attitudes;
- 3. Emphasis is on co-operative learning and small group learning to enhance learning effectiveness;
- 4. Develop students' talent and potential in 'Activity lesson'.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Strengthening values education, including life education, national education and national security education;
- 2. Making good use of learning time and create space to promote balanced physical and mental development;
- 3. Enriching life-wide learning, strengthening cross-curricular learning & reading across the curriculum for developing lifelong learning capabilities and to help students achieve the aims of whole-person development;
- 4. Enhancing the catering for learner diversity;
- 5. Reinforcing STEAM education, and nurturing students' media and information literacy;
- 6. Promoting assessment literacy, enhancing learning and teaching effectiveness.

Development of Generic Skills:

Develop students' generic skills through curriculum design, classroom learning, activities and service in all learning areas.

Cultivation of Proper Values, Attitudes and Behaviours:

Each year, based on the theme chosen, a number of events such as story telling, exhibitions and rewarding schemes would be held. The same value focus would be applied in the teaching content of different subjects.

In addition, topics related to positive values are taught through 'Integrated Lessons' and personal growth education lessons. This helps students to apply them in daily lives.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Set up a Student Support Team to co-ordinate learning support policies.
- 2. Teaching assistants in-class support and arrange remedial teaching class for less able students.
- 3. Organize activities to develop students' talent and potential.
- 4. Develop enhancement programmes for high achievers.
- 5. Develop Gifted Education framework and establish school-based Talent Pool to unlock students' potential.

Whole School Approach to Integrated Education:

Our school adopts "Whole School Approach to Integrated Education" in supporting students with SEN, e.g. adaptation in teaching and assessment, remedial learning groups, school-based speech therapy service and EDB school-based educational psychology service.

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

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

Curriculum Tailoring and Adaptation:

Develop school-based curriculum to help students' learning. Assignment and examination adaptation are provided to cater for students with different learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Develop a whole-school framework for parent-education.
- 2. Emphasis on Home-School Co-operation. Organize Parents Days, Open Day, seminars and workshops.
- 3. Parent volunteers' participation in different school activities enhances the sense of belonging to the school.

School Ethos:

- 1. Foster students' positive behaviour and attitude, build a healthy lifestyle and positive life.
- 2. Implement positive classroom management to enhance students' sense of belonging and well-being.
- 3. Primary 1 bridging course is provided to help students adapt to the new school life.
- 4. Emphasis on self-disciplined and respect to develop a caring atmosphere and culture.

Future Development

School Development Plan:

- 1. Continuously enhance teaching effectiveness through optimizing curriculum and assignment design through professional curriculum support.
- 2. Provide diversified learning experiences to cultivate students' learning interests, enhance their learning confidence and self-learning ability.
- 3. Develop students' effective learning strategies, thinking skills, and self-learning skills to improve their self-learning ability. Nurture positive learning attitude, and develop the habits to reflect.
- 4. Cultivate students' positive attitudes towards themselves, family and our country.
- 5. Develop students' multi-intelligence, perseverance, self-confidence and resilience.
- 6. Encourage students to serve the school and the community, and thus build up their commitment to society.

Teacher Professional Training & Development:

- 1. Introduce external resources, such as leveraging various resources from the Swire Group, JCInnoPower to create innovative programmes.
- 2. Extend collaboration and learning culture through co-planning meetings, peer lesson observations and local and overseas professional development programmes to enhance the effectiveness of learning and teaching.

Others

Focus on developing students' abilities through extra-curricular activities; offer academic prizes, Taikoo Star and David Gledhill Trophy.



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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. Wendy Leung	Mr. Chui Ka Cheung	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	Respectable, Humble, Thoughtful, Prompt	2000	Chinese	School Bus	About 6000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Queen's College, Shau Kei Wan Government Secondary School, Clementi Secondary School					
			-		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
-	-	\$40	School Management fee \$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	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Computer Room, STEAM Room, Maker Room, Visual Art Room, Two Music Rooms, Student Activity Room, English Room and Conference Room.				Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment				55	Total number of teachers in the school		59
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	22%	54%	12%	12%	76%	

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 adopts small class teaching, self-directed learning and e-learning to raise students' learning interest.						
Remarks	Two Native English Teachers (NET) who teach English speaking and reading in different classes.						

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	Adopting diversified assessment for learning (like reading aloud, telling stories, project learning, group discussion, presentation, etc.) to assess students learning outcomes and abilities. Also, flexible assessment arrangements are provided for SEN students.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	No streaming in P.1, P.2 and P.6. Streaming according to students' academic performance and special learning needs in P.3-P.5.						

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	3:15 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own lunch.	To promote Sport For All and promote physical and mental health of students in PE curriculum. Talks are held to enrich the knowledge of health and healthy eating of our students.		Different extra-curricular activities are organized after school. Learning support groups are organized to support students with special educational needs and Non-Chinese Speaking (NCS) students. Both extra-curricular activities and learning support groups are scheduled from 3:15 pm to 4:45 pm.		

Life-wide Learning

The school carries out a "Multiple Intelligences Programme" every Wednesday and Friday afternoon. The programme divided into four categories: academic, sports, art, interest, and are led by professional tutors and teachers. In addition, students can choose to participate after-school extra-curricular activities. They include school teams training and multiple intelligence interest classes. School teams training are selected by the school. Multiple intelligence interest classes are freely participated by students. Seminars, visits, overseas learning, day camp, different kinds of activities are also provided.

School Mission

Helping students learn from experience, create success with success; providing a pleasant learning environment and a balanced, orderly and diversified curriculum to inspire students in thinking, positive attitudes establishment and respectful character in the life.

School Characteristics

School Management

School Management Organisation:

Three deputy heads, fourteen senior teachers, thirty class teachers, one teacher librarian, two NET and two student guidance personnel. There are nearly eighty teachers and office staff in our school.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee includes EDB members, two teacher representatives, two parent representatives, the principal and two individual members. The committee members meet regularly to discuss the new education issues and important matters arise in the school.

School Green Policy:

The school promotes natural conservation, set up a tree trail, green campus, and create a natural environment for education. Also, in response to saving electricity, proper use of lighting, air-conditioning and paper are adopted.

School's Major Concerns:

- 1. Strengthen civic and moral education to cultivate students' positive values.
- 2. Optimize teaching and learning, enhance self-directed learning and creative thinking.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. To enhance students' self-directed learning;
- 2. To use different self-directed learning strategies;
- 3. To establish the correct attitude of self-directed learning and the sense of responsibility for learning through feedback, reflection and learning adjustment.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Promote positive education and civic education to cultivate students' positive values.
- 2. Strengthen students' understanding of the country and Chinese culture, and build a sense of national belonging.
- 3. Implement blended learning to improve students' self-directed learning and teaching effectiveness.
- 4. Promote creative thinking and STEAM education and enhance students' creativity and problem-solving skills.
- 5. Promote reading across the curriculum, increase opportunities for students to read and speak in English, and improve their reading and speaking skills.

Development of Generic Skills:

To develop our students' generic skills through classroom activities, discussions, project learning, extra-curricular activities and various competitions.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Whole school approach in students guidance - "Happy@ABGPS" programme, is established to strengthen the positive elements of students.
- 2. Through class management, such as setting class goals, designing slogans, teacher encouragement cards, positive life event books, appointments with students, classroom arrangement, etc., to enhance students' positive values.
- 3. Organize a variety of extra-curricular activities to enhance students' sense of accomplishment and explore their positive potential.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Provide intensive support services to students with special educational needs based on student assessment results.
- 2. Cooperate with relevant organizations to set up emotional, social and communication skills groups to support their learning.
- 3. Student ambassadors are trained to assist the lower level students and students in need to establish a caring campus.
- 4. Curriculum and examination adaptation are adopted.
- 5. Specially designed activities are organized for gifted students or students with higher abilities.

Whole School Approach to Integrated Education:

Whole School Approach is carried out to help students with special educational needs. We make good use of the funding from the EDB to provide a wide range of trainings and group activities to cater for students diversity.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; 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. To provide various support services such as after school remedial classes, tutoring groups, curriculum adaptation, assignment adaptation and related activities to cater for the Non-Chinese Speaking (NCS) students.

Curriculum Tailoring and Adaptation:

- 1. After-school tutoring classes are provided for students with special educational needs in order to improve their learning abilities.
- 2. Curriculum and assignment adaptation are made for students in need.
- 3. Examination adjustments are provided for students with special educational needs.
- 4. After school activities are organized for the gifted and students with special learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association has established a "Parent College" to regularly organize diversified parent-child activities, talks, and workshops to provide developmental and preventive parent education, thereby strengthening parent-child relationships and creating a warm and happy family life.

School Ethos:

- 1. To nurture students' diligence and discipline, frugal and environmentally friendly, cultivating love, and helping students to care for each other.
- 2. To promote "one student, one duty" and encourage them to join the uniform groups to raise their confidence and responsibilities.
- 3. To train the student ambassadors and prefects to have good communication and cooperation skills.
- 4. To raise pupils' confidence and multiple intelligence through a variety of extra-curricular activities.

Future Development

School Development Plan:

- 1. Strengthen civic and moral education to cultivate students' positive values.
- 2. Optimize teaching and learning, enhance self-directed learning and creative thinking.

Teacher Professional Training & Development:

- 1. Encourage teachers to participate in thematic seminars, focusing on training teachers on the development of school subjects.
- 2. Participate in the school-based support programmes of the Education Bureau and the University partnership programmes to improve the professional level of teachers.
- 3. Organize workshops and lectures related to new teaching trends and school projects.

Others

- 1. To provide after school training for gifted students and recommend extracurricular training to popularize gifted education.
- 2. To cooperate with universities, secondary schools, primary schools and professional groups to promote curriculum reforms so as to enhance the quality of learning and teaching.
- 3. To participate in overseas study exchange programs and sister school scheme to allow teachers and students to have a better understanding about education in the world and Mainland.
- 4. To conduct "Best Students Award" for praising students' outstanding performance in academics, conduct, services, sports, arts and STEAM. We also have alumni scholarship to award students with outstanding academic performance.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Yung Chuen Hung	Mr. Lam Wai Hung	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of The Church of Christ In China	Train up a child in the way he should go: and when he is old, he will not depart from it.	1970	Chinese	School Bus	About 2520 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$60	Fee for non-standard items \$500	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Activity Room, Music Room, Computer Room, Campus TV Room, Art & Craft Room, General Studies Room, Student Activity Centre, Language Room, Small Group Learning Room.				Accessible lift, Accessible toilet and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment				48		Total number of teachers in the school		48	
Qualifications and professional training (%)				Years of Experience (%)					
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above		Special Education Training	0 - 4 years		5 - 9 years		10 years or above
100%	100%	36%		53%	2%		17%		81%

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	Chinese and English enrichment programmes are offered to improve students' language proficiencies. Small group remedial classes are provided to consolidate students' knowledge. High achievers are encouraged to study enhancement courses in order to develop their talents and potentials in various aspects.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	1	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Summative assessment and formative assessment are used for assessing students' learning progress. Summative assessment includes examinations held during each academic year; and formative assessment includes classroom observation, students' portfolios and project learning etc.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	In order to cater for students' differences in academic performances, students are streamed from P.4 to P.6.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	7	40 mins	8:40 AM	3:30 PM	12:00 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. We promote the chiropractic care campaign in school. 2. Lunch monitoring group with the support of parents was set up to scrutinize the quality and nutrition of students' lunch boxes.		-		

Life-wide Learning

Over thirty different extra-curricular activities are scheduled for broadening pupils' learning experiences. Clubs and groups can be categorized into three types, namely, sports, art and personal growth. Please refer to our website for details. (<http://www.keiwan.edu.hk/>)

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: The Incorporated Management Committee was established on 31st August, 2007.
School Green Policy: 1. To strengthen students' awareness of the importance of protecting the environment. 2. To instill in students a sense of duty to protect the environment.
School's Major Concerns: Study hard, be introspective and strive for excellence.Be caring and considerate to become a good citizen.
Learning and Teaching Plan
Learning & Teaching Strategies: Collaborative lesson preparation and peer lesson observation are promoted in our school to enhance the effectiveness in teaching. We help students cultivate generic skills with the adoption of various school-based teaching items in the curriculum. School-based Gifted Development Programme and Homework Policy are reviewed yearly as a means to due with learner differences.
Development of Major Renewed Emphases of the Primary Education Curriculum: We make use of everyday life events and coordination of learning and teaching activities in different subjects to strengthen values education and National Security Education in school. A variety of activities are organized for students during lunch breaks, after school time and post exam days. Double lessons and scheduled inter class activities are also flexibly arranged to create space and cater for learner diversity. Small group teaching and remedial classes are provided to address students with different learning needs. We incorporate elements of STEAM education into the school curriculum. Reading and information literacy is cultivated through the learning and teaching in various subjects. Much emphasis are put in enhancing assessment literacy in school. Various formative assessments and constructive feedbacks are used for assessing students and facilitating learning.
Development of Generic Skills: We develop students' generic skills through various learning activities and experiences in different subjects, with focus on promoting and strengthening students' collaborative, communication and problem solving skills.
Cultivation of Proper Values, Attitudes and Behaviours: We have been devoted to continue nurturing students' positive values and attitudes through incorporating related elements into various subjects, cross-curricular domains in values education and other relevant learning experiences. We develop our own Moral and Civic Education with emphasis on strengthening students' "care for others" and positive attitudes towards life. We also provide students with authentic learning experiences so that they know how to put positive values and attitudes such as the traditional virtues of China into practice. Moreover, workshops are organized for parents and teachers to arouse their awareness of mental health and to encourage stakeholders to collaborate with school to create learning environment conducive to the cultivation of students' moral and civic qualities.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. We adopt a Whole School Approach to cater for student diversity. The Student Support Team was set up to plan, implement and review the support measures for students with SEN. 2. We establish programmes for the gifted and talented to develop their talents and potentials in various aspects.
Whole School Approach to Integrated Education: We adopt the Whole School Approach to support students with SEN and provide appropriate and diversified support services to enhance students' learning effectiveness. We flexibly utilize the "Learning Support Grant" in conjunction with other resources to recruit supporting teaching staff and outsource professional services to provide trainings groups according to students' special learning needs.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese; providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.
Curriculum Tailoring and Adaptation: We adapt the curriculum to deal with learner differences. School-based task sheets and teaching strategies are provided for students with different abilities. Enhancement programmes and gifted education policy are organized for high achievers. Small group teaching, collaborative teaching, assignment and examination adaptation are provided to address students with different learning needs.
Home-School Co-operation and School Ethos
Home-School Co-operation: The Parent Teacher Association has been established for over thirty years. Parents form a volunteer team to assist in many school events. PTA actively promotes parental education by organizing seminars and workshops. Annual outings and regular gatherings are held to facilitate collaboration and co-operation between the school and the parents.
School Ethos: Our school emphasizes the cultivation of a harmonious teacher-student relationship and the enhancement of students' team co-operation. A series of school programmes are conducted such as school-based counseling activities, moral and growth education, religious activities, student service learning and peer reading.
Future Development
School Development Plan: 1. To develop generic and project learning skills to enhance learning effectiveness. 2. To cultivate positive values and help students acquire a stronger sense of national identity.
Teacher Professional Training & Development: Seminars, workshops, school-based professional development programmes and sharings are arranged to enhance the professionalism of school teachers.
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
Prof. SHUM KWOK YAN DAISY	Dr. Wong Ching Man	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of The Church of Christ In China	Be self-disciplined through learning and understanding the Christ Principles.	1970	Chinese (incl.: Putonghua) and English	School Bus	About 5100 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
-	-	\$60	Additional Native-speaking English teachers, non-standard items. Total: \$1,350 (Annually)	Fees for specialized sports activities, such as rock climbing and swimming, around \$100 per year.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	2	1	Wi-Fi connection is available throughout the entire school campus. Digital education tools and tablets are equipped for e-learning purposes.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
25 special rooms (AI Lab, campus TV room, Immersive VR room, music rooms, music practice rooms, visual arts room, science room, ballet room, speech therapy room, game therapy room) and 6 Self learning zone				Ramp, Accessible lift, Accessible toilet, 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			47	Total number of teachers in the school		50
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	54%	20%	10%	18%	72%

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		Using the small-class teaching mode, and teaching is tailored to students' abilities.								
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	Different modes of assessment including fun assignments, holiday missions, science experiments, formative assessments and summative assessments are conducted to evaluate students' learning progress. Students' generic skills can be assessed during project work.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	based on their academic performance, classroom performance and learning attitude.						

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	30 mins	7:40 AM	2:35 PM	11:45 AM - 12:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	A caring atmosphere is promoted throughout the campus. The school encourages students to care for other people like how a shepherd cares for his lambs. The school also helps students to develop healthy lifestyles, positive values and attitudes.		'Together we nurture the lives of our students. Hand in hand we witness the Love of Christ' is the school's vision and mission. Christian education is highly valued. The school is dedicated to developing students' positive characteristics and qualities. Core elements of positive education including love, achievement, meaning and being are incorporated in the school-based curriculum and Chinese culture education.		

Life-wide Learning

Music education is well-developed and has made outstanding achievements. The school choirs, bands and orchestras are well-established and have won different awards in different competitions. Besides, swimming lessons and wall-climbing courses are held to provide students with outstanding physical education opportunities. Moreover, STEAM education is emphasised and various activities are organised, including religious activities, choral speaking, uniform groups, drama, elite clubs and Olympiad Mathematics classes so as to enhance students' whole person development.

School Mission

Students are encouraged to achieve clear goals which give meaning to their lives. The school nurtures students to have a love for learning, excellent musical sentiment, proper moral values and conduct, and critical and analytical skills so that students can become responsible citizens and effective leaders with a true Christian spirit in an ever-changing society.

School Characteristics

School Management

School Management Organisation:

The school was established by The Hong Kong Council of the Church of Christ in China and is operated in accordance with the ordinance and supervision of the incorporated management committee (IMC). For further details, please refer to the school website.

Incorporated Management Committee / School Management Committee / Management Committee:

The school's IMC was established in 2006 and is composed of 15 members, including the sponsoring body managers, the principal, clergymen, independent professionals, alumni members, teacher representatives and parent representatives in order to collect various opinions from stakeholders and people with different expertise and experience in sustainable school development.

School Green Policy:

The school focuses on environmental education. The school sets up a school garden and introduces various environmental initiatives to enhance students' environmental awareness.

School's Major Concerns:

The school guides students to establish meaningful life goals with love and patience, and helps them develop simple characters, good musical sentiments, learn a wealth of knowledge, and exercise independent thinking and analytical skills, so as to develop their potential to the fullest in the future. The school also cultivate students to become good citizens with a sense of purpose who are willing to serve the public and give back to the society.

Learning and Teaching Plan

Learning & Teaching Strategies:

Students have reading time every day before the morning assembly. Class teacher period is scheduled in the morning before the start of every school day. A wide range of after-school activities are organised for students. Students finish school at 2 p.m. every Wednesday and Friday, which provides them with more time to pursue individual interests. (For further details, please refer to the school website.)

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Cultivate the leadership of teachers and students as servants and build a positive culture
- 2. Understand the uniqueness of students, practice and popularize gifted education

Development of Generic Skills:

Develop students' generic skills through teaching and learning. Develop students' self-directed learning skills and thinking strategies, and enhance students' ability to have a smooth transition from KS2 to KS3.

Cultivation of Proper Values, Attitudes and Behaviours:

The school focuses on teaching students to build good habits and be proactive learners. The VASE programme in the school makes good use of everyday life events to encourage students to stay positive and promotes whole-person development. Also, the school cultivates students to express gratitude, to cherish what they have, and to be proactive and optimistic through sharing the words of the gospel and implementing film education and drama education. Apart from the above, personal growth education also emphasises the cultivation of the Fruit of the Spirit and helps students to develop a sense of gratitude, to learn to cherish things they have, to adopt a positive and optimistic attitude towards life, through film-showing activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school caters for student diversity through intervention and enrichment programmes in different subjects. Teams have been established to support individuals. High quality and challenging programmes are offered to gifted children, for example, talks, workshops, online learning, study tours and competitions. We also have the 'Little Dolphins Leaping Scheme' which caters the diverse learning needs of different students.

Whole School Approach to Integrated Education:

The school implements a whole school approach to support students with different learning needs. A variety of school-based support services are provided, such as early identification and intervention schemes, and multi-support programmes.

Curriculum Tailoring and Adaptation:

The curriculum of each subject is designed and tailored according to the students' needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Parent seminars are held regularly to help parents deal with students' needs at different stages.
- 2. Committee members of PTA and parents always show their support to the school by volunteering in different school events. This can enhance the cooperation between the school and parents.

School Ethos:

Following the mission of The Hong Kong Council of the Church of Christ in China, the school offers students opportunities to know about "Christian Justice and Love". The school has implemented the school-based counselling scheme and made good use of parental and communal resources to empower students so that they can face challenges in life and to contribute to the society.

Future Development

School Development Plan:

- 1. Nurturing servant-leadership characteristics in students and building the positive attitudes in school.
- 2. Catering for the uniqueness of each student and achieving 'Gifted education for all'.

Teacher Professional Training & Development:

Collaborate with experts from different universities to develop the school curriculum, organise exchange visits to secondary schools and kindergartens to learn about effective bridging between different key stages. Professional development concerning values education and life education are organised for teachers.

Others

INTERNATIONAL OUTLOOK

The school has been organizing worldwide exchange programmes since 2001. Students have visited different countries, such as Canada, Poland, Australia, England, Germany, Mainland, Hawaii, Austria, Korea, Singapore and Japan, for academic enrichment and participating in different music contests. Primary 6 students are offered a special overseas programme to learn different cultures., engage in in-depth ecological learning and widen their horizons.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Tam, Paul Wing Ming	Mr. Hui Carlo	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					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong Catholic Diocese	Love others as you love yourself	1952	Chinese	School Bus	About 5143 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	\$310	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Electronic blackboards, Optical fiber & Wifi in classrooms; Arts Studio for display, workshops and performance; New Annex--more space for activities.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Art and Craft Room, STEM Room, Language Room, Remedial Classrooms, Music Room, Religious Activity Room, Student Counselling Room, Student Activity Room, Student Learning Room, etc.				Ramp.

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%	98%	34%	67%	15%	19%	66%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	4	4	4	4	23
Mode of teaching at different levels		To cater for different students' learning needs, various class modes and learning contents are adapted. Other than small-class teaching according to students' needs, elements of gifted education are integrated into daily teaching and gifted task-groups such as English Drama, Little Scientists, Filming Agents, etc. are established.								
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	Different modes of assessments on students' performance in terms of knowledge, attitudes and skills.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Streaming policy is implemented every year according to students' learning performance. There are elite classes from P.4 to P.6.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	30 mins	8:30 AM	3:45 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We have a healthy school policy: using environmentally friendly utensils and recycling the leftovers, providing lunch according to the "Nutritional guidelines on School Lunch for Primary School Students" and arranging exercises for students regularly.		From Mondays to Thursdays, the last lesson is assigned as a 60-minute 'Get-Set-Goal period' to facilitate the arrangement of homework guidance, students' activities and training. Every Friday is school-based 'Dress Casual Day'.		

Life-wide Learning

Different kinds of activities: Young Pioneers of Christ, Cub Scouts, Brownies, Grasshoppers, Red Cross Youth Club, Choir, Brass Band, Soccer Team, Badminton Team, Table-tennis Team, Swimming Class, Taekwondo Class, Modern Dance, Rope Skipping Team, Maths Olympiad Class, Violin Class, Recorder Team, English Drama, Filming Agents, Drone Course, Leadership Class, Puppetry Team, Spike Robot Programme Designer, etc.

School Mission

To embody the Spirit of Christ, we provide love and caring for our kids. We nurture them to become self-initiated in their learning, to be civic-minded, confident and competent in serving the society.

School Characteristics

School Management
School Management Organisation: The Incorporated Management Committee is responsible for the management and supervision of the school's operation.
Incorporated Management Committee / School Management Committee / Management Committee: Regular meetings are held to monitor and implement school policies.
School Green Policy: Fully utilization of the natural light, green plantations everywhere (including roof garden).
School's Major Concerns: 1. Optimize value education, cultivate students' positive values and demonstrate the typical traits of Meng Tak students. 2. Enhance students' learning abilities and integrated literacy to provide room for their all-round development.
Learning and Teaching Plan
Learning & Teaching Strategies: To enhance students' motivation and learning performance through STEAM education, cross-curricular learning, reading across curriculum and coding education. Daily teaching and rich learning environment including English and Putonghua (reading, speaking, listening aspects) helps enhance students' billiterate and trilingual abilities. "Bring Your Own Device Scheme" (BYOD) is implemented from P.4 to P.6 to enhance students' participation and learning effectiveness by using iPads as learning tools.
Development of Major Renewed Emphases of the Primary Education Curriculum: The school is keen on developing the school-based curriculum according to the centralized curriculum in order to facilitate students' learning by achieving the 7 renewed emphases such as 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: Enhance generic skills especially cooperative, communicative, creative, critical thinking and problem-solving skills being taught through different activities.
Cultivation of Proper Values, Attitudes and Behaviours: 1. Promote positive values and attitudes through both formal and informal curricula. The former one includes those curricula of Religious Studies and General Studies. The later one includes activities held by Moral and Civic Education group and moral messages through weekly assemblies. 2. Integrate moral education, especially core values of Catholic education, into different key learning areas.
Student Support
Whole School Approach to Catering for Learner Diversity: Other than the Pre-primary One and Pre-secondary One bridging courses, the school-based support is carried out in a whole-school approach.
Whole School Approach to Integrated Education: Establishment of student support team enables the implementation of different policies catering for students' learning diversity. The school helps students with teaching adaptation and assessment accommodation and makes use of different resources to provide students with learning groups or training teams according to their learning needs.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school.
Curriculum Tailoring and Adaptation: School-based teaching packages for English grammars, Pinyin and Maths curriculum are adopted to cater for students' learning needs. Gifted learning elements are infused into curriculum. Gifted groups and small classes are for more-able and less-able students respectively. After-school classes are for less-able students.
Home-School Co-operation and School Ethos
Home-School Co-operation: Parent-Teacher Association aims at facilitating the collaboration and co-operation between the school and parents. "Meng Tak Power", a parent-volunteer team, helps with school's daily routine and activities for students and their parents.
School Ethos: 1. Love and caring learning environment; Harmonic relationship between students and teachers; Students performing well academically and behaviorally 2. Appropriate students' bridging programmes and parents' meetings to facilitate those potential Primary-One and Secondary-One students to cope with their new learning environment. 3. Various types of activities organized to fit with students' all-round education.
Future Development
School Development Plan: 1. Optimize value education, cultivate students' positive values and demonstrate the typical traits of Meng Tak students. 2. Enhance students' learning abilities and integrated literacy to provide room for their all-round development.
Teacher Professional Training & Development: 1. Our school adopts specialized teaching in Religious Education, Chinese, English and Mathematics. 2. All language teachers comply with school-based language policy to enhance pupils' language abilities. 3. All teachers keep equipping themselves to enhance quality teaching and cope with the new trends in education such as the development of value education, STEAM education and arts education.
Others
Nurturing students according to the virtues derived from the school's acronym: Modest, Trustworthy, Conscientious and Sympathetic (MTCS).



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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. Chau Sai Yiu	Ms. Ng Kai Kwan	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
Pui Kiu Education Foundation Limited	Please refer to the Chinese version.	2000	Chinese	School Bus	About 4515 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
-	-	\$30	\$200	Replacement of student card: \$40

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	Reading Corners
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
11 special rooms (●music rooms ●group activity rooms ●activity room ●art room ●general studies room ●STEAM room ●computer room ●English room)				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				55	Total number of teachers in the school		57
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	98%	43%	74%	5%	22%	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	From first to sixth grade, the school implements a school-based curriculum to enhance students' learning motivation and assist them in their studies through diversified teaching methods. In 2009, small-class teaching was introduced.						
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	Assess students' learning and reading attitudes, general abilities, creativity, artistic talents, activities, and service performances. Use descriptive comments to facilitate students' self-improvement. Encourage multi-party participation, including student peer assessment, involvement of teachers, students, and parents. Adopt diverse modes of 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	Classes are not streamed 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	8	40 mins	8:15 AM	3:05 PM	12:25 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	<ul style="list-style-type: none"> Has established a Life and Affective Education Committee to plan and implement various educational activities, aiming to cultivate healthy habits in students. A Lunch Committee was formed to monitor the quality of food provided by suppliers. 		-		

Life-wide Learning

43 items in total: Mandarin, music (rhythm, flute, choir, violin, handbells, percussion, etc., a total of 10 teams), drama, STEAM, programming, English, math Olympiad, computer, taekwondo, dance troupe, lion dance, fine arts, calligraphy, scouting, soccer, table tennis, athletics, and volleyball, etc.

School Mission

Pui Kiu is a learning community that constantly reflects, explores, innovates, and strives for excellence. Our learning community includes students, teachers and parents. We also strive to make it a place where learners can learn from each other and care for one another.

School Characteristics

School Management
School Management Organisation: <ul style="list-style-type: none">• The school implements school-based management, allowing various stakeholders to participate in the formulation of school policies.
Incorporated Management Committee / School Management Committee / Management Committee: <ul style="list-style-type: none">• A School Incorporated Management Committee (IMC) has been established.
School Green Policy: <ol style="list-style-type: none">1. Energy-saving policy2. School uniform recycling3. Use of eco-friendly food containers and utensils4. Recycling of old books and waste paper
School's Major Concerns: <ol style="list-style-type: none">1. Students can continuously enhance their language skills in the new curriculum.2. Students can demonstrate curiosity and a desire for knowledge in creative technology.3. Students can recognize and identify with the Chinese virtue of "perseverance" and practice it.4. Students can understand, observe, and perform proper etiquette.
Learning and Teaching Plan
Learning & Teaching Strategies: <ul style="list-style-type: none">• Our teaching team is highly professional and continuously strives for improvement. They have been honored with nine Chief Executive's Awards for Teaching Excellence.• We develop school-based interdisciplinary learning curricula to provide students with richer cross-disciplinary learning experiences, enabling them to integrate and apply their learning across different subjects.• We offer diverse learning experiences that allow students to actively learn and apply their knowledge, showcasing their individual talents.• Instructional designs are connected to students' life experiences, employing diverse teaching strategies such as problem-based learning, group collaboration, hands-on activities, and the use of technology.• We place a strong emphasis on promoting student reading, with various reading activities.• We implement a comprehensive system of diverse assessments that reflect students' performance and abilities in different learning areas.
Development of Major Renewed Emphases of the Primary Education Curriculum: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Course design is student-centered and incorporates diverse learning experiences:<ul style="list-style-type: none">- It provides students with more opportunities to step out of the classroom for field trips, exchanges, talent performances, and service learning, aiming to offer a diverse range of experiential learning activities, broaden their horizons, and develop different potentials.- From the third to sixth grade, students have personal learning portfolios, educational camps from the fourth to sixth grade, and outdoor learning days at all levels. Through in-school and out-of-school services, students learn responsibility, collaboration, contribution, and communication skills.
Cultivation of Proper Values, Attitudes and Behaviours: <ul style="list-style-type: none">• The school-based curriculum is designed to impart students with correct moral perspectives and core values.
Student Support
Whole School Approach to Catering for Learner Diversity: <ul style="list-style-type: none">• The school designs diverse teaching materials and assessment activities to cater to the learning needs of different students and allow them to showcase their strengths.• The depth and complexity of the materials cater to the needs of students with different abilities.• A student support team is established to maintain communication with various stakeholders.• Homework tutoring, small-group teaching, counseling activities, and the "Early Bird Team" are implemented to address the differences in students' growth and academic performance.
Whole School Approach to Integrated Education: <ul style="list-style-type: none">• The school adopts a "whole-school approach" to implement inclusive education and has a Student Support Team in place to develop various support policies for students with special educational needs. The support team regularly schedules meetings to listen to parents' opinions and discuss students' progress.
Education Support for Non-Chinese Speaking (NCS) Students: <p>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.</p>
Curriculum Tailoring and Adaptation: <ul style="list-style-type: none">• The Chinese and English subjects have designed school-based curricula to cater to the appropriate development of students.
Home-School Co-operation and School Ethos
Home-School Co-operation: <ul style="list-style-type: none">• Establish school collaboration teams dedicated to handling parent-school collaboration affairs and coordinating with the parent volunteer team. A "Successful Parents School" is also set up to promote parent education and organize parent-child learning activities in collaboration with the Parent-Teacher Association.• The school organizes events such as Curriculum Day, Parent Observation Day, and Learning Achievement Sharing Sessions annually, fostering close collaboration between teachers and parents.• Parents actively participate and even initiate parent education activities for the school, adding value and pursuing continuous improvement.
School Ethos: <ul style="list-style-type: none">• The campus is filled with a positive and caring atmosphere, fully reflecting the campus culture of "Everyone learns, cares for each other."• Teachers actively cultivate in students five good habits (cleanliness, respect, responsibility, self-discipline, gratitude) and twenty-four character strengths, while strengthening students' positive behavior through an integrated approach of guidance and counseling.
Future Development
School Development Plan: <ul style="list-style-type: none">• Continuously develop character education, optimize the national education curriculum, and cultivate a new generation that possesses both emotional and intellectual intelligence.• Continuously promote STEAM education to foster students' interdisciplinary thinking, global perspectives, media and information literacy, problem-solving, and innovation abilities.• Advocate values education by integrating the cultivation of prioritised values and attitudes into curriculum and teaching.• Implement career planning education in primary schools to help students gain a better understanding of their aspirations, needs, interests and abilities.
Teacher Professional Training & Development: <ul style="list-style-type: none">• The professional development culture of teachers is solidly grounded, with teachers constantly seeking to improve their skills and knowledge. Regular activities such as collaborative lesson preparation, research lessons, and open classes are consistently held, fostering a culture of professional exchange.
Others
<ol style="list-style-type: none">1. Establish scholarships to encourage academically outstanding or morally excellent students.2. Organize internal and inter-school competitions covering various areas such as academics, arts, and sports, allowing students to showcase their potential and promoting their motivation to learn and teamwork skills.3. Establish exchange programs with other schools in our country to promote mutual learning of culture and knowledge.



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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
Fr. Lam Chung Wai	Ms. HSU Kim-yuen	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
Salesian Society of Don Bosco	Keep the flame burning and light up the others.	1951	Chinese (incl.: Putonghua) and English	School Bus	About 5800 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Salesian English School					
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	-	School-based Management Fee: \$300 per year.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	4	1	1	Chapel, tuck shop and table football.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-purpose Zone, Computer Room, STEM Room, Library, Music Room, Art Room, English Room, PE Room, Sensory Integration Room, Religious Room and Counselling Room.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			22	Total number of teachers in the school		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
93%	100%	43%	76%	21%	21%	58%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	1	1	1	2	2	2	9
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	1	1	1	2	2	9
Mode of teaching at different levels	E-Learning has been fully promoted. E-learning tools are used to enhance interactive learning and teaching. The school promotes cross-curricular and STEM projects to promote collaborative learning. The school implements BYOD policy from P.4. iTeach platform facilitates students to trace and analyze their learning progress. Co-teaching and pull-out approach are implemented to support SEN students.							
Remarks	P.1 - P.3: School-based Phonics Programme by native English teacher; P.4 - P.6: Speaking lessons by native English teacher; P.1-P.6: School-based 'Reading to Writing' e-Learning platform.							

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. Formative assessments: students' performance in classroom and students' work, module summary, skills assessments, online assessments; 2. Summative assessments; 3. Project learning; 4. Self-evaluations, peer evaluations, teachers' and parents' quality feedback; 5. Effective assignments: Reading aloud, online assessments, reading reports, oral presentations, role play, etc.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed-ability mode is adopted in all classes to enhance students' learning through collaboration. For upper primary, students are streamed into ability groups in Chinese, English and Mathematics lessons.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	6	40 mins	7:50 AM	3:00 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Through "School Physical Fitness Award Scheme", the school enhances students' health awareness and encourage them to participate in physical activities. 2. The school organizes weekly "Fruit Day" in order to strengthen students' awareness of a balanced diet. 3. By participating in "Understanding Adolescent Project", we enhance students' ability in coping adversities.		Through religious formation we care for our students' spiritual healthiness. By participating in community activities and service learning, we help build our students' positive values.		

Life-wide Learning

Our school provides a wide range of extra-curricular activities which involves academic, sports and aesthetic activities and community services. Multiple intelligence lessons include: hip-hop dancing, wushu, hand chimes, Scientists, fancy rope-skipping, etc. For Potential Realization Programme, the following trainings are provided: English Ambassadors, Environment Ambassadors, STEM, drama, media production, etc. As for after-school classes, we offer English singing and dancing class, interview class, Go Chess class, table tennis class, etc. Moreover, various seminars, overseas trips and visits are also provided.

School Mission

Our school carries on the pedagogy of St. John Bosco, the founder of the Salesian Society, who has possessed the belief, conviction and experience to invite priests, educators, parents and the people concerned to join in the nurturing of young people as a family. They will recognise reason, loving kindness, and religion as inflexible need to make their presence felt, and cultivate them in different environment and activities. Each pupil shall feel they are guided and loved by knowledge and morality with equilibrium in personal growth as a member in God's family.

School Characteristics

School Management

School Management Organisation:

Managed by Incorporated Management Committee, our school has different subject panels and administrative groups. Members of subject panels and administrative groups work closely together to build team spirit and shape the school culture as a school community to promote school development.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee members include supervisor, priests and brothers, principals and outsiders from educational and other fields.

School Green Policy:

- 1. We use e-Notice and GRWTH electronic communication platform to communicate with our parents.
- 2. We run "School Uniform Recycling Project" and "Books Recycling Programme" in order to elevate our students' awareness of the importance of environmental protection. Reduction of photo copies and the use of recycling paper have been implemented.
- 3. Solar panels were installed on our school's rooftop to promote environmental education. Through collaboration with the General Studies curriculum, students can experience the generation of renewable energy and gain knowledge of environmental protection.
- 4. Reward scheme is promoted so students can learn to reduce food waste and cherish food.

School's Major Concerns:

- 1. Students can understand that they are God 's creation and learn to discover their own uniqueness.
- 2. Students can become friendly children who live out Catholic values.
- 3. Students can be optimistic and wise through their learning in core curriculum.
- 4. To develop the Catholic atmosphere among stakeholders.

Learning and Teaching Plan

Learning & Teaching Strategies:

Based on the core curriculum, a school-based curriculum has been established for students according to their abilities, interests and needs. Through various learning and teaching strategies, such as collaborative learning, e-Learning and differentiated questioning skills, students construct knowledge, develop high-order thinking skills, nurture generic skills and establish positive values and attitudes through interactive group activities. Eventually, students can obtain the three characteristics of Salesian Boys - to be unique, friendly and optimistic.

Small class teaching is implemented from P.1 to P.6. For upper primary, students are streamed into ability groups in Chinese, English and Mathematics lessons. These policies allow teachers to cater for students' learning diversities. In some lessons, extra resources and teachers are available for co-teaching or pull-out programmes.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Enhancing whole-school curriculum planning reinforces STEAM education. Through various learning activities, students are able to broaden their scope of learning and horizons to achieve whole-person development and establish a solid foundation for lifelong learning.

Development of Generic Skills:

Students' generic skills in different areas are nurtured through systematically arranged learning experiences, such as theme-based learning, outdoor learning and service learning activities, etc. The school provides a wide range of extra-curricular and after school activities, such as sports and art, computing, drama and language learning. Students are encouraged to take part in intramural and interschool competitions and performances.

Cultivation of Proper Values, Attitudes and Behaviours:

Through the teaching of various subject courses and a variety of learning experiences, students are fostered with positive values and attitudes to achieve holistic education.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. The "Student Support Team" is established while school-based speech therapist and school-based educational psychologist provide support services for students, parents and teachers in a multi-disciplinary support model.
- 2. Training is provided for teachers to enhance the teaching support strategies in classrooms.
- 3. The purchase of special services helps arranging different group training for students.
- 4. Homework and assessment adjustments are provided for individual students with special learning needs.
- 5. Different multi-intelligent activities are arranged to cater for students' learning diversity.

Whole School Approach to Integrated Education:

Ability grouping enables teachers to arrange appropriate learning modes, multiple intelligence activities and group training according to each student's interest and ability. In a suitable learning environment, the gap between each learner can be narrowed, and to create a decent integrated educational environment.

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

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

Curriculum Tailoring and Adaptation:

We design different levels of learning tasks according to our students' ability and develop the most suitable school-based curriculum based on our students' needs, which fosters an all-round development of our students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

GRWTH electronic communication platform is in use to inform parents the school's information in real time and effectively promote home-school communication. Different home-school activities, such as Parents' Day, seminars, parent-child trips, parent-child games, etc., strengthen the connection between parents and the school. Parents make efforts to equip themselves by actively participating in different training courses provided by the school, such as parent workshops, story-telling seminars, etc.

School Ethos:

With our virtuous school ethos, our students are polite and helpful as they are nurtured in a profound religious atmosphere and positive values, which create a caring culture in our school.

Future Development

School Development Plan:

- 1. Students can understand that they are God 's creation and learn to discover their own uniqueness.
- 2. Students can become friendly children who live out Catholic values.
- 3. Students can be optimistic and wise through their learning in core curriculum.
- 4. To develop the Catholic atmosphere among stakeholders.

Teacher Professional Training & Development:

Professional development activities such as staff development days, team planning sessions, peer observations, teacher sharing, etc. are held every year and have established a "learning circle" to elevate the quality of teaching and learning. Teachers are encouraged to participate in development courses (CPD) in various professional aspects related to our school's areas of concern and subjects' development so as to acquire the latest educational trend.

Others

- 1. 2024-2025 Hong Kong Island East Area Inter-Primary Schools Athletics Competition Boys C Group 100m Champion/Boys C Group 1st runner-up
- 2. 76th Hong Kong Schools Speech Festival (Solo Verse) English: Champion/2nd runner-up; Chinese: 2nd runner-up;
- 3. Inter-school STEAM Elite Competition (Science, Mathematics, General Studies, IT) Gold Awards;
- 4. Southern District Tennis Competition 2024 Boys U10 Single: 2nd runner-up;
- 5. Eastern District Tennis Competition 2024 Boys ML Double: 2nd runner-up;
- 6. 2024 "Kids Art" Drawing Competition: Professional Award_ Gold Award
- 7. 61st Hong Kong Schools Dance Festival: Commended Award



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. LEUNG Wing Shan, Magnolia	Mr. Wong Wai Kit	Not Applicable	Gov't Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Be brave, joyful and kind, embrace life-wide learning; respect others and love our community.	1958	Chinese	School Bus	About 2200 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Shau Kei Wan Government Secondary School, Clementi Secondary School			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$70	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Art Room, Music Room, Computer Room, Activity Room, School Campus TV, Student Counseling Room, Study Room, Learning Support Room, Multi-purpose Room, STEAM Space, AI Fitness, Chill and Relaxing Zone, Mindful Café.				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				32		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%	39%		90%		9%		12%		79%	

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	2	2	3	3	4	16
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	1	2	2	2	3	3	13
Mode of teaching at different levels		Small class teaching is implemented on all class levels. Split classes or remedial teaching in Chinese, English or Maths are used in some class levels to cater for pupils' needs.								
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)		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	Our school has formulated concrete assessment policies and measures. Diversified modes of assessment such as quizzes, homework, observation, questioning, projects and so forth are introduced. Besides, to motivate students in learning, the involvement of different stakeholders such as students and parents in the assessment process are emphasized.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1 to P.3 classes are mixed-ability classes. Partial streaming begins in P.4 and P.5. Students with better performance enter Class A. The rest goes to Classes B and C without streaming.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:15 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. We have introduced the "Energetic and Healthy Campus" programme. 2. We join the "Eat Smart" programme. 3. All pupils join the "Physical Fitness Programmes".		-		

Life-wide Learning

We have arranged a variety of extra-curricular activities (ECA) for students during the ECA session on Friday afternoon. We have 26 activity groups to suit students' interests and needs. Besides, we have more than 10 self-financed interest classes for students to join, e.g. Taekwondo, I.T., Go, violin, artistic gymnastics, traditional Chinese dance, table tennis and oil painting, etc.

School Mission

Our school strives to create a pleasurable learning environment for students and to unlock their potential through developing their knowledge, problem-solving and self-learning skills in order that the five goals of education (morality, wisdom, physical health, social skills and aesthetics) are achieved. It is our hope that our students will have a sense of responsibility, be kind and good to others, and possess good physical and mental health. When they grow up, they will become good citizens of society.

School Characteristics

School Management

School Management Organisation:

Under the supervision of our School Management Committee, the School Self-assessment and Development Team and various administration units are responsible for the school's development and decision making.

Incorporated Management Committee / School Management Committee / Management Committee:

Our School Management Committee is chaired by the Principal Assistant Secretary of the Education Bureau. Other committee members include the Principal, teacher representatives, alumni representatives, community representatives and parent representatives. Meetings are held regularly to discuss and evaluate issues relating to our school's operation and development, and to enhance the quality of teaching and learning.

School Green Policy:

Measures have been taken to minimize the wastage of energy and promote the recycling of materials. Students' environmental awareness is enhanced in different learning areas, by different learning activities, and through moral and civic education.

School's Major Concerns:

(2024/25 to 2026/27)

- 1. Foster students' interest in reading and improve their reading skills.
- 2. Encourage students to enhance their physical and mental health in order to lead a healthy lifestyle.

Learning and Teaching Plan

Learning & Teaching Strategies:

Our school implements small-class teaching and incorporates teaching strategies such as self-directed learning, cooperative learning, interactive e-learning, etc., to cater for students learning diversities. Through engagement in activities, exploration, and practical application, students are helped to construct knowledge, enhance their learning ability, and promote their self-learning ability. To cultivate reading habits in students, we are committed to promoting reading such as morning reading time. By teaching reading strategies and implementing a School library reading award scheme, we aim to enhance students' reading abilities. Through project studies, cross-curricular learning, life-wide learning activities, moral education, and overseas learning opportunities, we provide students with diverse learning experiences and cultivate them into good citizens. We promote e-learning and STEAM education to foster an inquisitive spirit and creative thinking.

Development of Major Renewed Emphases of the Primary Education Curriculum:

We continue to strengthen values education and optimize national security education, and life education. We create space for students to promote their physical and mental development through flexible use of learning time.

Development of Generic Skills:

Through classroom learning activities, extra-curricular activities, life-wide learning activities and cross-curricular activities, we develop student's generic skills such as collaboration skills, communication skills, problem-solving skills, creativity and self-management skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To promote an active and positive attitude in students through a multifaceted learning model that incorporates elements of life education in both formal and informal curriculum.

Student Support

Whole School Approach to Catering for Learner Diversity:

In order to cater for students with different abilities and learning needs, the upper class levels use ability grouping when it comes to division of students into different classes. To increase students' confidence in learning, Chinese, English and Maths enhancement classes conducted by our teachers, and after-school homework assistance programmes and elite classes provided by outside agencies are organized for our students.

Whole School Approach to Integrated Education:

'Whole School Approach' is used to help and support students with special educational needs, after-school tutorial classes, guidance classes and school-based speech therapy service are provided for students with learning needs to enhance the effectiveness of learning.

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

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

Curriculum Tailoring and Adaptation:

Our school has systematic guidelines to identify students with individual learning needs and adapt our curriculum accordingly. Both enhancement and remedial workshops are provided to students of different ability levels. To ensure the smooth transition of our new students from K.3 to P.1, we have a "P.1 Adaptation Programme" and bridging courses are implemented in P.1.

Home-School Co-operation and School Ethos

Home-School Co-operation:

A number of activities will be organized by Parent-Teacher Association (PTA) to facilitate the relationship between parents and teachers. A variety of professional workshops and parent-child activities are held to enlighten interested parents on parenting skills.

School Ethos:

Cultivating positive values in students with life education to aid in their growth into upstanding citizens of the future.

Future Development

School Development Plan:

- 1. Help students establish correct values and attitudes to enhance their resilience to stress.
- 2. Strengthen the integration of value education and carry out career and life planning education
- 3. Develop students' healthy and active lifestyle
- 4. Optimize learning and teaching, and adopt appropriate learning and teaching strategies to cater for students' diversity
- 5. Promote national education, strengthen students' sense of national identity and ethnic pride

Teacher Professional Training & Development:

To promote teachers' professional exchanges, a variety of school-based professional teacher development activities such as lesson co-planning and peer lesson observation / evaluation / discussion are organized. 'Teacher Induction Scheme' is implemented to support new teachers. According to the development direction of school and the needs of students, focused teaching development strategies and professional training courses will be carried out strategically to strengthen the effectiveness of teaching and learning.

Others

- 1. P1 has assessments to evaluate students' performance, second term has exams.
- 2. Tutoring sessions for P.1-P.6 will be held every school day.
- 3. Integrated learning sessions are scheduled weekly to provide students with diverse learning activities.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Hui Kit Yee	Mr. Kwan Tong 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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tsung Tsin Mission of Hong Kong	The Bible is Our Precious Treasure	1948	Chinese (incl.: Putonghua)	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
-	-	\$40	\$310 in 2 installments	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Cinema, Climbing Wall, Hydroponic Workshop, Roof Garden, Gallery of School History, Praying Corner, Lego Wall, Flight Simulator, Art Gallery, Hall LED Wall
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Campus TV Room, STEM Room, English Activity Room, Music Room, Computer Room, Visual Arts Room, General Studies Room, Library and Multi-purpose Activity Room				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				46	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%	43%	47%	29%		25%	46%

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	There are 4 classes in each level whilst adopting small-class teaching to increase teacher-student interaction so as to facilitate self-directed learning.						
Remarks	Optimizing teaching and learning, Putonghua is the medium of instruction for Chinese lessons in some classes from P.2-P.6. Emphasis is put on phonics to enhance English learning. Students can master phonics skills in 2 years. The two native English teachers create an enriched language learning environment.						

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, there are formative assessments and summative assessments. Student performance is used to track learning progress. The ultimate goal of assessments is not solely to obtain an academic result, but the learning experience that the student gains through the process is emphasized. Consequently, different types of Chinese, English and Maths. assessments are held when necessary.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed ability classes in lower primary (P.1-P.3). Streamed classes in upper primary (P.4-P.6). Starting from Primary 2, nearly 50% of classes in each level use Putonghua as the medium of instruction in Chinese Language lessons.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:10 AM	3:00 PM	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School houses are established to unite students from different grades. Activities are held to foster a sense of belonging and cultivate leadership skills among house members. Also, the school has set up its own rock climbing wall to train students' perseverance and will through rock climbing activities, and to maintain students' physical and mental health as well.		Morning reading sessions promote a reading atmosphere in school. Students can make use of the last period to handle their homework daily. During morning assemblies, regular assemblies, religious study lessons, moral and civic education and class teacher lessons, the focus is placed upon cultivating students' spiritual growth and good character. During recess, students can take part in various kinds of activities.		

Life-wide Learning

There are more than 80 items in this area: Disciple Training (Intelligence Enrichment Programme), Flag Raising Team, Leap Forward Programme ,Boys' Brigade, Fellowship, English Musical, Simulated Flight Training, STEM Scientific Exploration,Programming,3D Printing, VR Experience, Mathematical Olympiad, Track and Field Events, Taekwondo, Football, Basketball, Volleyball, Chinese and Western Dances, Rope Skipping, Juggling, Chinese and Western orchestras, Choir, Solo Verse & Choral Speaking, English Debate, Visual Art, Gardening and etc.

School Mission

Based upon Christian principles, our mission is to provide a well-balanced high quality education of spirituality, morals, intellectual, physical, social and esthetics for students, while promoting the development of multiple intelligences and enabling students to maximize their talents. The school also intends to inspire students to become proactive and active learners, be responsible, and love God and others.

School Characteristics

School Management

School Management Organisation:

An Incorporated Management Committee (IMC) manages our school. Different administrative groups focus upon different areas: Management and organization, student support, learning and teaching, school ethos and student personal growth and development.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established on 30 August 2008. The committee includes 15 members from the school sponsoring body, the school teaching staff, the parents, the alumnus and the independent party.

School Green Policy:

The school focuses on the concept of environmental protection and practice. Solar energy and wind power generation equipment is installed to collect electricity for the irrigation system in the rooftop garden. Large-scale hydroponic equipment is set up for planting, thermal insulation film is installed on the windows. Student environmental ambassadors promote environmental protection work. Diversified environmental education activities are arranged every year.

School's Major Concerns:

1. To develop teaching with love & care. 2. To develop school as a learning community. 3. To develop potential of our students.

Learning and Teaching Plan

Learning & Teaching Strategies:

The student-oriented school-based curriculum of various subjects focuses on the development of higher-order thinking, creativity, cooperation, diversified learning activities and schoolwork catering to different learning needs. The lessons are to inspire students to think, encourage interactive learning, train self-study skills and cultivate learning outside school. Moreover, students' inquiry skills are encouraged through activity teaching, creative teaching, information technology teaching, visits, and project work. Teachers develop online interactive teaching materials to allow students to learn by themselves. The school also prepares school-based "reading pens" for students. Our teachers prepare recording materials so that students can use the "reading pens" at home for self-study, including reading, reviewing Chinese and English dictation, and doing homework. Opportunities are created through good use of learning periods to encourage diversified development of students.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Learning opportunities are created for students. Reading award schemes, morning reading, special book fairs for cross-subject reading and other activities are held to promote a reading atmosphere and encourage a regular reading habit. Using advanced information technology equipment to optimize teaching and implementing the "BYOD Project" in P. 4-6 serve to increase interaction in lessons and enhance students' learning motivation. The setting up of a 3D printer and adding 3D graphics to the upper-level curriculum allow students to use computers to design 3D models, which stimulates their imagination and creativity. Acquiring Micro:bit, mBot and simulated aircraft cockpit facilitate students to learn programming and STEM knowledge. Students can learn more comprehensively because of a school-based curriculum designated to enhance the nine generic skills. Whole person development is promoted through plentiful life-wide learning activities.

Development of Generic Skills:

Generic skills are implicitly taught in each subject. Teachers help students master various skills through questioning, discussion, tasks and strategies to enhance learning.

Cultivation of Proper Values, Attitudes and Behaviours:

Values are cultivated for leaders tomorrow. Teachers teach positive values and attitudes based on the Bible. There are assemblies, biblical knowledge lessons, moral and civic education lessons, class teacher lessons and life-wide learning activities which help students to become and virtuous. In order to develop students' resilience and cultivate a positive attitude and perseverance towards life, the school provides rock climbing activities for students. While at the same time, teachers model the Christian faith by giving positive messages in classrooms and during activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

Intelligence Enrichment Programmes are imposed to develop gifted education for more able students. They are encouraged to join draw-off courses, competitions and gifted courses to develop their potentials. Differentiated teaching strategies and group learning in the classroom are practised to enhance students' learning effectiveness. There are self-care ability training and life planning courses for all level students, so that students are more certain about their direction of personal development.

Whole School Approach to Integrated Education:

The school provides collaborative classes and after-school tutoring classes for students with learning difficulties every year according to their needs. There is a Student Support Team, with school social workers organizing group activities as needed to benefit students' overall development. There are school-based speech therapist and school-based educational psychologist provide training and support.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; 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:

Students finish part of their homework at school during the Homework Tutorial Session. The school provides after-school Chinese, English, and Mathematics tutorials for students requiring more attention.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents and teachers work closely together. There are many yearly programmes like the Parents Educational Course, the Family Outing Day Trip, the School Fun Fair, Teachers' Day and the Summer Reading Programme run by the PTA and the school. The PTA also designs souvenirs for the school and decorates the school before festivals so as to strengthen students' sense of belonging. The school has set up a parent resource center for parent volunteers to meet regularly. Parent volunteers often participate in school activities and services, for example snack bazaar, school based reward programme, storytelling by parents etc.

School Ethos:

The school spirit is pure. The school places emphasis on parent-school cooperation and spiritual and moral cultivation. The school combines spiritual development, discipline and counselling, based on the Bible, with the integration of life, moral and civic education to improve the quality of students. Establishing a culture of strict and loving, respect, caring, appreciation, positive, and courage to serve, students can practise a life of loving God, self and others. They can obtain an eternal religion and establish a healthy attitude towards life and positive values as well.

Future Development

School Development Plan:

1. Strengthen students' confidence in learning, foster proper values, and take ownership of their education pursuits.
2. Establish students' self confidence, cultivate a passion for life, confront challenges and difficulties with courage, and develop a resilient spirit.
3. Make good use of the excellent existing hardware to create a comfortable and comprehensive learning environment for students, such as LED wall in the school hall, school cinema in LG, simulated flight training cockpit in the steam room, large touch screens in each classroom. There is hot and cold water filtration system, electronic display screens and football machines on each floor. The playground is equipped with a climbing wall, environmentally friendly bicycles, rope skipping machines, LEGO walls and a covered basketball court. Infrared temperature detectors are installed at the entrances of the school.

Teacher Professional Training & Development:

Teaching staff actively participate in various on-the-job refresher courses, educational seminars, special workshops, educational exchanges and visits outside and inside the school, and conduct co-planning meetings for lesson preparation and lesson observation to improve teachers' professionalism.

Others

Our students have won many awards in both academic and sports competitions. In addition, our school also arranges overseas exchange programmes for students to have diverse learning experiences.



聖公會柴灣聖米迦勒小學

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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
Dr. Cheng Cheuk Sang	Mr. Law Cheuk Yin	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
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 Ltd.	Not to be served but to serve	1919	Chinese (incl.: Putonghua)	School Bus	About 4700 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	4	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Room, Computer Room, Sick Room, Campus TV Station, Student Activity Room, English Wonderland, STEAM Lab, Visual Art Room, Language Room, Canteen, etc.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				49	Total number of teachers in the school		50
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	35%	73%	14%	29%	57%	

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 of English and Mathematics in P.4-P.6 remedial classes, with two classes per level. Using Putonghua as medium of instruction in Chinese lessons. (One class in each level)						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. Our school assesses students' performance through summative assessment and formative assessment which include lesson observations, assignments, oral presentations, experiments, life-skills assessment and project work. 2. Self, peer, teachers and parents evaluation are included in the assessments. 3. Replace tests and examinations with diversified assessments in the first term of P1.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Based on the test scores / academic results and overall students' performance in English and Maths.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	7:50 AM	3:05 PM	1:05 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School Sports Programme, Sport ACT Award Scheme, School health policy and various sports activities.		Apart from the basic subject areas, there are weekly assemblies, moral education, co-curricular activities, library lessons, life-wide learning lessons, tutorial and reading lessons. Library is open for students of all levels during lunch time.		

Life-wide Learning

Athletics, Swimming, Football, Basketball, Badminton, Table Tennis, Volleyball, Fancy Rope Skipping, Lion Dance, Go(board game), Verse Speaking, Chinese debate, Chinese drums, Choir, Christian Choir, Percussion, Orchestral Music, Girls' Brigade, Cub scouts, Brownies, English Ambassador, Super Kids, Mathematical Olympiad, Musical, Dancing, Visual Arts classes, Coding Program, Drone Photography Program, Aviation Program etc.

School Mission

To develop a wholesome and well-balanced education through Christianity, arouse students' interests in learning, develop students' self-directed learning skills in their life-long learning process, establish their social skills and the sense of responsibilities, develop students' creativity and their potential and strengths.

School Characteristics

School Management

School Management Organisation:
Our school is a member of Anglican (Hong Kong) Primary Schools Council Ltd. IMC and the principal supervise the school with a holistic view and offer immediate suggestions and support to the school.

Incorporated Management Committee / School Management Committee / Management Committee:
IMC allocates the work clearly and precisely. They frequently provide constructive suggestions and precious ideas on school issues.

School Green Policy:
Support in greening the environment through greening activities so as to promote a green culture among students and cultivate their interest in growing plants.

School's Major Concerns:
Educational Trio: Teachers, parents and students. Parents and teachers work together to create an environment for students that is conducive to learning.

Learning and Teaching Plan

Learning & Teaching Strategies:
1. Through pre-tasks and enrichment tasks, teachers aim at nurturing students to become self-directed learners, applying various pedagogical approaches to meet their needs. Classroom activities focus on enhancing teacher-student and student-student interactions, while also developing higher order thinking skills and reflective ability.
2. Our lessons are student-centered. By scaffolding on prior knowledge, students develop self-directed explorations skills.
3. E-learning allows teachers assess learning effectiveness and provide instant feedback, enabling follow-up and consolidation.
4. Our school fosters diverse skills and enriches learning through inquiry-based learning, STEAM education, service-learning, cross-border school excursions, cross-curricular and life wide project learning.
5. STEAM education enhances students' interest in science, creativity and problem-solving skills.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Our school promotes values education, national and national security education through integrated curriculum and assemblies, and holding themed activities, life-wide learning lessons and personal growth lessons, we cultivate students' positive values and attitudes.
2. For accommodating the diverse needs of students, our school organises talent shows, visits and service-learning to enrich students' learning experience and promote whole-person development.
3. Reading across the curriculum (RaC) is promoted to cultivate students' reading habits, and enhance students' ability to learn independently.
4. Assessment literacy is enhanced so as to pursue excellence in learning and teaching.

Development of Generic Skills:
Through tailor-made curriculum, teaching strategies and activities, teachers have led to effective learning and development of students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:
We endeavour to cultivate students' positive attitudes and values through formal and informal curricula, a variety of activities and competitions.

Student Support

Whole School Approach to Catering for Learner Diversity:
Remedial classes are provided for students with learning difficulties from P.4 to P.6. The design of curriculum learning activities, tasks and assessment papers are tailor-made. Students are streamed from P.4 to allow "Catering for Learner Diversity". Special arrangements are made for students in need.

Whole School Approach to Integrated Education:
To cater for students with special educational needs, our school has established a Student Support Team and has formulated a set of early identification and counselling policies and measures to implement the whole school approach. We revise the resources of the whole school, implement various support services, do counselling work according to the actual situation within the school and the needs of the students, and we also monitor and evaluate the effectiveness of the whole school approach and all measures taken.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:
Enrichment programmes for elite students have been implemented to further enhance their skills and performance. Graded worksheets are designed to cater for learner diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:
Communication with the parents is enhanced through Parents' Day, school newsletter, school website and school intranet. Parents have a further understanding of the school's development. PTA holds regular activities to encourage parents' involvement in school activities.

School Ethos:
The students of S.K.H. Chai Wan St. Michael's Primary School are very disciplined and obedient. Our school has a loving and caring atmosphere that stems from our Christian foundation. The principal, teachers and students have good relationships. Students and teachers behave in a respectful manner. Our school is a place where cherished and lasting relationships are formed. Harmony is prevalent in our school due to an attitude of unconditional love and acceptance among fellow students and teachers.

Future Development

School Development Plan:
1. Cultivating a new generation of citizens through strengthening the school-based life education curriculum.
2. Providing students with various learning experiences to enhance their performance and self-directed learning skills.

Teacher Professional Training & Development:
Teachers engage in collaboration and sharing their experiences, facilitate assessment literacy, strengthening subject teaching and methodology, professional development (workshops and seminars) for self-directed learning, gifted education, e-learning, STEAM education, innovation and AI, catering for learner diversity and student support.

Others
Hong Kong Anglican Church Outstanding Student Scholarship, Incorporated Management Committee Scholarship, Madam Wan Memorial Scholarship, Eastern District Outstanding Student Award, Eastern District Best Improved Student Award, School Service Prize, Alumni Scholarship, Subject Prizes, Conduct Awards, Mainland Exchange Programme for Junior-Secondary and Upper Primary students (History and Culture Series), Sister School Scheme etc.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Cheung Yin Kwan	Ms. Lam Nga Fun	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Evangelical Lutheran Church of Hong Kong	Pursue righteousness by faith; Attain benevolence through enlightenment.	1961	Chinese	School Bus	About 900 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	PTA Room, School Pastor Room, Counselling Room, Teaching Resource Room, PE Resource Room, Medical Room, Server Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Music Room, Visual Arts Room, English Room, Campus TV Studio, Chinese Culture Room, Health Care & Environmental Resource Room, Discovery Centre, Multi-media Activity Room, Interactive Learning Room, 360° VR Teaching Classroom, Library				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			20	Total number of teachers in the school		25
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
88%	100%	36%	54%	64%	12%	24%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	1	1	1	1	2	2	8
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	1	1	1	1	1	2	7
Mode of teaching at different levels		E-Learning approach is adopted in P.1 to P.6, in which P.3 to P.6 students bring their own device (BYOD) to the school to learn Chinese Language, English Language, Mathematics, General Studies, Putonghua, Computer Studies, etc. Pre-/after-school remedial programmes, pull-out class programmes and co-teaching are provided to support students.									
Remarks		-									

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. Diversified modes of assessment and formative assessment are conducted through written assessment, e-Learning, project study, practical assessment, evaluation, etc. 2. Assessment for Learning: Students' strength and weakness in learning are identified by analyzing the data with Rasch Model; Self- and Peer-Assessment are also both included in every subject.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Students are evenly allocated with gifted and remedial programmes provided to cater for students' individual needs and abilities.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	7:50 AM	3:30 PM	12:00 PM - 12:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and To help students reheat lunchboxes with cooking steamer.	Develop a healthy school campus with Morning Assembly, Birthday Party, Praise Dance, Postural Exercises, Physical Fitness, Rope Skipping, Healthy Lunch, Hymn Listening after Lunch, Joyful Fruit Month, Moral and Civic Education Chart, Energy Saving, One Person One Flower, Waste Less and Low Carbon Living Style.		Life-wide Learning Period and ECA every week; After-school Child Care to support working parents; After-school Tutorial Class (including SEN and Non-Chinese Speaking Students); Peter's Fellowship by Faith Hope Lutheran Church.		

Life-wide Learning

English Drama, Chinese Dance, Musical Ensemble, e-Orchestra, Athletics, Taekwondo, Rope Skipping, Ball Games, Fellowship, The Boys' Brigade, Cub Scout, Flag Guards, Little School Reporters, Drone Soccer Training Class, AI Arts, AI Technology, Ceramic Class, Choir, Modern Dance, Lion Dance Class, Comic Creation Class, Skateboarding Class, Chinese Calligraphy Class, Puppetry Class, Tea Arts, Robots, Community Youth Club, Junior Police Force

School Mission

To preach the gospel to students so that they can receive redemption through Jesus Christ and accept Him as their Saviour; to provide a holistic education to students so that they can have a balanced growth in spiritual, moral, intellectual, physical, inter-personal and aesthetic development.

School Characteristics

School Management
School Management Organisation: School Development Committee, Executive Council, Staff Committee and 20 different subject panels collaboratively manage and develop the school.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee consists of 15 members.
School Green Policy: The school has joined BEC Jockey Club Intelligent Resource Management Programme; Jockey Club BEAM Plus in Schools Project; Cherish Water Campus Integrated Education Programme and received “Gold Award (Hong Kong East)” and “Water Conservation Star Award”; Pilot Scheme for Provision of Necessary Equipment for ‘Plastic-free’ School Lunch; Sustainable Development School Outreach Programme by Council for Sustainable Development. Jockey Club BEAM Plus in School Project Energy Monitoring System. The school also sets up recycling bins on each floor, recycles food waste every day.
School's Major Concerns: Concern 1: To strengthen multiple learning strategies; To cater for various learning diversity; To promote learning and teaching effectiveness Concern 2: To uphold positive values and attitudes; To be a courage, faith and love student.
Learning and Teaching Plan
Learning & Teaching Strategies: Advocate e-learning, STREAM education and cross-curricular activities to strengthen students' ability to integrate and apply their knowledge and skills across different subject disciplines; Promote students' self-directed learning, sense of national identity and positive values; Cultivate a happy campus life by providing students with various study tours and service learning. Students learn more about traditional Chinese culture and thereby cultivate their sense of national identity through the participation on Chinese Culture Day. They also learn about national security education and being cultivated a sense of belonging towards country and national identity through the participation in Nanjing Massacre Remembrance Day, Constitution Day, flag-raising ceremony, speeches under the national flag, etc.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Strengthen Values Education (including Value Education, National Education and National Security Education) 2. Better catering for learner diversity
Development of Generic Skills: Develop students' generic skills by providing different learning experiences, project learning and cross-curricular activities.
Cultivation of Proper Values, Attitudes and Behaviours: To help students identify character strengths; develop a sense of hope and gratitude; build positive communication skills; learn to cherish the things they have; adapt a proactive and optimistic attitude towards life.
Student Support
Whole School Approach to Catering for Learner Diversity: Cater for diverse learning needs of students with “the 3-Tier Support Model”: 1. Tier-1 support refers to early identification and catering for all students with diverse learning and adjustment needs; 2. Tier-2 support refers to additional support / “add on” intervention, such as social groups, literacy groups and pull-out remedial tutorial for students with persistent learning or adjustment difficulties; 3. Tier-3 support refers to individualized intensive support for students with persistent and severe learning or adjustment difficulties.
Whole School Approach to Integrated Education: School-based Speech Therapy Service, School-based Educational Psychology Service, Exam Adaptations. The school values every student in the school and therefore highlight the school concern as “To uphold positive values and attitudes; To be a courage, faith and love student.”. Through different activities, students are encouraged to recognize and respect each person’s uniqueness and special needs.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese; providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; 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.. Foster parent-school communication; provide after-school tutorial class; organise Chinese cultural activities.
Curriculum Tailoring and Adaptation: “Cater for Learner Differences” with gifted, enriched and remedial classes, especially for elite students. Supportive measures such as homework, dictation, exam adaptation and graded worksheets are also provided for students with special educational needs to take care of students' learning diversity.
Home-School Co-operation and School Ethos
Home-School Co-operation: Various activities are conducted to promote parent-school relationship and create an enabling environment for students' positive youth development, such as “Series on Family Education”, Parent Volunteer Programme, Tea Party, Parent-Child Day Trip, Interest Classes and Student Academic Achievement Awards.
School Ethos: The school is filled with spiritual atmosphere. Students have the virtues of loving the Lord, others and themselves. They are diligent, self-directed and willing to serve. In order to live up to “Merging Spirit, Counselling and Discipline”, Morning Prayers, Workshops, Talks, “Understanding Adolescent Project”, Anti-adversity Activities, Outdoor Experience, Positive Education, Classroom Duty, Class Management, and Counselling are provided to support students' needs, improve their confidence, develop a sense of achievement, responsibility and belonging, and thus to nurture a harmonious and healthy campus.
Future Development
School Development Plan: 1. Caring School, Healthy School, e-School Campus and advocating Positive Education. 2. Curriculum Development: Students bring their own devices (BYOD) to the school for electronic and self-directed learning; promoting “Assessment for Learning”; The school also attaches importance to reading and writing, Space Town Programme: Teaching with Children’s Books, Multi-Text Reading, VR Writing (Chinese Language); PLPR/W Programme in English, Keys2 Literature and Process Writing, English Drama Education (English Language); development of STREAM education with Mathematics, General Studies and Computer Studies as the core, and children’s talents in sports and arts. 3. Service and Exchange Programme. 4. Scholarships and Awards. 5. Make good use of 360° VR Teaching Classroom for writing and art appreciation learning
Teacher Professional Training & Development: School-based supportive services include CUHK QEF Project for General Studies; and QTN Project on “Whole School Curriculum Planning on STREAM Education”, which strengthen teachers' professional development. Our teachers participate in a variety of training programmes according to school development plan, administrative and educational needs as well as personal interest. Experience sharing will be held occasionally both inside and outside school.
Others
Our school has been one of the landmarks of Chai Wan throughout the past years. With the solid, contemporary curriculum development and sufficient learning support, our school has been nurturing highly-recognized distinguished alumni.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Prof. Tang Wai Lan	Ms. Chan Kwai Ying	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					50%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Endeavourers Hong Kong	Please refer to the Chinese version.	1994	Chinese (incl.: Putonghua) and English	School Bus	About 9000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		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
30	3	1	1	Butterfly, Organic Farmyard and Fruit Garden, Koi Pond, English Corner, Toy library, PTA Room, Basketball Court, Hall, Running Track, Covered Playground
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
IT Room, STEAM LAB, LLSY Campus TV, InnovArts Room, Chinese Heritage Discovery Room, Music Room, General Studies Laboratory, Dance Room, Student Activity Room, English Room, Student Support Function Room				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			48	Total number of teachers in the school		53
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	96%	51%	72%	22%	9%	69%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	3	4	3	4	5	5	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	3	3	4	3	4	5	22
Mode of teaching at different levels		1. Small-class teaching is used in some English classes. P.1 English is taught by NET and local teachers to cater for diverse learning needs. 2. A dual-class teacher system is implemented in P.1-3 and 5-6. 3. Diverse teaching strategies are adopted to foster the development of 21st century skills. 4. Life-wide learning activities are provided to stretch students' potential.								
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.No exams in P.1. Students' learning is assessed through diversified assessments and feedback forms are used to present learning performance in detail. 2.Formative assessments are used for all subjects to monitor students' progress; summative assessments are used to review learning effectiveness. 3.Diversified assessment modes are used to evaluate students' performance and knowledge application.				
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 mixed-ability classes. From P.3 onwards, ability groupings are used to stretch students' potential.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	40 mins	8:05 AM	3:20 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own food.	1. Participation in "The EatSmart School Accreditation Scheme" and "School Physical Fitness Award Scheme". 2. No homework day after exams. 3. "Active Students, Active People" Campaign: morning aerobics, recess fitness area, and diversified extracurricular sports activities.		-		

Life-wide Learning

School teams and ECAs based on multiple intelligences: debate, Chinese and English drama, Olympic Maths, IT, Music activities (e.g., choir, busking team), sports activities (e.g., basketball, swimming, athletics, creative dance) and scouts

School Mission

- 1. Guided by the principle of equal education for all, we foster students' holistic growth through moral, intellectual, physical, social and artistic education.
- 2. To foster independent thinking and self-directed learning in students, nurturing their personal and societal development.

School Characteristics

School Management

School Management Organisation:
The Incorporated Management Committee is responsible for managing the school. The school supervisor is Professor Tang Wai Lan.

Incorporated Management Committee / School Management Committee / Management Committee:
Incorporated Management Committee.

School Green Policy:
Our school's "Environmental Protection Team", comprised of students and teachers, promotes environmental education throughout the school. Students have the chance to participate in activities such as organic farming, recycling, converting food waste to organic fertilizer and other activities pursuant to the greening school subsidy scheme. Our school also trains Environmental Ambassadors to advocate for environmental awareness and sustainability.

School's Major Concerns:
1. To optimize ways of learning and enhance learning effectiveness
2. To improve students' physical and mental well-being, and develop positive peer relationships in learning

Learning and Teaching Plan

Learning & Teaching Strategies:
Our school's core teaching approach is cooperative learning. One of the ways we implement this is through our "Bring Your Own Device" programme from Primary 4 to Primary 6, which promotes cooperative and student-centred learning. Fostering a love of reading in our students further equips our with self-directed learning skills. Through diverse learning experiences with a special focus on experiential learning, our school aims at fostering 21st century learning and generic skills in our students.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Strengthen values education and promote balanced physical and mental well-being.
2. Optimise learning time by introducing specialized programmes.
3. Provide holistic learning experiences to promote whole-person development.
4. Strengthen STEAM education and cultivate students' media and information literacy.
5. Strengthen cross-curricular transdisciplinary learning and reading to help students become life-long learners.

Development of Generic Skills:
Generic skills are developed through a variety of channels, including overseas study tours, life-wide learning, service learning, project-based learning, IT activities and school-based curriculum.

Cultivation of Proper Values, Attitudes and Behaviours:
Cultivate students' positive values and attitudes through diversified learning activities such as service learning, weekly assemblies, life-experience sharing, weekly personal growth lessons and award schemes.

Student Support

Whole School Approach to Catering for Learner Diversity:
To cater for students' diverse learning needs, the school has adopted a wide range of strategies: different pedagogical approaches, small-group learning, tiered learning materials, extra manpower in language lessons, supportive groups for students with special needs and enrichment groups to stretch students' potential.

Whole School Approach to Integrated Education:
1. Coordination between Student Support Team, counselling team and curriculum development team for learning arrangements.
2. Different support groups to support the learning needs of individual students.
3. Organize whole-school activities to promote integrated education.
4. Develop relationships through class building activities.
5. School-based educational psychology service and school-based speech therapy service to provide support to students, teachers and parents.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:
1. Encourage and promote student learning through strategies such as small-class teaching, curriculum tailoring, "small-step" teaching, multiple assessment methods, and incorporating technologies.
2. Teachers formulate various gifted learning programs to foster critical thinking skills in high-ability students.
3. Arrange individualized education programs (IEPs), home learning and assessment modifications to provide appropriate support to students with special learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:
PTA members and parent volunteers come to our school to assist classroom learning activities, lead various interest groups, outings and parent education workshops to enhance home-school cooperation.

School Ethos:
1. In order to foster transition for P.1 students, bridging courses and summer camps are arranged for our P.1 students and parents during the summer holidays.
2. Students participate in diverse learning, sports and artistic activities to boost their self-esteem and management skills.
3. Students join service learning and various volunteer groups such as Scouts and CYC in order to help them develop a sense of belonging, self-achievement and 'a sense to serve and not to be served'.

Future Development

School Development Plan:
1. To optimize ways of learning and enhance learning effectiveness.
2. To improve students' physical and mental well-being, and develop positive peer relationships in learning

Teacher Professional Training & Development:
Teachers participate in professional development workshops eagerly to explore new education trends so as to provide quality education to students.
1. The University of Hong Kong QSIP
2. The University of Hong Kong small class teaching scheme
3. The EDB Development of Text Sets (DTS) Programme
4. Positive Education Study Group

Others

Our school aims to provide quality and all-round education to develop global learners who are eager and positive.

We provide scholarships to students who excel in academic learning and ECAs. We also award students who strive for continuous improvements and encourage our students to embrace challenges.



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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. Kan Yu San	Principal Chung Po Loi	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					64%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Chinese Women's Club	Knowledge and Perseverance	1965	Chinese	School Bus	About 5000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$80	\$310	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	2	1	School bus library and steam room, air-conditioned, student lockers, drinking fountains.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
A computer room, 2 multi-learning rooms, a student activity room, an English room, 2 remedial teaching rooms and 2 music rooms.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			57	Total number of teachers in the school		57
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	40%	64%	5%	11%	84%

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		After-school remedial classes provide effective support to students with low academic achievement and learning difficulties. With its flexible grouping, it helps to enhance pupils' motivation and learning effectiveness in Chinese, English and Mathematics skills. There are 2 classes from P.2 to P.6 that adopt Putonghua as the MOI in Chinese lessons.								
Remarks										

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							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 examinations, pupils are assessed through formative assessments, projects, student portfolios, practical tests and reading reports. Marks from assignments are included in Visual Art as well. Speaking skills are assessed in English Language, Chinese Language and Putonghua.						
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	Class by average abilities.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:00 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Participate in EatSmartSchool Accreditation Scheme to help build healthy living styles of students. Besides, related activities are held such as warming exercises, mini-sports activities at recess, Joyful Fruit Month, MVPA60, Sport Act Award Scheme and Caring Ambassadors.		Every Friday afternoon all pupils participate in the multi intelligence activities. Some students attend music classes and training courses after school. Computer studies and Library skills lessons are held. Morning assembly and moral and life education lessons are held to help prepare them to be good citizens of Hong Kong, China and the world.		

Life-wide Learning

There are more than 30 different kinds of multi intelligence activities available for students, including orchestra, choirs, scouts, dramas, scientific activities and ball games. Sports Day, school picnic, excursions and visits are held annually. After school, students can join different training courses, associations and clubs according to their interests and abilities.

School Mission

The vision and mission of the school shall be in line with the core values of the Sponsoring Body, which is "to provide multi-discipline and quality education, to fulfill the motto of 'Knowledge and Perseverance', to foster a righteous character in students and to nurture future pillars of the society". Our school aims at providing quality education with an emphasis on 'holistic education'. We strive to provide a rich and enjoyable school life that enhances the moral, intellectual, physical, social and aesthetics development of every pupil.

School Characteristics

School Management

School Management Organisation:

The school is managed by The Incorporated Management Committee. The School Supervisor, the Principal, the administrative group, the coordinators and teachers from different subject core groups are responsible for planning, implementing, monitoring and evaluating the effectiveness of the school policies and the school development plan.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has been established since 2008.

School Green Policy:

To support environmental protection and nurture the awareness of environmental protection among pupils, activities including school uniform recycling, storybooks recycling, reduction of the use of paper and water are organized.

School's Major Concerns:

Our school aims at providing quality education with an emphasis on 'holistic education'. We strive to provide a rich and enjoyable school life that enhances the moral, intellectual, physical, social and aesthetics development of every pupil.

Learning and Teaching Plan

Learning & Teaching Strategies:

Adopting a thematic approach, using small learning groups, joint classes and a flexible time-table to help strengthen students' learning. In addition to the core curriculum, we arrange mass lectures, shows, outings, talks, day camps, sports days, concerts, PLPR/W for P.1 to P.3 and "life-wide learning" activities to broaden students' horizons and enhance learning. Students also participate in different learning activities or school teams after school or on Saturdays. The Cross-curricular Programmes aim at promoting our students' motivation in learning and enhancing their nine generic skills: "Chai Wan Park", "The Hong Kong Zoological and Botanical Garden", "Legislative Council Complex", "Ma On Shan Water Treatment Works", etc. are arranged annually for P.1-P.6 students.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Taking cultivation of positive values and attitudes as the direction, our school makes use of life events to strengthen the coordination of learning activities, and enhance the connection among various cross-curricular domains in values education, including moral education, civic education, national education, life education, sex education, media and information literacy education, education for sustainable development, etc. so as to provide students with all-round learning experience conducive to their whole-person development. On this ground, it is to develop students' ability to identify the values embedded, analyse objectively and make reasonable judgement in different issues they may encounter at different developmental stages so that they could take proper action to deal with the challenges in their future life. Furthermore, teachers make use of "learning time" to enrich students' learning experience including STEAM, reading and information literacy, self-directed learning skills, etc.

Development of Generic Skills:

Develop students' communication, creativity, co-operation and critical thinking skills through cooperative learning.

Cultivation of Proper Values, Attitudes and Behaviours:

"Practicing a healthy lifestyle Stimulating students' learning motivation" is the aim of our three-year (2024-2027) School Development Plan. The five 'HTY core values' - caring for others, be responsible, self-disciplined, perseverance and self-confidence are nurtured through Life and Personal Growth Education, Moral Education, campus life and various activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

We set up a supporting team to cater for student diversity. We have the following arrangements:

- 1. Remedial classes for P.4 to P.6 students.
- 2. Enrichment Training Programme for gifted students (Maths and English group).
- 3. After-school counselling groups and social-skills training groups.

Whole School Approach to Integrated Education:

A student support team is formed to help students in the following areas: students with special educational needs, School-based speech therapy service, school-based after-school learning and support programme, school-based Educational Psychology Service. Besides identifying and helping students with special needs, meetings with parents are regularly held.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school. Provide programmes include after-school Chinese Language course, recess reading activities, extra Chinese Language course on Saturdays, etc.

Curriculum Tailoring and Adaptation:

School-based curriculum is tailor-made for students of different abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Regular meetings are held for parents to discuss their children's specific needs with teachers and the headmistress. We strive to build a close school-family relationship.
- 2. Strong links with parents and alumni.
- 3. Parents are supportive and actively involved in all school activities, including annual picnic, open days, Chinese Culture Day and voluntary work, such as lunchtime helpers, library helpers and "Reading Mums".

School Ethos:

- 1. Good teacher-pupil relationship.
- 2. An adaptation programme for P.1 students helps a smooth transition into their primary school life.
- 3. Provide workshops to inform students and parents strategies for choosing secondary schools.
- 4. Implement the "Little Teacher Programme", "Little Angel Programme" and "Understanding Adolescents Project (Primary)" to create a loving and caring atmosphere.
- 5. Provide a Comprehensive Student Guidance Service to support the growth of students.
- 6. Foster positive values and attitudes towards life by promoting 'life education'.

Future Development

School Development Plan:

- 1. Practicing a healthy lifestyle
- 2. Stimulating students' learning motivation

Teacher Professional Training & Development:

Teachers participate actively in workshops, school visits and seminars to learn and exchange ideas for promoting teaching effectiveness. To cultivate a culture of sharing and mutual learning, teachers take part in co-planning, peer lesson observation and sharing sessions regularly.

Others

The school offers various scholarships for students who have outstanding performance in academic subjects, services, Music, Sports and Visual arts. Our students obtain outstanding achievements especially in inter-schools Music Competitions and Mathematics competitions.



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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. Cho Kam Cheong	Mr. Ching Chi Cheung	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Salvation Army	Integrity, Faith, Love, Diligence	1987	Chinese	School Bus	About 5000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$150	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Computer Rooms, Visual Art Room, Music Room, Dancing Room, Language Learning Room, STEM Room, Student Activity Room, Students' Counselling Room, Toy's Room, Intangible cultural heritage Room, Teaching Resources Room and Conference 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			36	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%	20%	50%	23%	20%	57%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	2	2	4	4	4	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	1	2	2	3	4	4	16
Mode of teaching at different levels		All classes will be in small class teaching.								
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	Meaningful learning tasks and homework are designed to strengthen students' knowledge and develop various skills. Students' learning effectiveness is assessed through observation, thematic projects and formative assessments (Chinese, English, Maths) so that feedback can be provided to optimise teaching and learning. Exams are adopted to assess students' overall 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	Streaming in P.4-P.6 classes according to academic performance.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:15 AM	3:30 PM	12:50 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To promote healthy life style, our school participates various sports-related activities and schemes (e.g. Healthy Schools Award Scheme, Physical Fitness, Fruit Day, etc).		There are morning assemblies, class teacher period and homework tutoring class in every school day as well as weekly assemblies. A caring school atmosphere and positive education would be enhanced. Besides, there are also three recesses for students to take part in various physical activities to establish healthy exercise habit.		

Life-wide Learning

At present, there are above 30 extra-curricular activity groups for diversified development of our students. Besides, there are interest groups organised by professional tutors, e.g. ball games, athletic training, swimming, dancing, musical instruments, African drums, drawing, 3D painting, English and Chinese drama, Choir, Chinese debate team, English Ambassadors, Mathematical Olympiad, STEM Group; uniformed groups such as Cub Scouts, CYC and JPC.

School Mission

Through the teaching and sharing of the love and faith in Christ, our School aims at nurturing our pupils both in knowledge and personal growth. We also provide all-round quality education to develop the potentials of our students so that they would grow in morality, wisdom, sports, gregariousness, aesthetics and spirit, and become quality citizens in the community. Our School is committed to providing all-round and pleasant learning environment for our students to learn cheerfully.

School Characteristics

School Management

School Management Organisation:

Our school is managed and monitored by the IMC. The principal leads the groups of school assessment policy, curriculum development, learning and teaching, students' growth and support, students learning support, extracurricular activities, students affairs, general affairs, information technology, crisis and campus ministry to manage and develop the school. (For more details, please visit our school website.)

Incorporated Management Committee / School Management Committee / Management Committee:

Established on 31 August 2009.

School Green Policy:

- 1. We circulate the school notices, push message by Eclass Parent APPS.
- 2. We organize different environmental education activities such as paper recycling, clothes recycling and Environmental Protection Ambassador Scheme.

School's Major Concerns:

- 1. Optimize self-study skills, Enhance the effectiveness of teaching and learning;
- 2. Implement Value Education, Develop a caring campus.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Students should be well-equipped with self-directed learning skills.
- 2. We put heavy emphasis on biliteracy and trilingualism. We emphasise the importance of reading.
- 3. We have adopted Inquiry-based learning. This could help students enhance and develop their nine generic skills using in General Studies.
- 4. The school promotes inquiry-based learning, using problem-solving in mathematics and inquiry-based methods in general studies to enhance thinking skills and grasp abstract concepts.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Reading Programmes: With a well-stocked library, we launch various programs including Extensive Reading Schemes; Online Reading Platform, Family Reading Challenge Awards Programme, Stories by Mums and Dads, Morning Reading Time, Peer-Reading, and Reading Ambassador Scheme.
- 2. IT for Interactive Learning: We use different IT materials, tablets and electronic whiteboards in lessons. We set up data banks and established diversified online learning platforms for students to develop self-study skills and high-ordered thinking.
- 3. Project Learning: Launched in all class levels and related skills are penetrated in subjects to raise students' capabilities in exploration and inquiry.
- 4. Values Education: We boost the development of students' moral and personal growth through weekly moral and personal growth sessions.
- 5. STEAM Education: We enhance students' interest in STEM-related disciplines and strengthen their ability to integrate and apply knowledge and skills through Science Day and ECA groups.

Development of Generic Skills:

Through diversified learning activities such as project-based learning, reading, and extracurricular activities across subjects and learning areas, the school promotes higher-order thinking skills. This approach enhances students' critical thinking, problem-solving abilities, and communication and collaboration skills, supporting their holistic development.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Our school is committed to promoting positive values education. By optimizing the Personal Development curriculum, we help our students to establish seven core values of The Salvation Army including compassion, respect, excellence, integrity, relevance, co-operation and celebration.
- 2. To create a campus with love and care, as well as to develop students' leadership and adaptability, programs like "Big Brother Big Sister Scheme", "School Prefect Team", "Counselling Team's Caring Ambassador Training" and "Understanding Adolescent Project" are specially designed for the Primary-One students.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our School has launched Collaborative Learning Approach to enhance students' inquiring minds and team spirit. We also organize gifted courses, e-learning platforms, before and after-school consolidation groups, elite classes to cater for students' learning diversities. Good Kids Awarding Scheme is implemented to raise students' learning motivation.

Whole School Approach to Integrated Education:

- 1. The "Student Support Team" is established while school-based speech therapist and school-based educational psychologist provide support services for students, parents and teachers in a multi-disciplinary support model.
- 2. Training is provided for teachers to enhance the teaching support strategies in classrooms.
- 3. Homework and assessment adjustments are provided for individual students with special learning needs.
- 4. The purchase of special services helps arranging different group training for students.
- 5. Different multi-intelligent activities are arranged to cater for students' learning diversity.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school. Study Chinese language with a Chinese E-platform.

Curriculum Tailoring and Adaptation:

Based on students' abilities and needs, small group teaching is implemented in some lessons to cater for learner diversity and enhance learning effectiveness. For students with special needs, homework and examination adjustments are provided upon assessment. Additionally, various types of after-school remedial classes and bridging programmes for kindergarten-to-primary and primary-to-secondary transitions are offered to support students' learning

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our parents participate enthusiastically in all school activities, and groups of volunteers are formed to assist in all co-ordination work. The home-school cooperation is fully shown. To conform to the school theme of love, caring and environmental protection, the PTA recycles the used uniforms and passes onto those in need. To help develop students' positive values and attitudes, we co-operate with parents and enhance their parenting skills by organizing parenting seminars and workshops. To help develop students' positive values and attitudes, our school co-operates with parents and enhance their parenting skills by organizing parenting seminars and workshops.

School Ethos:

Our school is renowned for a loving and caring atmosphere, students' good conduct and harmonious relationship between teachers and students. We are highly concerned about and place great emphasis on helping our students to adapt to changes in their learning stages such as providing counseling services to new Primary-One students as well as the to-be Secondary-One students. On top of Parent Meetings, we also provide "Primary-One Bridging Course", "After-school Small Groups" and "Thematic Activities" in order to help our students to adapt to the new school life.

Future Development

School Development Plan:

- 1. To enhance lesson effectiveness by refining self-directed learning;
- 2. To cultivate caring culture in schools through value education;
- 3. To nurturing students' holistic growth through physical and artistic cultivation.

Teacher Professional Training & Development:

- 1. Emphasizing peer learning and collaboration through co-planning sessions and peer lesson observations to enlarge the repertoire of teaching strategies and hence enhance teaching effectiveness.
- 2. Strengthening the bonds with other educational organizations in order to improve teaching effectiveness through professional sharing and workshops.
- 3. Organize professional development programs and Joint-school Teacher Professional Development Days to enhance teachers' professional standards.

Others

You are most welcome to visit our School Website for details.



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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Cho Kam Cheong	Mr. Tang Sai Ho	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Salvation Army	Integrity, Faith, Love and Diligence	2008	Chinese (incl.: Putonghua)	-	About 4000 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
-	-	-	Special purpose charges: \$250	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	Counselling Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Activity Room, STEM Room, Innovation Rooms, Art Room, Music Room, Dancing Room, Counselling Room, Multi-purpose Activity Room.				Accessible lift.

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

Number of teaching posts in the approved establishment			17	Total number of teachers in the school		21
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
86%	100%	24%	76%	29%	9%	62%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	0	0	1	0	2	3	6
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	0	0	0	0	0	2	2
Mode of teaching at different levels		We adopt small class teaching. Also, we promote self-directed learning strategies and e-learning in our lessons.								
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	Students are promoted in learning through formative and summative assessment. Besides written assessments, students are assessed in various assessments accommodations, such as student's self-evaluation, peer evaluation, teachers' lesson observation etc. to assess students performance from different perspectives. Teachers also provide effective feedback in order to promote students' learning.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	In order to cater for students' learning diversity, students will be streamed from to P.6 according to students' academic and other performances.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:20 AM	3:30 PM	12:30 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students can bring their own lunch.	The Joyful Fruit Month		Apart from the routine lessons, we create a rich learning environment. In the morning, there are the flag raising ceremony and reading periods. In the afternoon, we have English broadcast, news sharing and hymns sharing. There are religious gatherings, project learning, science activities and cross boundary learning activities. Students can join after-school interest groups on Fridays as well.		

Life-wide Learning

A variety of training is provided for students in order to achieve the target 'Every student has to brush up their potential either in art or sports'. Students exploit their potentials through the learning process. We also invite professional tutors to carry out various interest classes for students to broaden their horizons.

School Mission

To put into effect the mission of the church - to spread the gospel and introduce God's Word to students. To focus on the all-round education - to educate students not only with academic knowledge but also with the teachings of Jesus Christ. This will enable them to lead a more wholesome life and will further develop their potential and make contributions to the society. To provide students with a suitable and harmonious learning atmosphere.

School Characteristics

School Management
School Management Organisation: Under IMC.
Incorporated Management Committee / School Management Committee / Management Committee: IMC has been set up on 1 April 2009.
School Green Policy: We plant different plants around the school through students' active participation in various Green activities. This can also cultivate students' interest and awareness in environmental protection. On the other hand, every class has opportunities to participate in planting.
School's Major Concerns: 1. Optimize learning and teaching strategies to enhance student learning effectiveness. 2. Enhance students' interest in Chinese culture and their sense of national identity. Encourage the development of students' proper values and attitudes.
Learning and Teaching Plan
Learning & Teaching Strategies: We emphasize students' language learning. We use Cantonese as a medium of instruction in Chinese Language subject for P.6. While we have Space Town program in English Language subject from P.1. In Maths, we encourage students to develop problem-solving skills. In General Studies, we adopt an enquiry approach with STEM elements in the curriculum. In addition, IT applies to all subjects. Also, we provide life-wide learning activities such as Outdoor Learning Day, Overseas Learning Programme etc. We open the English Room, Maths Room, GS room, Art Room, Computer Rooms and school library in the afternoon recess time. Different subject-based activities are also held during recess time.
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; Enhancing assessment literacy for promoting learning and teaching effectiveness.
Development of Generic Skills: Students are able to develop their generic skills through different types of learning activities.
Cultivation of Proper Values, Attitudes and Behaviours: In the spirit of the love and care of the Lord Christ, through the Guidance classes, the Salvation Army Value Education, weekly meetings and diversified school activities, to establish students' positive attitude towards life and positive values (including life education, national education and national security education), so that students grow up in a healthy and happy manner.
Student Support
Whole School Approach to Catering for Learner Diversity: Whole School Approach to cater student diversity, we adopt different teaching strategies and assessment methods to enhance students learning. We also have individual behaviour improvement scheme for those pupils in need. Our teachers always keep in contact with parents about the students' performance at school. We also have different classes after school to cater learners' diversity. Also, we have pull-out classes and after-school reinforcement classes to cater their learning diversity.
Whole School Approach to Integrated Education: We have student support team and use different resources, such as learning support grant, enhanced speech therapy grant to support students with special educational needs. Also, we have teaching adaptation and assessment accommodation, remedial learning groups, ADHD training group, training on social skills, school-based speech therapy services, individual education plan to help SEN pupils.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.
Curriculum Tailoring and Adaptation: We have adaptation on curriculum, homework and assessments for those SEN students. We also provide after-school learning enhancement programmes for the needed students.
Home-School Co-operation and School Ethos
Home-School Co-operation: We value our school-family relationship, we work closely with the PTA to provide family-orientated activities, interest groups, and parent seminars. Parents can get latest information through Parents-School Newsletter. Teachers and parents keep in contact through phone calls, interviews, home visits and parent seminars to foster communication and exchange ideas.
School Ethos: Our school puts emphasis on the importance of student discipline and personality development. Students are nurtured in developing positive values and attitudes through level meetings, school-based activities and various moral education seminars. Also, students will have a holistic support through a Comprehensive Student Counselling System and parents' education.
Future Development
School Development Plan: 1. Optimize learning and teaching strategies to improve students' learning effectiveness. 2. Enhance students' interest in Chinese culture and their sense of national identity. Encourage the development of students' proper values and attitudes.
Teacher Professional Training & Development: Teachers engage in various teachers professional training, workshops, and learning circles. We have peer lesson discussion and mini-lesson research as well as Joint-schools Teacher Professional Development Days to enhance the teaching skills of teachers for the enrichment of students' learning in class.
Others
We encourage students to participate in different competitions and get the following awards, such as Outstanding Award, Best Improved Student Award etc. Also, we have good performance in the Maths Problem Solving competition, Rope skipping competition, Hong Kong Schools Speech Festival, Hong Kong Schools Music Festival, Hong Kong School Dance Festival, Inter-school Athletics Competition, Inter-school Swimming Competition, Inter-school Basketball Competition, Football Competition and Dodge Ball Competition. We also arrange overseas learning tours for P.6 students.



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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Tang Yim Man	Mr. Wong Wai Chung	Established	DSS Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					89%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong University Graduates Association Education Foundation	Strive for Virtue, Quest for Truth	2002	Chinese (incl.: Putonghua) and English	School Bus	About 4562 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
HKUGA College					
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$37,880per annum by 10 installments#	-	\$100	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	1	Rooftop Garden, Running Track, Parents' Resources Room, Multi-Purpose Area, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-Media Language Centre, Computer Assisted Learning Room, General Studies Room, Visual Art Room, Music Room, Dance Room, Student Guidance Room, etc.				Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		59
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	61%	34%	13%	13%	74%

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 (Based on the approval of EDB in 2025)	No. of classes	-	-	-	-	-	-
Mode of teaching at different levels	There are remedial classes for the subjects of Chinese, English and Mathematics. Co-operative Learning and small group teaching will be used as to cater to individual differences.						
Remarks							

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Continuous assessments: Different modes of assessments will be adopted for each subject. For example, projects, oral presentations, self-assessment, peer-assessment and parent assessment. There is no examination for P.1 and P.2 students, while there are two summative assessments for P.3 to P.6.						
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.						

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	45 mins	7:50 AM	3:15 PM	12:30 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To promote healthy lifestyle, the school always choose the lunch supplier with strict criteria. Likewise, students are encouraged to carry out aerobic exercise during recess.				

Life-wide Learning

English Speech, PTH Speech, Chinese Folk Art, STEAM Project, Science Odyssey, Green Pioneers, Symphonic Winds, String Orchestra, Choir, Rugby, Tennis, Squash, Fencing, Swimming, Table Tennis, Football, Rope Skipping, Martial Art, Scouts, Japanese etc.

School Mission

- 1. To nurture lively, inquiring, discerning, creative and loving students.
- 2. To develop visionary, caring, professional and innovative teaching staff.
- 3. To provide a new mode of quality school.

School Characteristics

School Management
School Management Organisation: Our founding organization is the Hong Kong University Graduates Association Education Foundation. The Foundation's objective is to promote the development of quality education in Hong Kong.
Incorporated Management Committee / School Management Committee / Management Committee: Incorporated Management Committee was set up in 2006. The membership of IMC comprises school managers appointed by SSB, independent managers, teacher representative and parent representative.
School Green Policy: Through the practice of sustainable development of 7Rs environmental protection policies and participate in related activities, students, parents and teaching staffs can learn how to care for our environment and practice sustainable green living attitude.
School's Major Concerns: "Start with Me, Star with Me" is our 2024/25 school theme. Please refer to our school website.
Learning and Teaching Plan
Learning & Teaching Strategies: In order to facilitate the development of multiple intelligences, our school offers not only the key learning areas but also various modules and extended learning activities. This enables our students to achieve holistic growth and all-round development through rich learning experiences and quality programmes. Emphasizes cooperative learning and inquiring learning. More than 50 extended learning activities are arranged after school too. Curriculum integration are organised so as to arrange life-wide learning activities for students to make inquiries.
Development of Major Renewed Emphases of the Primary Education Curriculum: Strengthening values education; enriching life-wide learning experiences and promoting whole-person development; nurturing students' media and information literacy.
Development of Generic Skills: Cultivate students' generic skills such as communication, collaboration, critical thinking and creativity through different subjects.
Cultivation of Proper Values, Attitudes and Behaviours: The school values the holistic development of all students. We promote "Positive education" through a whole-school approach, such as class building, PSE lessons, assemblies and school-wide activities.
Student Support
Whole School Approach to Catering for Learner Diversity: The School has a mechanism for early identification of students with special educational needs. Class teachers also work closely with the year level coordinator and student guidance teacher to discuss the developmental progress of students and to provide appropriate support when necessary.
Whole School Approach to Integrated Education: Provide students with special educational needs with teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy service, etc.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..
Curriculum Tailoring and Adaptation: Appropriate support including remedial class, assessment accommodation, curriculum adaptation and extra-developmental programme will be provided for SEN students.
Home-School Co-operation and School Ethos
Home-School Co-operation: The School regards parents as close partners. Our parents involve actively in school activities and are enthusiastic volunteers. Two parent representatives are elected by parents to join the Incorporated Management Committee of the School as parent manager and alternate parent manager.
School Ethos: Our School emphasizes on the cultivation of a harmonious teacher-students relationship and the enhancement of students' sense of belonging to the school. Measures include: Orientation week, Class building, Implementation of a caring culture through Good Brothers and Good Sisters Scheme or Caring Angels Scheme, etc.
Future Development
School Development Plan: 1. To foster a holistic development of students through emphasis on values education and a culture of service. 2. To promote student agency for shaping their own lives and contribute to the lives of others.
Teacher Professional Training & Development: Our staff development programmes and action researches have covered a range of useful topics so as to bring about improvement in teaching skills, use of new curriculum approaches, increased sharing in learning and participation in the classroom.
Fee Remission
Our school offers full school fee remission, 3/4, 1/2 or 1/4 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission. - Newly admitted students could apply for the school fee remission after 2 week(s) of commencement of the new school year. Application results will be announced within 2 month(s) after submission of applications. - Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.
Others
Guided by its whole-person education approach and with the objective to encourage students to realize their potentials, the School awards scholarships in different domains to students with excellent performance. The School may also recommend and provide scholarships to some students to participate in special learning programmes. #The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$35,830



漢華中學 (小學部) Hon Wah College (Primary Section)

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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Tsui Yee Wan Linda	Mr. Kwan Wing Bun	Not Applicable	DSS Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hon Wah Educational Organization	Educating students to become young leaders and make contributions to Hong Kong, China and the world.	1945	Chinese (incl.: Putonghua) and English	School Bus	About 5710 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Hon Wah College					
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$17,640 By 10 instalments	-	\$60	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	3	1	1	Lecture theatre, rock-climbing walls, roof garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEAM Station, Toy Library, Visual Arts Room, Music Room, Campus TV Studio, Fun Learning Room and Dance Room.				Accessible lift and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		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
89%	100%	37%	58%	34%	26%	40%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	3	3	3	3	18
2025/2026 school year (Based on the approval of EDB in 2025)	No. of classes	-	-	-	-	-	-
Mode of teaching at different levels	School-based Whole-class Gifted Education is applied. Brain-based strategies, "15 Higher Order Thinking Skills", "Differentiation in Teaching & Learning", "6 Sets of Creative Thinking", "5-level Affective Reflection", "5E Inquiry-Based Instructional Model", "4Fs Active Reviewing Cycle", cooperative learning, etc. are used to foster students' higher-order thinking skills.						
Remarks	Group teaching is implemented in P.5 Mathematics & P.6 English in 2024-2025. Science & Visual Art will adopt English as the medium of instruction.						

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	For P.1, there are no tests or exams. Dictations, formative assessments and summative assessments are carried out in the second term. For P.2 to P.4, there are two exams in one academic year. Every P.1-P.4 student has a portfolio to collect records of his/her own developmental progress. For P.5 and P.6, there are three exams in one academic 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	No elite class. Different learning groups will be formed according to students' abilities, learning styles or interests.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:30 PM	12:25 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We have always emphasized "Eat Smart; Be Healthy" on campus. Students are required to do morning exercise, school dance and chiropractic exercise in morning assemblies. Students and teachers also do eye exercise together after recess.		Morning classes are mainly for language or subject learning, while afternoons are for Personal Growth Education, Assemblies, Integrated Class, PE, STEM, VA, Music, etc. "Life-long Sport and Art Education" is held on Fridays. "Happy Wednesday" is set to arrange less homework for students on Wednesdays to ease the stress from homework. Field trips and study tours are organized to extend students' learning experiences.		

Life-wide Learning

Cub Scouts, Flag Guards, Choir, A Cappella Choir, Chinese musical instruments, Western musical instruments, Handchime, Percussion, Visual Arts Class, Taekwondo, Track and Field, Football, Volleyball, Gymnastics, Table Tennis, Basketball, Badminton, Swimming, Rope Skipping, Chinese Dance, Latin Dance, Lego Programming, CodeMonkey Programming, Campus TV, etc.

School Mission

To provide quality education and to enhance students' all-round development. Our students will possess a global perspective with deep understanding and love of Chinese culture and our country, and a comprehensive knowledge of arts and science.

School Characteristics

School Management
School Management Organisation: The sponsoring body of Hon Wah College is the Hon Wah Educational Organization.
Incorporated Management Committee / School Management Committee / Management Committee: School Management Committee comprises educators, scholars, professionals and well-known businessmen, who supervise the development of school business.
School Green Policy: We put emphasis on environmental education; providing environmentally-friendly activities to increase students' awareness of environmental conservation and energy saving.
School's Major Concerns: 1. To deepen the positive culture at school and further enhance students' strengths so as to raise their sense of achievement and satisfaction. 2. To promote cross-curricular reading and to raise students' learning efficiency. 3. To develop STEAM education and strengthen students' creativity and inquiry skills. 4. To assemble for the 80th School Anniversary and be patriotic and love the school.
Learning and Teaching Plan
Learning & Teaching Strategies: We promote Bi-literacy and Tri-lingualism at school. We teach Chinese in Putonghua, and English, Science and VA in English. To create a language-rich environment, we have 3 English-speaking Days and 2 Putonghua-speaking Days every week. We start the school day with reading and morning exercise. School-based Whole-class Gifted Education is applied on every subject and we use "15 Higher Order Thinking Skills", "6 Sets of Creative Thinking", and "5-level Affective Reflection" to enhance students' higher-order thinking skills. We cater for students' learning diversities through differentiation and Brain-based strategies. We use "5E Inquiry-Based Instructional Model" to develop students' abilities to inquire and solve problems. Thematic teaching and cross-curricular project learning activities are organized for students to learn beyond classrooms and textbooks. Through life-wide excursions and service-learning, students' knowledge and qualities of learning will be boosted.
Development of Major Renewed Emphases of the Primary Education Curriculum: We make use of flexible lesson time for cross-curricular learning and reading as well as life-wide learning. We introduce STEAM education into the curriculum to cater for learning diversity and Values Education to connect with the whole-school moral development.
Development of Generic Skills: Through teaching & learning across subjects, students' creative thinking, independent learning skills and other generic skills will be developed for lifelong learning.
Cultivation of Proper Values, Attitudes and Behaviours: Actively promote "Positive Education" with great emphasis on values education for students. Class Building Time, Personal Growth Education, service-learning and moral education activities, etc. have been scheduled, enabling students to learn to be caring and grateful. This can also help students cultivate the sense of happiness and build a positive attitude on life and values. Our school has been creating a positive education atmosphere in an orderly manner in terms of environment, activities, curricula, teaching and home-school cooperation, etc.
Student Support
Whole School Approach to Catering for Learner Diversity: To cater for students with diversified needs, tutorial classes and small group teaching are applied. A caring culture is cultivated and it facilitates collaborative learning. Whole school approach is adopted to cater for students with diversified learning abilities. Enrichment programmes are organized to nurture gifted students; tutorial classes are organized to help students with lower ability.
Whole School Approach to Integrated Education: Department of Discipline and Counselling and Department of Student Support with members including Head of Discipline and Counselling, Head of Special Educational Needs Coordinator (Student Support), teachers, two school social workers, two school-based educational psychologists, one clinical psychologist and one school-based speech therapist are established. Enhancement groups for attention, social skills, reading and writing skills, behavioral management, etc. will be offered to students with special educational needs.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese; providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..
Curriculum Tailoring and Adaptation: We have school-based support measures and courses, tiered assignments and appropriate enrichment programmes offering to students according to their multiple intelligences.
Home-School Co-operation and School Ethos
Home-School Co-operation: We put great emphasis on home-school cooperation, forming "Hon Wah Parent Volunteers Team", organizing parent volunteers training workshops, Vice Principal's Channel Activity, parents' gatherings, parents' talks, parents' tea gatherings, Parents' Days, etc. regularly.
School Ethos: 1. Dual class teacher system cultivates a caring and loving culture with positive reinforcement. 2. Tutorial time for students to complete homework under teachers' guidance, and promote good learning habits. 3. Nurture students by means of a systematic curriculum of moral education. 4. With the implementation of award schemes and cooperative learning, students are nurtured to be self-disciplined and self-directed learning is also promoted.
Future Development
School Development Plan: 1. Focus on the development of gifted education and the fulfillment of students' multiple intelligences. 2. Create a language-rich environment for students to speak naturally in English and Putonghua on campus. 3. Emphasise on teachers' professional development for learning and teaching effectiveness. 4. Interface between Primary and Secondary curricula.
Teacher Professional Training & Development: Teachers' professional training and development is one of the School's highest priorities. Professional development is carried out according to education trends and needs, and is emphasized through peer observation, experience sharing, workshops and seminars. Teachers are often invited to give talks held by Education Bureau.
Fee Remission
Our school offers full school fee remission or 1/2 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission. - Newly admitted students could apply for the school fee remission before 2 month(s) of commencement of the new school year. Application results will be announced within 1 month(s) after submission of applications. - Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.
Others
1. We cultivate students with a healthy lifestyle, and introduce Life-long Sport and Art Education. 2. Through performances in Talent Show, English Carnival or on Open Days, students can maximize their potential on stage and strengthen their confidence. 3. Our school has set up various scholarship schemes for students, including Conduct and Academic Excellence Awards, and Sports and Art scholarships. The aid of the Cross Boundary Learning Activities Assistance Scheme offered by school also provides students a chance to broaden their horizons outside Hong Kong.



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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chang Albert Ho Yin	Mr. Wong Po Ming	Not Applicable	Private Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kiangsu Chekiang And Shanghai Residents (Hong Kong) Association	Orderly and Respectful	1953	Chinese (incl.: Putonghua) and English	School Bus	About 8500 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
\$54,000 (in 10 instalments)	-	\$20	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
33	3	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
I.T., Visual Arts, Dance Room, Music Room, School Clinic, PTA Resources Centre.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		56
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
98%	98%	27%	-	31%	20%	49%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	5	5	5	5	6	5	31
2025/2026 school year				No. of classes	5	5	5	5	5	6	31
Mode of teaching at different levels		We cater for different learning needs through the use of visual aids and additional worksheets. We also have tutorial classes for weaker students during normal school hours.									
Remarks		-									

Performance Assessment

Number of test(s) per year (P1 only)		3	Number of exam(s) per year (P1 only)		3	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		3	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	Students with special educational needs are given additional time for tests and exams. Whole School Approach Guidance Programme, Personal Growth Education, Extra curricular activities, Reading scheme, Design Projects, Theme Teaching, Speaking & Listening Assessment for Chinese and English, Assessments for other subjects, General Studies Project Design, Speed Timed Maths 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 from P.1 to P.6.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	7:50 AM	3:30 PM	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To encourage students to establish balanced healthy living habits.		-		

Life-wide Learning

Athletics, Basketball, Football, Badminton, Table Tennis, Choir, Chinese Dancing Classes, Calligraphy, Visual Arts, Girl Guides, Boy Scouts, Drama Club, English Club, Orchestra, Computer Club, Maths Club, Chinese Musical Instrument Club.

School Mission

We pay special attention to the students' all round development in the five areas of moral, intellectual, physical, social and aesthetic education.

School Characteristics

School Management
School Management Organisation: KCPS is managed by the School Management Committee under the Kiangsu Chekiang And Shanghai Residents (Hong Kong) Association.
Incorporated Management Committee / School Management Committee / Management Committee: School Management Committee
School Green Policy: The school encourages the use of recycling bins and we also recycle paper. We encourage students to use reusable water bottles, not disposable ones. We collect used stationery for charities.
School's Major Concerns: The individual's personal and academic all-round development.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. Tutorials are held to help students with their effective study habits and methods. 2. Arrangements have been made for students to travel outside the school grounds and visit places of interest. Arrangements have also been made for Primary 6 students to experience an overnight camp.
Development of Major Renewed Emphases of the Primary Education Curriculum: When teaching moral education, we emphasise the strengthening of the values education; including life education, national education and national security education to promote a balanced physical and mental development. This is to enrich students' wide life learning experiences through promoting the whole-person development. We do this by reinforcing STEAM education, nurturing students' media and information literacy and by strengthening cross-curricular learning. We infuse elements of the Chinese culture into the curriculum and cultivate students' emotional attachment to our country by teaching them ancient poetry, classical Chinese and idioms. We strengthen students' reading across the curriculum by developing lifelong learning habits and improving literacy assessments through effective teaching and learning.
Development of Generic Skills: We develop students' generic skills through project studies, group discussions, extracurricular activities, various competitions and by encouraging students to take part in community activities.
Cultivation of Proper Values, Attitudes and Behaviours: Kiangsu and Chekiang Primary School not only focuses on the academic performance of our students but on their holistic development as well. The student code of conduct is as follows: Show respect to your parents and teachers, be friendly to your fellow students, show kindness, be diligent, humble, consistent, conscientious, honest and studious. Enjoy school and follow the ethos, be willing to help others and always try your best. There will be a weekly assembly where students will produce and participate in their own theme-based performances. Finally, teachers will provide feedback and allow students to learn in an enjoyable and interesting way.
Student Support
Whole School Approach to Catering for Learner Diversity: We have enrolled children from many diverse backgrounds and nationalities from all over the world, who wish to learn all primary subjects in the medium of Putonghua with English as a second language. We use native speakers of both languages so the languages are authentic and living languages.
Whole School Approach to Integrated Education: We establish a guidance team to formulate guidance policy, plan and evaluate the guidance service, cultivate a positive and caring school culture. We promote school-based Personal Growth Education to develop students' competencies, skills, positive attitude to meet new challenges in a changing society. We provide consultation and support to teachers in handling students' difficulties and establish close partnership with the non-government agencies to facilitate the delivery of the service. We provide additional supportive service to students with educational needs either individually or through group work. Moreover, we are responsible to enforce the Universal Basic Education by providing supportive service to dropouts. Besides, we provide students with Special Educational Needs with special examination arrangements.
Curriculum Tailoring and Adaptation: As a traditional Chinese school with over 70 years' experience of teaching in Putonghua and English, our experienced departments with highly qualified teachers ensure the curriculum is adapted to suit our school's philosophy of ensuring every child graduates from KCPS with a sound education.
Home-School Co-operation and School Ethos
Home-School Co-operation: KCPS encourages open and supportive relationships between the Parents-Teachers Association and the school. Parents are supported by teachers who have solid communication with them via various methods.
School Ethos: Our ethos is for every student to achieve their potential, to ensure every child develops with an individual identity, and graduates from KCPS with a sound education in all skills.
Future Development
School Development Plan: 1. To have an efficient school management system using the students' data. 2. To maintain high standards of teaching throughout each department.
Teacher Professional Training & Development: Teachers are supported in their endeavors to improve their qualifications and achieve life-long learning.
Others
Swimming, athletics, maths, dancing, music, art penmanship, and the Hong Kong Speech Festival competition.