



佛教黃焯菴小學

Buddhist Wong Cheuk Um Primary School

11 Eastern Hospital Road, Causeway Bay, HK

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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	Ms. Ho Sin Yee Cindy	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					50%
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	1959	Chinese	School Bus; Nanny van	About 2000 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Buddhist Wong Fung Ling College					
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$380	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	Aquaponics system, Wi-Fi, Interactive electronic screen, Book wall, Astrology Gallery, Digital Planetarium, AI Robot, FLEXI Immersive portable system
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Music and Dance Room, English Room, Visual Art Room, STREAM Room, Multi-purpose Room, Sensory Wonderland, Play Therapy Room, Campus TV Studio, Astronomy Room, Rooftop garden.				Ramp, Accessible lift, Visual fire alarm system and Purchase wireless FM systems for hearing-impaired students.

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		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%	29%	29%	14%	19% 67%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	1	1	1	2	1	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	2	1 7
Mode of teaching at different levels		"Lessons auxiliary triple" and Small Class Teaching are basic concepts for teachers to operate everyday classroom. In order to develop students' generic skills and personal development, there are Multi-talent Classes, Integrated Classes, Enrichment Classes, PGE, Elite Classes, Speech Therapies, Social Classes and Sensory integration Training for students in need.								
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	Diversified Assessment namely the traditional assessment, cross-curriculum projects, group discussion, presentations, performance in class, experiments, discipline observation chart, parents' evaluation, 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	According to Student support needs.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	7:55 AM	3:15 PM	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Implement healthy eating policies and is accredited as Eat Smart School by the Department of Health. 2. Implement school-based Green Policies and is awarded Hong Kong Green School Award for more than 10 years. 3. Adventure-based training courses are organized to help develop students' body and mind.		With the theme of "Fun to Learn, Fun to play", morning lessons are taught to strive academic excellence while afternoon lessons are designed to enhance innovations and stretch students' generic skills through learning groups such as multi-intelligence classes (MI), reading, STREAM, Individual Growth Program; School-based Integrated Program to encourage students to make dreams come true.		

Life-wide Learning

- 1. Organize Multiple-intelligence Lessons;
- 2. Organize Extracurricular Activities;
- 3. Organize Life-wide Learning Activities and Outdoor Learning Days;
- 4. Organize exchange programs with schools.

School Mission

The school aims at the five virtues of education: ethical, intellectual, physical, social skills and aesthetic. Through extra-curricular activities, students are given opportunities to know their strengths, to enhance knowledge and skills, to build up proper values to make contribution to the world.

School Characteristics

School Management

School Management Organisation:

Set up Committee for school policies; the committee include school administration, curriculum, discipline and counseling, and school activities.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee (IMC) is established in 2008. The board of directors includes representatives from HKBA, teaching staff, parents, alumni and an independent member.

School Green Policy:

Implement Green School Project. Set Green Policies that covers teaching, saving energy, decreasing rubbish, recycling and buying eco-friendly products. The school has been rewarded the Green School Award and The Hong Kong Awards for Environmental Excellence for over 10 years.

School's Major Concerns:

- 1. Arouse students' motivation in learning and nurture whole-person development
- 2. Foster well-being through Positive Education

Learning and Teaching Plan

Learning & Teaching Strategies:

Implement Co-operative Learning to cater for learner diversity and enhance classroom management. Co-teaching is practised to extend the quality of teaching. Self-directed learning is infused in our school curriculum design. Peer lesson observation and co-planning are valued to strengthen teachers' professionalism in teaching and learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Civic and Social Education: The school implements Moral and Value Education and Buddhism to equip students with the ability to distinguish right from wrong, care and respect.
- 2. Reading to Learn: 'Afternoon Reading Time' is set for students to develop reading habits. The curriculum of reading is developed as cross-curricular practice. Moral stories are used in assemblies.
- 3. Project Learning: The school is infusing STEM education into project learning.
- 4. Information Technology for Interactive Learning: The school is effectively infusing e-Learning into learning and teaching in order to engage students to learn.

Development of Generic Skills:

- 1. Implement curriculum tailor-making to create a rich learning environment for students to develop generic skills.
- 2. Implement Individual Portfolio for students to reflect at times.
- 3. Nurturing students' critical thinking, creativity, problem-solving, communication and co-operative skills is of high importance.

Cultivation of Proper Values, Attitudes and Behaviours:

Promote positive thinking education, appreciation culture, Mindfulness.

Student Support

Whole School Approach to Catering for Learner Diversity:

Assign different learning tasks. Organize after-school study groups to cater for learner diversity. Students with different talents are selected to take part in special art classes and leadership training programmes to stretch their abilities further.

Whole School Approach to Integrated Education:

- 1. Early Identification and Intervention of Learning Difficulties Programme for Primary One Pupils.
- 2. Teacher assistants are assigned to support students with special educational needs.
- 3. Emotional and behavioural workshops are designed for students with special needs.
- 4. Provide appropriate personal or group training for students with Speech and Language Impairment.
- 5. Assessment adaptation is provided for students with special needs.
- 6. Individual Education Plans are designed for students with special needs.
- 7. Social-skill groups are organized for students with autism.
- 8. Study groups are organized to pre-teach students skills and knowledge before the day starts to help students gain confidence when 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. Teachers set learning targets, progress and expected learning outcomes for NCS students, and adapt the curriculum and teaching strategies to cater for their needs and ensure the teaching quality.

Curriculum Tailoring and Adaptation:

- 1. Study Group for students in need.
- 2. Expertise training courses for high achievers to further develop their learning abilities.
- 3. IEP group for evaluating students in need.
- 4. Various tutoring classes for students with special needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Parents Days are held yearly.
- 2. PTA organizes different activities to ensure enough communication.
- 3. Use APPS to facilitate Home-school communication.
- 4. Parent representatives are part of the IMC empowered to make school policies.
- 5. University Professional Support.

School Ethos:

- 1. Value both discipline and counseling; establish clear rewarding system; students can accumulate merits and take School Service Order to teach students right from wrong.
- 2. Students are educated to respect and tolerate each other.
- 3. A counseling officer is stationed at school. She organizes social skill groups and trains older students to help younger students.
- 4. Caring School Award.

Future Development

School Development Plan:

- 1. Make good use of learning time to enrich students' learning experiences.
- 2. Adopt different and diversified learning and teaching strategies to cater for learner diversity.
- 3. Formulate the planning of Positive Education to nurture good character.
- 4. Concern with students' physical, mental and spiritual health; Help students know oneself, develop interest, potential and healthy life through career planning.

Teacher Professional Training & Development:

- 1. Co-planning is included in the time table.
- 2. The school joins in various support services from EDB and universities.
- 3. Teachers share good teaching ideas and practices through peer lesson observation.

Others

Sister School Scheme; Micro:bit Champion School.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Law Ka Wing	Ms. Leung Ching Yee	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	Health, Happiness, Effectiveness	1949	Chinese	School Bus	About 4000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Queen's College, Belilios Public School, Clementi Secondary School, Tang Siu Kin Victoria Government Secondary School, Hotung Secondary School					
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	-	SBM \$200	Art & Craft materials, transport and lunch for school picnic.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Meeting room, playground, covered playground, school hall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual art room, 3 music rooms, 2 student activity centres, computer room, Inno Space, 2 remedial learning rooms, counselling room, medical 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		58
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	55%	43%	76%	11%	12%	77%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		Small Class Teaching in P.1-P.6, Whole School Approach for New Funding Mode Supporting Plan including co-teaching programme, remedial lessons after school, pull-out groups in Chinese and English lessons, etc. Besides, enrichment programmes are conducted for elite groups.								
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	Two progressive assessments and two summative assessments are scheduled for students each year. Teachers' peer lesson observation, self evaluation and parents' feedback is also crucial in promoting effective teaching and learning. Through project learning, presentation of book reports and observation, students' performance in knowledge, attitude and generic skills will be assessed.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed abilities.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	7:55 AM	2:55 PM	12:00 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	School Sports Programmes from Leisure and Cultural Services Department, 'Fruit Day', Brighter Smiles Ambassadors, Environmental Protection Activities, Healthy Eating talks, Self-management programme, Self-disciplinary programme.		In order to develop students' all rounded healthy life habits, students are encouraged to participate in different activities and competitions.		

Life-wide Learning

In order to make learning more interesting and meaningful, we offer students in different levels a variety of visits and field trips. Besides, there is a variety of school teams and after-school interest groups including Chinese and western musical instruments, verse speaking, drama, dancing, taekwondo, ball games and more than 40 activity groups in different aspects.

School Mission

We devote ourselves to the provision of a quality education, a healthy, happy and effective environment where students can develop their potential intellectually and socially in order to face the challenges in life.

School Characteristics

School Management
School Management Organisation: The School Management Committee works closely over issues of strategic planning, administration and resource deployment in order to help support the school in all aspects of its work. Teachers are lead by the Headmistress, Deputy Head and senior teachers.
Incorporated Management Committee / School Management Committee / Management Committee: School Management Committee.
School Green Policy: There is a theme for environmental protection each year. Student ambassadors take part in environmental protection activities including seminars, field trips and school visits etc. to promote the ideas of green living.
School's Major Concerns: 1. To foster student's life-long learning activity through various learning experience. 2. Further enhance value education to nurture students with health.
Learning and Teaching Plan
Learning & Teaching Strategies: Pupil-centred learning. Encourage pupils to ask questions through teacher-pupil and pupil-pupil interaction during lessons so as to develop their critical thinking attitude and skills. Moreover, self-learning skills and attitude are developed through preparation of chapters, self-designed questions in Maths and project work.
Development of Major Renewed Emphases of the Primary Education Curriculum: 1. Focus on Values education, Life education, Moral education, National Education, STEAM, IT learning, Enhancement programme and Reading across curriculum. 2. Optimise the effectiveness of learning and teaching, develop pupils' self learning attitude and ability, leading to whole-life learning. 3. Promote life-wide learning and service learning. 4. Continuous promotion of teachers' professional development.
Development of Generic Skills: Project Learning is a good vehicle for facilitating students' development of the generic skills such as creativity, communication, problem solving and critical thinking. Our students have opportunities to connect classroom learning with daily life through project learning and educational visits. Their attitudes and skills that are conducive to lifelong development can be developed.
Cultivation of Proper Values, Attitudes and Behaviours: Positive values and attitudes are promoted through different subjects, including whole person development, classroom learning as well as a variety of activities including giving talks, competitions etc.
Student Support
Whole School Approach to Catering for Learner Diversity: Cater for the diverse needs of individuals by co-teaching and tutorial groups. We also provide enrichment programmes for elite groups.
Whole School Approach to Integrated Education: Student Support Team led by Special Educational Needs Coordinator organises programmes such as the territory-wide early identification and intervention programme at primary one, teachers are able to identify students with special educational needs as early as possible to find out any learning difficulties and needs. We also conduct regular meetings with the parents. We offer School-based Speech Therapy Service, remedial lessons after school, pull-out programme and co-teaching lessons.
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. Learning Chinese through activities and guided reading group.
Curriculum Tailoring and Adaptation: 1. Curriculum Tailoring and Adaptation Developing several school-based subject curriculum, such as problem-solving in Mathematics and science exploration in General Studies. 2. Special arrangements are given to students with special needs during the school exams. 3. Arrange activities for the transition from preschool to primary school to assist students in adapting.
Home-School Co-operation and School Ethos
Home-School Co-operation: Parent Education Programme, Parent Volunteer Team, Parent-child Volunteer Team, Parent-child Interest clubs, Parents Interest clubs, Family Picnic, Parents Story Telling Activity, Talks, seminars and activities about parent education.
School Ethos: Students are eager to learn and to participate actively in various activities. They are also well-equipped in physical and visual arts training in order to strive for excellence. The adoption of Integrated Education and Elderly Academy helps establish a culture of care and respect.
Future Development
School Development Plan: 1. To foster student's life-long learning activity through various learning experience. 2. Further enhance value education to nurture students with healthy life style.
Teacher Professional Training & Development: 1. Encourage teachers to attend professional development courses organised by EDB or other educational organisations. 2. In-school training such as seminars, co-planning, lesson observation and evaluation.
Others
PTA Scholarship, Alumni Scholarship, Awards from the Hong Kong Schools Music and Speech Association, Inter-school English drama, Putonghua drama, Chinese drama, Swimming competition, Volleyball matches, Basketball matches, Football matches, Table Tennis competition, Track and Field events etc., CYC representatives (Wan Chai), Music competition Award, STEAM competition Golden 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. Law Ka Wing	Ms. Lo Pui Shan Phoebe	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	Diligence, Thriftiness, Happiness, Courage	1949	Chinese	School Bus	About 5000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Queen's College, Belilios Public School, Clementi Secondary School, Hotung Secondary School, Tang Shiu Kin Victoria Government Secondary School					
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
13 special rooms including Computer Room, 2 Music Rooms, Campus TV Control Room, 3 Remedial Teaching Rooms, Visual Arts Room, Language Room, Medical Room, Student Guidance Officer's Room and so on.				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				53	Total number of teachers in the school		55
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	98%	42%	58%	2%	29%	69%	

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	Implement small class teaching approach in all levels. We offer after-school remedial classes to students with special educational needs.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	1	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	2	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. Formative assessment for providing effective feedback (e.g. corrective, diagnostic) that motivates and improves learning and teaching. 2. Teachers design different tasks for pupils to tackle their learning difficulties.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Primary 1&2 : Mixed abilities; Primary 3-6: One class with better academic results, other 4 classes with mixed abilities.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:15 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school participates the Eat smart, "Eat Smart School Accreditation Scheme", Fruit Month, "Sport Act Award Scheme", Mental Health Month - "Fit" Mental Wellness Promotion Project and "School Sports Programme".		-		

Life-wide Learning

A plurality of different interest groups to develop students five domains balanced development, such as sports team, STEAM team, Mathematical Olympiad team, orchestra, E-orchestra, wooden flutes group, Choir, Chinese dancing class, Lion Dance, Dragon Dance, Chinese and English drama groups and the other classes to meet the "One life One Sports Or Arts" policy.

School Mission

Our school motto is "Diligence, Thriftiness, Happiness and Courage". By providing our students with the best-quality and balanced education, regardless of their capabilities, class or race, our School aims to equip them with lifelong learning skills, and nurture them to become well-rounded citizens, with a holistic and personalized development based on moral, intellectual, physical, social and aesthetic values.

School Characteristics

School Management

School Management Organisation:

Our school is operated by the government and managed by our School Management Committee. Apart from the Headmistress and 3 Deputy Heads, 14 Senior Teachers and 38 teachers.

Incorporated Management Committee / School Management Committee / Management Committee:

The chairman of our school management committee is appointed by the government. The committee members include the School Headmistress, the representatives of teachers, parents and alumni. Also members from the society.

School Green Policy:

Student Environmental Protection Ambassador Scheme.

School's Major Concerns:

- 1 .Cultivate students to become good citizens with global perspective and live a positive and healthy life.
- 2. Enhance students inquiry ability, creativity and language skills through the integration of science, technology and cross-curricular activities.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Emphasize Moral Education, Civic Education and National Education with the well-developed School-based Values Education curriculum.
- 2. Actively promote STEAM education and e-learning.
- 3. Promote subject-based reading and reading across the curriculum, and develop note-taking strategy.
- 4. Native English teachers to enhance students' English language skills.
- 5. Organize various interest groups and extracurricular activities to foster whole-person development.
- 6. Provide Homeroom periods and homework tutoring periods.Design effective homework to create more time for students to learn or relax after school.
- 7. Adopt student-centred approach for cross-curricular learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Actively promote national education and value education. Integrate the core values and attitudes into all subjects.
- 2. Through strong connections between subjects, leverage STEAM education. Strengthen the application of programming, engineering design(PDIR)and mathematical modeling.
- 3. Promote Science and Technology education using the PDAR concept to enhance students' Scientific inquiry capabilities and attitudes.
- 4. Emphasize promoting reading and create a whole-school reading atmosphere to cultivate students' reading habits and interests.

Development of Generic Skills:

The school strongly emphasize on enhancing pupils' generic skills in different environment. Develop pupils' communication, creativity and critical thinking ability.

Cultivation of Proper Values, Attitudes and Behaviours:

The school construct different learning environment and experience to help our students possess the qualities of a 'HCWB person' (Diligent, Frugal, Happy, Brave, Self-disciplined and Courteous) in order to let them live with a positive living attitude.

Student Support

Whole School Approach to Catering for Learner Diversity:

Integrated Education, Remedial Teaching groups and Learning Support Program.

Whole School Approach to Integrated Education:

We set up Student Support Team to coordinate the implementation of whole school approach, school-based speech therapist to integrated education. Members of Student Support Team, including SENCO and SENST conduct meetings with our school-based educational psychologist, social workers and subject teachers to discuss the difficulties of students with SEN and provide appropriate support for them, including various study groups and social, self-management, communication skills training and learning task to facilitate their 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; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.

Curriculum Tailoring and Adaptation:

According to the experts' reports, we will tailor-made / adjust the curriculum for the children who are in need. Secondary School interview workshop are organised for P.6 students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Parents Representative from PTA are invited to sit in different sub-committees.
- 2. PTA organizes educational activities for parents and pupils.

School Ethos:

- 1. To enhance pupils' sense of belonging and promote the caring culture in the school.
- 2. To maintain harmonious teacher-pupil relationship and enhance home-school cooperation.

Future Development

School Development Plan:

- 1. Cultivate students to become good citizens with global perspective and live a positive and healthy life.
- 2. Enhance students inquiry ability, creativity and language skills through the integration of science, technology and cross-curricular activities.

Teacher Professional Training & Development:

- 1. Encouraging teachers professional training.
- 2. Enhancing the skills of lesson planning, in order to promote the skills in communication, creativity and critical thinking of pupils.
- 3. Strengthening the sharing culture between teachers.
- 4. Promoting the culture of lesson observation among 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
Supervisor Yuen How Kuen	Principal Yip Siu Lai	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					25%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tai Hang Residents' Welfare Association	Wisdom, Benevolence and Courage	1958	Chinese & English	School Bus	About 1000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Multi-purpose Room, Music Room, Conference Room, Medical Room, Activity Room.				-

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

Number of teaching posts in the approved establishment			25	Total number of teachers in the school		28
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
82%	93%	36%	18%	32%	18%	50%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	1	2	2	2	2	11
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	1	2	2	2	11
Mode of teaching at different levels	Small-Class Teaching, English Medium, Chinese School-Based Curriculum.							
Remarks								

Performance Assessment

Number of test(s) per year (P1 only)	2	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)	4	Number of exam(s) per year (P2 to P6 only)	0		
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. Two tests for each term. 2. Assessments on different aspects, e.g. knowledge, ability and attitude.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed Abilities.				

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	40 mins	8:20 AM	3:45 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Mental Health, Healthy policy, food monitoring program, school sports programme.		1. Homework tutoring, Chinese, English & Mathematics Enhancement class, after school activities. 2. Reading periods. 3. Open Learning Space.		

Life-wide Learning

Putonghua, Creative Arts, Big Games, Learn Chinese Together, Scout, IoT programme, Drone Coding, English Debate, AI Advanced programme, Board Games/Funny Magic Group, MC Group, Taekwondo Dance, Chinese Speech, Juggling, Hand Chime, Non-contact Rugby, Jazz Dance, Acappella, Film Making, Cricket, Taekwondo, Violin, Lightsaber, Volleyball, Guitar, English Drama, Lacrosse, Street Dance, CYC.

School Mission

Li Sing Tai Hang School is devoted to providing educational opportunities for the community and grooming the young to achieve success. Inspired by the spirit of "education for all", we acknowledge diversity in students' traits and abilities. We make sure that our teaching is geared to individual needs in the hope of helping students advance their self-image and develop their potential to the full.

School Characteristics

School Management
School Management Organisation: Principal, Vice Principal, Senior Teacher.
Incorporated Management Committee / School Management Committee / Management Committee: The Incorporated Management Committee of Li Sing Tai Hang School.
School Green Policy: Our school received funding from the 'Environment and Conservation Fund' and the 'Environmental Campaign Committee' in October 2013 to implement the plan: 'Love you school, save more energy'. These measures include: T5 Fluorescent Fittings installed. Grade 1 Energy Label Air Conditioners installed to decrease power consumption. A heat shield coating on the second and fourth floor roof to decrease indoor temperature, which will decrease power consumption of air conditioners during summer. Our school has applied for funding from the Leisure and Cultural Services Department for Greening School Subsidy Scheme.
School's Major Concerns: 1. Establish a healthy lifestyle and embrace a healthy life. 2. Inherit Chinese virtues, strengthen national and national security education, and cultivate positive values and attitudes.
Learning and Teaching Plan
Learning & Teaching Strategies: 1. After school Art and Sport activities. 2. 4:00-5:00 Homework tutoring time. 3. After-school activities: Homework Tutoring, Chinese, English & Mathematics Enrichment Classes, Various Sports Interest Classes, Dance Classes, Art Classes(including music and visual arts), English drama, UAP. 4. Subjects: Chinese, English, Mathematics, General Studies, Humanities, Science, Visual Arts, Music, Physical Education, Putonghua, Coding, Technology, Chinese Drama, Personal Growth, Open Learning Space. Project Learning & STEAM Day to enrich other learning experiences.
Development of Major Renewed Emphases of the Primary Education Curriculum: Values education, 4R Health Education, nurturing students' media and information literacy
Development of Generic Skills: 1. Science Exploration Day and Social Science Exploration Day is held to enhance students' communication, collaborative, critical thinking and problem solving skills. 2. The School Based Curriculum along with designed tasks and assignments can develop and enhance students' generic skills.
Cultivation of Proper Values, Attitudes and Behaviours: Personal Growth Lesson, Financial Education, UAP, Mindfulness, Patriotic Education
Student Support
Whole School Approach to Catering for Learner Diversity: We offer a comprehensive range of student support services, including the following areas: Academic Support: After-school Language and Mathematics Enhancement Classes Self-Enhancement Classes Open English Chinese Bridging Class Professional Support: School-based Psychological Services Speech Therapy Fine Motor Skills Training Group Emotional Support Group Group Support: Individualized Education Plans SpLd Training Group Autism Support Network Attention Skills Development Group UAP Program Summer Bridging Program P.1 Adaptation Program Support Program for New Arrivals These services aim to meet the needs of every student and help them make progress in both academic performance and mental health.
Whole School Approach to Integrated Education: Student Support Team: Special Educational Needs Coordinator, Special Educational Needs Support Teachers, School-based Educational Psychologist and School Social Worker etc. Resources: Facilitate support for students with special educational needs and academic low-achievers. Specific measures: Teaching adaption and assessment accommodation, remedial learning groups, school-based speech therapy services, fine motor training groups, individual education plans, Jockey Club Autism Support Network. JCADHD Group Training. Solicit parents' views: Regular communication channels with parents to help construct support strategies, Discussion on student progress. Evaluation meeting to discuss student progress plans, end of term evaluation of different groups.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; 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. Encourage students to listen to Chinese textbook content through our school website. Watching Chinese children's programmes and playing Chinese games and activities on Chinese Day. Rainbow Reading Scheme allows students to cultivate their reading habits.
Curriculum Tailoring and Adaptation: Support Measures for Academically Gifted / Under-privileged Students.
Home-School Co-operation and School Ethos
Home-School Co-operation: 1. The aim of our Parent-Teacher Association is to promote connections and communication between parents and the school and to establish a productive partnership. We aim to develop academic performance and support the physical and mental health of our students through close home-school co-operation. 2. Through parent education, we want to help parents better understand their children's needs and help to arouse their interest and motivation in learning. We elect parent managers to the Incorporated Management Committee to work together with the other school managers in the management and development of the school.
School Ethos: 1. A Model Student Award is given every week. 2. Homework Tutoring time. 3. Parents activities. 4. International Day.
Future Development
School Development Plan: Enhance reading interest and habits. Increase awareness of national security, Chinese history, and culture. Improve mental well-being and strengthen life education. Enhance physical health, promote MVPA60 (Moderate-to-Vigorous Physical Activity for at least 60 minutes a day), and develop healthy lifestyle habits. Strengthen career planning and values education. Enhance the quality of technology education, strengthen STEAM education to cultivate critical thinking, creativity, problem-solving skills, and collaboration abilities.
Teacher Professional Training & Development: 1. Through the Language Support Scheme for Non-Chinese students and the Seed Programme run by the EDB, our school can develop a school based curriculum. 2. Exchange Program. 3. Lesson Observations and Follow-up Evaluation meetings. 4. Teacher Development Days. 5. After school workshops and Life-long Learning Program.
Others
The Kuldeep Saran Memorial Trust (KSMT) Scholarship: Leap Forward Award for Newly Arrived Students, Outstanding Leadership Award, Outstanding Performance in STEM Award, Outstanding Performance in Coding Award Kelvin Wong Scholarship: Academic Award, Great Talent Award Principal Lai Wing Lin Scholarship



瑪利曼小學
Marymount 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
Dr. Hui Kam Ping Edith Eadaoin	Ms. Lo Ka Ming Brenda	Established	Aided Whole Day	Girls	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
HKCLC Education Institute Co. Ltd.	The Lord is My Light	1927	English	Nanny van	About 11204 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Marymount Secondary School			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$100	Specific purpose charge \$700	-

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
Chapel, Small Group Teaching Room, General Studies Room, Music Room, Visual Arts Room, Computer Room, Language and Music Activity Room, Student Activity Centre				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			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%	51%	80%	17%	18%	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	Diversified teaching and learning strategies. Small group teaching classes for students with learning needs.						
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Diversified assessment mode has been adopted in the school				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability classes from Primary One to Primary Six				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	40 mins	8:00 AM	3:00 PM	12:40 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Picnic Day, Sports Day, Games Day, PTA Outing, Religious Formation, Fruit Day, Health Talks, Earth Day, Fun Fair, Summer Concert, Physical Fitness Award Scheme and Festive Celebrations.		Students should stay at school for lunch. Supplier provides lunch every day. Alternatively, students can bring their own lunch boxes and parents can make arrangements for lunch delivery to students.		

Life-wide Learning

To develop and enhance students' multiple intelligences, the school has organized various school teams and fee-charging interest groups. Students actively participate in various activities, including visits, outdoor learning, religious activities, voluntary services, and different types of competitions.

School Mission

Marymount Primary School aims to provide quality education. We aim at the greater development of our students in moral, intellectual, physical, social, aesthetic and spiritual aspects based on our Catholic and cultural traditions.

School Characteristics

School Management

School Management Organisation:

The school is managed by the Incorporated Management Committee. The school administration spreads under three divisions, namely "School Leadership and Management", "Learning and Teaching", "Pastoral Care & Student Formation".

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee was established in August 2015. It comprises members from School Sponsoring Body and stakeholders including teachers, parents, alumnae and independent member.

School Green Policy:

Teachers and students are provided with suggested measures and activities in saving resources, reducing wastes and upholding the sustainability policy for our environmentally-friendly school campus.

School's Major Concerns:

- 1. To promote the Mental, Physical and Spiritual/Social Well-being for nurturing our students to become HAPPY. (PERMA)
 - H - Harmonious Relationship (PERMA – Relationship)
 - A - Accomplishment (PERMA – Accomplishment)
 - P - Purpose in Life (PERMA – Meaning)
 - P - Participation (PERMA – Engagement)
 - Y - "Yes I can!" Emotions (PERMA – Positive Emotion)
- 2. To enhance effective diverse learning processes for cultivating our students to become Multi-perspective MPS Thinkers and Respectful MPS Collaborators.

Learning and Teaching Plan

Learning & Teaching Strategies:

Lessons and learning activities are planned and conducted to meet the MPS Teaching Philosophy, which aims to provide students with a Motivating, Interactive, Inspiring, Effective and Reflective atmosphere for learning. Bloom's Taxonomy is applied in questioning during lesson time to enhance students' high order thinking abilities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Making good use of learning time and creating space to promote a balanced physical and mental development.
- 2. Enriching life-wide learning experiences and promoting whole-person development.

Development of Generic Skills:

Generic skills are developed through learning in different Key Learning Areas and life-wide learning activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Foster positive values and attitudes in students through everyday events and activities like assemblies, talks, and the school-based curriculum, the Shining Gems Program. This program helps students discover attributes like Responsibility, Gratitude, Care, Integrity, Perseverance, and Wisdom, which are essential for their growth as global citizens and future leaders.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. High-achievers/Gifted students will be selected for pull-out programmes and competitions.
- 2. Small-group teaching in Chinese and Mathematics is provided to support students' needs.
- 3. Understanding Adolescent Project is organized for P.4-P.6 students to enhance their resilience in coping with changes.

Whole School Approach to Integrated Education:

- 1. 'Early Identification and Intervention Programme' supports P.1 students with learning difficulties.
- 2. School-based Speech Therapy Services for students with speech and language needs.
- 3. After-school Homework Support Classes for additional student support.
- 4. Assessment and Homework accommodations for students with 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; and organising activities to create an inclusive learning environment in the school. Additional support:

- 1. Self-study Learning Groups
- 2. Small Class Teaching
- 3. Reading Buddy & Super I-pen Reading Scheme
- 4. School-Based Vocabulary Cards
- 5. Other Related Learning Experiences: Chinese Culture Competition, Museum Visits, Cantonese Opera Workshop, Traditional Handicraft Workshop

Curriculum Tailoring and Adaptation:

The school employs diverse teaching strategies to cater to students' individual learning needs. Necessary accommodation will be provided to support students' learning and assessment in order to create an environment that allows them to unleash their potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

MPS-PTA is a collaborative partnership between parents and the school, working together for student benefits. This dynamic association provides practical assistance, facilitates communication, and promotes parent education. MPS parents actively support PTA and school activities as Parent Helpers, fostering a strong sense of belonging within the MPS community.

School Ethos:

The school cultivates a sense of belonging among students, teachers, and parents, fostering a harmonious and respectful relationship. The Guidance and Formation Team, along with the Parent-Teacher Association, promotes Home-School Collaboration for the well-rounded development of students.

Future Development

School Development Plan:

- 1. Interactive Classroom Settings for facilitating students' Thinking Skills and Collaboration.
- 2. Kids Gym for Student Wellness.
- 3. Parent Education for facilitating students' whole-person development collaboratively.
- 4. Promote the well-being of students and teachers through Positive Education -- PERMA.
- 5. Build a Learning Community among teachers for a sustainable school development.
- 6. Enhance an effective learning process through 3T lessons (Target, Task, Takeaway) and diverse teaching strategies.

Teacher Professional Training & Development:

Teachers stay current with educational policies, guidance, and information through school-organized staff development activities and those offered by other educational institutions and the Education Bureau. The school aligns with the Teacher Competencies Framework by the Advisory Committee on Teacher Education and Qualifications to meet the needs of students and the school.

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
Mrs. CHAN LAVERNA JUN LIN	Ms. LEE SZE WAI	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					60%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Po Leung Kuk	Love, Respect, Diligence and Integrity	1946	Chinese & English	Nanny van	About 2212 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	\$400 (Subsidies for printing costs and student activities)	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
16	3	2	1	Computers, visualizers, interactive whiteboard and IP phones are equipped in classrooms. Wireless network using fiber broadband for internet access.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-media Teaching Room, Student Activity Room, Science Room, Visual Arts Room, Music Room, Multi-purpose Room and Guidance Activity Room.				-

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

Number of teaching posts in the approved establishment			24	Total number of teachers in the school		28
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
82%	100%	43%	64%	22%	26%	52%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	1	2	2	2	11
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	1	2	2	11
Mode of teaching at different levels	Small class teaching is implemented in all levels. Pull-out learning is arranged for students with special educational needs and non-Chinese speaking students, if necessary.						
Remarks	In Primary 1, the two classes are divided into Chinese and English classes. Subjects in the Chinese class (except for English) are taught in Chinese, while subjects in the English class (except for Chinese) are primarily taught in English.						

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							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Listening, speaking, reading and writing skills are assessed in language subjects examinations. Performance assessment is included in Mathematics examinations. Formative and summative assessments are adopted in non-academic subjects such as Music, Visual Arts, P.E. and Information Technology.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1-P.6: Mixed ability classes. Streaming is based on students' annual academic performance. There are no EXAMS for P.1 & 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	9	35 mins	8:00 AM	3:15 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Implement the Healthy School Policy. Through comprehensive activities such as talks, visits, booth games and plays to promote and maintain students' physical and mental health. Conduct the school-based sports award scheme. Carry out the physical fitness test every year.		Morning reading session is carried out before assembly and various learning activities are organised at lunch recess. Weekday afternoons focus on multi-intelligent learning sessions, allowing students to enhance their knowledge across subjects through different activities. Friday afternoons feature extracurricular activity classes, enabling students to relax, develop various interests, and improve their well-being.		

Life-wide Learning

Extra-curricular activities: picnics, visits, educational camps, cultural exchange trips, student development activities and experiential secondary school activities; join the Speech Festival, Dance Festival & Music Festival.
Activity groups: Cub Scouts, CYC, JPC, Clay Club, K-pop, Breakdance, Magic, Taekwondo, Football, Table tennis, Skateboard, Basketball, Rugby, Rope skipping, Roller skating, Fencing, Little chef, VR coding, LEGO, etc.

School Mission

Our school aim is to deliver education for all and create an environment where each student learns happily. Our students receive an education that ensures a balanced development in their moral, intellectual, physical, social and aesthetic characteristics. We aim to ensure that each student will make a positive contribution to society.

School Characteristics

School Management

School Management Organisation:

The school is administered by the Incorporated Management Committee and the sponsoring body - Po Leung Kuk. The school functional committees are supervised by the principal and the middle managers. Suggestions from all stakeholders are welcome.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has been established in the academic year 2007-08. It consists of 20 members. The sponsoring body managers include the representatives of Po Leung Kuk and Chinese Gold and Silver Exchange Society.

School Green Policy:

- 1. Establish energy-saving measures and promote environmental education.
- 2. Join the Student Environmental Protection Ambassador Scheme, Greening School Scheme, Cherish Water Campus Integrated Education Programme, HK Electric Happy Green Campaign and PLK 'Little Green Angels' Scheme.

School's Major Concerns:

- 1. Continuous curriculum development to strengthen students' sense of national identity and deepen their awareness of safeguarding national security.
- 2. Continue character education to cultivate students into good citizens with positive values and attitudes.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Implementing learning and thinking strategies training in all levels.
- 2. Implementing the "Read & Write" Project, "Primary Literacy Programme - Reading and Writing" and the school-based Chinese and English writing curriculum to enhance students' reading and writing skills.
- 3. Constructing mathematics concept through practical learning activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Re-adjust the school timetable so as to make good use of learning time and creating space to promote a balanced physical and mental development. Arrange all subject classes before lunch and organise diverse learning activities after lunch, including language activities, Mathematics games, reading class, scientific investigation, sport and art activities, STEAM education and coding.
- 2. Strengthen values education (including life education, national education and national security education), so as to enrich students' learning experiences and promote whole-person development.
- 3. Provide diversified group activities after lesson time to cater for learner diversity, including homework tutorial class, Chinese Reading and Writing Enhancement Programme, parent-child activities and a variety of interest classes.
- 4. Enhance learning effectiveness by providing personalised e-learning during time after class.

Development of Generic Skills:

Students' generic skills are developed through diverse activities such as shared reading, music activity, personal growth education, project learning and CoolThink@JC Programme.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. The Positive Education Coordination Group, which aims to promote positive values and attitudes for creating a positive learning atmosphere, has been set up.
- 2. Integrate character education into the formal curriculum. Implement the 'Po Leung Kuk Positive Education Movement in Primary Schools'. In personal growth education lessons, the Happy Master Programme, Journey to Positive Character and Positive Education (Growth Mindset Programme) are introduced.
- 3. Organise activities such as the emotional health talk, Positive Education Activity Day, parent-child activities and positive education parent workshops.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Cooperative learning strategies and heterogeneous groupings are adopted to facilitate students' collaborative learning.
- 2. Remedial teaching classes and tutorial classes are conducted before and after school respectively.
- 3. Various extra-curricular activities are conducted to develop students' potentials by hiring outside instructors with the school development grant, donations and community resources.
- 4. Experiential secondary school activities and interview workshops are organised for P.6 students.
- 5. Teachers attend relevant special education teacher training courses.

Whole School Approach to Integrated Education:

- 1. Headed by the SENCO, the student support team has been set up to devise support policy and evaluate the effectiveness.
- 2. The 3-Tier Support Model is adopted, with the participation and support of the school-based educational psychologist, Assistant Social Work Officer, teachers and parents.
- 3. Utilise the learning support grant and additional resources to recruit additional teachers and teaching assistants; and provide training services such as sensory integration training, expressive arts assisted training, social skills training, reading and writing training and school-based speech therapy service.
- 4. Join the 'Whole School Approach to Providing Tiered Support for Students with Autism Spectrum Disorder' and 'Jockey Club Keen and Active Kids Project'.

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. Scholarships are established to honour NCS students with outstanding performance.

Curriculum Tailoring and Adaptation:

- 1. Classroom activities and assignments are designed to cater for learners' diversity.
- 2. Adapt the curriculum, homework, and assessment methods for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The PTA organises a wide range of activities, such as picnic, barbecue and festival celebration activities. Our school organises two Parents' Days, various seminars and workshops for parents throughout the year.

School Ethos:

- 1. Develop a caring and inclusive school culture. Our school has been awarded the 'Love & Concern Excellent Award' for three years and the 'Love & Concern Award' for sixteen years. We are honoured to have been awarded the 'Sustainable Caring Award' this year.
- 2. Our school's Moral and Civic Education Curriculum has continuously received the Excellence Award from the Yan Chai Hospital's Moral Education and Civic Education Award Scheme for twenty-three years.
- 3. Our school has been awarded the 'Honorary Award' in the 'Hi-Five Student Engagement Award Scheme', and the 'Caring School' Certificate of Commendation, which is awarded by the Hong Kong Youth Association.
- 4. Our school has been commended by the Equal Opportunities Commission as a 'Supportive Racially Friendly Campus'.
- 5. Upper primary students serve as little teachers to assist lower primary students in their learning.
- 6. Establish healthy campus policies to create a healthy campus environment and cultivate healthy lifestyle habits.

Future Development

School Development Plan:

- 1. Promote STEAM education.
- 2. Enrich students' learning experiences.
- 3. Strengthen parental education.

Teacher Professional Training & Development:

Teachers participate in teaching support programmes, engage in educational research activities, and share their experiences. They also attend training based on their individual needs.

Others

Our school has established multiple scholarships and sponsorships to recognize students who excel in academic performance, service, and sports.



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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. Lee Man Yee Anita	Ms. Chung Lai Kam Kathy	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					77%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tung Lin Kok Yuen	Benevolence and fraternity	1931	Chinese (incl.: Putonghua) and English	School Bus	About 3600 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
19	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Multi-Media Learning Centre, Campus TV, Multi-sensory Interactive Learning Centre, Music Room, Gym, Student Activity Centre, English Activity Room and Rock Climbing Wall.				-

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

Number of teaching posts in the approved establishment			33	Total number of teachers in the school		39
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
89%	97%	41%	78%	34%	33%	33%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	2	2	3	3	16
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	3	2	2	3	16
Mode of teaching at different levels		Small Class Teaching approach is adopted across P1 to P6. There is a self-study lesson every day to help students finish their homework at school.								
Remarks		Tailor made school-based curricula to cater for the needs of non-Chinese Speaking students.								

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	By observing the students' performance and participation in class. Project learning includes self evaluation, parents' comment and peer evaluation. Besides, students have their e-learning profile recording their 6-year learning progress. *P.1 and P.2 students are assessed by various formative assessments instead of tests.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Students are streamed according to their Chinese 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	8:10 AM	3:00 PM	12:05 PM - 12:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students can bring their own lunch from home.	'Eat Smart Campaign' and "Fruit Recess" encourage students to eat healthily. 'Joyful Fruit Month' is carried out annually. Provide choices of vegetarian food daily. Morning exercises every Tuesday, Wednesday and Thursday morning. Sports ECAs and sports recess activities are provided.		Apart from morning exercises and recess activities, students are encouraged to join different sports programs organised by the Leisure and Cultural Services Department. We also have morning reading sessions and Moral Education lessons to promote good morals and behaviours. School Library is opened before lessons, during recess and lunch time.		

Life-wide Learning

Our school has provided many learning activities for students, like overseas exchange programs and excursions. These help students to achieve the aims of whole-person development. There is a wide range of ECAs in our school every Tuesday and Friday, including Hockey, Dodgeball, Kung Fu, Taekwondo, Indian Dance, Chinese Drama, English Opera, Choir, Chinese Drums, Handchimes, 3D Printing class, Sand Drawing, STREAM and Uniform Groups.

School Mission

Po Kok Primary School adopts the motto of the Buddha's spirit of "benevolence and fraternity" and to nurture pupils' good characters. The school provides a caring, supportive and stimulating environment which nurtures an all round education and development of pupils, developing the full potential of pupils that will enable them to become confident and independent in all aspects of school life. It is our mission to prepare pupils for their responsibilities as good citizens.

School Characteristics

School Management
School Management Organisation: Incorporated Management Committee is set up to involve different parties in school management. School is operating under the management of the school board. School development strategies are designed under the leadership of the principal, vice principals and administrative groups. Different administrative groups are functioned under the co-ordination of the senior teachers to enforce the development of the school.
Incorporated Management Committee / School Management Committee / Management Committee: Our IMC includes 7 members from our sponsoring body, our principal, 2 parent representatives, 2 teachers representatives and 1 independent member.
School Green Policy: Use energy-efficient air conditioners and lights, and actively promote school uniform and paper recycling programs on campus.
School's Major Concerns: 1. Engage Students Through Wonder, Nurture Active Learners 2. Implement Positive Education, Cultivate Students' Positive Values and Mindsets, and Enhance Their Sense of Well-being
Learning and Teaching Plan
Learning & Teaching Strategies: The school stresses the use of cooperative learning strategies and Elearning to enhance students' learning abilities and motivation. The school has also designed different school-based curricula to cater for learners' diversities. Students will also take part in inter-disciplinary activities, life-wide activities and STREAM project learning activities to enhance generic skills and higher order thinking skills.
Development of Major Renewed Emphases of the Primary Education Curriculum: The school continuously reviews the moral education curriculum to promote values education. Life events are used as the context for discussion. Learning activities on moral values, national education, media and information literacy are organised to nurture positive values. Besides, our school emphasizes on promoting whole-person development through implementing STREAM education. STREAM activities are designed to enable students to explore various learning topics. Students are expected to develop interdisciplinary thinking and suggest ways to solve daily-life problems. Coding education is incorporated into the curriculum. Scratch, Micro:bit and Cospaces learning activities are designed to nurture students' creativity. In addition, integrated lessons are arranged to strengthen cross-curricular learning and reading across the curriculum. Life-wide learning activities are also held to allow students to conduct project learning to enrich their learning experience.
Development of Generic Skills: Our school focuses on the development of generic skills, creative thinking and independent learning skills. Through reading workshops, IT teaching, project learning, we provide chances for the students to develop their talents.
Cultivation of Proper Values, Attitudes and Behaviours: Aside from helping students to develop different values through our school-based Moral Education curriculum and the cooperation among subjects, our school has also utilized multiple life-wide learning activities to nurture our students' positive values and attitudes.
Student Support
Whole School Approach to Catering for Learner Diversity: Small Class Teaching approach is adopted across P.1-P.6. There is a daily self-study lesson to help students with their homework so that they could finish most of the homework at school. Cooperative learning strategies are used and graded preview worksheets are designed to suit the learning needs of different students. Our school provides adaptation in homework and assessment policies. Individual meetings of Secondary School Places Allocation are provided for P.6 parents while interview workshops and pre-secondary adaptation program are provided to students.
Whole School Approach to Integrated Education: The school has adopted the whole school approach to cater for students with diverse needs. Different kinds of training, like speech therapy, behavioural training, dyslexia training, attentiveness training and multi-intelligence education, are provided for designated students to facilitate the development of students' multiple intelligence. The 3-tier support model is adopted in order to provide appropriate support to each student.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..
Curriculum Tailoring and Adaptation: The school-based Chinese curriculum is tailor-made for our NCS students. The Chinese panel has designed an App on iPads for NCS Chinese learning. We are the pioneer to launch e-learning in Chinese to help NCS students. iPen is used to help junior students to read the Chinese textbooks when they are at home. The school-based reading and writing program is adopted in our English curriculum. Mental Quiz booklets are designed to strengthen students' calculation skills in Mathematics. School-based Moral Education curriculum focuses on cultivating positive attitudes of students.
Home-School Co-operation and School Ethos
Home-School Co-operation: Po Kok Primary School places great importance to build up a harmonic relationship between parents and the school. Parents are cordially invited to join our PTA, Parent Support Group, Parent Volunteer Team, etc. A monthly newsletter is distributed to parents to inform them about the latest news at school. Parents are given a parent handbook to get them familiarized with the school's curriculum and requirements. The school has launched the 'Outstanding Po Kok Parents' Award Scheme' to encourage the participation of parents in school activities.
School Ethos: Invitational Education approach is adopted in our school. The theme of the Discipline and Counselling team is "Po Kok Family, Racial Harmony!". Through "Sunshine Teacher Program", "Big Brothers and Big Sisters" Scheme, "Everyone has a duty" Scheme, the digitalized "Po Kok Super Star" Scheme, etc, students develop a harmonious relationship with one another. Students of different racial backgrounds learn from one another's cultures and get along well at school.
Future Development
School Development Plan: 1. Engage Students Through Wonder, Nurture Active Learners. 2. Implement Positive Education, Cultivate Students' Positive Values and Mindsets, and Enhance Their Sense of Well-being.
Teacher Professional Training & Development: The school emphasizes the use of interactive learning strategies and works to create a culture of professional learning among colleagues. The school has co-organised different projects with EDB to enhance teaching and learning effectiveness. To keep up with the recent educational trends, we have equipped teachers with teaching strategies related to Elearning. Moreover, our teachers are trained professionally to teach NCS students.
Others
Our students have participated in a variety of inter-school competitions and won a lot of prizes in the previous years including: Outstanding Member Award by CYC Wan Chai District Committee, Harmony Scholarship by the Home Affairs Department, Outstanding Students Award in Wan Chai District, Distinction Award in School Dance Festival (Oriental Dance), prizes in School Music Festival, prizes in School Speech Festival and certificates in ICAS Global International Assessments etc.



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Lou Kuai Fong	Ms. Cheng Sin Nung Liz	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					86%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Superioress of Sisters of Precious Blood	Wisdom, Moral Integrity, Courage, Personal and Social Responsibility	1945	Chinese	School Bus; Nanny van	About 1220 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	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	-	1	The entire school is equipped with air conditioning, computers, wireless networks, and a campus television broadcasting system.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer room, English room, Innovative Centre, Music room, Multi-purpose room and Library for teaching and learning. Rooms for non-academic purposes: Conference room, Student Counselling room, Sick room and Campus TV.				Ramp.

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		32
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%	59%	81%	15%	19%	66%

Class Structure

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

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Self and peer assessment, parental and teacher assessment are incorporated into the curriculum in different subjects such as Chinese Language, English Language, Mathematics, Physical Education, Visual Arts, and STEAM project-based learning. Students' performance, homework, self, peer and parental evaluation, dictation, formative assessment, and extracurricular activities are all valued.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	According to the students' abilities from P.4 to P.6.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	7:45 AM	3:05 PM	12:45 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	In support of the health promotion campaign, health policies are introduced and the nutritional qualities of children's meals and snacks are taken into account.		STEAM Project learning, Chinese, English, Maths Fun Days, Life-wide Learning Day and visits; student performances and award presentations during morning assemblies; Wong Chiu Chuen Scholarship; Progress Awards, Significant Progress Awards and Academic Awards; The "One Sport and One Art for Every Student" Sponsorship; The A. S. Watson Group HK Student Sports Awards.		

Life-wide Learning

Girl Guides, Boy Scouts, Pioneers for Christ, Chinese, English, Math (Olympiad Mathematics Course), VA Elite Groups, Olympiad Math Class, Drama, Campus TV, Percussion Band, Violin, Dance, Chinese Ink and Wash Painting, Rope Skipping, Go, Non-contact Rugby, STREAM Class, Minecraft Education Coding Class, and Magic Class.

School Mission

The school is committed to: spreading the gospel through education; providing a positive student-centred environment of harmony and love to foster students' abilities in thinking, problem solving, creativity and independent learning; developing the whole child through a balanced and diversified education programme, which provides ethical, intellectual, physical, social, aesthetic and spiritual development.

School Characteristics

School Management

School Management Organisation:

The School's IMC authorizes the principal to lead 12 administrative groups, consisting of the vice principal and 6 senior teachers who oversee different affairs, including school development, curriculum development, academic affairs, value education, student affairs, student guidance and discipline, student support, student activities, resource management, Information Technology (IT) etc.

Incorporated Management Committee / School Management Committee / Management Committee:

School is managed by the IMC which consists of 13 people. There is a school supervisor, five sponsoring body managers, the principal, a teacher manager, an alternate teacher manager, a parent manager, an alternate parent manager, an alumni manager and an independent manager. The school provides a platform for teachers, parents and alumni to discuss school policies and development.

School Green Policy:

The school enhances students' concept of protecting the environment through different activities.

School's Major Concerns:

"Multi-dimensional development, inspiring potentials; positive education, walking together in beauty and goodness." Teachers utilize a school-based multi-dimensional management model to cater for learners' diversities, develop their multiple potentials, and cultivate positive values and attitudes, enabling students to follow the spirit of loving God and loving others as Jesus Christ did, achieving holistic development and moving towards a positive life journey.

Learning and Teaching Plan

Learning & Teaching Strategies:

Flipped classroom, questioning, note-taking, group discussions, role play, e-learning interactions, feedback and image organisation such as concept maps are employed to facilitate teaching and learning. English Day and Putonghua Day are held every cycle. Cross-curricular activities including Chinese, English, Math Fun Days, STEAM All-Round Project Learning Week, Life-wide Learning Day, project presentations in English and Chinese, choral speaking competitions, inter-class debate competition, learning visits, drama appreciation, educational camp and study tours are organized.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Promote e-learning and STEAM learning for whole-person development.
2. Adopt adaptive teaching strategies to adjust teaching content and cater for learning differences.
3. Strengthen cross-curricular learning and reading to cultivate a habit of reading.
4. Enable students to follow the spirit of sacrifice, reconciliation, and walking with the weak as exemplified by Jesus, infusing positive education and national security education into all subjects.
5. Set up "Play, Learn and Grow" classes.
6. To cultivate students' diverse interests, unleash their individual potential, and achieve holistic development.

Development of Generic Skills:

Through daily teaching and learning, as well as various learning activities such as interdisciplinary learning and STEAM Project Learning Week, students can develop nine generic skills including communication skills, critical thinking skills, creativity, collaboration skills, IT skills, Mathematical skills, problem-solving skills, self-management skills, and self-learning skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school places great emphasis on moral education. Every year, we have different values education themes and focus on cultivating twelve primary positive values and attitudes in our students, including perseverance, respect for others, sense of responsibility, national identity, spirit of taking responsibility, honesty, caring, law-abiding, empathy, diligence, unity and filial piety. Our school also holds the "SUPER BOBO Reward Programme" to promote the whole- person development of our students.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school adopts 'Whole School Approach' to support students with different abilities through learning support classes and enrichment courses. It also adopts 'Three-Tier Implementation Model' to select students with high ability to join elite training and competitions.

Whole School Approach to Integrated Education:

The school provides appropriate support and employs resources in accordance with students' learning needs. Student support team formulates suitable teaching and learning strategies and counselling strategies for individual students. There are diverse teaching and learning approaches, adaptations of homework and assessment and individual educational programmes designed for students with special 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; 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:

The school arranges P.1 bridging activities and curriculum for young children to adapt to school life in a relaxed and enjoyable atmosphere. P.1 to P.3 offer PTH classes. All levels adopt differentiated teaching strategies and cooperative learning, with additional supplementary classes in Chinese, English, and Math. Support students with diverse learning needs by TAs. School also organizes different gifted education groups and enrichment courses to provide students with appropriate nurturing.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents actively participate in various activities organised by the Parent-Teacher Association, which enhances mutual understanding and communication. Parent volunteers support school development by taking part in different activities.

School Ethos:

We place great value on students' moral development. We regularly organize spiritual lunches with them, hold parent lectures, parent meetings, and pay special attention to the adaptation of new students in the first grade, in order to achieve cooperation between home and school and enable students to grow up healthily. We organize various parent-child activities such as parent-child summer camps and parent-child sports competitions. Parent volunteer teams and school alumni are welcomed and involved in school affairs. The school has set up multi-interest clubs. The school has joined the 'One life one sport/art' scheme for students who need financial support to develop their potential in different fields, and contribute to active and healthy communities.

Future Development

School Development Plan:

1. The school nurtures "Love learning, Be Able to Learn, and Apply Knowledge" in students. Students can become active, responsible and contributing members of society. They are able to apply knowledge and cope with many challenges in future.
2. Develop school-based curriculum in Chinese, English, Math, GS, PE, VA, Life Education and Library to strengthen the coherence of the curriculum.
3. Strengthen self-evaluation and teaching strategies.
4. Set up 'Play, Learn, Grow' classes to inspire students' multiple intelligences.
5. Continuously develop STREAM education and electronic interactive learning.
6. Achieve holistic development in both formal and informal curricula based on Catholic values education, combined with positive psychology.

Teacher Professional Training & Development:

1. Organize teacher professional development days with the themes of mental health and national security education, Artificial Intelligence etc.
2. Train teachers with professional qualities of STEAM to promote students' creative thinking and their inquiry and problem-solving skills.
3. Continuously develop professional competencies in all subjects.
4. Optimize teachers' roles as leaders in different subjects and teams.

Others

1. Previous awards: First place, second place and third place in English Solo Verse Speaking in Hong Kong Schools Speech Festival; Bronze Medal in International Mathematical Olympiad; First place, second place and third place in Southern District, Tsuen Wan District and Tuen Mun District Sand Sculpture Competitions; multiple awards in Hong Kong Schools Drama Festival, Schools Dance Festival, Hong Kong Schools Music Festival and Inter-school Swimming Competition and has won multiple awards at the Inter-school Rope Skipping Competition and nurtured members for the Hong Kong Freestyle Rope Skipping Team.
2. Points will be allocated to the children of the graduates of Precious Blood Primary School P.M. for the allocation of discretionary places.



School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. LEUNG Wing Shan, Magnolia	Ms. Leung Cee Cee Cissie	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	Seize The Day	1891	English	School Bus	About 6200 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Sir Ellis Kadoorie Secondary School (West Kowloon)					
			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
-	-	\$65	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
23	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music Rooms, Visual Arts Room, English Room, Chinese Room, 2 Computer Rooms, Campus TV Room, Student Activity Centre and STEAM Room.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			34	Total number of teachers in the school		38
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	26%	82%	-	18%	82%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	4	2	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	3	4	2	3	3	3	18
Mode of teaching at different levels		English is used as the medium of instruction (except Chinese subject and Putonghua). Small class teaching is adopted in Chinese lessons. Students are allocated into the groups of Local Chinese Curriculum or School-based Chinese Curriculum according to their Chinese ability.								
Remarks		Post-lesson groups are arranged to provide extra support for non-Chinese pupils in learning Chinese. After-school Homework Tuition services are arranged for different levels to provide guidance to pupils with their homework by tutors.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Different modes of assessment is implemented in the core subjects. Quizzes are held regularly for teachers and students' evaluation of teaching and learning progress. Cross-subject project learning is conducted. E-learning and e-assessments are implemented to enhance learning efficiency and provide simultaneous response on self-assessment.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1-P.4 are mixed ability classes. Students are evenly distributed among the classes of the same level. For P.5 and P.6, streaming policy is implemented according to pupils' overall scores in examinations.						

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	8:25 AM	3:15 PM	12:35 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own lunch.	Under the theme 'Healthy School', 'Joyful Fruit Month' and 'Learning Fun' programmes are implemented to educate pupils' healthy eating habit and exercise in a regular manner.		The school assigns the last lesson every Tuesday and Thursday as Homework Period in order to help pupils finish their homework under teacher's guidance. Students are able to access to English and Chinese reading materials in the classrooms. Joyful Reading is implemented in library lessons.		

Life-wide Learning

To help pupils to have all round development, extra-curricular activities and post-lessons activities are arranged. Extra-curricular activities are organized every Wednesday and post-lesson activities are organized from Monday to Friday. Activities include string groups, percussion band, choir, drama, Chinese dance, Lion-dance. K-pop, rope-skipping, uniform groups, sports teams, LEGO class and STEAM. Students are provided with various chances to enter intra-school performance and inter-school competitions.

School Mission

To provide a pleasing environment for pupils to enjoy learning, to enhance their effectiveness in communication and develop in them a sense of creativity and commitment through a balanced education programme which covers ethical, intellectual, physical, social and aesthetic development.

School Characteristics

School Management
School Management Organisation: The school implements school-based management. It is headed by the School Management Committee. The organization of the school consists of the Headmistress, Deputy Headmistress and Senior Teachers.
Incorporated Management Committee / School Management Committee / Management Committee: The School Management Committee is chaired by Principal Assistant Secretary of the Education Bureau and composed of nine members including the Headmistress, 2 independent members, 2 parent representatives, 2 alumni representatives and 2 teacher representatives.
School Green Policy: Environmental protection is taught through theme-based talks. Environmental Protection Ambassadors assist teachers in conducting environmental protection activities.
School's Major Concerns: To help students to become dynamic and multi-talented individuals: (1) To nurture our students into invigorating and revitalizing individuals. (2) To enable students to possess essential skills for the 21st Century.
Learning and Teaching Plan
Learning & Teaching Strategies: School-based curriculum is arranged for core subjects according to students' need and ability. E-learning and inquiry-based learning are adopted to enhance learning efficiency. Homework policy and Assessment policy are adopted. NET has co-teaching with English teachers in lower primary level. Student ambassadors including Chinese, English, Putonghua and National Security Education are trained to help with language activities such as English and Chinese Reading Recovery Programmes, Chinese Day and Putonghua Day and sharing with schoolmates during morning assembly. Students are encouraged to take part in inter-school competitions.
Development of Major Renewed Emphases of the Primary Education Curriculum: Exhibition and activities about life-planning education and national and national security education are arranged. Flag raising ceremony is held weekly. Chinese Cultural Day is organized annually to deepen students' understanding of Chinese culture and cultivate national identity. To promote students' self-learning skills and reading, our school has subscribed several reading platforms including Rainbow One, Raz-kids reading platform and HKEdCity and Highlight Library Platform. Educational visits and cross-subjects project learning week are arranged for students of different levels. To nurture positive values and optimistic attitude towards life, a series of activities for students are organized through MCE lessons and whole-school events. To nurture creativity in students and enhance their problem-solving ability, students who have the potential in Science or STEAM related areas are selected to STEAM elite group. Inter-school activities or competitions are arranged for students.
Development of Generic Skills: Pupils acquire different generic skills such as critical thinking, problem solving, communication, collaboration, creativity and application of IT Skills through participating in cross-curricular project learning. Pupils learn how to handle and use data and apply generic skills.
Cultivation of Proper Values, Attitudes and Behaviours: Through Moral and Civic Education lessons, workshops, and educational talks, students learn to foster acts with good manners with the aim to be able to collaborate with each other. Through different subject activities, students develop creativity and practice creativity thinking. Students also learn the skills and develop their confidence to communicate with others. Students are also taught to build a connection to the community and globally. An award scheme which integrates with the whole-school chop award scheme is launched to inculcate the core values. Theme-based activities are organized to consolidate students' positive values and attitudes including resilience, optimism, gratefulness, sense of belonging towards their families and schools, communication skills.
Student Support
Whole School Approach to Catering for Learner Diversity: Graded worksheets of Chinese, English, Maths and General Studies are developed to cater for students' learning diversity. After-school English and Maths tuition are arranged aiming at helping pupils to improve their academic performance. Chinese tuition programmes are provided to help NCS pupils to learn Chinese. Summer bridging programmes are arranged for P.1-P.4 pupils in learning Chinese.
Whole School Approach to Integrated Education: Whole school approach is adopted to support pupils with special educational needs with the establishment of Special Educational Needs Coordinator (SENCO) and support teachers (SENST). School employs specialists in speech therapy and social skills training to provide support services to students in need. Teaching assistants are employed to provide extra support for SEN students. School-based educational psychologist visits regularly to provide expertise to teachers, students and parents concerned and design Individual Education Plan for students who need additional support.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.
Curriculum Tailoring and Adaptation: According to 'Chinese Language Curriculum Second Language Learning Framework', teachers tailor-make Chinese teaching and learning materials to suit students' needs and abilities. Students are taught in small classes in Chinese lessons which adopt 'Local Chinese Curriculum' and 'School-based Chinese Curriculum' respectively. P.1 Transition Programme is arranged in September.
Home-School Co-operation and School Ethos
Home-School Co-operation: PTA organises Annual General Meeting and PTA Day Tour for all parents. Parent talks and workshops are arranged for parents to enhance their parenting skills and the well-being of parents themselves. Parent-child workshops are arranged for building a stronger bonding through interactive activities. Parents are encouraged to take an active role in serving the school.
School Ethos: For pupils' whole person development, a school-based Whole School Approach Award Scheme – "Good Kadoorian Scheme" is implemented to help students build up positive attitudes and values and to maintain a harmonious school culture.
Future Development
School Development Plan: The aim of School development Cycle (2024-2027) is to help students to become dynamic and multi-talented individuals: (1) To nurture our students into invigorating and revitalizing individuals. (2) To enable students to possess essential skills for the 21st Century.
Teacher Professional Training & Development: Teacher Professional Development Program will be delivered through trainings, sharing and Staff Development Days. Teachers are encouraged to attend workshops, seminars and courses for professional development. Professional support was sought from external institutions including the University of Hong Kong and the Education Bureau. Collaborative lesson plannings are conducted regularly. Lesson observations among peers are arranged to share good teaching practices.
Others
Our school provides chances for students to join in inter-school competitions, namely Hong Kong Schools Speech and Music Festival, Hong Kong School Drama Festival, Maths and STEM competitions, sports competitions, inter-school competitions on English and Visual Arts. Outstanding students are nominated in scholarship including Harmony Scholarship and Wan Chai District Outstanding Students 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
Mrs. Poon Leung Hok Yin Maria	Mr. Lee Man Kit	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	Not to be served but to serve	1961	Chinese	School Bus	About 11106 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
30	3	1	1	Sky Garden, Balcony Garden, Conference Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Language Room, Computer Room, Music Room, Visual-art Room, General Studies Room, Multi-purpose Room, Student Activity Room, Small Group Teaching Room, PTA/Alumni Room, SGT Room, Speech Therapy 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		58
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	35%	61%	12%	14%	74%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		Small class teaching is implemented from P.1-P.6.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning		1. The school implements a comprehensive range of assessments for learning. 2. To facilitate the effectiveness of teaching, the school places a strong emphasis on the involvement of different stakeholders in evaluations.					
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement		Streaming according to students' academic achievements in P.5 and P.6 respectively.					

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	7:45 AM	2:45 PM	12:40 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Healthy eating policies, which aim at cultivating and strengthening the habit of eating healthy among students, are implemented. We have achieved the highest honour of EatSmart School, Anti-drug and Smoking Ban Programmes. SportACT Award Scheme, School Physical Award Scheme, Sport FIT Scheme and EDB Active Students, Active people Campaign are implemented to promote healthy lifestyles in school.		PTA members join the Lunch Supervision Committee so as to formulate and implement the healthy eating policy. Volunteer parents help with taking care of pupils during lunch time.		

Life-wide Learning

- 1. Provide students with learning beyond the classroom, which enhances the effectiveness of values education and allows students to practise positive values and attitudes in real contexts.
- 2. Promote the intellectual development of students through curriculum in different key areas, integrated curriculum and co-curricular activities.
- 3. Strengthen values education and cultivate national identity.
- 4. Establish a healthy lifestyle at home and school, and provide experience in physical and artistic development.
- 5. Promote career planning education.

School Mission

Our school adheres to the doctrine of Christianity. We provide primary level education for whole person development. This encompasses the students' moral, intellectual, physical, social, aesthetic and spiritual development. Our school recognises the importance of effective learning alongside of play and is concerned to see that students are emotionally happy and have a sense of belonging in our school. We are dedicated to ensuring that students develop into responsible and committed citizens who are able to make sound judgements.

School Characteristics

School Management

School Management Organisation:
Eleven administrative groups are established to implement school policies.

Incorporated Management Committee / School Management Committee / Management Committee:
Wide range of representatives ensure a wide spectrum of the school management. Members of the Incorporated Management Committee includes the Supervisor, representatives of school sponsoring body, independent persons, the Principal, teacher, parent and alumni.

School Green Policy:
We have established an environmental policy including school environmental guideline and office environmental guideline. Activities like 'Planting', 'Green Christmas party' and 'Green picnic' are conducted.

School's Major Concerns:
1. "Establish diverse learning experiences to enhance student interaction and learning effectiveness.
2. Create a positive school atmosphere to cultivate students' positive values and attitudes."

Learning and Teaching Plan

Learning & Teaching Strategies:
1. To enhance students' language proficiency by promoting "Reading across the Curriculum".
2. To enhance students' interests and self-learning ability through e-learning programmes, cross-curricular activities and life-wide learning schemes.
3. To enhance students' higher-order thinking skills and nurture their creativity. 4. To accommodate the needs of the students' learning diversity through school-based programmes, such as Gifted Education and Enhancement Programmes.
5. To broaden the horizons of students through study tours to cities nearby.
6. To encourage students' inquisitiveness through STEAM education, enrich learning experience and enhance their problem-solving ability.

Development of Major Renewed Emphases of the Primary Education Curriculum:
1. Strengthening life education, national education and national security education, nurturing students' positive values education.
2. Making good use of learning time and creating space to promote a balanced physical and mental development.
3. Enriching life-wide learning experiences and promoting whole-person development.
4. Better catering for learner diversity.
5. Nurturing students' media and information literacy, reinforcing STEAM education, promote self-directed learning capabilities.
6. Continuous developing cross-curricular learning and reading across the curriculum for nurturing lifelong learning capabilities.
7. Enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:
Project learning, Theme-based learning, Interactive learning and Service-learning are incorporated into the school curriculum in order to enhance students' generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:
To help students develop a good character and positive attitude through 'Values Education Assembly', 'Growth Class', 'Good Student Star Award Scheme', 'Students Guidance Programme', 'School-based Life Education Programme', 'Positive Education Scheme', 'National Education', 'Service Learning', 'Life Education in Chinese Literature' and Religious activities.

Student Support

Whole School Approach to Catering for Learner Diversity:
Small class teaching is implemented to enhance teacher-student interaction. Tasks in different levels are designed in various subjects to cater for individual differences. Social and Emotional Programmes, Multiple Intelligences activities are conducted for students to achieve their potential. For students with learning difficulties, remedial classes, enhancement classes and pull-out programmes are conducted to provide appropriate support.

Whole School Approach to Integrated Education:
Student Support Team provides support to students with special needs through the 'Three-tier support model'. Teachers integrate diversified teaching strategies and learning tools, tailor-made tasks and assessment measures to cater for individual needs. Our school employs supporting teacher, teaching assistants and professional services by using Learning Support Grant. They provide remedial teaching, social skills group, study skills group and individual education plans. Students Support Services which include 'School-based Educational Psychology Service', 'School-based Speech Therapy Service' and 'School Social Worker Service' provide appropriate assessments and support services to students.

Education Support for Non-Chinese Speaking (NCS) Students:
Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school. Reading Buddies Scheme, Speaking skills training through games, books and e-Learning platform provide additional support and extensive learning for NCS students.

Curriculum Tailoring and Adaptation:
For students who need help in Chinese, English or Maths, the school conducts Remedial learning classes, Pull-out Remedial Classes and Enhancement Programmes for P.2-P.6 students. Two lessons of co-curricular activities per week are included in the timetable to enrich students' learning experiences.

Home-School Co-operation and School Ethos

Home-School Co-operation:
The school encourages parents' involvement in their children's education. Communication and cooperation between the school and parents are strengthened through PTA and their active participation in various school functions. Being parent helpers, they contribute tremendously in various areas, like arranging activities, being Reading, Lunch, Healthy, Speedy 'Mums and Dads' etc. Parents participate in all-round student learning activities together such as visits, exchanges, sports day, Christmas party and Chinese Culture Day etc.

School Ethos:
Maintain a good teacher-student rapport. Our students are well-disciplined and teachable. They enjoy learning and are ready to serve. The integration of Moral and Civic, Life Education, Religious, Guidance and Discipline in the school-based programme cultivate our students' good qualities and positive values.

Future Development

School Development Plan:
1. In pursuit of proficiency in biliteracy and trilingualism, as well as scientific inquiry ability, the school-based curriculum planning would be further developed and strengthened.
2. To enhance the qualities of teaching and learning strategies and promote e-learning in different key learning areas.
3. To strengthen the School-based Gifted Development Programmes in order to help our students realise their potential and attain their best.
4. To promote 'Arts and Sports Development Scheme' to exert student's multiple intelligences.
5. To promote STEAM education for strengthening students' comprehensive application knowledge and skills.
6. To foster School-based Life Education and implement National Education and National Security Education to establish positive values.
7. To enhance our students' creativity, critical thinking and problem solving skills.

Teacher Professional Training & Development:
Staff development workshops and programmes are arranged for teachers to support them in 'Life Education', 'Science', 'Technology and Coding Education', 'STEAM Education' and 'National Security Education'. To encourage teachers to participate in experience sharing activities both inside and outside school in order to develop a professional teaching team.

Others

Since 2009, After-school Care Service has been provided for needy students. Tutorial Service and group activities are conducted by experienced social workers and tutors from St. James' Settlement.



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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 Kwan Siu Mui	Ms. Chong Yan Wai	Established	Aided Whole Day	Girls	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Canossian Missions	Live by the Truth in Love	1869	Chinese	School Bus	About 4000 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Francis' Canossian College					
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$100	Fees for specific purposes \$450	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chapel, Gymnasium, Music Room, Computer Education Room, Remedial Teaching Room, Student Activity Room, English Language Room, Language Room, Visual Art Room, General Studies Room, General Purpose Room etc.				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		56
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	39%	69%	21%	13%	66%

Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	4	4	4	24
Mode of teaching at different levels	Activity approach and Small Group Learning are adopted for P.1 - P.6 pupils.							
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	Both formative assessments and summative assessments are practised. Through its diversified assessment, teachers examine the effectiveness of their teaching strategies. Teachers also identify learners' strengths and weaknesses and try to diagnose their learning problems. Tasks, project learning and classroom observation are also designed to facilitate the efficacy of the formative assessment.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed abilities.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	7	35 mins	7:55 AM	3:30 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To assist students in establishing a healthy lifestyle, activities are held in conjunction with the "School Certification Program," "Happy Fruit Month," and the "School Sports Promotion Plan." The school-based growth lessons integrate the four elements of the "4Rs Mental Health Charter" to enhance students' mental well-being.		Morning classes are conducted in a "cyclical week" format, with a six-day cycle; afternoon classes follow a Monday to Friday schedule. On Mondays through Thursdays, school ends at 3:30 pm, while on Fridays, it ends at 2:30 pm.		

Life-wide Learning

Life-wide learning is integrated across all subject areas, including Five Essential Learning Experiences to be provided through Key Learning Areas, extra-curricular activities and co-curricular activities (integrated curriculum for Primary 1 to 3, service learning for Primary 4 to 6, and STREAM courses). Additionally, diverse extra-curricular activities and gifted programs are arranged to develop students' potential; students are actively encouraged to participate in inter-school competitions, leadership training programs, uniform group activities, and volunteer services.

School Mission

Adhering to the school vision of the Canossian Daughters of Charity, we devote ourselves to creating a caring culture, providing holistic education. We deeply believe that each child possesses a unique personality and potential and all students can develop to their full capacity. By the love of Christ on the cross, we teach by words and example, influence life with life, enable students to make a clear distinction between right and wrong and establish the positive values.

School Characteristics

School Management
School Management Organisation: Managed by the Incorporated Management Committee. The school administration spreads under 4 domains, namely "Management and Organization", "Learning and Teaching", "Support to children and School Culture" and "Students Performance".
Incorporated Management Committee / School Management Committee / Management Committee: IMC was established in 2013/14.
School Green Policy: To implement environmental education by Whole School Approach. Let students practise sustainable lifestyle through multiple activities.
School's Major Concerns: "Values Education" and "Enriching Students' Learning Experiences," allowing students to develop holistically across six areas, practicing whole-person education. Emphasis is placed on values education to cultivate students' character based on the Canossian values of "Respect," "Gratitude," and "Responsibility," enabling them to become good citizens. Effective use of learning time creates space to enrich students' diverse learning experiences and integrates health elements to promote students' physical, mental, and social well-being.
Learning and Teaching Plan
Learning & Teaching Strategies: A variety of learning activities are organized to enrich learning experiences through a life-wide learning approach. Effective use of learning time enhances the utilisation of electronic learning resources, broadening learning spaces for extended learning and strengthening self-directed learning abilities. Emphasis is placed on students' holistic development, promoting arts education across four major areas: music, dance, drama, and visual arts. Each subject incorporates project-based learning and inquiry-based learning, allowing students to collaborate with peers through cooperative learning to construct knowledge and prepare for future learning.
Development of Major Renewed Emphases of the Primary Education Curriculum: Promote interdisciplinary school-based activities with the theme of "Angel 's Song" , to strengthen value education and cultivate students to become good citizens; strengthen students' national identity through flag-raising ceremonies, flag speeches, environmental decoration, etc.; reorganize the class timetable, combine healthy living elements, arrange different co-curricular activities, enrich students' learning experience, and expand students' diverse learning activity space while helping them to establish healthy living habits; strengthen innovative technology elements, optimize STREAM education to allow students to use creative thinking to study; connect with real situations, optimize cross-curricular learning, and allow students to comprehensively apply relevant knowledge and skills to conduct problem-based special studies.
Development of Generic Skills: Endeavour to develop students' communication, collaboration, creativity and critical thinking skills.
Cultivation of Proper Values, Attitudes and Behaviours: Our school adheres to the school motto of 'Veritas in Charitate Live by the Truth in Love'. The teaching of regular courses such as the school-based Personal Growth Education , Civic Education, Religious Studies, and other disciplines, work together with non-formal courses such as the school-based counselling courses, and religious activities, creating a religious atmosphere on campus. The mode of school-wide participation provides students a holistic learning experience to learn the spirit of Loving Christ, to adhere to positive values, to uphold good attitude and behaviour in daily life, and hence living out truth, goodness, and beauty.
Student Support
Whole School Approach to Catering for Learner Diversity: Implementation of 'Enhancement Groups' in the lower primary levels for the needs of students of different abilities, implement the 'Learning Support Team' for students with learning needs, provide tutoring session for P.1 to P.6 classes, arrange P.3-P.6 learning groups, tutorial groups to support students with learning differences.
Whole School Approach to Integrated Education: The Student Support Team using a Whole School Approach to support the students with special educational needs. Besides arranging Teaching Assistants to support the classroom teaching using collaborative teaching mode, we also organize After-school Support Services like 'Speech Therapy' group, 'Social Skills Training' group as well as 'Attention Training' group. Simultaneously, meetings with parents individually are often carried out so as to strengthen Home-School cooperation.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: 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: Mathematics and General Studies School-based Problem Solving Training, Chinese Language and English Language School-based Curriculum, P.1 to P.3 Curriculum Integration, P.4 to P.6 Service Learning have been developed. 'Using Putonghua as the medium of instruction for teaching the Chinese Language subject' has been implemented in all levels (P.1 to P.6) under the school's circumstances.
Home-School Co-operation and School Ethos
Home-School Co-operation: The Parent-Teacher Association has been formed for thirty years. To coordinate with the school development, a lot of activities such as seminars for parents, volunteering service, fundraising for school premises facilities, recruiting parent volunteers and picnics are carried out. PTA Newsletter is published every year to promote home-school communication.
School Ethos: The school ethos is simple. Teachers are diligent. Students are decent and teachable. The Civic Education Group cooperate with the Guidance and Discipline Group to implement school-based programmes to assist children growth. Arrange an orientation day for the P.1 new comers and Parents' Day for all levels. Spiritual activities are held for Catholic students. Good partnership is built between the school and the Parent-Teacher Association, organizing various activities, parents are willing to volunteer. The SFCS Past Students' Association can also unite the power of the past students and prolong a sense of belonging to the school.
Future Development
School Development Plan: Demonstrate the School-based Management spirit, establish the self-assessment culture; committed to the professional development of teachers so as to build up a learning community and to raise the Information Technology (IT) teaching level. Seeking for more resources to improve teaching, promote arts education to develop students' potential. Take initiatives to participate in curriculum reform, innovate new teaching ideas, develop school-based curriculum and diversified modes of assessment, make good use of assessment to promote independent learning. Enhance students' competence in bi-literacy and tri-lingualism by creating a good language learning environment. Reading habits are encouraged to broaden students' scope of knowledge.
Teacher Professional Training & Development: In response to the school development, matching with education trends, focusing on learning and teaching effectiveness, diverse training is provided for teachers to enhance the professional level.
Others
St. Magdalene Scholar Scholarship and Past Student Association Scholarship



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Tam Man Yee Millie	Ms. Lam Mei Ki	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					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Director in Hong Kong of St Joseph's College (Brothers of the Christian Schools)	Labour and Virtue	1968	English	School Bus	About 2380 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	Yes
St. Joseph's College					
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$160	\$470	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
8 (Computer Room, eLearning Activity Room, Music Room, Audio Visual Room, Remedial Teaching Room, Technovation Pod, Student Activity Room, Visual Arts 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				57	Total number of teachers in the school		65
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	44%	55%	29%	16%	55%	

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	P.1-P.6 (Whole Day)						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	2	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)	1		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Both formative assessment and summative assessment.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	All classes are of average ability.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	7:50 AM	2:50 PM	12:10 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To raise the awareness of school healthy life, pupils are always encouraged to bring water, fruits, juice and sandwiches as their snacks in school.		-		

Life-wide Learning

Various sports clubs and school teams, e.g. Football Team, Athletics Team, Swimming Team, English and Chinese Debate Teams, Chinese and English Public Speaking Teams, Mathematics Olympiad Team, STEM Gifted Programme, etc. For uniformed groups, there are Cub Scout, Grasshopper, Red Cross and the Young Pioneers of Christ, etc. Interest clubs include English "Speak and Shine" Workshop, Instrumental Classes, Drama Club, Coding, Foreign Languages, etc.

School Mission

The mission of St. Joseph's Primary School is to educate students in areas of moral, intellectual, physical, social, aesthetic and emotional development. This process will take place in an environment conducive to learning and in the context of interaction between staff and students. We believe that our mission and spirit is to impart a human and Christian education to those entrusted to our care within the Lasallian family, and to do so with FAITH, ZEAL and COMMUNITY.

School Characteristics

School Management

School Management Organisation:

Principal, Three Vice Principals, 57 teachers.

Incorporated Management Committee / School Management Committee / Management Committee:

Sponsoring Body Managers:

Bro. Jeffrey Chan, Ms M. Tam, Mr Y.C. Yung, Ms J. Leung, Ms V. Ma, Ms A.R. Sharma, Ms R. Chan, Mr K.K. Tam and Mr A. Wong.

School Green Policy:

A series of school activities are carried out to deal with the School Green Policy.

School's Major Concerns:

- 1. Be a good Samaritan: "Love your neighbour as yourself" [Luke 10:25-37]. (2024-2027)
- 2. Be a global citizen: Love our hometown, home country and home planet. (2024-2027)

Learning and Teaching Plan

Learning & Teaching Strategies:

From 2015-2016 onwards, the school provides teachers with professional development on e-Learning and arranges school-based talks, workshops, visits and sharing sessions so as to equip teachers with necessary skills to implement e-Learning and enhance the effectiveness of learning and teaching through e-Learning.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Please refer to the details of Annual School Plan and School Report. <https://www.sjps.edu.hk/school-plan-report-guideline/>

Development of Generic Skills:

Generic skills constitute the foundation in learning and enable pupils to learn effectively. Our school develops the generic skills of pupils through the learning and teaching of different subjects and different learning areas.

Cultivation of Proper Values, Attitudes and Behaviours:

The "Positive Education Programme" is launched to help students develop self-efficacy, sense of belonging as well as positive values and attitudes. To nurture a caring environment, the MCE and Personal Development curriculum have been refined to strengthen the mental growth of the students. Besides, the "Buddy Time" Scheme, the School Guidance Prefect Scheme and the Understanding Adolescent Project are devised to boost self-confidence, and instil leadership qualities and resilience in the students. To ensure an effective implementation of the aforesaid schemes and programmes, teachers are equipped with the necessary skills through a variety of seminars and workshops; whereas parents are provided with different channels to acquire positive parenting skills and enhance their positive values and attitudes towards their children.

Student Support

Whole School Approach to Catering for Learner Diversity:

Classes for the gifted and the less able pupils.

Whole School Approach to Integrated Education:

To help students realise their potentials, the Student Support Team and Student Guidance Team plan and implement four main programmes: the Personal Development Programme, the Whole School Approach Guidance Project, the Josephian Scheme, and the Big Brother Scheme. On top of these, many individual counselling sessions, workshops and seminars are launched to foster students' personal growth. With the 'School-based Speech Therapy Service', our speech therapy programmes have been developed. Speech & Language Therapists are specialists in the identification, assessment and support of individuals with speech, language and communication needs.

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

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

Curriculum Tailoring and Adaptation:

Curriculum Tailoring and Adaptation are introduced to cater for the needs of students' individual differences and societal changes.

Home-School Co-operation and School Ethos

Home-School Co-operation:

SJPS and parents are partners in educating our next generation. We aim at developing the lifelong learning attitude and capacity of our pupils in school. Parents support school in various ways, like taking up the role of assistants in the library. To initialize school into a good learning environment, the Parent-Teacher Association publishes a PTA newsletter annually and arranges a series of activities and various seminars for parents and students throughout the school year.

School Ethos:

Home-school co-operation can enhance the effectiveness of school administration and students' learning. We believe that in co-operation with parents, we work to shape the minds and characters of pupils not only with skills and knowledge, but also positive attitudes and values. The Discipline Team and the Student Guidance Team work hand in hand for the well being of pupils. We believe that prevention, development and remedial work are of equal importance.

Future Development

School Development Plan:

1. The School's major concerns of 2024-2027 primarily focus on nurturing students' whole-person development, civic responsibility and social skills. We aim to create an environment that supports students in becoming well-rounded individuals who make positive contributions to society and the world.

Inspired by the biblical teaching from Luke 10: 25-37, seminars and workshops will be organised to equip teachers with the knowledge to nurture students' positive values, compassion and interpersonal skills. Elements promoting interpersonal skills and empathy will also be integrated into both formal (school subjects) and informal curricula (service learning programmes).

2. Our school also focuses on developing students as global citizens who demonstrate love for their hometown, home country, and the planet. By promoting adherence to school regulations and local legislation, a sense of law-abidingness can be instilled in the students. Reward schemes, mediation and leadership training workshops are adopted and organised to reinforce positive behaviours. Curriculum development, exchange programmes and diverse educational experiences will deepen students' national identity and appreciation of their cultural heritage.

Through these initiatives, SJPS seeks to empower students to embrace their roles as responsible global citizens who contribute positively to their communities and beyond.

Teacher Professional Training & Development:

Teacher Professional Training & Development are practicalized according to the needs of students, referencing to education reforms.

Others

English and academic scholarships, study tours (e.g. Japan, Singapore, Mainland etc.) and Inter-school Competitions (e.g. Good People Good Deeds Writing Competition, Hong Kong Science Olympiad for Primary School, Hong Kong Young Writers Awards etc.)



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Fung Choi Wa	Ms. Kwan Pui Ling	Established	Aided Whole Day	Girls	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Sisters of St. Paul De Chartres	All Things to All Men (1 COR. IX:22)	1960	Chinese	School Bus	About 22176 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Paul's Secondary School					
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chapel, Music Rm, Computer Rm, General Study Rm, Visual Arts Rm, Library, English Wonderland, Multifunction Area, SGP's Rm, Medical Rm and Activity Rms.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment				48		Total number of teachers in the school		48			
Qualifications and professional training (%)						Years of Experience (%)					
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above		Special Education Training		0 - 4 years		5 - 9 years		10 years or above	
100%	94%	27%		57%		19%		27%		54%	

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		Diversified teaching and learning strategies and activities are adopted. To cater for the diverse needs of all learners, students are encouraged to participate in group learning and small group discussions.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	1. A diversified assessment approach has been adopted, emphasising formative assessment alongside assessment. This allows teachers to monitor students' learning progress, provide immediate feedback, and adjust teaching strategies as needed. 2. At the beginning of each academic year, the updated assessment and homework policies are distributed to all stakeholders through school intranet.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Students with mixed abilities are evenly distributed among the four classes of each level.				

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	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The school is dedicated to helping students to live an active and healthy life. The school and parents work together to ensure the quality of lunchboxes provided by the lunch suppliers, and to promote the importance of healthy eating and regular exercise.		-		

Life-wide Learning

Various kinds of extra-curricular activities and gifted education programmes including basketball, volleyball, badminton, table tennis, swimming, athletics, choir, instrumental classes, orchestra, Chinese Orchestra, Chinese dancing, uniform groups such as Brownies, Community Youth Club and Young Pioneers of Christ, Young Elite in STEAM, Olympiad Maths Course, Arts Ambassadors-in-School Scheme, School Promotion Ambassadors, Campus Ambassadors and English Ambassadors...etc, are organised to develop and enhance students' multiple intelligences.

School Mission

The school is committed to providing an all-round education to students based on Catholic values and preparing them to have a positive attitude towards themselves and others.

School Characteristics

School Management

School Management Organisation:

The school is managed by The Incorporated Management Committee of St. Paul's Primary Catholic School. The school management spreads under four divisions, namely 'Management and Organisation', 'Learning and Teaching', 'Student Support and School Ethos' and 'Student Performance'.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of St. Paul's Primary Catholic School

School Green Policy:

The school aims to nurture students to take responsibility for environmental protection. Environmental protection information is integrated into the school curriculum.

School's Major Concerns:

- 1. Area of Concern 1 - "Strengthening values education and showcasing arts capacity"
- 2. Area of Concern 2 - "Catering for learner diversity and enriching learning experiences"

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. A multi-dimensional, interactive and student-centered learning approach has been adopted so that students can acquire knowledge, master generic skills and foster proper values and attitudes through organic integration and natural connection.
- 2. STEAM Education is promoted through Science, Technology, Engineering, Arts and Mathematics as access points to help students boost computational skills, nurture inquiring minds and develop creativity.
- 3. Students' creativity is fostered through diverse cross-disciplinary activities and artistic strategies, encouraging them to appreciate and contribute to beauty, truth, and goodness in life.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. The school-based curriculum is further enhanced by incorporating national education, national security education, values education, STEAM education, media and information literacy into Key Learning Areas in order to enrich students' learning experiences.
- 2. Diversified learning experiences are provided for students to achieve whole-person development and establish a solid foundation for lifelong learning.
- 3. Curriculum planning is further optimised to encourage students to use their learning time effectively for diversified and meaningful learning activities.
- 4. A healthy lifestyle is developed by students, and an interest in artistic activities along with basic appreciation skills is cultivated.
- 5. Students are encouraged to embrace interdisciplinary STEAM learning, focusing on hands-on activities and problem solving, while integrating art, technology, engineering, and mathematics to create real-life applications.

Development of Generic Skills:

The priority generic skills are infused into the school-based curriculum to enrich learning experiences and to develop multiple intelligences.

Cultivation of Proper Values, Attitudes and Behaviours:

The school is committed to foster students' whole-person development via the implementation of the school-based Life Education programme and the infusion of positive values across the curriculum. Students' positive attitudes and values are nurtured through daily life contexts so as to meet students' growing needs and changes of the community. Students are cultivated to be global citizens with positive attitudes and values, the courage to be responsible, and the ability of self-reliance in preparation of facing adversity.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Programmes include Gifted Education training, Remedial Classes and Growth Groups are organised to promote student growth and diversified development.
- 2. Adaptation measures for P.1 and P.6 students are implemented to help them with the smooth transition in different stages of education.
- 3. Through various programs like Guardian Angels and Big Sisters Scheme, senior students are trained to care for and support their junior peers, fostering mutual growth and creating a culture of peer compassion.

Whole School Approach to Integrated Education:

- 1. The school-based student support policy is consistently refined and a mechanism of early identification and early intervention is set up to grasp an early understanding of the situations of the students with special needs.
- 2. By organising school-based enhancement groups and inclusive activities, coteaching with teaching assistants and utilising resources in the community, appropriate support such as differentiated teaching and assessment accommodations is provided for them.
- 3. Home-school cooperation is strengthened to enhance the effectiveness of the support 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. Ample opportunities are provided for non-Chinese-speaking students to showcase their strengths and potentials, thereby enhancing their confidence and promoting diversity and inclusion.

Curriculum Tailoring and Adaptation:

According to students' abilities, interest and learning performance, engaging learning materials are tailored and effective teaching strategies are applied to help students reach their potentials the fullest and develop a sense of achievement.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. The school places great emphasis on building and maintaining a good home-school relationship through PTA, parent volunteer team, parent seminars and workshops, parent-child activities and a dedicated hotline for parent-teacher communication.
- 2. The school is committed to promoting parental education by organising various activities and courses, enabling parents to understand and practise positive discipline concepts and communication skills.

School Ethos:

- 1. Diversified activities, workshops and seminars are organised to have stakeholders understand the school mission with affirmation to order to align with the implementation of Values Education.
- 2. Different strategies such as inclusion promotion and service-learning are adopted to establish a harmonious and caring school culture. The spirit of mutual respect is nurtured in students.
- 3. Various award schemes are established to encourage students to build self-management skills and develop a sense of belonging.

Future Development

School Development Plan:

- 1. Rooted in the core values of Catholic education 'justice' and 'truth, students are cultivated to embrace responsibility, respect others, discern right from wrong, and seek truth. Positive education is deepened to foster a growth mindset and positive emotions in our students.
- 2. Catering for learner diversity and developing students' multiple potentials.
- 3. Facilitating creative arts initiatives to enhance students' knowledge and genuine engagement with Chinese culture.

Teacher Professional Training & Development:

The school encourages teachers to take part in various pedagogical seminars and academic sharing sessions so as to strengthen the learning and teaching effectiveness as well as to enhance the quality of teaching.

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. Ng Jonathan Yee	Mr. Yu Tat Chi	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Tung Wah Group of Hospitals	Diligence, Frugality, Loyalty, Faithfulness	1958	Chinese (incl.: Putonghua)	Nanny van	About 2000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English room, Creative Space, real time distance learning room, central library, music room, visual-art room, student counselling room, student activity centre.				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment				34	Total number of teachers in the school		36
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years		5 - 9 years	10 years or above
100%	100%	28%	61%	17%		19%	64%

Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	2	3	3	3	17
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	3	2	3	3	17
Mode of teaching at different levels	We conduct small class teaching for P.1-P.6 students. We use various teaching strategies such as e-learning, self-directed learning and Cooperative learning are adopted.						
Remarks	-						

Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	There are one formative assessment and one summative assessment in each term. Both non-written and written assessments are carried out in Mathematics. Teacher evaluation, peer-evaluation and student self-evaluation are included in the Project Learning.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Small class teaching: no more than 26 students in a class. The Chinese language are divided into Cantonese-medium classes and Mandarin-medium classes.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:15 PM	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students must stay at school for lunch.	1. Active School Scheme; 2. Participate in the SportAct Reward Scheme; 3. EatSmart@School.hk Accreditation Scheme; 4. Hi-Five Student Engagement Award Scheme.		1. Establish a "Youth Performance Stage" and conduct cultural or recreational activities; 2. Extra-curricular activities are provided on Saturdays and after-school up to 5:30p.m. in weekdays; 3. Positive Campus Broadcasting Studio promotes messages of positive education.		

Life-wide Learning

The extracurricular activities include more than thirty items related to different disciplines, in order to cultivate whole person development. In addition, students are encouraged to participate in various life-wide learning activities within and outside the school, as well as overseas exchange. These opportunities provide students with diverse choices for participation and fostering personal growth.

School Mission

To provide a holistic education for young people through the creation of a positive learning environment so that they can develop their full potential and become good citizens equipped with knowledge and skills, an ability for independent thinking, a sense of responsibility and social consciousness together with a proper sense of values and a positive attitude towards life.

School Characteristics

School Management

School Management Organisation:

The school has been managed by Tung Wah Group of Hospitals.

Incorporated Management Committee / School Management Committee / Management Committee:

The IMC was established in 2006. Members of the IMC include teaching staff and parents. The purpose of the IMC is to manage the school and to enrich education in the school.

School Green Policy:

Implementing green education according to green organization policy of Tung Wah Group.

School's Major Concerns:

1. Develop children's positive values to encounter the challenges in learning and life, the ability to show their potential, care for others, know self-study, pursue excellence, strong language skills, Mathematics and science.
2. With the aim of cultivating a "Love for learning and learning to love", "Change to become better", "Hope for future", "Passion for well-being", and "Success for everyone", we strive to achieve these goals for our students.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. 2 Native English Teachers to establish the English environment for enhancing children's speaking and writing skills;
2. Emphasizing "Learning by Doing", "Reading to learn", "Self-learning", "Life-wide Learning" ;
3. One Sports/Arts in Life for P.1 students in musical instrument training; Swimming has been the compulsory module in P.2 PE lessons.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen values education, cultivate positive values in students through positive education, moral education, and national security education.
2. Promote self-directed learning with BYOD program and learning platform.
3. Through various subjects and extracurricular activities, popularize and optimize STEAM education.
4. The whole school participates in caring for students' diversity.

Development of Generic Skills:

Integrated lesson includes elements of STEAM education, national security education, and skill-oriented curriculum for cultivating the nine generic skills of the pupils.

Cultivation of Proper Values, Attitudes and Behaviours:

1. Our vision is to nurture student to become a 'BETTER ME' and to lead a 'BETTER LIFE'. "Every student is a STAR".
2. Establish a "Positive Campus Broadcasting Studio" to train students to promote positive messages to the entire school community.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. The student support team, including two social-workers, providing appropriate guidance and support services.
2. School-based Speech Therapy Services is provided for students with special educational needs in speech and language. A school-based educational psychologist provides professional assessments and guidance.
3. Establishing learning groups to enhance students' learning and social efficacy.

Whole School Approach to Integrated Education:

Core members of student support team including special educational needs coordinator (SENCO), discipline in charge, special educational needs support teacher (SENST), school social workers and school-based educational psychologist. Meeting held regularly for case discussion and follow up, keep contact with parents on student progress.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; 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. Providing counselling and remedial class.

Curriculum Tailoring and Adaptation:

1. Tailoring learning materials for supporting learners' diversities;
2. Modify the examination and assignments materials for SEN students in lower level;
3. Established a "Talent Pool" for recommending gifted students in external program for the gifted and talented;
4. Established "Little Linguists Team" to strengthen pupils' speaking abilities, including Cantonese, Putonghua and English. The team will regularly engage in community service activities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Parent involvement contributes to promote school development as members of the IMC and PTA;
2. Organizing a "Parenting Course for P1 students" to assist parents in facilitating their children's adjustment to the changes in learning and growth.
3. Establishing a Parent Volunteer Team to enhance the sense of belonging for both parents and students towards the school.

School Ethos:

1. Sustain tradition of simplicity and harmony within a loving and caring school atmosphere; Nurture pupils to be enthusiastic in learning, be respectful, helpful and devoted to their school life;
2. The teaching team is full of enthusiastic in educating pupils;
3. Pupils, parents and alumni support the school positively.

Future Development

School Development Plan:

1. Cultivating 12 main positive values and attitudes for students.
2. Proficiency in English and Chinese languages: enthusiastic in reading, active interaction, positive and effective expression;
3. Promoting self-directed learning: manifest the skills for collaboration: skills in problem-solving, reasoning, and self-learning.
4. STEAM Education - cultivating students' abilities to engage in hands-on activities and problem-solving, equipping them to face various challenges.

Teacher Professional Training & Development:

1. Staff development workshops and programmes are arranged for teachers to support them in 'Positive Education', and 'STEAM Education'.
2. School-based sharing sessions on teaching, lessons observation and Weekly co-planning sessions in core subjects.

Others

1. Introducing emerging sports courses such as dodgeball and whirlball.
2. Arrange international assessments for students to affirm their international standard.
3. External Awards Report Scheme to report external awards, to recognize students who actively participate in extracurricular activities or competitions and have won awards outside of school.



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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Dr. Lau Wing Yin Verena	Mr. Yu King Tsz	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 kind, happy, aspiring and hard-working	1954	Chinese	School Bus	About 6000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
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
-	-	-	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	School Campus System and Infrared Temperature Measurement System.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
A school hall, a campus TV station, a library, a STEAM Room, a VR Room, a music room, a visual arts room, an English activity room and multi-purpose rooms.				Visual fire alarm system.

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

Number of teaching posts in the approved establishment			12	Total number of teachers in the school		12
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%	50%	75%	-	8%	92%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	0	0	0	0	2	2	4
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	Implement the activity approach in in Primary 5 to Primary 6. Implement Bring Your Own Device (BYOD) in Primary 5 to Primary 6.								
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	No
Number of test(s) per year (P2 to P6 only)		2	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. Academic performance is assessed by means of tests, exams and formative assessments. 2. Students' generic skills such as communication skills, critical thinking skills, collaboration skills and problem solving skill are assessed through project learning and inquiry learning. 3. Students' conduct are assessed through daily observation.						
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.5-P.6 classes are streamed according to students' ability. Students with the same ability will be grouped in the same class to cater learners' diversity.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:00 PM	12:00 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and students bring their own lunch.	The School is awarded with the Accreditation Certificate issued by the Eat Smart School Accreditation Scheme to acknowledge her effort in promoting a holistic eat healthy policy. The school also joined school sports programme from Leisure and Cultural Services Department.		Drinking fountains are available to provide students with sufficient drinking water. After lunch, there is a lunch recess starting from 12:45p.m. to 1:10p.m.		

Life-wide Learning

Flag-raising Team, Community Youth Club, Chinese Folk Dancing, Chinese Drum, Chinese Opera, Table Tennis Team, Athletic Team, Swimming Team, Badminton Team, Rope Skipping Team, Visual Arts Team and STEAM Team; Educational Visits, Study Tours outside Hong Kong and Career Planning Activities.

School Mission

We provide an all-round education for students. We foster students to be good citizens with positive values and attitudes. Through an integrated life-wide approach we instill good ethics like co-operation, modesty and caring for others into all students.

School Characteristics

School Management

School Management Organisation:

With the joint effort of the teaching and non teaching staff, and under the supervision of the School Management Committee, the School Head leads the school to implement the school plans and policies.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee has been set up since 1999. It consists of an officer appointed by Education Bureau, the School Head, two teacher representatives, two parent representatives and two independent members. Under the supervision of this committee, we strive to achieve efficient and effective school management to enhance quality education.

School Green Policy:

Promote green concepts and cultivate green habits through comprehensive environmental learning activities within and beyond the school timetable.

School's Major Concerns:

- 1. Broaden students' exposure and increase their self-confidence through participating in different activities;
- 2. Enhance students' positivity through other learning experiences beyond the classroom.

Learning and Teaching Plan

Learning & Teaching Strategies:

Through teachers' co-planning, interactive learning tasks with eLearning elements are designed according to the abilities, aiming at providing sufficient learning opportunities for students. E-learning and co-operative learning strategies are adopted in the lessons to develop students' self-regulated learning skills. School based Personal Growth Education Curriculum, Integrated and life-wide programme are implemented which aim at fostering students' positive values and attitudes. All-round learning activities, including sports, music and arts programmes, educational visits and off-shore-study tours are also provided to enrich students' learning experience.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school aims at nurturing students to become a all-rounded person through the integration of National Security Education, Value Education and STEAM Education into the school based curriculum. With the flexibility of learning time and the implementation of cross curricular activities, students are given more learning opportunities to develop their talents.

Development of Generic Skills:

Develop students' generic skills through project learning and various activities within and beyond the timetable.

Cultivation of Proper Values, Attitudes and Behaviours:

Combining a wide array of values, such as ethics and morality, civic education, life education and sex education, school assemblies and school-based Personal Growth Education provide students with comprehensive learning experience through various cross-curriculum learning activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

Cater students' individual needs by diversifying the instructional design in classroom teaching and learning activities and employing flexible assessment strategies. Provide after-school remedial classes for new immigrants and non-Chinese speaking students.

Whole School Approach to Integrated Education:

The school has implemented a whole-school approach to Integrated Education. Our school uses the learning support grant and school-based speech therapy services to provide appropriate support to students with educational needs such as remedial learning groups, teaching adaptation and assessment accommodation, speech therapy services and individual education plan.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school. Teaching assistants provide in-class support for NCS students in Chinese lessons. After-school homework tutorial classes are also provided to NCS students.

Curriculum Tailoring and Adaptation:

Schedule co-planning meetings for Chinese, English, Maths and General Studies teachers to develop and design teaching and learning materials to cater for the diverse needs of students. For gifted children, they help to assist the less able ones through taking part in various school services and activities. And these in return provide them with lots of chance to extend their potential.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We value the voice of every parent. Voices of parents are heard through conducting surveys and organizing home-school meetings. We also set up the parent volunteer team and organize parent talks and workshops to encourage parent involvement in school activities. Our school is supported by an enthusiastic and devoted group of PTA members. Events held by the PTA include various parent-child social and educational activities such as PTA day camp and workshops etc.

School Ethos:

- 1. Our students are courteous, honest and disciplined. Our school emphasizes moral education, especially focused on introducing the 3S—self-confidence, self-motivated and self-disciplined.
- 2. Our school promotes a caring and inclusive school culture through the implementation of whole-school approach. Different groups are provided for students who have special educational needs.
- 3. Student leaders and uniformed groups are appointed by the school to foster students a sense of belonging to the school.

Future Development

School Development Plan:

- 1. Broaden students' exposure and increase their self-confidence through participating in different activities.
- 2. Enhance students' positivity through other learning experiences beyond the classroom.

Teacher Professional Training & Development:

To enhance the effectiveness of teaching and learning, teachers actively take part in teacher professional development seminars after school, as well as collaborative teaching preparation, lesson observation and sharing. Furthermore, the school collaborates with local universities and EDB every year to enhance learning and teaching effectiveness.

Others

- 1. Implement BYOD (Bring Your Own Device) in Primary 5 to Primary 6 to promote eLearning.
- 2. Actively participate in the school-based support programmes which can enhance the school development.
- 3. Develop a school-based coding programme and implement a scientific inquiry learning approach to promote STEAM Education in school.
- 4. Develop a school-based English reading and writing curriculum to enhance English teaching and learning.



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Not
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Lo Wing Kum	Ms. Lam Ngan Yin	Not Applicable	Private 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					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Catholic Diocese of Hong Kong	In Constantia Fortitudo	1958	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 8118 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Raimondi 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
\$58,800	-	\$100	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	2	1	1	Grotto, Canteen.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Music rooms, Student Guidance room, Prayer room, Visual Arts room, General Studies room, Gifted Education Learning Centre, Information Technology Learning Centre, Campus TV, English activities room and Multi-purpose room.				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		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
89%	96%	23%	-	41%	13%	46%

Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	5	4	4	5	4	4	26
2025/2026 school year		No. of classes	4	5	4	4	5	4	26
Mode of teaching at different levels	Teachers use different teaching strategies, such as collaborative learning, group discussion, etc. Teachers use a wide variety of coursework to consolidate and enhance learning of topics and materials.								
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)	2	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	1. Formative assessments are used in Primary 1. 2. There are two tests and two exams per year for Primary 2-5, and three exams for Primary 6, Primary 6 have three exams. 3. For Chinese, English, Mathematics and General Studies, a summative assessment approach is used, while other subjects employ a diversified assessment approach.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Students are grouped on a random basis.				

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:10 AM	3:00 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Green Ambassadors are appointed to promote good personal hygiene and help maintain good environmental hygiene.				

Life-wide Learning

Cub Scouts, Brownies, Red Cross Junior Link, Road Safety Patrol, Flag-guards, Community Youth Club, Young Pioneers of Christ, School Sport Teams including Athletics, Basketball, Badminton, Football, Swimming, Fencing, Rope Skipping, etc. School Music Teams including Choirs, String Orchestra, Wind Band, Instrumental classes, Drama, Choral Speaking Team, Mathematical Olympiad Training, Latin Dance Class, Snooker Course, Martial Arts Class, Sky Dream STEM Course and Chinese/English Debate Teams.

School Mission

Our school shares the universal mission of Catholic schools of whole person education. Consistent with the school motto "In Constantia Fortitudo", we shall guide our students to persevere in their quest for knowledge, help them nurture a positive attitude towards learning, develop their potential and build their sense of commitment towards the community. It is the school's aspiration for all students, teachers and members of staff to experience the spirit of love and understand the teachings of the Gospel through school life and the curriculum.

School Characteristics

School Management
School Management Organisation: Sponsoring Body, School Management Committee, Supervisor, Principal, Administrative Committee, Functional Teams.
Incorporated Management Committee / School Management Committee / Management Committee: School Management Committee
School Green Policy: 1. Have lunch in the classroom, and use non-disposable crockery and cutlery. 2. Utilise the modest garden to grow flowers, herbs and small plants on campus.
School's Major Concerns: 1. Use different teaching strategies and promote self-directed learning. 2. Use the five Catholic core values as a foundation, in conjunction with the ten priority values and attitudes, to nurture students' values and attitudes toward life.
Learning and Teaching Plan
Learning & Teaching Strategies: Teachers use various online teaching tools during lessons to help students explore and build on concepts guided by teachers. Students' curiosity is stimulated through group activities and discussions to equip them as life-long self-directed learners. Good reading habits developed by students improve their language skills by building up their vocabulary bank.
Development of Major Renewed Emphases of the Primary Education Curriculum: Strengthening values education; Maximising lesson time use and creating space for students to develop physically and mentally; Enriching life-wide learning experiences and promoting whole-person development; Improved accommodation for learner diversity; Reinforcing STEAM education; Strengthening cross-curricular learning and reading across the curriculum.
Development of Generic Skills: Interdisciplinary learning, project learning, scientific investigation & experimental activities through different extracurricular activities help students to apply their newly acquired knowledge in their daily lives.
Cultivation of Proper Values, Attitudes and Behaviours: 1. Values of moral education are shared with students through daily assemblies to deepen students' understanding of positive values. 2. Provide opportunities for students to practise positive behaviours through different positive value activities. 3. Positive campus culture is cultivated. Teachers and students love and appreciate each other and establish a relationship of mutual trust. 4. Nurture positive attitudes and values in students. Inspirational quotes are displayed throughout the school campus to inspire and motivate students.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. All students participate in a general enrichment programme. Gifted students are selected for the pull-out programme. 2. An on-site Educational Psychologist, Educational Psychologist Assistant and Student Guidance Officer take care of students with special learning needs.
Whole School Approach to Integrated Education: 1. A student support team (an Educational Psychologist, an Educational Psychologist Assistant, a School Guidance Officer, a Chief Counsellor and teachers of the School Guidance Team) help students integrate learning with their social life at school through emotional and learning support. 2. 'Fly with Me' Big Brother and Big Sister Programme. 3. Integrated Education: There is a supporting group for transfer students to help them adapt to Campus life.
Curriculum Tailoring and Adaptation: Tailor-made programmes to cater to students with different learning abilities and special needs are made, and adjusted at regular follow-up meetings as needed.
Home-School Co-operation and School Ethos
Home-School Co-operation: The Raimondi College Primary Section Parent-Teacher Association (RCPSPTA), established in 2014, aims to strengthen the parent-teacher relationship, advancing student welfare and facilitating effective communication between family and school. - RCPSPTA organizes regular seminars and workshops for parents by leading experts in their fields. - Parent volunteers assist in launching different activities to enhance home-school cooperation. - Organize tea gatherings with the Principal and parents to foster home-school communication and collaboration.
School Ethos: The School pledges to uphold the ethos of compassion and humility, and cultivate resilience and positive attitudes among students. It is committed to creating a caring and supportive environment where the spirit of perseverance is manifested and the importance of self-discipline is emphasized.
Future Development
School Development Plan: 1. Continuously improve students' ability to apply higher-order thinking strategies and skills. 2. Strengthen students' ability for self-directed learning. 3. Cultivate students' sense of responsibility and perseverance. 4. To enhance a positive school environment to promote students' physical and mental health.
Teacher Professional Training & Development: 1. Spiritual formation is conducted for all Catholic teaching staff, aiming at cultivating spiritual life among colleagues, to manifest a sense of unity. 2. Organize Teacher Development Days, professional development workshops for teachers, collaborative lesson preparation and peer lesson observation.
Others
1. Joint School Music Competition 2025 - Strings Orchestra (Primary) Gold Award; 2. Joint School Music Competition 2025 - Wing Orchestra (Primary) Gold Award; 3. Hong Kong Island East Area Inter-Primary Schools Athletics Boy's B 4x100 Relay Competition :Champion; 3. Hong Kong Future Cyclists Race Series: Champion; 4. 76th Hong Kong Schools Speech Festival Putonghua-Choral Speaking: 2nd-runner up.



聖保祿學校 (小學部)

St. Paul's Convent School (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
Sister Koo Sui Sang Susan	Ms. Ko Suk Pui Magdalena	Not Applicable	Private Whole Day	Girls	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Sisters of St Paul de Chartres	All things to all people	1864	English	School Bus	About 8826 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Paul's Convent School			-	-	
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
\$55,000(P. 1)	-	-	-	Application Fee \$50.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Badminton Court, Chapel, Changing Room, Janitor Staff Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Rooms for Music, G.S., R.E., Language, Art, Reading, Mathematics, Computer, Conference, Guest, Sick, Staff, Dance.				Ramp, Accessible lift and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		63
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
83%	86%	41%	14%	7%	22%	71%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		Information technology is integrated with diversified pedagogy. A variety of reading schemes is conducted to help pupils cultivate good reading habits.								
Remarks										

Performance Assessment

Number of test(s) per year (P1 only)		2	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		2	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	1. On-going assessments on daily performance and regular tests are carried out. 2. Project based learning is conducted. 3. Summative assessments are carried out at the end of school terms.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							No
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							No
Streaming arrangement	Mixed abilities.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	8:30 AM	3:00 PM	12:05 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Students can participate in the Primary School Physical Fitness Award Scheme, SportACT Award Scheme, School Cleaning Day and various services.				

Life-wide Learning

Ball Games (Basketball, Badminton, Table-Tennis, Mini-Volleyball, Volleyball), Dance, Drama (Chinese and English), Gardening, Athletics, Craft, Brownies, CYC, Hospitality, Choir, Computer, Stamping-Collecting, Religious Activities, Knitting, Chess, Sewing, Sign Language, Chinese Painting, Guitar, Fencing, Kung Fu, Chinese Dance.

School Mission

The school aims at giving an all-round education to students based on Christian values and preparing them to have a positive attitude towards themselves and others so that they can face the challenges of their future life.

School Characteristics

School Management
School Management Organisation: School-based management which includes committees such as curriculum planning, information technology, discipline, counselling, pastoral care, moral education, extra-curricular activities, library, health care, staff development, etc.
Incorporated Management Committee / School Management Committee / Management Committee: School Management Committee
School Green Policy: Different facilities are provided to support environmental protection such as the backyard, roof garden, the Food Waste Machine, recycle bin for aluminium cans, paper and plastic bottles. There is solar system for saving energy on the roof.
School's Major Concerns: All things to all people.
Learning and Teaching Plan
Learning & Teaching Strategies: Block time-table catering for diversified activities is implemented. Peer learning and activity approach are involved in pupils' learning. A cross-curricular approach is adopted to enable learners to establish meaningful links among concepts and ideas acquired in different key learning areas and to facilitate the implementation of thematic teaching.
Development of Major Renewed Emphases of the Primary Education Curriculum: To improve students' comprehensive quality as well as their ability to cope with the rapid changes in society, we have included related materials to our school curriculum in particular with emphasis on Values Education, namely Life Education, Civic Education and National Security Education. We aim to instill positive values among students and raise their awareness of caring for their families, schools and the country. To broaden students' learning experiences and promote their whole-person development, we conduct a large variety of meaningful activities, both inside and outside the classroom. Different teaching strategies are adopted to cater for student diversity and to encourage students' creativity. Our ultimate goal is to equip students with the skill sets and mindsets they will need to take on the challenges and opportunities for tomorrow.
Development of Generic Skills: Generic skills are developed through the learning and teaching of the KLAs, taking into account of the contexts and activities of each subject. For example: project learning, reading, games, interactive learning on the Internet.
Cultivation of Proper Values, Attitudes and Behaviours: Positive values and attitudes, which is also the school's core value, is inculcated into our daily school life through morning assemblies, Moral lessons, Religious Education, Classmistress Periods and a number of activities. To raise areas of concern and development, one-to-one interactions between teachers and students, including our Student Guidance Officer from Pastoral Care Team, are conducted during lunch break.
Student Support
Whole School Approach to Catering for Learner Diversity: 1. After school enrichment class. 2. Small-class teaching is adopted for Chinese and English Writing lessons to cater for different learning abilities. Small-class teaching is also implemented in P.E., Visual Arts and English Oral lessons. 3. Chinese Studies is provided to the non-Chinese students. 4. Speech Therapy and Assessment are provided to cater for children's special needs.
Whole School Approach to Integrated Education: Not applicable.
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. Small class teaching.
Curriculum Tailoring and Adaptation: Theme-Based Teaching and the application of multiple intelligence to design classroom activity.
Home-School Co-operation and School Ethos
Home-School Co-operation: Parents' Gathering serve as a channel for enhancing understanding between parents and school. There are Parents' Gathering for each grade. Parents' seminars are also held. Professionals are invited to give talk on parenting. Besides, parents could share their experiences by writing in the Pastoral Care Bulletin. There are also activities of parent-children involvement such as pilgrimage, Sports Day, Swimming Gala and community services of flag selling.
School Ethos: Ours school aims at developing students' awareness and concern to the society and their self-dependent ability. Throughout the year, a variety of activities such as visits, workshops and community services are organized to train students to be polite, loving and caring persons.
Future Development
School Development Plan: Computer courses are run to enhance teachers' IT skills. Regular Staff Development Activities are organized for teachers to share and exchange views and practices of teaching to meet the needs of pupils and school. Teachers also participate in different courses for their own professional development. Peer observation and collaborative teaching are carried out to improve learning and teaching. Self evaluation and appraisal are conducted annually to ensure teaching professionalism.
Teacher Professional Training & Development: Regular Staff Development Activities are organized for teachers to share and exchange views and practices of teaching to meet the needs of pupils and school. Teachers also participate in different courses for their own professional development. Peer observation and collaborative teaching are carried out to improve learning and teaching.
Others
-



香港真光中學附屬小學暨幼稚園

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Not applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Man Yuk Ming, Arita	Dr. Tai Wing Yin	Not Applicable	Private Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The True Light Middle School of Hong Kong Board of Committee	You are the Light of the World	1872	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 30000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
The True Light School of Hong Kong				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
\$63,650(10 instalments)	-	\$70	-	Textbooks, Visual Arts Materials fees, etc.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
28	1	1	1	Organic farming and fishery Garden, Reading Oasis, General Studies Room and Visual Art Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Indoor Swimming Pool, Student Activity Room, Computer Room, Music Rooms, Library, Gymnasium, Sports Ground, Archery Venue, Parents' Room, Campus TV.				-

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		40
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	35%	-	42%	12%	46%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	4	4	5	3	3	3	22
2025/2026 school year			No. of classes	4	4	4	5	3	3	23
Mode of teaching at different levels		Remedial Teaching Program, Extended Learning Program, Enrichment Program, etc.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)		2	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		2	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	eLearning Program (Upper Primary Classes). Chinese, Mathematic and English subjects: Tutorial classes. Visual Arts and Physical Education Formative Assessment Reports.						
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.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	40 mins	8:00 AM	3:30 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and or delivered by parents.	"Healthy eating habit and Love the Earth Campaign"		Assembly: Guidance Program, National and Civic Education, Project Learning Physical Exercise. Morning Prayer: Christianity-based Topic.		

Life-wide Learning

Student Union, Scout Cub, Community Youth Chest, Choir, Percussion Band, Drama Club, Swimming Team, Basketball, Badminton, Football and Tracks and Field Team, Art and Craft, Cookery, Hip Hop, Ballet Dance Group, Violin, Cello, Philharmonic Band, English Oral, Putonghua Fun Group, AI and STEM activities.

School Mission

Our school vision is to educate our students in a whole-person approach, let students do the right things and be the "light" of the world.

School Characteristics

School Management
School Management Organisation: School Affairs: principals and vice-principal of Secondary, Primary and Kindergarten Sections Administrative Affairs: Principal, Middle management and teacher representatives Academic Team: all subjects, ECA, IT panel chairpersons
Incorporated Management Committee / School Management Committee / Management Committee: Board Committee: members from education, social service, construction, legal, medical, accountancy, business and alumni sectors.
School Green Policy: 1. Fish and Vegetables Program 2. Grow more plants in school 3. Join in "Green School Program", "Waste Reduction" and other activities organized by NGO
School's Major Concerns: Develop and promote students' higher order thinking skills, positive value education and speaking skills and attitude.
Learning and Teaching Plan
Learning & Teaching Strategies: eLearning Program (Primary Four to Six) 8 periods a day; 40 periods a week; Every period: 40 minutes; Lunch hour: 12:20-1:20 p.m.; School starts: 8:00 a.m.; ends: 3:30 p.m.; Learning through experiences (Student Union, Scout Cub, Fellowship) in the wild life; challenging camps; cultural exchange program; study tour in the Mainland, England, Australia and other countries; P.E. EDB "Seeds" Program.
Development of Major Renewed Emphases of the Primary Education Curriculum: National Education through flag raising every week, special occasions and display national data. Students are open to join study tour abroad.
Development of Generic Skills: Cross curriculum, eLearning, Project learning, cooperative teaching and learning and reading scheme.
Cultivation of Proper Values, Attitudes and Behaviours: Positive Thinking and Attitude 2020-2021 Try Your Best, Face challenges with courage. 2021-2022 Learn how to appreciate, Thanksgiving for everything we have or not having 2022-2023 Love learning, Exploring environment 2023-2024 Unity and fairness
Student Support
Whole School Approach to Catering for Learner Diversity: 1. Reading Program: Parent and children Reading Scheme, Extensive Reading Scheme, Reading Day Camp. 2. Project learning. 3. Teaching and Learning in dynamic grouping. 4. Enhancement Tutorial classes after school.
Whole School Approach to Integrated Education: School-based Approach Program.
Curriculum Tailoring and Adaptation: 1. Mathematics Elite class 2. Sports Elite Groups: track, badminton, volleyball, skipping and oriental dance 3. Leadership training: scouts, student union, prefects 4. Subject remedial class
Home-School Co-operation and School Ethos
Home-School Co-operation: Parent-Teacher Association has been established for more than fifty years. Organize talks, seminars, and workshops through the year; Parents as volunteers (storytelling, roster duty, news report, campus TV, organizers of Sports Day activity, bible reading, parenting styles courses, etc.).
School Ethos: 1. Summer Courses: Swimming, English course, musical instrument, Maths course. 2. Lunch: Parents provide their child(ren)'s lunch boxes, delegated lunch provider. 3. Parents get involved in the school management and running.
Future Development
School Development Plan: 1. Life Education 2. Positive core values 3. iPad Learning, STEM, AI 4. Fun reading program.
Teacher Professional Training & Development: Teachers need to attain 150 hours to attend seminars, courses and school-based professional training in three years' time.
Others
Get every student to participate in one or more art program (music, physical education, visual art and multiple talents), train them to lead and serve. STEAM Education takes all-rounded strategy.