



## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Tsang Ka Shek	Mr. Fung Yiu Cheung Fielie	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong Baptist Convention	Broaden knowledge, Preach the Gospel.	1984	Chinese	School Bus	About 2300 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

## 2025/2026 Annual School Charges

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

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Student Counselling Room, Rainbow Rangers Game Room, Intensive Remedial Room, Planting Area, Garden and Rainbow Kids Zone.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Ten (Pray Room, STEAM Room, Library, Visual Arts Room, Music Room, Computer Room, Students Activity Centre, Innovative Room, Startup Lab, Parent-Teacher Room.)				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			44	Total number of teachers in the school		53
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	50%	63%	27%	53%	20%

## Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	4	4	4	4	3	3	22
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	5	4	4	4	4	3	24
Mode of teaching at different levels		Our school adopts small class teaching and activity approach. We focus on cultivating students' interest in reading. We developed "Digital 21 innovative Classroom" and e-learning facilities for students to use technology to enhance their learning motivation and performance. We implement BYOD programme from Primary 4, and use Flipped Classroom to enhance students' self-directed learning ability.								
Remarks		Our school will be relocated to No. 2, Muk On Street, Kowloon City, Kowloon in the 2025-2026 school year, with 30 classes.								

## Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		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. Summative assessment - all 4 skills (listening, speaking, reading, and writing) are included. 2. Formative assessment - to identify students' strengths and weaknesses and diagnose their learning difficulties. 3. Peer and self-evaluation. 4. No summative assessments in Primary 1.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	According to ranking and conduct.						

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	40 mins	8:15 AM	3:25 PM	1:05 PM - 2:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We strongly emphasize students' health and actively participate in various health promotion activities. As a "Healthy School Program member," we promote holistic development through diversified courses and activities. We also introduce "i-FunFit" sports challenge to encourage students to engage in daily physical exercise, foster a habit of regular physical activity, and enhance physical fitness.		We actively promote "positive education" to realize the strengths of students and enhance their resilience, nurturing them to be a good citizen that is physically, mentally, socially, and spiritually healthy. School finishes early on Wednesdays for teachers to have co-planning and other professional training.		

Life-wide Learning

We provide students with international learning opportunities and a diverse range of extracurricular activities encompassing religious studies, academics, music, sports, performing arts, leisure pursuits, fine arts, and social service groups. Our students actively engage in prestigious competitions like the Hong Kong Music Festival, Hong Kong Speech Festival, and Hong Kong Schools Sports Federation. Our goal is to nurture their varied intelligence and talents through these endeavors. Additionally, we offer Unit Modularisation to all students, comprising 18 units over 6 years, allowing them to participate in a variety of activities and classes, including Arts, Music, Sports, STEAM, Astronomy, and service learning.

School Mission

Uphold the spirit of Jesus Christ to nurture quality citizens for our future society through emphasizing on the six educational dimensions - spiritual, moral, cognitive, kinetic, social and aesthetic.

School Characteristics

School Management

School Management Organisation:

The hierarchy is managed by The Incorporated Management Committee. Various functional units are deployed to implement school policies. PTA and School Alumni work as our partners.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee was established in August 2007. We invite parents, alumni and the public to participate in the development of our school. This enhances school transparency and accountability.

School Green Policy:

To establish a sustainable school, we are implementing an Environmental Management System to optimize resource utilization. We aim to foster a culture of excellence by conducting environmental education activities and initiating an Environmental Protection Ambassador Scheme. Our efforts also include the implementation of greening initiatives in classrooms and across the campus.

School's Major Concerns:

Our focus and goal for 2024/25-2026/27 are encapsulated in the theme 'Transcend. Shine.' We aim to uncover and amplify students' strengths, unlock their full potential, and encourage the free expression of their creativity. By tailoring our efforts to the individual needs of students, we strive to foster growth across various domains and offer platforms for them to truly shine.

Learning and Teaching Plan

Learning & Teaching Strategies:

Establish a robust knowledge base to stimulate advanced critical thinking skills. Our life-wide learning approach offers authentic learning experiences. Learning and assessments are tailored to accommodate diverse learning styles. Flexible time-tabling allows for the integration of life-wide and cross-curricular learning initiatives.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school focuses on holistic student development, nurturing lifelong learners guided by Christ. Through a comprehensive curriculum, we instill essential values and character education. By facilitating interdisciplinary learning within a well-structured timetable, we create opportunities for students to achieve physical and psychological equilibrium. We cultivate a culture of reading on campus to bolster cross-curricular learning and reading across the curriculum to develop students' lifelong learning capabilities. We embrace diversity among students and enhance teaching effectiveness and assessment literacy through training and collaborative partnerships with external organizations. Programs like DreamStarter and Unit Modularisation bridge the learning experiences between morning academic sessions and afternoon Life-wide Learning activities helping students to build knowledge and cultivate a broad range of competencies essential for their growth and well-being.

Development of Generic Skills:

In cultivating essential skills across various Key Learning Areas (KLAs), with a particular focus on General Studies, we have set forth progressive goals to enhance generic skill development at different levels.

Cultivation of Proper Values, Attitudes and Behaviours:

Dedicated to promoting life education and cultivating good values, we incorporate elements of faith in positive education. We aim for students to develop a growth mindset, communication skills, the ability to express feelings, and empathy towards others before graduation. Additionally, we hope students will have the confidence to face challenges and be grateful for and cherish the life and talents given to them by God. At the same time, we are committed to promoting national education, cultivating a sense of national identity through "knowledge, emotion, and action," and enhancing citizens' awareness of their national identity.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1.Tiered intervention to address the diverse needs of students. The Student Support Team develops support programs and tracks the advancement of students with special educational requirements.
2. A professional team comprising Special Educational Needs Support Teachers, school social workers, school-based educational psychologists, and school-based speech therapists is in place to provide comprehensive support for students.

Whole School Approach to Integrated Education:

Implement Whole School Approach. Tailored teaching methodologies and diverse interest groups are tailored to meet students' individual needs, allowing them to nurture their multiple intelligences fully. Leveraging school and community resources, various groups are formed to support students with special educational needs. Our school offers remedial study groups, customized assessments, School-based Speech Therapy Service, School-based Educational Psychologist Service, as well as training in attention management and social skills for students.

Curriculum Tailoring and Adaptation:

1. Homework and assessment policies are tailored to accommodate the requirements of students with special educational needs.
2. Enhancement and remedial programmes are arranged for students with special educational needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

By offering diverse communication channels and enhancing the collaboration between home and school through structured parent courses, seminars, and volunteer initiatives, we establish a robust partnership. This active engagement between parents and the school cultivates a cooperative environment that contributes to enhanced learning outcomes.

School Ethos:

1. Our school embraces a nurturing and compassionate approach to assist students in cultivating self-confidence, fostering enthusiasm, promoting good conduct, and nurturing responsible citizenship grounded in respect for others.
2. Our yearly theme sets a focal point for learning and underscores the specific behaviors we aim to cultivate in our students.

Future Development

School Development Plan:

1. Promoting Positive education.
2. Developing Smart Campus and Maker culture.
3. Implementing Curriculum Modularization to develop students' multi-intelligence.
4. Conducting DreamStarter programme.
5. Implementing BYOD and Innovative e-Learning programmes in KS2.
6. Being one of the seed schools in 'CoolThink@JC' programme.
7. Conducting Computational Thinking in KS2, such as BYOBit programme.
8. Building a love of reading.
9. Developing and applying strategies to cater for learner diversity and differentiation.

Teacher Professional Training & Development:

Our school's Continuing Professional Development (CPD) framework is crafted to address the developmental requirements of both the school and the teachers. By strategizing, executing, and assessing the school-based CPD program, the teaching staff's professionalism is bolstered, fostering a positive influence on students, teachers, and the institution as a whole.

Others

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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Lee Doen Yee	Ms. Tse Pui Ying	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					92%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
CCC Wanchai Church	Be perfect, therefore, as your heavenly Father is perfect.	1968	Chinese (incl.: Putonghua)	Nanny van	About 2117 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
CCC Kei To Secondary School					
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$450	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Visualizers, computers, electronic whiteboards, projectors, solar power generation system and smart bicycles.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Art Room, Music Room, Computer Assisted Learning Room, STEAM Working Station, STEAM Innovation Centre, Student Activity Room, Guidance Activity Room, Conference Room, Distance Learning Centre (Campus TV Studio) and English Room.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			35	Total number of teachers in the school		39
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	44%	53%	11%	18%	71%

### Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		We implement small class teaching and arrange small learning groups to cater for students' learning differences. We also focus on enhancing the abilities of gifted students by setting challenging tasks for them. Teachers adopt exploratory approach and organize various learning activities for the students so as to make the lessons more interactive, challenging and interesting.								
Remarks		We strive to provide holistic learning opportunities for pupils and are eager to cultivate them with love and care. We are committed to helping students pursue knowledge and truths. Teachers spend efforts to develop students' potential and encourage them to strive for excellence.								

### 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	Knowledge areas: We have formative assessments and summative assessments. Skills and attitudes: Daily performance through students' daily work, participation in class, projects and oral presentation. Self-evaluation, peer-evaluation and teachers' feedback are emphasized.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	In order to cater for students' differences in academic performances, students will be streamed from P.3 to P.6.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:10 AM	3:25 PM	12:55 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and bring to school by students.	Our school works closely with parents and school caterer in providing healthy meals for students. We have received the Certificate of EatSmart School Accreditation and Prizes of EatSmart Schools presented by Department of Health. Also, we have parent volunteers monitoring the quality of student lunch and arrange activities to actively promote healthy living and habits among students.		To provide holistic care to our students, we have a team of professionals like pastor, social worker, Student Guidance Team and Christian Fellowship. We have multi-intelligence activities and reading activities every week. Activities such as science and technology games and sports games are also arranged at recess regularly. Besides, we provide lots of interests groups to the students after school and at the weekend.		

Life-wide Learning

Providing interesting and diversified activities to the students in spiritual, moral, intellectual, physical, social and aesthetic aspects.  
Physical aspects: Track and Field, Tae kwon do, Football, Rope Skipping, Badminton, Table Tennis, Chinese Dance, Foot Shuttlecock and Chinese fighting skills  
Aesthetic aspects: Comic Drawing, Art and Craft, Hand Bell, Violin, Choir , Recorder and Percussion.  
Moral and Social aspects: Prefects, Big Brothers and Sisters, Harmony Ambassadors, Flag-guards, Scouts, Christian Youth Army and other community service.  
Intellectual aspects: Programming (Mirco:bit, Gigo.....), 3D Printing, 3D Virtual Entity Racing, drone, Science Club, Speech and drama training, Subject Ambassadors.

School Mission

Based on the Bible principles and Christian values, we aim at serving the community by spreading the word of God with the love of Christ. We strive to deliver a quality and holistic education, to develop students' potential to the fullest, to foster their spiritual development, to cultivate in them a sense of good citizenship which will benefit our society and nation.

School Characteristics

School Management

**School Management Organisation:**  
We have clear school administration structure including the IMC, the management and administration team, school principal, senior teachers and subject panels. Our responsibility is to formulate school policies in line with the mission and vision of school and undertake the finance, human resources, curriculum design and delivery, etc.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
IMC was established in 2007. We have sponsoring managers, independent manager, and managers from parents, alumni, principal and teachers.

**School Green Policy:**  
We are committed to build a green campus and implement eco-friendly policies by promoting environmental and ecological activities, such as energy conservation, recycling, organic farming, wilderness field trips, and power-generating bicycles — all aimed at nurturing a sense of global responsibility and appreciation for nature.

**School's Major Concerns:**  
1. Develop a sense of accomplishment to improve students' learning performance.  
2. Learn to be grateful and deepen positive values.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
We are committed to a holistic education with a student-centred curriculum which put emphasis on using exploratory teaching strategies, interdisciplinary and thematic teaching approach. We also adopt cooperative learning and activity-based learning strategies in our teaching so as to cultivate students' self-directed learning attitude and develop their different generic skills.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
We provide diversified learning experience to students and our curriculum keep abreast of the times, enable students find pleasure in learning. We accord higher priority to develop cross curricular learning and reading. We use Assessment Quality Platform to optimise our teaching and learning quality continuously. We strive to create space for whole-person development and provide students challenging tasks to establish a comprehensive and solid foundation for learning. Besides, we promote STEAM education and integrate E-STEAM, GIGO programming in General Studies, Maths and Computer subjects to broaden the knowledge and technique of students. Furthermore, our school focuses on value education, teaching students ten core values and attitudes through the content of Chinese culture and virtues, career planning and information literacy.

**Development of Generic Skills:**  
Other than well-designed lesson planning, our school will also arrange subject-based learning activities, service learning, cross-boundary learning activities and talent show so as to develop students' different generic skills.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
At KTKC, it is our top priority to prepare students for their future life. We have a school-based curriculum based on Christianity values. We do our best to establish a positive attitude for students to face life challenges and help them build up a realistic positive self-image. Furthermore, we equip students with diverse abilities to benefit them and the community. We develop skills such as self-management and confidence to make sure our students are ready to take initiative on their goals.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
We put much emphasis on catering students' individual differences. Elite programmes are also arranged for bright students in different areas. Our school adopts small class teaching and is able to provide remedial lessons for the students with special educational needs.

**Whole School Approach to Integrated Education:**  
We carry out small class teaching programme for those students who are weak in academic attainments. Besides, we provide services to students with special educational needs from school-based educational psychologist, enhanced school-based speech therapy service and school social worker so as to give care and support to the students and their families.

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

**Curriculum Tailoring and Adaptation:**  
Our school has developed a Primary Literacy Programme – Reading and Writing English learning programme for Primary one to three students and phonics teaching has been integrated in it from Primary one to three. Furthermore, through the Grant Scheme by the EDB, our school has optimised English reading and writing curriculum in the upper primary level. For Chinese, Maths and General Studies, we have gained the support from the EDB School-based support Services to tailor and adapt our curriculum. Each subject will have self-reflection and evaluation throughout the year so as to make further improvements.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
The Parent-Teacher Association (PTA) aims to foster home-school collaboration by regularly organizing parent seminars, interest groups, and family-bonding activities. Additionally, parent volunteers are invited to assist in curricular and extracurricular programs. These efforts align with the school's development goals, working together to create an optimal learning environment for students.

**School Ethos:**  
We integrate Guidance and Discipline Service and adopt a whole-school approach in cultivating good school ethos. Programmes are devised to foster students' independent thinking ability and build up their communication skills.

Future Development

**School Development Plan:**  
1. Develop a sense of accomplishment to improve students' learning performance.  
2. Learn to be grateful and deepen positive values.  
3. To develop the use of I-pad in lessons which can enable students to meet the needs of the future and improve the quality of education continuously.  
4. We have developed our school-based STEAM curriculum with the integration of E-STEAM, computer programming and Gigo building blocks, in which we can also develop positive values education.

**Teacher Professional Training & Development:**  
We arrange different staff development programmes for the teachers according to the development of school. Teachers are eager to do sharing with each other through open lesson programme and lesson study programme.

Others

Our school has excelled in various competitions, including:  
- Eco-Model Tournament: Multiple championships and top awards in the primary category.  
- STEM & General Knowledge Open Competition: Gold, silver, and bronze awards.  
- Hong Kong GreenMech Contest: 1st runner-up (Hong Kong) and Overseas Contribution Award (World).  
- HK Schools Dance Festival: First Class Honors for both senior and junior Chinese dance teams.  
- Putonghua Choral Speaking team: Gold Prize in interschool competition held by Swallow Bridge Cultural Exchange Association.  
- Greater Bay Area Gifted Creative English Writing Competition: Multiple gold, silver, and Star of Excellence awards.  
Most students actively participate in diverse competitions to build up their horizons of knowledge and experience.



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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. Ku Wing Hong Eric	Mr. Tse Chak Shu	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Director in Hong Kong of St Joseph's College (Brothers of the Christian Schools)	Laus Deo Semper (Praise God Always)	1973	Chinese	Nanny van	About 6200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			-		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$40	\$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	Chapel, P.A. System, Medical Room and Butterfly Garden.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Arts Room, General Studies Room, Music Room, Green House, Small Group Teaching Rooms, Computer Assisted Learning Room, Student Activity Room, Library, Digital Reading Zone and Multi-purpose Room.				Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			58	Total number of teachers in the school		59
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	36%	54%	15%	32%	53%

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	To support pupils' different learning needs, remedial groups are implemented.						
Remarks	-						

### Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	Replace tests and examinations with diversified assessments in the first term of P1	No
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					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	By means of different modes of assessment, including formative, summative and peer assessments, we assess pupils' knowledge, skills and attitudes.				
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	Catering for learner needs, P.4 to P.6 pupils are streamed according to their academic results, learning attitude and conduct.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	30 mins	8:00 AM	3:10 PM	1:00 PM - 2:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	"Eat smart", Lunch-hour Activities, "MVPA60".		School ends at 3:10 p.m. from Mondays to Thursdays; 2:00 p.m. on Fridays Lunchtime and After lunch break: 1:00 p.m. - 2:10 p.m. from Mondays to Thursdays; 1:00 p.m. - 2:00 pm on Fridays		

Life-wide Learning

Cub Scout, Flag-raising Team, Community Youth Club, Science and Technology, String Orchestra, Brass and Wind Band, Chorus Speaking, Choir, Percussion Band, Handbell Team, Drama, Dancing, Religious Group, Computer Club, Visual Arts, Swimming, Ball Games, Athletics, Fancy Rope Skipping, English Games, Mathematics Olympiad, Chinese Debate Team, English Debate Team, Environment Protection Ambassador, Entrepreneurship, Coding, Odyssey of the Mind, Board Games, Juggling, Worldwide Culture etc.

School Mission

Inherited from Lasallian Spirit of Faith, Zeal and Community, our mission is to give a human and Christian education to our students, paying particular attention to the poor and the needy.

School Characteristics

School Management
<b>School Management Organisation:</b> The IMC of our school delegates the Principal to manage school affairs and implements School Based Management governance.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee is composed of representatives from the School Sponsoring Body, teachers, parents, Principal and an independent manager.
<b>School Green Policy:</b> Our school commits to the 4Rs of Environmental Protection Strategy: Reduce, Reuse, Recycle, Replace. Reducing consumption will also reduce carbon dioxide emissions.
<b>School's Major Concerns:</b> 1. Leveraging small-class teaching environments by integrating artificial intelligence, IT, and diverse teaching strategies to enhance student learning outcomes. 2. Promoting positive education principles to foster a vibrant and joyful campus that supports the well-being and happiness of students.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> To better prepare students for future challenges arising from a fast-changing world by strengthening their creativity, self-learning, innovation, collaboration and problem solving skills through the implementation of a school-based language, STEM and computational thinking curriculum.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. To foster students' whole-person development in achieving the seven learning goals. 2. To foster students' positive values and attitudes through the approaches of Organic Integration & Natural Connection. 3. To make good use of learning time in providing students with diversified, appropriate and meaningful learning experiences.
<b>Development of Generic Skills:</b> In respect of building up students' generic skills, the school implements various learning modes such as cross-curricular activities, life-wide learning, project learning and high-order thinking skills programme.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> To create positive atmosphere on the school campus and cultivate students' law-abidingness and positive values through various teacher training, parents', students' talk and school-based student guidance and discipline activities.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. We adopt the Whole School Approach and make use of the Learning Support Grant to provide services and extra manpower to cater for learner diversities. We provide appropriate learning opportunities and support to students according to their interests, attitude and capabilities. 2. We implement bridging programmes for P.1 and P.6 students to help them experience a smooth transition of new learning stages.
<b>Whole School Approach to Integrated Education:</b> The school adopted the Whole School Approach to catering for students with SEN. Special Educational Needs Coordinator (SENCO) and Special Educational Needs Support Teacher lead the Student Support Team and assist School Principal and Vice-principal in deploying resources (such as Learning Support Grant), implementing specific measures to support students with SEN (such as teaching adaptation and assessment accommodation, Learning Support Group, training on social skills, school-based speech therapy services, individual education plan), establishing mechanism to solicit parents' views and discussion on student progress.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; and organising activities to create an inclusive learning environment in the school.
<b>Curriculum Tailoring and Adaptation:</b> 1. Boost the Learning and Teaching efficiency and students' self-directed learning incentives by making use of the 'Blended Learning Mode' which is to assign learning materials for students to learn at home and use face-to-face lessons to follow up and carry out in-depth learning and teaching. 2. Provide school-based intervention or pull-out programmes for gifted or under-performed students.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Parents are vital partners of the School. The School and Parent-Teacher Association send parent education information through eClass school Apps and organize various activities and parent education courses so as to foster students' whole-person development and school development.
<b>School Ethos:</b> 1. Fostering students' moral and civic awareness through various activities. 2. Enhancing students' leadership and spirit of service through various service teams. 3. Enhancing students' empathy and benevolence through service-learning.
Future Development
<b>School Development Plan:</b> 1. Leveraging small-class teaching environments by integrating artificial intelligence, IT, and diverse teaching strategies to enhance student learning outcomes. 2. Promoting positive education principles to foster a vibrant and joyful campus that supports the well-being and happiness of students.
<b>Teacher Professional Training &amp; Development:</b> Enhancing teachers' professional development by collaborative lesson planning, lesson observation, school-based staff development, mentorship scheme, EDB school-based support services and inter-school collaboration project.
Others
- Odyssey of the Mind Hong Kong Regional Tournament 2025: Champion of Problem 5 Division I and 1st runner-up of Problem 1 Division I - VEX IQ Robotics World Championship Competition: 1st runner-up of the qualifying match of Hong Kong Championship - 77th Hong Kong Schools Music Festival- Church Music - Foreign Language - Primary School Choir - Age 13 or under – 2nd Runner Up with Gold Award - Joint School Music Competition 2025 Primary School Choir (Senior) Gold Award , Ensemble (Wind and String) Gold Award - UNSDGs Debating Competition 2023/24 Champion (Senior Primary)





基督教香港信義會紅磡信義學校  
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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Lin Chun Nuen	Ms. Fung Lai Yee	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					77%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
ELCHK	Honour God. Love people.	1961	Chinese & English	Nanny van	About 1500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	1	1	1	Touch screens and air-conditioners are installed in school, and over 300 iPad are provided for students to promote e-learning. Relax Zone for students
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Reading Room, Visual art Room, Music Room, Science Room, Chill Room, STEM Room, Learning Support Room, Religious Room, Chinese Herbal Butterfly Garden, Hydroponics World, Garden, Dance Room, Learning Corner, Simulated flight gallery				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			23	Total number of teachers in the school		26
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
85%	100%	19%	23%	50%	19%	31%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	2	1	1	2	2	2	10
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	2	1	1	2	2	10
Mode of teaching at different levels		Chinese, English and mathematics subjects for P1-6 will be taught in small groups at the same level according to students' learning levels and needs. Thus, to enhance effectiveness of learning, small classes teaching is implemented in the whole school.									
Remarks		-									

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	The school uses diversified assessments for different subjects to assess students' performance. Apart from exams, General Studies, Humanities and Science subjects in Primary 1 and Primary 2 are assessed in a variety of ways, such as practical assessment, project learning, peer assessment, etc., to meet different learning needs.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.3-P.6 Class Allocation is based on their academic performance and adopt the same-level grouping. P.1 and P.2 adopt the same-level grouping is based on their language learning needs.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	30 mins	8:15 AM	3:15 PM	12:45 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Emphasize students' holistic development by instilling positive values through diverse intelligence classes, outdoor learning, and moral education courses. 2. Students engage in various sports during morning assembly, recess, and lunch break to foster regular exercise habits. 3. Establish a food monitoring group to oversee students' lunches. 4. Promote healthy lifestyle habits.		Each week, a reading period and diverse intelligence classes are scheduled, offering various activities to help students realize their potential. After school, students can join team training or choose activities of their interest. Moreover, there are Class Teacher Period, Library Lessons, and life education. On Saturdays, interest classes are held, along with numerous outdoor and overseas learning activities.		

Life-wide Learning

Activities include Cub Scouts, Road Safety Patrol, Red Cross, Flag-Raising Team, Chinese Culture Day, English Day, STEM Day, Educational Camps, Leadership Training Camps, Sports Day, and Multicultural Day. There are also various extracurricular activities such as English speech classes, programming, science classes, Touch rugby, cricket, soccer, basketball, badminton, fencing, Chinese Dance, contemporary dance, Rope Skipping, Table Tennis, Volleyball, Choirs, Violin, Cello, guzheng, flute, and Yangqin Classes.

School Mission

Our mission is to provide holistic education based on Christian values that nurture our students' lives. Embracing our motto of "Honour God. Love people", we are committed to providing an enjoyable learning environment for students; to develop their full potential by nurturing their moral, intellectual, physical, social, aesthetic and spiritual skills; and to cultivate a positive attitude to life and the world.

School Characteristics

School Management

School Management Organisation:

The school administration spreads under 4 domains, namely "Management and Organization", "Learning and Teaching" and "Support to Children and School Culture" and "Students Performance".

Incorporated Management Committee / School Management Committee / Management Committee:

IMC was established in 2011. Different parties including sponsoring body, principals, parents, teachers, alumni and professionals have been invited to serve on the IMC to make plans for the development of the school, to examine financial budgets and to handle the personnel management.

School Green Policy:

Practice the 5R Environmental Protection Idea, actively participate in environmental activities organized by various groups. Promote environmental education and strengthen students' environmental awareness.

School's Major Concerns:

- 1. Enhance students' learning effectiveness.
- 2. Foster students' self-directed learning abilities.
- 3. Promote a positive culture on campus to establish a harmonious environment.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Utilize both Chinese and English as the medium of instruction to accommodate diverse learning needs and effectively achieve learning objectives. Mathematics classes are offered in Chinese and English.
- 2. Implement "English Immersion Learning" to enhance English proficiency, with GS, Humanities, and Science subjects taught primarily in English.
- 3. Emphasize students' English learning by creating an English-speaking environment on campus. Weekly English group meetings, an open English reading room, and the establishment of "English Ambassadors" are organized, along with English Day and exchange programs to provide students with opportunities to learn English.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Promote positive education to create a positive culture on campus, optimizing life education courses to establish students' positive values and attitudes. Implement the "Collaborative Pathways" approach to advance National Security Education, fostering a sense of national identity and citizenship. Encourage reading habits by regularly organizing reading activities and book exchange programs. Utilize tablets and electronic learning platforms to enhance students' learning experiences. Make effective use of flexible afternoon class hours to offer diverse learning activities that promote holistic student development.

Development of Generic Skills:

The school focuses on developing students' generic skills in order to enhance their abilities of self learning and independent thinking abilities as well as build up the sense of self-discipline.

Cultivation of Proper Values, Attitudes and Behaviours:

School-based life education covers the five core values of school-based education, including "Heart", "Health", "Learn", "Passion" and "Servant", and nurturing students' good character and positive outlook on life.

Student Support

Whole School Approach to Catering for Learner Diversity:

The measures introduced by the school to support students with special educational needs (SEN), newly-arrived children (NAC) and non-Chinese speaking (NCS) students are comprehensive. Meanwhile, school-based curriculum and activities take care of the Primary 1 adaptation and Primary 6 transition to secondary school. Besides, in order to develop gifted education and explore the potential of students, the school establishes various gifted and talented programs.

Whole School Approach to Integrated Education:

The school has set up a Student Support Team, members include: Principal, Special Educational Needs Coordinator, School Curriculum Leader, Discipline and Guidance Officer, school social worker and Special Educational Needs Support Teachers. Early identification of students with learning difficulties and various learning support programs are provided by the school social workers, the school-based speech therapists and the school-based educational psychologists. Meanwhile, learning support services such as after-school homework tutorial, Theory of Mind program, writing collaboration, homework and assessment accommodation, etc. are provided for students.

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

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

Curriculum Tailoring and Adaptation:

Implement school-based curricula with appropriate material design and adaptation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school aims at strengthening the relationship between the school and the parents through Parent Teacher Association (PTA). The PTA frequently organizes various kinds of activities such as workshops, Parent Observation of Classes picnics and interested classes to enhance parent-school relationship and promote parents' education. Moreover, the members of the PTA committee participate in school's activities actively, for instance, Reading Dad, Reading Mum and sports day volunteers, etc.

School Ethos:

Commit to fostering mutual care among students and cultural integration by organizing multicultural activities to broaden students' international perspectives.

Future Development

School Development Plan:

- 1. Create a bilingual and trilingual learning environment to enhance students' language skills.
- 2. Foster correct values and attitudes in students to improve personal qualities and civic awareness.
- 3. Provide a variety of activities to unleash students' potential.

Teacher Professional Training & Development:

Staff development days and various talks or seminars are arranged frequently at school. Teaching effectiveness is also raised through co-planning meetings, teaching collaboration, peer observation and sharing.

Others

Our school maintains close connections with external organizations, effectively utilizing community resources to support school development. We engage in exchanges with sister schools in Mainland to broaden students' horizons and enrich their learning experiences.

Our school established a volleyball team, a cricket team, and a touch rugby team, and won third place in the 6th and 7th Hong Kong Primary School Inter-school Touch Rugby Competition.

Scholarships are set up by the school alumni association to praise students who got outstanding performance and the brilliant improvement in academic subjects, or had excellent achievement in Music, Sports, Arts or Uniform groups.





## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Lai Yuk Ching	Mr. Luk Chi Cheong	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Emmanuel Church	Respect God and Love Your Neighbours	1962	Chinese	-	About 1300 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-					
			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	-	\$40 (Replacement of Student Smart Card) \$25 (Copy of student report card)

## 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
Multi-purpose Room, CAL Room, Reading Room, PTA Room, SGO Meeting Room, Remedial Classrooms, etc.				-

## 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		29
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	34%	70%	21%	10%	69%

## Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	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	1	1	2	2	2	10
Mode of teaching at different levels	To cater for students under New Funding Mode: P4 Chinese and English small group teaching, P.1-P.6 remedial classes, English and Maths enrichment classes, programmes for gifted children. Small class teaching for the whole school.						
Remarks	-						

## Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	Replace tests and examinations with diversified assessments in the first term of P1	No
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					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					Yes
Diversified Assessment for Learning	Implement diversified learning assessment, including unit-based assessment, online assessment, oral presentation and project-based learning. Make good use of classroom feedback and assessment data to enhance learning and teaching.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Streaming students in P.3-P.6 according to their academic performance and abilities.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:20 PM	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Parent volunteers help monitor the school lunch quality. The food supplier adheres to the Nutritional Guidelines in the preparation of lunch for students. We join the 'Eat Smart School Accordance Scheme', organize Fruit Month, and hold a 15-minute exercise time on selected weekday mornings. We also join the School Physical Fitness Award Scheme.		1. Apart from the core subjects, morning reading, bible studies, personal growth education, mass assembly and class assembly are arranged to enhance moral and religious education. 2. School excursion and seminars. Professionals are invited to put on shows. 3. Dream Catcher Programme is launched to explore and develop children's talents. 4. Regular variety shows and independent online learning time are arranged.		

Life-wide Learning

- 1. A number of experiential learning activities, such as inspections, visits, interdisciplinary learning weeks, etc.;
- 2. Diversified after-school training and activities, such as STEAM, drama, Go, painting, string group, choir, Chinese dance, various ball games, swimming and taekwondo, etc.;
- 3. Various team activities, such as scouts, public welfare youth groups, volunteer services, etc.

School Mission

Provide high-quality holistic education to children in the district, so that every child can develop his potential and become a decent citizen who can 'respect God and love others'.

School Characteristics

School Management

School Management Organisation:

We have adopted the School-Based Management policy. With this policy, below the offices of Principal and Vice-Principal, function groups such as the guidance sector or the IT group, are headed by senior staff in order to organize, develop and monitor different school operations.

Incorporated Management Committee / School Management Committee / Management Committee:

Established in 2007, the IMC is comprised of the Supervisor, 7 professional members from Emmanuel Church, and other committee members including the Principal, 2 teacher representatives, 2 parent representatives, 1 alumni representative and 1 representative from the community. The IMC participates actively in school development and communication with teaching staffs and parents.

School Green Policy:

Through students' personal participation in diversified experiential learning activities, students are aroused to pay attention to sustainable development, thereby cultivating students' attitude towards caring for the environment and developing habits of cherishing resources and saving energy.

School's Major Concerns:

- 1. Cultivate students' independent learning attitude and habits, improve their self-learning ability, and promote learning and teaching effectiveness.
- 2. Cultivate students' positive values and promote their physical, mental and spiritual development.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. By optimizing the course design, incorporating self-study elements into classroom and assignment design, and improving students' self-study ability.
- 2. Promote e-learning to enhance students' independent learning ability and interest in learning.
- 3. Promote STEAM and sustainable development education to cultivate students' inquiry spirit and collaboration and other diversified development.
- 4. Provide tiered tasks or worksheets to cater for the diversity of students.
- 5. School-based enrichment courses are available.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. Enhance students' understanding of the country and sense of belonging through civic education and sister school exchanges.
- 2. Provide students with different learning experiences and cultivate positive values through growth classes, all-round learning and school-based training and counseling activities.
- 3. Establish a "Childlike Campus" activity program to enrich students' learning experience and promote balanced physical and mental development.
- 4. Help students use effective electronic tools to learn before, during and after class, and comprehensively improve their learning efficiency.
- 5. Promote STEAM education, enhance students' STEAM knowledge and skills, and cultivate their information technology literacy through school-based integrated technology courses, programming courses and off-campus competitions.
- 6. Promote the development of students' multiple intelligences and lifelong learning abilities through interdisciplinary collaborative activities and theme learning weeks.

Development of Generic Skills:

Consolidate and enhance students' generic abilities through activities such as project-based learning, interdisciplinary collaboration and life-wide learning.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Cultivate students' positive values through growth classes, all-round learning and school-based training and counseling activities.
- 2. Each subject incorporates elements of value education into relevant topics.
- 3. Help students develop positive values through a school-based reward scheme-Effort Pay Station.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Establish enrichment and remedial classes to consolidate and promote learning.
- 2. Offer guided study sessions where teachers provide homework assistance and monitor learning progress.
- 3. Provide after-school support (supervised care/homework guidance classes) for students in need.
- 4. Implement enhancement programs, such as social communication, emotional management, sports & arts programs, etc.
- 5. Organize English reinforcement courses and adaptation activities for newly arrived students.
- 6. Implement Early Identification and Intervention Programme for P.1 Students with Learning Difficulties and Enhanced Speech Therapy Grant to identify and support at-risk students as early as possible.

Whole School Approach to Integrated Education:

- 1. Student Training Groups (Speech Therapy, Psycho-educational Counseling, Individual Education Plan (IEP), Social Communication Groups, Focus Games, Music Therapy, LEGO®-Based Therapy , Board game therapy, Peer Inclusion Groups/Workshops, etc.).
- 2. Parent Education and Support Services (Professional Consultation/Seminars/Workshops), with regular reviews and optimization of support strategies in collaboration with parents.
- 3. Professional Assessment and Referral Services (School-based Educational Psychology Service, School-Based Speech Therapy Service, school social worker support services, etc.)

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

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

Curriculum Tailoring and Adaptation:

- 1. Implement small-class teaching and co-teaching, where teachers and teaching assistants work together to support students.
- 2. Tailor teaching content and develop tiered learning materials and assignments to accommodate learning diversity.
- 3. Provide adaptations for homework, dictation, or tests/exams for students in need.
- 4. Establish pull-out groups for core subjects to enhance individual attention and boost participation.
- 5. Utilize e-learning resources to foster students' self-directed learning habits and provide feedback.
- 6. Offer specialized training (e.g., sports and arts) based on students' talents.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. We value our school-family relationship and work closely with the PTA to provide family-oriented activities and parent seminars.
- 2. Parent volunteers help look after students' lunch. They also help in a lot of school events like excursions and fund-raising activities.
- 3. Strengthen home-school communication and exchange opinions through regular parent gatherings, phone calls, interviews, home visits, parent forums, etc.

School Ethos:

We base our school ethos on Biblical teachings, in order to foster a caring and compassionate school culture. Through the daily practice of our school spirit, in tandem with a comprehensive curriculum, we guide our students towards becoming decent, ethical members of society with strong values, and positive, proactive attitudes towards life.

Future Development

School Development Plan:

- 1. Cultivate students' independent learning attitude and habits, improve their self-learning ability, and promote learning and teaching effectiveness.
- 2. Cultivate students' positive values and promote their physical, mental and spiritual development.

Teacher Professional Training & Development:

- 1. Regularly organize professional exchange activities for teachers such as lectures, workshops, peer observation and sharing sessions.
- 2. To cooperate with school development, arrange teachers to participate in in-service training.
- 3. Teachers formulate personal professional development plans in line with the school's development priorities or subject objectives.

Others

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Yip Sau Mei	Ms. Mak Yee Ling	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					75%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Government	Improve one's virtue and refine one's achievements	1956	Chinese	-	About 2500 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Queen Elizabeth School, Homantin Government Secondary School, Jockey Club Government Secondary School			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	School-based management fee: \$300	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Farmerland, STREAM Room, Campus TV Studio, Students' Activity Room, Multi-purpose Room, Computer Room, Resource Room, Visual Art Room, Music Room, Fun Room.				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment			44	Total number of teachers in the school		46
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	31%	72%	4%	20%	76%

## Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year		No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Small-class teaching, Primary Literacy Programme-Reading & Writing (PLPRW), Chinese and English Remedial Teaching Programmes are adopted to cater for learner diversity.							
Remarks	Diversified teaching strategies are adopted: project learning, cross-disciplinary learning, science experiments, teaching with picture books, poetry, mathematization, mistake-friendly learning and cooperative learning etc. Gifted education is promoted in everyday teaching.							

## Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	For Primary 1, we utilise a variety of learning methods and formative assessments. For P.2 to P.6, we conduct three summative evaluations annually. We assess students' performance and learning effectiveness in each subject through self-evaluations, peer evaluations, feedback from parents, insights from in-class teachers, performance assessments, and both written and practical 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	P.1-P.3 mixed abilities; P.4-P.6 streamed according to academic performance.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	40 mins	8:00 AM	3:15 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Physical health and Spiritual health: MVPA60, 'Successors of FRGPS' Counselling Programme, School Houses, "Small Hands in Big Hands" activities, Teacher-Student Mentoring Programme to establish a caring and sharing culture.		Positive school culture: To foster students' sense of righteousness through Life Education activities including service learning, visits, talks, project learning, the Cultural and Art Volunteer Team, and Politeness Ambassadors. Proper values and attitudes are cultivated by activities such as Life Planning Education, School Houses and 'Small Hands in Big Hands' activities etc.		

Life-wide Learning

Softball Team, Basketball Team, Track and Field, Martial Arts,Flag Dance and Lion Dance Team, Rope Skipping Team, Chinese Dance Team, Rhythmic Gymnastics Team, Pop Dance, Choir, School Orchestra, Percussion Band, Musical instrument training, English Drama, Pottery, Chinese Ink Painting Class, Enhanced Drawing Class, Debate Team, Micro:bit, Olympic Mathematics Class, Flag Raising Team, Community Youth Club, Girl Guides, Boy Scouts.

School Mission

With reference to our school motto 'improve one's virtue and refine one's achievements', we provide whole-person education to our students. Through diverse learning activities and moral education training, students are nurtured to be humble, cooperative, resilient, and aspiring teenagers.

School Characteristics

School Management
<b>School Management Organisation:</b> Our school, the School is managed by the School Management Committee in which the Principal, three Vice Principals and eleven Primary School Masters / Mistresses are responsible for the daily management of the School.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Our School is under the supervision of the School Management Committee, governed by the Education Bureau.
<b>School Green Policy:</b> The School Environmental Team is responsible for all school green policies and activities. The team is dedicated to promoting environment education, implementing ecological technology curriculum and organizing various environmental teams including 'Nurturing Group', 'Planting Group' and Environmental Conservation Leaders. Our School has won 'Hong Kong Green School Award' several times.
<b>School's Major Concerns:</b> 1. Cultivate 3C [Commitment, Collaboration, Creative Thinking] talents. 2. Enhance Self-Learning Abilities.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> Learning & Teaching Strategies: Our school adopts a three-tier framework for comprehensive education, aiming to foster excellence, talent development, and advanced training. Through interdisciplinary learning, project learning, experiential learning, programming, and creative learning, we promote students' problem-solving and higher-order thinking skills, while enhancing their self-directed learning. Development of Major Renewed Emphases of the Primary Education Curriculum: To facilitate whole-person development by implementing values education comprehensively and promoting a healthy lifestyle through diversified learning activities and experiences, self-directed learning through STREAM learning modules and interdisciplinary learning.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> To facilitate whole-person development by implementing values education comprehensively and promoting a healthy lifestyle through diversified learning activities and experiences, self-directed learning through STREAM learning modules and interdisciplinary learning.
<b>Development of Generic Skills:</b> We value the development of students' generic skills and high order thinking skills such as creativity, critical thinking, co-operation and collaboration skills. We also apply gifted education in all classes, with an emphasis on developing students into autonomous learners.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> We strive to foster students' proper values and attitudes through National Education and National Security Education, Life Planning Education, Information Literacy Education, Peer Support Programme, Teacher-Student Mentoring Programme, and the Cultural and Art Volunteer Team.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> The school uses a three-tier support framework to cater for learner diversity. In daily teaching, diversified teaching strategies and hierarchical worksheets are adopted. Talented students are encouraged to take part in enrichment classes, school teams and external gifted education courses to broaden their horizons. Remedial classes and individual education plans are offered to students with special educational needs.
<b>Whole School Approach to Integrated Education:</b> Whole School Approach is adopted in Integrated Education. Learning Support Grant, School-based Speech Therapy Service etc. are cater for students with special educational needs. Programmes and strategies such as differentiated teaching, special examination arrangements, learning support groups, social skills training groups, School-based Speech Therapy Service and individual education plans are employed.
<b>Curriculum Tailoring and Adaptation:</b> Co-planning meetings are held regularly to facilitate curriculum tailoring for learning needs. P.1 and P.6 bridging courses are run to provide better adaptation. Our School participates actively in the School-Based Support Services to enhance learning and teaching effectiveness.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Various activities such as educational seminars, interest classes, PTA picnics and Parent Volunteers are provided to nurture a cooperative home-school environment. Parents' Day, parent-teacher gatherings and 'Sunshine Calls' are organized to strengthen communication between parents and teachers.
<b>School Ethos:</b> Our ethos is simplicity and modesty. We focus on the moral and whole-person development of students. In addition to the 'Small Hands in Big Hands' programme, the 'Caring School Scheme' aims to foster students' empathy and gratitude towards others. We also regularly organize national security education activities. These activities aim to cultivate students' national consciousness and global perspectives by increasing their understanding of the current development of our country and its impact on the world. We aim to nurture students' sense of national identity and facilitate their learning through practical experiences.
Future Development
<b>School Development Plan:</b> Our school provides Gifted and Talented Education programmes, School-based Curriculum Development, Moral & National Education, School-based Remedial and Counselling programmes, Talent Pool, Information Technology in Education, Extensive Reading Scheme, Educational Visits to China and other countries, diversified teaching approaches and Small Class Teaching etc., to enable students to learn and grow in a quality learning environment.
<b>Teacher Professional Training &amp; Development:</b> Our School has a systematic professional training and development plan for the development of both the teachers and the School.
Others
Various scholarships are offered.



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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. Tsoi Hak Chiu	Dr. Chan So Yee	Established	Aided Whole Day	Girls	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Council of Heep Yunn School	In strength and grace we stand united, In faith and love we are committed.	1936	Chinese (incl.: Putonghua) and English	Nanny van	About 11000 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
-	\$3,000	\$50	Non-standard Item Fee (\$450)	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Multi-purpose Activity Centre, Swimming Pool and Tennis Court (By the courtesy of Heep Yunn School).
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Arts Room, Music Room, Student Activity Centre, Computer Room, Computer Assisted Learning Room, General Studies Room, 2 English Rooms.				Ramp, Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			37	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
95%	95%	48%	30%	15%	5%	80%

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	3	3	3	3	18
Mode of teaching at different levels	Split Class Policy: Chinese Language (P.4-P.6), English Language (P.3-P.6), Mathematics (P.5-P.6).						
Remarks	Baptism Certificate of Anglican Church (Episcopal) of the applicant should be presented if claiming the score of having the same religious relationship affiliated with the school on the Primary One admission application form (Point 6).						

### Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					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	Include various assessment methods such as written assessments, oral assessments, practical activities, scientific exploration, project-based learning, and service learning, etc.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed-ability grouping.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:00 AM	3:00 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	A Lunch Monitoring Committee is set up to monitor the quality of lunch boxes and food security. To encourage students to eat smart and healthy, activities such as Joyful Fruit Month Campaign and The Nomination of the Best Performance of students in having lunch are held.		The school offers extensive sports training and activities to promote holistic education. Such activities include swimming, athletics, basketball, volleyball, table tennis, badminton. School-based swimming curriculum has been implemented. Specific skills and practical knowledge of swimming are taught systematically.		

Life-wide Learning

Handicraft classes, digital drawing classes, clay modelling classes, choir, orchestra, handbell classes, music instrument classes, Chinese and English debate teams, Mathematics elite team, IT elite team, swimming team, athletics team, basketball team, volleyball team, table tennis team, badminton team, modern dance team, rope skipping classes, frisbee dodgeball classes, Girl Guides, Junior Police Call, environmental protection ambassadors, Christian fellowship, STEAM team, and home economics classes.

School Mission

Based on the Christian belief, committed to the holistic development of the individual with love education.

School Characteristics

School Management

School Management Organisation:

EDB → IMC → Supervisor → Principal → Middle Management → Teaching and Non-teaching Staff

Incorporated Management Committee / School Management Committee / Management Committee:

There are 14 members in the IMC, they include representatives from the Sponsoring Body, the Principal, Teacher Managers, Alumni Manager, Parent Managers and one Independent Manager, etc.

School Green Policy:

Establish student environmental protection ambassadors to raise students' environmental awareness through services, competitions, visits, and various activities. In response to environmental policies, the school has fully installed energy-saving light tubes to promote the concept of energy conservation.

School's Major Concerns:

- 1. Deepen values education by enhancing the cultivation of students' positive character development, patriotism, and spiritual growth.
- 2. Focus on self-directed learning, optimise curriculum planning, and broaden students' learning experiences.

Learning and Teaching Plan

Learning & Teaching Strategies:

Implement 'assessment for learning', e-learning, and higher-order thinking training in the four core subjects: Chinese, English, Mathematics and General Studies. Additionally, organise activities such as RaC activities, interdisciplinary STEAM education events, Putonghua activities, English Day, English drama education, Mathematics booth games, project-based learning, open-ended scientific inquiry activities, educational camps, Music Day and various types of life-wide learning activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Deepening Values Education, strengthening the cultivation of students' positive moral character and patriotic feelings, and establish students' spiritual growth. Focusing on self-directed learning, optimising curriculum planning and broaden students' learning experiences.

Development of Generic Skills:

Our school provides a variety of classroom activities, co-curricular activities, STEAM Education and e-Learning activities for students. Each type of learning activities mentioned covers the 9 Generic Skills required by students in their development. Further, project learning is adopted to enhance students' Communication Skills, Information Technology Skills, Critical Thinking Skills, Problem-solving Skills, Self-management Skills, Collaboration Skills and Study Skills. Students are also provided with opportunities to chair sharing sessions at school in order to further strengthen their communication skills, collaboration skills, IT skills, problem-solving skills and self-management skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Positive values and attitudes have been promoted at school through Life Education. Professionals are invited to conduct seminars on topics about priority values and attitudes. Different types of National Education activities are arranged so that our students can learn and understand more about our nation. Further, there are weekly Life Education lessons. By making use of everyday life events, students' positive values and attitudes can be fostered. Among the Key Learning Areas, all subjects integrate the positive values and attitudes into their learning materials as part of their values education.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school provides elite classes, enhancement classes, remedial classes, consolidation classes, homework guidance classes, learning workshops, and speech therapy workshops. Additionally, elite students are encouraged to participate in gifted education programmes organised by the Education Bureau or other educational institutions. For students with special educational needs, adjustments are made to their coursework and assessments.

Whole School Approach to Integrated Education:

Coordinated by the Student Support Team, additional resources (such as learning support grants and enhanced school-based speech therapy services) are utilised to assist students with special educational needs. Specific measures include teaching and assessment adjustments, counselling groups, social skills training groups, attention training groups, speech therapy services, and individualised learning plans. Each year, 'Student Support Summary' is provided to parents of students with special educational needs to gather their feedback and follow up on the students' progress in various aspects of learning.

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

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

Curriculum Tailoring and Adaptation:

Split Class Policy: Chinese Language (P.4-P.6), English Language (P.3-P.6), Mathematics (P.5-P.6).

Home-School Co-operation and School Ethos

Home-School Co-operation:

Organise parent meetings for student support services, parent education classes, and workshops to enhance communication and collaboration between parents and teachers. The school has a Parent-Teacher Association that hosts activities such as parent education seminars, parent-child events and school uniform recycling and exchange programmes. Additionally, a school bus monitoring group is established to oversee the quality of school bus services.

School Ethos:

- 1. Implement diverse religious activities, counselling programmes and national education initiatives.
- 2. Organise activities such as Caring School, National Constitution Day, Young Leaders Training Programme and National Security Education Day to foster a culture of care, encourage students to actively learn responsibility, and enhance their understanding of the nation.
- 3. Organise My Pledge to Act to nurture students into individuals who value strong character.
- 4. Establish the I-Care Volunteer Service Group to encourage students to engage in community service.
- 5. Organise the Primary One orientation programme and the Big Sister Scheme to help new students adapt to the school environment.

Future Development

School Development Plan:

- 1. Values Education
- 2. Self-directed Learning

Teacher Professional Training & Development:

HKSKH Joint Primary School Staff Development Day, Kowloon City District Joint Primary Schools Teacher's Development Day, Learning and Teaching Expo, National Security Education and Self-directed Learning Workshops.

Others

Our school offers various types of scholarships, including those for academics, arts and sports. A wide range of other learning experiences is also provided to broaden students' horizons.





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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mrs. Chiang Chan Hung Mui Christina	Dr. Ng Lai Ha	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					43%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
THE COUNCIL OF REPRESENTATIVES OF HOP YAT CHURCH OF THE CHURCH OF CHRIST IN CHINA	FAITH, HOPE, LOVE	1960	Chinese & English	School Bus; Nanny van	About 7000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$100	\$200	Reissue student ID card \$40 Reprinted transcript \$25

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	2	All classrooms are air-conditioned and broadband accessible. All classrooms are equipped with projectors or 4K Televisions.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, Remedial Room, Music Room, Multi-purpose Room, Art & Craft Room, Library, S-Park, Campus TV, English Room, Assembly Halls and Basketball Courts.				Ramp.

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

Number of teaching posts in the approved establishment				46	Total number of teachers in the school		49
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	96%	35%	78%	10%	18%	72%	

## Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	Average class is set up from P.1-P.3. Start from P.4, one class from each form is the genius class and the others are average classes. Small groups are given counseling at all levels, and after-school homework classes are provided. The full-time teachers guide the students to do their homework.						
Remarks							

## Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Group discussions, project studies, oral presentations, observations, progress assessments, and summative assessments are used to assess students and then adjust teaching progress and strategies. Use small tests and progress assessments to help students' learning.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	The streaming arrangement of P.1 to P.3: Evenly divided into four classes which is according to academic performance. The streaming arrangement of P.4 to P.6: One class out of four classes is classified as an elite class.						

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	8:15 AM	3:00 PM	12:00 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Morning exercise, eye protection, healthy lunch, ASAP campus, encourage students to participate in extracurricular activities, cultivate students' interest in all aspects, and develop healthy living habits.		A civic education class is set up every week to guide students to be good citizens. Morning prayer and weekly worship will guide students to know God. Pay special attention to students' moral education.		



Life-wide Learning

Lots of extra-curricular activities for students: volleyball team, table-tennis team, scouting, G.B., swimming club, dance club, football team, English drama club, violin course, STEM team, debate team, handchime team.

School Mission

To nurture students with Christianity. Let students grow up with faith, hope and love.

School Characteristics

School Management

School Management Organisation:

Incorporated Management Committee → Principal → Vice-Principals → Improvement Team → Middle Management Team → Teachers

Incorporated Management Committee / School Management Committee / Management Committee:

Our Incorporated Management Committee was established at 30th August, 2008.

School Green Policy:

Using Environmentally Friendly Products and Practices, help students to donate used books, help students to donate used clothes.

School's Major Concerns:

- 1. Enhance the management's supervision and Training of school's administrative groups;
- 2. Make good use of diversified teaching strategies to enhance the learning autonomy of students with different learning needs;
- 3. To recognise the achievements of school stakeholders through organising various activities.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. The curriculum is designed to meet the needs of students and using the Project Learning promotes interdisciplinary courses.
- 2. Large-scale events promote cross-disciplinary activities: Steam days, Chinese cultural day and Book Character day.
- 3. Syllabuses of each subject is designed to match the school's goals.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. P.1 - P.6 develop Differentiated Instruction to take care of students' learning diversity.
- 2. Strengthen the development of STEAM education from P.1 to P.6.
- 3. Strengthen the development of value education from P.1 to P.6.
- 4. Strengthen the Life planning from P.4 to P.6.
- 5. Strengthen the Reading across the curriculum from P.1 to P.4.
- 6. English classes are taught according to ability levels from Primary 3 to Primary 4.
- 7. Make good use of diversified assessment methods and learning hours to improve students' physical and mental health.

Development of Generic Skills:

Different plans such as Creative Writing, Critical thinking and Project learning to cultivate different abilities of students.

Cultivation of Proper Values, Attitudes and Behaviours:

Through different activities, students, parents and teachers can understand and adopt positive values to face life problems.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Chinese and English tutoring classes.
- 2. Establish strengthening counseling groups and adapting the curriculum to students with different abilities.
- 3. Establish elite team to help students with strong abilities.
- 4. After school hours, establish homework tutorial class to guide students to do their homework.

Whole School Approach to Integrated Education:

Our school establishes a Student Support Team that uses the Learning Support Grant to support students with Special Educational Needs. Specific measures (such as teaching and assessment adjustments, remedial teaching classes, social-emotional training groups, School-based Speech Therapy Service, School-based Educational Psychology Service and Individual Education Plan, etc.) are also set up, as well as a mechanism for listening to parents' opinions and for teachers to regularly discuss 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; 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:

Curriculum Tailoring and adaptation for gifted & under-privileged students. Individual student homework and exam adjustments.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents, students & teachers joint activities: picnic, talk and visit.

School Ethos:

Our school has a good school spirit, paying attention to the students' conduct and not giving up every child. The parents have a good relationship with the school, which is conducive to cultivating students' self-consciousness and respecting the spirit of filial piety.

Future Development

School Development Plan:

- (1) Optimize school's administrative structure and enhance the management's supervision and empowerment of school's administrative and subject groups.
  - 1. Strengthen the leadership training for middle management.
  - 2. Optimize the vision and skills of professional middle management team members.
- (2) Make good use of diversified teaching strategies to enhance learning and teaching efficiency.
  - 1. Integrate diversified teaching strategies through joint lesson preparation and tailoring courses.
  - 2. Organize activities through interdisciplinary forms to allow students to use different knowledge and skills to complete specified learning tasks.
- (3) Establish positive values of school stakeholders.
  - 1. Through different activities, students, parents and teachers can understand and adopt positive values to face life problems.

Teacher Professional Training & Development:

- 1. Promote the professional development of teachers.
- 2. Use school-specific seminars and workshops to enhance teachers' awareness of education reform.
- 3. Enhance the effectiveness of learning and teaching.
- 4. Encourage teachers to continue to participate in professional courses.

Others

Scholarship:  
Scholarship from Mr. Yu.  
Scholarship from Mr. Chow.



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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. Wang Mei Lieh Mariette	Principal Lam Ka Hong Dicky	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					85%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kowloon Women's Welfare Club	Virtue, Wisdom, Sincerity and Diligence	1960	Chinese	School Bus	About 1050 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$310	Photocopy fee \$40; School-based teaching materials \$100; e-Learning fee \$100.

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	1	1	1	Parent Resource Center, Conference Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, Squash Court, Outdoor climbing wall, E-sport Centre, LP Kitchen, Music Room, Computer-assisted Learning Room, Language Room, Student Activity Centre and Interview Room.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			20	Total number of teachers in the school		34
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
83%	97%	20%	79%	26%	33%	41%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	2	1	1	1	2	1	8
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	2	2	1	1	1	2	9
Mode of teaching at different levels		Small class teaching is carried out in P.1 to P.6. There are two groups of Intensive Remedial Teaching Programme for P.3 to P.6 students.									
Remarks		In P.1 & P.2, we have a teaching assistant to support learning in class, while in P.3 - P.6, students with like-ability are streamed into small groups for the three core subjects (Chinese, English and Mathematics). Therefore, the teacher to student ratio in each group for these three core subjects is 1:8 or 1:20.									

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. We use observation, schoolwork, project learning and continuous assessment to assess students' learning progress.						
	2. The school values continuous assessment and uses a diversified assessment approach to evaluate students' overall performance.						
	3. The school regularly analyses all assessment data and utilizes the results to improve teaching.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Deployment of teaching assistants in P.1 - P.2 classrooms.						
	Adopt ability grouping in P.3 - P.6 for the three core subjects (Chinese, English and Mathematics).						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	6	35 mins	8:00 AM	3:45 PM	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school has adopted the "Mental HealthSchool 4Rs Mental Health Charter" to promote psychological well-being among students, staff and parents. All students participate in the "MVPA60 Program" to develop healthy exercise habits throughout our school community. Through our unique "Li Ping Kitchen" initiative, we integrate dietary education into the curriculum to cultivate positive values.		Morning Schedule: Dedicated to classroom instruction utilizing blended learning approaches, focused teaching methods, and digital learning tools Afternoon Structure: Designated homework/self-study periods and "FreeTime" sessions, creating a balanced "Happy & Academic" environment that makes our school a true "Happydemic" institution We've developed our own School-based AI Learning Platform to enhance student learning		

Life-wide Learning

(A) Annual Special Learning Activities:  
Each year, students participate in various distinctive learning programs, including: (1) A 5-day Comprehensive Learning Day (with curriculum designed by our teachers); (2) A 3-day/2-night experiential learning camp; (3) Approximately one-week overseas learning experience  
These programs are designed to broaden students' educational horizons.  
(B) School Interest Groups:  
Our school offers diverse extracurricular clubs, including: STEAM | Lion Dance | Squash | Roller Skating | Basketball | Dodgeball | Rope Skipping | Cub Scouts | Olympiad Math | Table Tennis |

School Mission

Our school believe that the new teaching and learning mode – "learning in the morning, activities in the afternoon and self-learning at home" could help flourish students to become happy and academic individuals.

School Characteristics

School Management

**School Management Organisation:**  
School board is established to monitor school operation by Incorporated Management Committee.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The IMC of our school is composed of school supervisors nominated by the sponsoring body, the school supervisor, the principal, independent supervisors, teacher representatives, parent representatives, and alumni representatives. All members of the Incorporated Management Committee actively support the school by regularly attending both the Incorporated Management Committee meetings and School Management Committee meetings. Through these meetings, they gain a thorough understanding of the school's operations and provide valuable suggestions.

**School Green Policy:**  
1. In 2020/21, the school had installed a solar power generation system, with a total of 20 solar power panels, on the rooftop so as to enhance students' awareness of environmental protection.  
2. To integrate the concept of environmental protection into school life, waste paper and plastic recycling bins are placed on each floor of the school.  
3. The school had participated in the Green School Program in 2022, and won the Bronze Award in the "19th Hong Kong Green School Award".

**School's Major Concerns:**  
2024/25 to 2026/27 Schools' Key Concerns: (By order of importance)  
1. The use of AI to optimize teachers' work, promote student learning, and facilitate self-directed learning.  
2. Using sports and cooking as entry points to strengthen Parent Education, Values Education, and Life Planning Education, among other crucial elements.  
3. Deepen the HAPPYDEMIC SCHOOL concept by incorporating the 4Rs elements to create a happier and healthier school life for all stakeholders in the school.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
Carry out a brand-new timetable:  
1. Mixed-mode teaching and learning (target teaching and learning, questioning techniques, e-learning and artificial intelligence).  
2. Self-learning sessions to facilitate students to study proactively (make use of the school-based self-study packages).  
3. Homework time to facilitate students to do their homework proactively (make use of the school-based revision packages).  
4. Free Time sessions to motivate students' learning.  
5. Using sports and cooking as entry points to strengthen parental education, values education, and career planning, among other crucial elements.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
Students mainly have lessons in the morning through mixed-mode teaching, e-learning and target teaching and learning. In the afternoon, there will be homework time, self-learning sessions, Free time sessions and Life-wide Learning so as to encourage students to become happy and academic individuals in this HAPPYDEMIC School.

**Development of Generic Skills:**  
To cultivate students' generic skills through a variety of Interdisciplinary Learning activities.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
With "Growth Mindset" as the core, it is taught in both formal and informal courses, and it is infiltrated in the subject curriculum. With the arrangement of the classroom and surrounding school environment, students can understand the essence of "Growth Mindset" -- Change your mindset, change your points of view.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
1. We adopt whole-school approach to meet students' diverse learning needs. Individual Education Plan and remedial service are provided for the students.  
2. Our school has strengthened its special education support team by recruiting additional professionals, including school-based special education support supervisors, teaching assistants, and shadow teachers. These dedicated staff members work alongside our existing special education support officers and teachers to provide comprehensive care and guidance for students with special learning needs.  
3. Small class teaching is carried out in P.1 to P.6. There are two groups of Intensive Remedial Teaching Programme for P.3 to P.6 students.

**Whole School Approach to Integrated Education:**  
Core members of student support team use different resources (e.g. Learning Support grant, enhanced speech therapy grant) and method (e.g. teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy services, individual education plan), to support students with SEN.

**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.  
1. Extra teachers were employed to give support.  
2. Students in some classes were divided into small groups in Chinese, English and Mathematics lessons. This arrangement is beneficial to NCS students.

**Curriculum Tailoring and Adaptation:**  
1. Every subject is implemented school-based curriculum. 2. Extra teachers were employed to give support. Students in some classes were divided into small groups in Chinese, English and Mathematics lessons. This arrangement is beneficial to students.  
3. Providing appropriate learning methods for students of different levels and groups through Cot scheme, lesson preparation and peer observation.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
1. The parents appreciate school's vision and mission. 2. The parents support our school culture of love and caring.  
3. PTA takes charge of students' lunch service, students' uniform, school bus service, order for books and exercise books, etc.  
4. Parents participate in sports courses organized by the school to foster closer relationships between the school, parents, and students.

**School Ethos:**  
1. We emphasize whole-person development and provide different kinds of support for students. 2. Multiple Intelligence Studies lessons are given to pre-primary students. 3. We have class remedial time and "small teachers" planning. 4. Different sports activities are offered during the lunch break for students to participate in.

Future Development

**School Development Plan:**  
1. Construct a new timetable to build Li Ping a HAPPYDEMIC School.  
2. Added the first squash court and e-Sports Stadium in Hong Kong aided primary schools, so that students can have access to more unique activities.  
3. The establishment of LP Chef Corner aims to strengthen important elements such as Parent Education, Values Education, and Life Planning Education.  
4. Insist Humanistic Education by providing supports students with special educational needs.  
5. Promote diverse learning to develop students' design thinking.  
6. Strive to obtain external resources in order to grant students more opportunities to learn in different ways.

**Teacher Professional Training & Development:**  
1. We pay much attention to improve the quality and quantity of teaching and learning.  
2. Work with the EDB and various universities to implement School-based Support Services in different subjects, so as to enhance teachers' teaching skills.

Others

1. Fujifilm Easy Mini Squash Schools School 2024/2025--Inter-School Mini Squash Competition (New School Group) (Men) Team Championship  
2. The Excellence Award in the Sixteenth Hong Kong Cup Diplomatic Knowledge Contest & the Most Active Participation in School Award  
3. Hong Kong School Drama Festival 2023/24 School Performance Phase Primary School English Drama (Award For Commendable Overall Performance)  
4. Smart City Project Programme (Outstanding Smart City Performance Award)  
5. The 4th Inter-School Smart Sports STEM Competition 2024-2025 (Team Award for Highest Total Steps; Team Award for Highest Single-Day Steps)



# 天主教領島學校 Ling To Catholic Primary School

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Wong Lai Ching	Mr. Li Andy	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					57%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Hong Kong Catholic Diocesan School	Discernment and Perseverance	1955	Chinese (incl.: Putonghua) and English	School Bus	About 2060 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		Advanced School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	\$300 (Fees for specific purposes)	Replacement of student card \$25

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	3	2	1	Synthetic Ice Rink, Chapel, Student Counseling Room, Meeting Room, Remedial Teaching Classrooms, Speech Therapy Room, PTA Room & School History Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
English Room, CEO Learning Centre, CoolThink@JC Lab, Multi-Purpose room, Computer Room, Music 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			31	Total number of teachers in the school		37
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
92%	100%	27%	58%	16%	30%	54%

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	2	2	2	2	4	3	15
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	2	2	2	2	2	4	14
Mode of teaching at different levels	Small Class Teaching with 25 pupils per class, with whole-school-Inclusive-Education.								
Remarks	Provide remedial classes and gifted programmes to for students, e.g. STEAM Corps, Coding Pioneers, English and Maths elite class, Drama Team.								

## Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	We have a variety of both formative and summative assessments, e.g. self-assessment, peer assessment, parents and teacher assessment. Adjustment policy in Assessments for SENs.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1 to P.6 classes are in mixed mode. P.1 to P.2 Chinese Language is taught in School-Based Putonghua.						

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	30 mins	8:00 AM	3:15 PM	12:35 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school participates in the Hong Kong Healthy Schools Award Scheme, the EatSmart School Accreditation Scheme and the SportAccord Award Scheme. Our school has been selected as one of the Happy Schools, dedicated to creating a caring and friendly campus culture that makes students feel happy.		1. The school established policies on the usage of electricity, water, paper and various consumables, to reduce emissions and waste. 2. We installed environmental lighting systems and water-saving appliances with a Grade 1 energy label, to reduce energy. 3. Solar power generation devices are installed, providing environmentally friendly electricity to the community. 4. Greening our campus with curated gardens.		

Life-wide Learning

- 1. Life education classes every Monday.
- 2. Learning-by-Doing sessions and physical education experience classes every Tuesday to Thursday.
- 3. Multiple intelligence Courses every Friday.

School Mission

We raise our children with positive values with the core values of Catholic Education and our school motto: critical judgement and behave conscientiously. We help students grow healthily and develop their fullest potentials to become leaders in the future with CEO (Creative, Environmental and Optimistic) characteristics.

School Characteristics

School Management

School Management Organisation:

The school administration is divided into 4 dimensions according to EDB's guidelines. To enhance efficiency, each dimension has an administration handbook for reference and is empowered with accountability to implement school policy.

Incorporated Management Committee / School Management Committee / Management Committee:

To Optimize School Governance, members of IMC: Sponsoring Body Managers, School Principal, Teacher Manager, Alumni Manager, Parent Manager and Independent Manager.

School Green Policy:

We join the Green School Project and Programmes like Green Elites Campus Accreditation Programme to learn the importance of saving the Earth. One Person, One Flower Scheme helps students become good "Earth-Keepers".

School's Major Concerns:

- 1. Students can use the correct values as the fundamental principles for handling daily matters, loving God, loving others, and loving their country.
- 2. Students can deepen their attitudes, skills, and knowledge to face future life challenges.

Learning and Teaching Plan

Learning & Teaching Strategies:

We cater to the diversity of students through a variety of teaching strategies and assessments.

- 1. Using AI and e-learning platforms, we develop an adaptive learning model that allows students to learn at their own level and pace.
- 2. Each classroom is designed to incorporate reading, writing, listening, speaking, hands-on and reasoning activities so that students with different characteristics can participate and show their strengths.
- 3. STEAM education and cross-curricular reading are developed, enabling students to integrate and apply knowledge with flexibility.
- 4. Develop students' independent learning skills through question and answering, quality feedback, note taking, discussion, role-playing, the use of organisational graphics.
- 5. The interweaving relationship among learning, teaching and assessment allows teachers and students to obtain useful data that enhances learning and teaching.
- 6. Values education is embedded in the curriculum to nurture students in all aspects.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Better use of school hours: The timetable is reorganised to make way for enriched learning experiences for students. Students learn the textbook essentials in the morning and finish most of their homework and participate in multiple intelligence activities in the afternoon. After school, students can develop their own interests, study independently or have a rest, achieving a balanced physical and spiritual development. Catering to student diversity: The school is actively developing a blended learning model with e-learning, where students can learn according to their own habits. In addition, the school offers a wide range of extra-curricular activities for students to participate in, catering for their different interests. STEAM education: The school has multiple years of experience in developing students' computational thinking, allowing students to develop and apply such skills on problem solving and innovation.

Development of Generic Skills:

Nurturing students' generic skills through daily teaching and learning: 1. The teaching and learning of generic skills are integrated into every subject. 2. LBD Day is organised every year, where students work on projects and present their results to parents and guests. 3. LBD activities are held every day in the afternoon, where students apply their generic skills to complete relevant tasks.

Cultivation of Proper Values, Attitudes and Behaviours:

We uphold the five core values of Catholic education and incorporate values education in different stages of learning, nurturing students who love God and love others. We design learning experiences that align with the ten priority values and information literacy put forward by the EDB. Students learn about the importance of the relevant values through their own experience. Leadership courses are introduced for our students to gain seven habits that lead to success and become leaders in life.

Student Support

Whole School Approach to Catering for Learner Diversity:

School has provided Attention Training Classes, Social Skills Groups, Remedial Classes and Curriculum Tailoring in the main subjects. School-based educational psychologists hold consultation meetings on learning adaptations including homework and exams for students in need. School-based Speech Therapy Services provides speech training to students. An extra teacher and one teaching assistant are hired to support students with special educational needs in classes through collaborative teaching.

Whole School Approach to Integrated Education:

We implement the Whole School Approach to integrated education and has set school-based policies to utilize resources effectively for students in need, including Learning Support Grant. Special programmes and strategies are employed to provide tailor-made support to students with special educational needs, including small-class teaching, homework and assessment accommodation, counselling groups, social skills training, School-based Speech Therapy Service and individual education plans. We adopt the Home-School Cooperation strategy. Parents' views are respected and support from parents is solicited.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; 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:

Through the "READ & WRITE" Program to increase students' reading and writing abilities. Provide course adaptations for students with special needs and learning courses for more abled students, such as CoolThink@JC Tutorial etc. Gifted learners will be promoted for elite courses run by HK Academy for Gifted Education.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school PTA acts as a path of communication between parents and the school, as well as an important partner for the school's development. The PTA organises:

- 1. Parent WhatsApp groups for bilateral communication.
- 2. An academy for parents to share information on childcare and education.
- 3. Coffee Chat sessions for parents to learn about the school's latest developments and voice opinions.
- 4. Family trips to foster parent-child relationships.

School Ethos:

Our teachers uphold the five core values of Catholic education. We teach with love, building a caring campus.

- 1. The school focuses on cultivating good manners and a sense of responsibility among students, so that they respect themselves as well as others.
- 2. The school stresses the importance of developing students' moral character. We participate in the "WE" Positive Dynamic Scheme organised by the EDB to build students' self-image.
- 3. "Good Student of Ling To" Award Scheme encourages students to set personal goals, improve themselves and strive for excellence.
- 4. The school fosters a caring and inclusive culture among students through various talks and activities. Students develop resilience and give back to the school and their peers through the Understanding Adolescent Project.
- 5. The school has a team of Christian Pioneers that serves others in the spirit of Christ.

Future Development

School Development Plan:

Students can develop an interest in learning, lifelong abilities and a proper outlook on life from an early age. The school adheres to the core values of Catholic education and adopts a humanistic approach in designing the six-year primary school curriculum. The school's future developments include:

- 1. Enhancing the effectiveness of learning and teaching.
- 2. Making learning more enjoyable.
- 3. Cultivating the right values in life.
- 4. Developing soft skills and discovering children's strengths.
- 5. Developing students' interest and habit of reading.

Teacher Professional Training & Development:

Promote effective collaborative lesson planning, use of data and accurate design of teaching activities to address students' learning difficulties.

Others

The school has joined the Digital Education Centre of Excellence Scheme and has been certified under QAMAS launched by the HKEAA. The school has awarded as resources school under Coolthink@JC Project and is a Microsoft Showcase School. We are also a demonstration school for Artificial Intelligence Competencies Evaluation.



馬頭涌官立小學

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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. NGAN Man Kit, Andrew	Ms. Chan Yim Chuk	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	Please refer to the Chinese version.	1962	Chinese	School Bus	About 2300 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Queen Elizabeth Secondary School, Homantin Government Secondary School and Jockey Club 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
-	-	\$80	-	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	MTC Literature Garden, a Historical Gallery and Hall.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Room, IT Learning Centre, Art Room, Performance Room, Apps TV Station, Library, Music Rooms, Activity Rooms, Multi-functional Room etc.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			54	Total number of teachers in the school		55
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	35%	66%	2%	9%	89%

### Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	5	5	5	5	5	30
Mode of teaching at different levels		1. Small Class Teaching is mainly used in lessons. 2. Elite training courses are provided for students with exceptional potentials in English, Mathematics starting from Primary 2. 3. Remedial Teaching Programme is conducted to cater for students who are relatively weak in some aspects.								
Remarks										

### Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		1	Number of exam(s) per year (P2 to P6 only)		2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	We aim at stimulating the students' motivation of learning and enhancing their learning effects through formative assessments.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	1. Primary 1 to Primary 3 levels are mixed abilities. 2. Elite classes (A & B) are practised from Primary 4 to Primary 6 levels according to the academic results and the rest will be allocated to C, D and E 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	7:55 AM	3:00 PM	12:10 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Participate in "SportACT" programme. 2. MVP A60. 3. Health Promoting School Programmes, such as the "EatSmart@school.hk" Campaign (ESSS), Joyful Fruit Month and Bright Smiles School Campus promoted by the Health Department. 4. 4Rs Mental Health Charter. 5. "No homework day" once a month. 6. Promote Moral and Civic Education.		High quality professionals are employed to provide a wide range of physical, artistic and musical training programmes for students on a self-paid basis. Some courses are arranged within the homework guidance p.m. session. At present, we have a great variety of programmes exceeding 100. Opportunities are provided to develop their potential such as Music, Sports, Language, Drama, STEAM etc.		

Life-wide Learning

Library lessons, personal growth education, moral education lessons and interests group activities are implemented on alternate Wednesdays and Saturday afternoons. Various interests group activities including Boy scouts, Girl Scouts, magic, balloon twisting, juggling, storytelling, cooking, Japanese, English DIY, computer programming, drones, percussion band, choir, ball games, swimming, athletics, reading, handicrafts, calligraphy, etc. Also, we have more than a hundred of self-paid talented classes of talented courses being held every week.

School Mission

We endeavour to create the best learning environment for our students with a view to achieving a balanced education which places equal emphasis on moral education, intellectual growth, physical education, social development and aesthetic education. It is our mission to excel students' abilities, cultivate in them an indomitable spirit and develop their civic mind.

School Characteristics

School Management

School Management Organisation:

As a government primary school, the school is managed by the School Management Committee (SMC). Under SMC, there are headmistress, deputy heads, senior teachers, subject teachers, a librarian, social workers and native-speaking English teachers. Clerical staff, teaching assistants and computer technicians support the administrative work of the teaching staff. The SMC has been established to manage, administer and operate the School, ensuring that fair, open and formal systems and procedures are in place.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee is chaired by Principal Assistant Secretary of Education Bureau. Other committee members include the headmistress, teacher representatives, parent representatives, alumni representative and representative from the community.

School Green Policy:

Through launching a great variety of activities, we aim at raising our students' awareness of environmental protection, such as saving energy, planting, conserving water and practicing the 4Rs (Refuse, Reuse, Recycle and Reduce).

School's Major Concerns:

(2024-2027) School's Major Concerns: 1.To enrich learning experiences through natural connections, and inspiring diverse intelligences both inside and outside the classroom; 2.To foster positive values and promote holistic well-being of the mind, body and spirit.

Learning and Teaching Plan

Learning & Teaching Strategies:

The education theme is formulated every year and the learning target and activities are set up in each subject in line with the education theme. Our teachers skillfully adopt the activity approach to teach students, and the campus TV produces programmes for various subjects to enhance the learning interest of students. To stress the importance of the holistic development, we provide daily classes with various arts and sports training activities to help students to develop good interests and confidence.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Strengthen positive value education(covering national education [including patriotic education, national security education], life planning); 2. Enrich all-round learning experience and promote whole-person development; 3. Strengthen care for the diversity of students; 4. Strengthen STEAM education and training Students' media and information literacy; 5. Strengthen cross-curricular learning and reading, and develop lifelong learning capabilities; 6. Establish a healthy living style and strengthen environmental protection education; 7. Enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Generic skills are effectively developed through participating in inter-school and extra-school activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Based on our school development plan, we aim at "enhancing students' positive values and attitudes through adopting a thematic approach. Elements of NSE can be integrated organically in and connected naturally with the curriculum contents of various subjects to strengthen students understanding of the rule of law, national conditions, and enable them to understand the importance of safeguarding national security. This also enhances students' sense of national identity and facilitates their development of important concepts such as nationhood, "One Country, Two Systems", rule of law, rights and duties, responsibility, commitment, respect for others and self-discipline.

Student Support

Whole School Approach to Catering for Learner Diversity:

1. Support measure for academically gifted students: Starting from Primary 2, students who are gifted in a particular subject receive the elite development training before or after school.  
2. Support measures for under-privileged students: Co-teaching, Remedial teaching in small groups in both morning and afternoon session, Buy service training group.  
3. Professional Support: School-based educational psychologist, School social work provides stationing service at school, Comprehensive Student Guidance Service, School-based Speech Therapist.  
4. Organize P1 Orientation Day, English Fun Day and "Big brother and sister" programme to help P1 students adapt to campus life.  
5. Bridging programmes for P.6 students to help them experience a smooth transition of new learning stages.

Whole School Approach to Integrated Education:

1. Implement the Whole School Approach (WSA) to integrated education (IE) based on five underlying principles, namely early identification, early intervention, WSA, home-school co-operation and cross-sector collaboration, premised on the synergy of culture, policies and practices.  
2. The practicable strategies and relevant policies are launched with the full support from other school administrative teams, including Student Discipline and Guidance, School Academic Assessment, School Curriculum and Information Technology.  
3. Strongly encourage and facilitate teachers to participate in special needs and inclusive education programmes.

Curriculum Tailoring and Adaptation:

1. To enhance students' learning effectiveness, curriculum adjustment is conducted by the teachers of different subjects and of the same teaching level.  
2. Through participating actively in School-based after-school learning and support programmes organised by Education Bureau and the universities, we cater for students' learning diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

1. Parent-Teacher Association and Parent Support Team are conducted in school.  
2. Talks, seminars and activities about parent education and Parent-child Interest Classes are organised regularly.  
3. Organizing Parents' Day and "Parent-teacher gatherings" in all the levels to encourage effective communication among parents and teachers.

School Ethos:

Various measures have been undertaken to cultivate school ethos, which include civic and moral education, counselling, one-life-one-art/sport scheme, training programme for gifted and talented, home-school cooperation, etc. Our school received very good comments from the external school reviewers on school ethos and student support.

Future Development

School Development Plan:

1. Understand our country and the Chinese culture, cultivate a sense of belonging and national identity towards our country through national education and national security education.  
2. With the help of the reading plan and information technology education, students can develop self-learning ability.  
3. The effectiveness of learning and teaching is further enhanced through teacher's professional development, course curriculum reform and self-assessment.  
4. "One-Life-one-art/sport scheme" to help students achieve their full potential and enhance self-confidence.  
5. We endeavour to implement Healthy School Policy with a view to helping students lead a healthy lifestyle, develop personal hobbies and talents, take pleasure in engaging in different communities, and foster interests and essential skills to appreciate aesthetic and physical activities in order to achieve balanced physical and psychological development.  
6. Promote STEAM education.  
7. Organising exchange tours to the Mainland and overseas.  
8. To advance students' learning and teaching effectiveness by enhancing the assessments.

Teacher Professional Training & Development:

We aim at enhancing teacher professionalism through launching a great variety of professional development programmes. For the sake of quality education and benefits of student learning, our teacher champion the robust development of dedicated teaching profession by active participation in various teacher's training courses.

Others

1. Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational: Champion (U13)  
2. Kowloon City District Outstanding Students Award  
3. Asia Pacific Children's Exchange Ambassador (37th Asia Pacific Children's Exchange Scheme)  
4. 76th Hong Kong Schools Speech Festival: First (6), Second (8), Third (6), Merit (184), Proficiency (23)  
5. Joint School Music Competition (Percussions Ensemble & Junior School Choir): Gold Award  
6. Overseas study tours (Australia, South Korea), Mainland sister school exchange program (Xi'an) and Mainland Exchange Program for Junior Secondary and Upper Primary Students" of EDB  
7. Publish campus publications to engage stakeholders.





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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Father Kalisz Slawomir	Ms. Ng Wai Yi	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Oblates of Mary Immaculate Hong Kong	Love God Love People	1975	Chinese	School Bus	About 5230 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

2025/2026 Annual School Charges

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

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
26	2	1	1	Chapel (prayer room)
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Student Activity Centre, Visual Arts Room, Campus TV Room, Music Room, English Room, Small group classroom, Conference Room, Library, Staff Room, Social Workers Office, Teachers' lounge and STEM & Computer Lab				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			50	Total number of teachers in the school		53
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	49%	59%	43%	6%	51%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	4	4	4	5	5	4	26
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	4	4	5	5	26
Mode of teaching at different levels		One elite class and one Sign Bilingualism and Co-enrolment class are organized each level. One Integrated class has been organized in Primary 2 to Primary 4.									
Remarks		-									

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Various modes of assessment have been adopted. Mathematics: combined with performance assessment. General Studies: proactive learning and inquiry-based learning have been stimulated through project learning with the help of attitude assessment. PE Peer Evaluation: A rubric for students to assess each others' sports techniques and foster mutual 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	Class allocation is based on students' academic results. (P.1-P.6)						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	40 mins	8:00 AM	3:15 PM	1:05 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier. KS2 students (Lunch Ambassadors) assist P.1-2 students.	Participation in Eat Smart School Accreditation Scheme (ESAS), Joyful Fruit Month, School Physical Fitness Award, SportACT Award scheme.		1. The Chinese subject has been taught in Cantonese since 2020/2021. 2. One tutorial lesson is set every day. 3. Extra-curricular activities are held on Fridays.		

Life-wide Learning

A variety of both academic and arts programmes are provided to students, including academics, music, sport, art, choral speaking, drama, reading, STEAM, uniform groups, etc. enhancement courses are held to unleash students' potential. A 'Smart Kids Award Scheme' has also been set up to stimulate students to a proactive learning attitude and enjoying a happy school life so as to enhance their sense of accomplishment and belonging to the school.

School Mission

Based upon Jesus Christ's love, our school's motto is to 'Love God and Love Based upon Jesus Christ's love, our school's motto is to 'Love God and Love People'. Building up a good home-school partnership, our emphasis is on a balanced development in the domains of spiritual, ethics, intellect, physical development, social skills and aesthetics, according to individual potential, so that all students can become responsible and contributing members of our nation.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee of Oblate Primary School was set up and the school is collectively managed by managers from different constituencies to highly develop the four domains: 'Management and Organization', 'Learning and Teaching', 'Student Support and School Ethos' and 'Student performance'.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee of Oblate Primary School was established on February 14, 2013, composed by 15 members, including SSB Managers, ASSB Manager, Independent Manager, Ex-Officio Manager, Parent Manager & Alternate Parent Manager, Teacher Manager & Alternate Teacher Manager and Alumni Manager.

School Green Policy:

The Task Force on 'Green and Healthy Campus' was set up to promote the education of environmental protection by different activities and programmes, such as saving-energy and carbon reduction activities, kitchen waste collection, eco-planting and recycling bins. To install energy-saving facilities and energy monitoring system by joining "Green Schools 2.0" programme.

School's Major Concerns:

- 1. e-Learning strategies
- 2. STEAM education
- 3. Positive education

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. "Joyous Efficient Learning" policy has been successfully promoted (whole-school approach)
- 2. BYOD e-Learning strategy has been fully promoted (P.3-P.6).
- 3. Various e-Learning APPs and software have been used to facilitate learning activities.
- 4. STEAM education has been incorporated in Mathematics, General Studies, Visual Arts, Music and Computer Studies.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. To strengthen values education (including life education, national and national security education);
- 2. To make good use of learning time and promote balanced physical and mental development;
- 3. To enrich life-wide learning experience and promote whole person development;
- 4. To enhance catering for learner diversity;
- 5. To strengthen STEAM education, cultivate students' media and information literacy;
- 6. To strengthen reading across the curriculum (RaC) and to develop life-long learning skills;
- 7. To improve assessment literacy and enhance learning and teaching effectiveness.

Development of Generic Skills:

Through optimising e-Learning and STEAM education, to enhance students' higher-order thinking, creativities and other related generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

To promote Moral, Civic and National Education as well as Positive Education to enable students to establish and cultivate positive values and attitudes so as to facilitate their whole-person development.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Chinese/English/Mathematics tutorial before class.
- 2. Homework remedial class after school.
- 3. Elite class, inclusive class and collaboration class are set up.
- 4. Homework/dictation/assessment accommodation.
- 5. Individual Education Plan.
- 6. Progressive student reward plan.

Whole School Approach to Integrated Education:

With Learning Support Grant (LSG), in the implementation of Whole School Approach (WSA), remedial teaching, intensive programme (IP) groups and assessment accommodations, School-based Educational Psychological Service, Enhanced School-based Speech Therapy Service, Sign Bilingualism and Co-enrolment in Deaf Education (SLCO) Programme are provided to students so as to cater for students' diverse learning needs and to facilitate their integration into learning environment. The school cares a lot about Home-School Co-operation through Parents' Day, Talks, e-Communication Apps and so on, to enhance the communication between parents and teachers and facilitate home-school cooperation, so as to jointly cultivate the good character of students.

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

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

Curriculum Tailoring and Adaptation:

The school has established a school-based 'Talent Pool' and provides pull-out programmes, trainings or to recommend competitions for students with different talents to develop their potentials. To cater for students learning diversity through adopting the 'Three-Tier Implementation Model', tiered assignments, collaborative learning and Individual Education Programme (IEP).

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school pays attention to Home-school co-operation, set up the PTA to enhance the communication between parents and the school. To enhance parents in fostering children's knowledge, skills and attitudes through organizing various Home-school activities, such as Parents' Talk and Parent-child Reading, etc. The PTA raise funds for 'School Promotion Fund' actively, and co-operate with teachers to promote e-Learning, STEAM education and positive education so as to nurture talents.

School Ethos:

The school helps students to cultivate the moral value of the school motto 'Love God, Love People' and to enhance 'National Identity' through both formal and informal curriculum, such as morning assembly, moral talks to promote spiritual, ethic, civic and national education. In addition, to discover students' leadership qualities by setting up a prefect team and various sorts of Service Ambassadors' to provide trainings and service opportunities in different respects at school, and through a series of training activities, to enhance their leadership ability and cultivate leadership qualities: not only to serve the school, but also to practise in life, and ultimately give back to the community.

Future Development

School Development Plan:

The learning theme 'Creating a brighter future through advancing innovation and technology @ Showcasing Brilliance Positive education. 'has been set. To enhance students' multiple intelligences in order to enhance effectiveness of learning through optimising e-Learning and STEAM education as well as promoting Positive Education.

Teacher Professional Training & Development:

The school encourages teachers to pursue continuous professional development through organizing various training activities. This aims to enhance teachers' expertise, assist in optimizing e-Learning and STEAM education, and ultimately establish a positive school culture.

Others

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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Lai Wai Lin	Ms. Chan Tsz Ha	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					86%
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, Diligent, Integrity	1971	Chinese (incl.: Putonghua) and English	School Bus	About 6000 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Po Leung Kuk No.1 W. H. Cheung College				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

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

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Standard Basketball Court, Standard Badminton Court, Green Landscape.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Rooms, Guidance Activity Room, Innovative STEM Lab, Language Room, Student Activity Center, Multi-purpose Room, Conference Room, Reading Room, Guest Room, Music Rooms, Art Room, Campus TV Studio, etc.				Accessible lift, Accessible toilet and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			58	Total number of teachers in the school		59
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
98%	98%	55%	72%	3%	33%	64%

### 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	Class streaming is adopted in P.4. For catering learners' diversities and students with special needs, teaching assistants are provided for some classes from P.1-P.6 We also provide pre-class study guidance for the main subjects of P.6.						
Remarks							

### Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Other than formative and summative assessment, project learning and diversified assessment formats are used to assess students' multi-intelligence. Additionally, a mock examination will be conducted for P.1 at the end of the first semester.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	In Primary 1, Chinese is taught in Cantonese. In Primary 2 to 6, Chinese is taught in either Putonghua or Cantonese. The streaming arrangement starts from Primary 4 according to students' academic performance.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:30 PM	12:40 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and brought by students.	We have joined "Joyful Fruit Month", "Bright Smiles Campus", "Po Leung Kuk Positive Education Schools" programme and "4Rs Mental Health Charter".		Students have their lunch at school. They can enjoy programmes produced by the campus TV as well as music. During lunch recess, students participate in different activities such as Reading, Storytelling, Movie Show, National Education activities, STEAM in school (SIS) activities, Music activities and Sports, etc.		

Life-wide Learning

Mandarin Crosstalk, Orchestra, Percussion Band, Handbells, Choir, Folk Song Group, Chinese Flute, English Drama, English Puppetry, English Cantonese Opera, Hip Hop, Chinese Dancing, Unicycle, Swimming, Athletics, various Ball Games, Fencing, Scouts, Red Cross, Junior Police Call, CYC, Chinese Martial Art, Dragon dance, Cheerleading, Debate Team, Art, Coding, Drone, etc.

School Mission

Our school emphasizes on educating the young, nurturing their morality and helping them to achieve "Cognitive, Aesthetic, Social, Physical and Moral development". Our students are therefore encouraged to engage in community service which fosters their values towards their national identities as well as having open and growth mindsets.

School Characteristics

School Management
<b>School Management Organisation:</b> Incorporated management committee → Principal → Executive Team for carrying out school policy and curriculum reforms.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> An Incorporated Management Committee was set up to lead and to manage the school.
<b>School Green Policy:</b> The aim of our environmental education is to raise students' awareness of protecting the environment. With the support of organisations such as the Environmental Campaign Committee, Environmental Protection Department, Hong Kong Productivity Council and Vocational Training Council, our school has implemented various programmes that help to increase students' awareness. We also believe that engaging stakeholders will enhance students' learning experiences and the impact of environmental education in our school. We engage parents as volunteers in "Little Gardener" extracurricular activity.
<b>School's Major Concerns:</b> To optimize school-based assessment policies To create a healthy campus environment To cultivate proper values and attitudes
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> We propose diversity learning. Other than systematically put multi-intelligence as part of our curriculum, we also engage students in various activities during ECA, project learning and theme-based learning.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Values education (including life education, national education and national security education) is integrated into the curriculum to develop student' positive attitude and national identity. Students participate in a variety of learning activities such as sports, arts, language, and innovative technology. STEAM education is also reinforced through school-based project learning and extra-curricular activities.
<b>Development of Generic Skills:</b> Through the use of e-learning platforms such as Google Classroom and Padlet, we cultivate students' abilities in self-directed learning and use of information technology. Through hands-on classroom activities, we cultivate students' generic skills, such as collaboration, creativity, critical thinking, problem solving and communication.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Our school focuses on cultivating the 12 core values set by the Education Bureau. Through various programs, curriculum design, moral education classes, and disciplinary activities, we strive to nurture proper character and ethical values in students. Our curriculum also incorporates national education elements to foster students' national identity. This enables them to contribute and fulfill responsibilities towards their families, communities, the nation, and the world.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Promote all teachers to adopt a 3-tier intervention Model to take care of students with different learning styles. Adhering to the five basic principles of "early identification", "early support", "whole-school participation", "home-school cooperation" and "cross-sector collaboration", we coordinate with each other in culture, policies and measures, so students can gradually become independent, adaptable and self-taught. Teachers are regularly trained with professional knowledge. Talks and seminars are regularly conducted for parents.
<b>Whole School Approach to Integrated Education:</b> Our Students Support Team, which is comprised of the Special Educational Needs Coordinator, Special Educational Needs Support Teacher, Curriculum Development Leader, Guidance Leader, School-based Speech Therapist, School-based Educational Psychologist, School-based Social Worker Team and Teaching Assistants, makes use of the Learning Support Grant, School-based Speech Therapy Service and Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs to implement the Whole School Approach to Integrated Education.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students. Providing support programmes in learning Chinese during Tutorial Period.
<b>Curriculum Tailoring and Adaptation:</b> Through policy to cater for individual learning needs: P.1 Adaptation Course, Preparation for Secondary School Course, School-based Gifted Learners Project
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Parents Teacher Association provides activities and workshops for our parents and students. It enhances parents' spiritual health as well as home-school communication.
<b>School Ethos:</b> Through diverse moral education activities, our school nurtures students' positive values and attitudes. Furthermore, we adopt a multifaceted approach to foster a positive and healthy campus atmosphere, enabling students to achieve holistic well-being and growth.
Future Development
<b>School Development Plan:</b> 1. To carry on having 2 classes in each level to use Putonghua as a medium of instruction when teaching Chinese Language in P.2-P.6. 2. To implement co-operative Learning Approach. 3. To promote STEAM education. 4. To promote experiential learning courses for P.1-P.6. 5. General Studies will be split into Primary Humanities and Primary Science in P.1 and 4 from 2025-26, P.2 and 5 from 2026-27, and will be fully implemented in all six grades in the 2027-28 school year.
<b>Teacher Professional Training &amp; Development:</b> All English and Putonghua teachers have reached professional standards. 28% of our teachers have been awarded The Award of Po Leung Luk Contribution. 15% of our teachers got the Chief Executive's Award for Teaching Excellence. 15% of our teachers got the awards from different aspects.
Others
1. Mainland sister school scheme (Shenzhen, Shanghai, Wuhan, Zhengzhou, Kunming, Zhuhai, Guangzhou, Heyuan), "Mainland Exchange Programme for Junior Secondary and Upper Primary Students" of EDB, overseas study tours. 2. A number of scholarships are provided to encourage students striving for the best.



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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Ms. Hui Wah Ying Joelle	Mr. Leung Ho Wai Eddie	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.	1963	Chinese	-	About 1102 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$60	\$300 (payment in two installments) for improving school environment and facilities.	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	1	1	1	Air-conditioned classrooms, computers, Smart e-Blackboards and visualizers.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Multi-purpose Room, Students' Guidance Room, English Room, Multi-media Language Centre, Visual Arts Room, General Studies Room, Activity Room, Hall and Music Room.				Accessible lift.

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

Number of teaching posts in the approved establishment				27	Total number of teachers in the school		31
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
87%	100%	29%	48%	13%	23%	64%	

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	2	3	2	2	13
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	2	2	3	2	13
Mode of teaching at different levels	Based on the student-centered approach, we emphasize small group cooperative learning, self-regulated learning, gifted education, inquiry-based learning and e-learning elements in our daily lessons. Furthermore, our school policies and curriculum focus on catering for the learners' diversities.							
Remarks	We have Early Identification and Intervention of Learning Difficulties Programme for P.1 pupils. We also provide training programmes for our students' whole personal development.							

## Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	Replace tests and examinations with diversified assessments in the first term of P1	No
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	We have formative assessments and summative assessments. Also, various forms of assessment such as project learning, tasks, observations, self and peer evaluation and parents' evaluation are used to assess the students' learning and performance. Adjustment for students with special educational needs is also implemented in the summative assessments.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability classes from P.1 to P.6.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:30 PM	12:50 PM - 1:40 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and parents can order lunch boxes from the caterer, deliver lunch box or students bring their own lunch.	Students have daily assembly, morning reading, morning exercises, personal growth education and extra-curricular activities. During lunch break, students have leisure and cultural activities. Promote teachers' and students' physical and spiritual development through Christian education.		Lunch Monitoring Team monitors the variety, nutrition value and the food hygiene of the lunch boxes and encourages healthy lunch regularly.		

Life-wide Learning

To develop students' multiple intelligence, various activities are organized for students e.g. Robot Programming, Lego Programming, Little inventor, Grasshopper, Brownie, Students' Fellowship, Chinese Martial Arts, Football Team, Table tennis, Athletics Team, Taekwondo, Fancy jump rope, Dancing Group, Choir, Chinese Musical Instrument, Chinese Orchestra, Flag-guards, Speech Festival, Mathematical Olympiad, English Drama, English puppets, Drawing anime character, Writing, Arts and Crafts, MC Training, CYC and JPC.

School Mission

Uphold the founding Christian spirit of our school: "Not to be served but to serve". To offer a balanced education for the development of the WHOLE person based on Christian principles. To evolve a unique cultural identity and to equip students with sound knowledge, social and technical skills to meet future challenges.

School Characteristics

School Management
<b>School Management Organisation:</b> The well-structured administrative framework is established through collective consultation and discussion. Various committees and teams are designated to make overall plans.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee is formed by professionals and educators. The School Board brings into practice the school-based management, participates actively in school development and builds up distinguished partnership with teachers.
<b>School Green Policy:</b> We educate the students to protect the environment through the curriculum and activities.
<b>School's Major Concerns:</b> 1. Strengthen national and national security education. 2. Continuously optimize teaching and learning models.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Gifted education: To inspire students' potential through school-based whole-class approach and school-based pull-out approach, such as higher-order thinking skills training, scientific investigation and leadership training, etc. 2. To promote self-regulated learning skills and concept in students' daily learning. Students learn to use different learning strategies to gain the essential learning experiences and improve their learning effectiveness. We aim at establishing a lifelong learning foundation for the students. 3. We use drama education, cooperative learning, gifted education, inquiry-based learning and e-learning elements to enhance the teaching quality. Also, we provide students with dynamic learning experiences to deal with different learning needs and achieve different learning targets. 4. To train and nurture our students apply knowledge effectively by providing various learning experiences, such as co-curricular activities, outdoor learning and online self-study, etc.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. The IT subject incorporates programming teaching elements to cultivate students' creativity, collaboration and problem-solving skills to face the challenges of the 21st century. In addition, different courses and competitions are also arranged for our students. Our school also introduces external resources to enrich the content of the IT courses. 2. In order to guide our students to use IT ethically and help them to become a responsible digital citizen and a life-long learner, elements of 'media and information literacy' are incorporated into the subjects of IT and GS. 3. The cross-curricular reading system enables our students to learn knowledge in various fields and explore the things that they are interested in. We strive to cultivate students to learn to read, love to read and master basic reading skills and strategies, so as to improve learning ability and achieve lifelong learning and whole-person development.
<b>Development of Generic Skills:</b> Consolidating Collaboration skills, Communication skills, Creativity, Critical thinking skills, Information technology skills, Numeracy skills, Problem Solving skills, Self-management skills and Study skills are developed through both formal and school-based curriculum and a great variety of extra-curricular activities.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Our school aims at implementing a positive school culture through promoting positive education. The life education course can cultivate students to develop positive life values and resilience to cope with stress and hardship. We also encourage students to achieve whole-person growth.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Enrichment learning groups and correlated training programmes are organized for the students to cater for individual differences. Provide Individual Education Programme, School-based Speech Therapy and social skill training programmes for students with special needs. We also provide English consolidation course and induction programmes for newly arrived students to help them adapt to the local social environment and education system.
<b>Whole School Approach to Integrated Education:</b> Teaching adaptation and assessment accommodation, remedial learning groups, training on social skills, school-based speech therapy services, individual education plan.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.
<b>Curriculum Tailoring and Adaptation:</b> Teachers adjust the requirements in teaching, learning, amount of homework and assessment criteria for the students who have special needs, hoping that their motivation in learning can be improved. Classes for elite students are also arranged in order to nurture them to be the social elites in future.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> We think highly of parent education and student development. We have developed clear and definite policies to promote cooperation with the parents. Teachers maintain regular contact with parents through the 'Sunshine Telephoning Scheme', aiming at strengthening communication through various channels and styles in an open-minded manner. The Parent-Teacher Association (PTA) is also devoted to nurturing children's growth. Students, parents and teachers have a strong sense of belonging towards the school, paying close attention to its future development and actively participating in various activities organized by PTA.
<b>School Ethos:</b> The school thinks highly of the education of 'Love' and positive attitude. The tender solicitude of teachers gives rise to students' love and caring about others to build up our 'Caring and Sympathetic School Campus'. Various activities and reward plans are also organized for building up students' capacity of leadership.
Future Development
<b>School Development Plan:</b> Based on the major concerns, we have developed school based curriculum and activities for quality teaching.
<b>Teacher Professional Training &amp; Development:</b> Collaborative teaching and professional development sections for teachers are prepared so that teachers can communicate, share, view and emulate with one another about curriculum development, co-planning and evaluation. It is believed that the effectiveness and quality of teaching can be improved.
Others
IMC was established on 31 August 2018.



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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Cheung Shu Suen	Ms. Ng Mei Ying Rebecca	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					82%
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	1974	Chinese	Nanny van	About 1791 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			-		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$20	\$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	School Canteen, Basketball Court, Counselling Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
5 special function rooms (Computer Room, Student Activity Centre, Music Room, G.S. Room, Visual Arts Room).				Ramp and Accessible lift.

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

Number of teaching posts in the approved establishment			32	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
95%	61%	36%	56%	19%	33%	48%

### Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	2	3	3	3	15
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	2	2	3	3	14
Mode of teaching at different levels	Small class teaching is implemented. There are elite classes in P.4-6.							
Remarks	A Gifted Education Programme and small supporting groups are provided to maximize students' potential. After-school homework tutorial classes are provided for P.1-P.2 students.							

### Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	1	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Summative and formative assessments, classroom observation, behavioral records, STEAM project learning, peer assessments and learning attitude assessments.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	A Streaming policy is adopted in P.4, 5 and 6 with a monitoring system for students' learning progress.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:30 PM	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Regular activities include Straighten Up Exercise, Vibrant Playground activities, participation in the EACT Jockey Club Active School Programme, the Sport ACT Rewarding Scheme, and Other Learning Experiences and Interest Group sessions. Mental Health Days and emotional workshops are to promote health messages.		Monday to Thursday: Primary 1-2 After-school Homework Tutorial Class Monday to Friday: Whole-school NCS Homework Tutorial Class Monday to Saturday: Primary 1-6 After-School Learning Support Programmes / English Tutorial Class/Extra-Curricular Activities. Support Services for Newly-arrived Children, School-based After-School Support Programs (homework, tutorial, sports, and various activities)		



Life-wide Learning

Cambridge YLE Course, English Drama, Visual Arts Ambassador, Chinese Painting, Basketball, Athletic Training, Taekwondo, Sea Scouts, Girl Guides, Chinese Dance, Chinese Drum, Fencing, Recorder, Mini Tennis, Newly Emerged Sports, Fellowship, MC training, Choir, Choral Speaking, Robot Models, Mbot, Scratch, Mathematics Olympiad, Study Tour and Life Education Camp.

School Mission

Our school aims at offering a balanced education based on Christian principles. Our school motto is "Not to be served but to serve". A dynamic learning environment is provided to equip our students with essential moral qualities and a positive attitude for lifelong learning.

School Characteristics

School Management

**School Management Organisation:**  
Anglican (Hong Kong) Primary School Council Limited, Sheng Kung Hui Holy Carpenter Church

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The Incorporated Management Committee of S.K.H. Holy Carpenter Primary School.

**School Green Policy:**  
Environment Related Outings at Hoi Ha Wan and Mai Po. Student representatives join "Seahorse Rangers" (Hong Kong Ocean Park) to nurture students' passion for conservation from a young age, emphasizing experiential learning beyond classroom.

**School's Major Concerns:**  
1.We emphasise moral and value education, develop students' positive values. Inspire them to become a responsible and self-disciplined citizen.2.We develop an atmosphere of reading, arouse student's interests in reading and enhance their reading ability.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
1. Continuously optimize learning and teaching, encouraging students explore their own learning strategies to enhance learning effectiveness. 2. Create a positive and encouraging learning atmosphere. Emphasize positive feedback and recognition to build self-confidence. Provide them with opportunities to discover and understand their talents. 3. Promote STEAM education and curriculum integration to enhance students' creativity and problem-solving skills. 4. Utilize life-wide learning, including study tours, outdoor learning activities and services, allowing students to experience and consolidate knowledge. 5. Make good use of diversified assessments, helping students set achievable goals to motivate them to learn. 6. Encourage students to take part in physical and art activities.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
1. Integrate National Education, National Security Education into curriculum and celebrate Chinese Culture Day. Students can appreciate Chinese traditional arts, understand Chinese culture, and cultivate patriotism. 2. A theme related to positive values is set every term. Students can demonstrate positive values and attitudes via Moral Education lessons and morning assemblies. 3. Promote reading. Help students cultivate interests in reading by holding Reading Day and reinforcing cross-curriculum reading. 4. Cultivate students' information literacy in GS and ICT, and promote the use of information technology in a rational and responsible way. 5. Promote other learning experience via making good use of learning time. Outdoor learning and physical and art activities are arranged during "Other Learning Experience" period on Wednesdays.

**Development of Generic Skills:**  
We enhance students' creativity, generic skills and problem solving skills through project learning, reading, curriculum integration, and IT programmes.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
1. Our School nurtures students' positive values and caring about others through weekly assemblies, moral education talk and lectures. 2. We engage students to express their care to teachers, family and classmates through a variety of activities. 3. We render moral education through both formal and informal learning activities.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
1. Subsidized ECA and learning resource to promote learning equality. 2. Provide remedial classes, training classes, Pre S1 classes and Individualized Education Plan, including the scope of learning, emotion, communication and adaptation aspects. 3. Provide group/ individual learning programmes. 4. Support the teaching and learning of English and Maths remedial tutorial classes; provide elite subject and STEAM courses. Provide after-school homework tutorial classes. 5. Provide 'Social Skill Training Group', / 'Emotional Management and Social Skill Training', 'Executive Function Training', 'Motor Skill Training' and 'Parent-child reading' to address students' individual needs. 6. School-based Educational Psychology services, School-based Speech Therapy services and Counselling services.

**Whole School Approach to Integrated Education:**  
The Student Support Team consists of the following members: principal, vice principal, Special educational needs coordinator and Special educational needs support teachers, school social worker; and if necessary, parents, and school-based educational psychologist and school-based speech therapist will attend relevant meetings. Our school also makes good use of both internal and external community resources to organize professional teaching development, to implement diversify training sessions to cater for individual differences. Apart from this, our school arranges school-based educational psychology service as well as school-based speech therapy service to conduct timely professional assessment, therapy and support services for students so as to assist students with special needs to better integrate into ordinary schools.

**Education Support for Non-Chinese Speaking (NCS) Students:**  
Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students. We provide additional support for NCS students' Chinese learning: arranging intensive Chinese learning and teaching modes, e.g. pull-out learning, after-school Chinese learning programmes; hiring additional teaching staff to support their Chinese learning; interpretation services to enhance communication with parents; organising activities to create an inclusive learning environment.

**Curriculum Tailoring and Adaptation:**  
1. Curriculum accommodation: Teachers work together through teacher collaboration and co-planning meetings to tailor and adapt the school curriculum to cater for different needs. 2. The specialists such as the speech therapist and the education psychologist collaborate with teachers to improve the learning outcomes through co-teaching. 3. Differentiated teaching: Teachers provide diversified teaching and learning strategies and assistive equipment such as multiple intelligences and multisensory teaching approach as teaching basis. 4. Assignment accommodations: Reduce homework which mainly focuses of copying and provide graded worksheets for student. 5. Dictation accommodations: The content of dictation are adapted and the score are based on adding points. 6. Assessment accommodations on learning attitudes: Appropriate special test and examination arrangement are provided for students with SEN.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
1. PTA joins student affairs and school policy decisions.  
2. PTA instant messaging group reinforces communication.  
3. Parent Volunteers or Flag Selling Campaign.  
4. School-based Talks, workshops concerning family relationship as well as parenting and groups for parents.  
5. Workshops for parents on "Life and Values Education".

**School Ethos:**  
1. Our school equips our students with moral integrity and offers them opportunities for lifelong learning. Cultivate students' self-discipline, self-confidence, self-reflection and self-directed learning ability.  
2. We aim at offering a balanced education based on Christian principles, which blend naturally with ethical, intellectual, physical and social skills, as well as the aesthetic and spiritual aspects of life.  
3. We also implement National Education and National Security Education to enhance students' patriotism.

Future Development

**School Development Plan:**  
1. Promote a reading culture, enhancing reading ability through cross-curriculum reading. 2. Develop high-order thinking skills. 3. Use different teaching and cooperative learning strategies to cater for learning diversity. Utilize life-wide learning, including study tours and outdoor learning activities, allowing students to experience and consolidate knowledge from activities. 4. Apply IT to learning both inside and outside the classroom to foster interactions between teacher and students. 5. Promote STEAM education, life education and career planning to enhance students' creativity and problem solving skills.

**Teacher Professional Training & Development:**  
In order to sustain efficient middle-level management, teachers are encouraged to join leadership workshops organized by the Education Bureau to know more about the latest curriculum reform; arrange training related to career planning and moral education to strengthen professional leadership; encourage teachers to participate in online or face-to-face courses related to life education, national security education and new developments on General Studies.

Others

1. Strengthen national education, arrange study tours in Mainland. Let students know more about our motherland and nurture patriotism. 2. Enrich students' life-wide learning experience. 3. Arrange adventure-based training, boosting self-confidence. 4. Provide bridging courses and strengthen ties with kindergartens and secondary schools.



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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Lau Wing Kai	Mr. Chan Chung Hong	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	2015	Chinese	Nanny van	About 6800 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

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

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	1	1	1	Reading Corner, Multipurpose Area, Bible Garden, Outdoor Classroom, Running tracks, Agricultural land, Butterfly Garden, Courtyard, Covered Playground
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Chapel, Student Activity Centre, Cooking Centre, Campus TV Studio, Computer Room, Music Room, Visual Arts Room, General Studies Room, Language Room, Counseling Room.				Ramp, Accessible lift, Accessible toilet, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment				56	Total number of teachers in the school		60
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	19%	55%	23%	23%	54%	

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	1. Implement small class teaching so as to establish a caring culture and to cater for students' individual differences. 2. Conduct remedial and enrichment classes, and design appropriate teaching and learning materials for students of diverse abilities which can help consolidate students' learning as well as increase students' learning effectiveness.						
Remarks	Implement a three-tier gifted education support mode, provide both academic and non-academic competitions and courses within or outside school nominate gifted students to Hong Kong Academy for Gifted Education (HKAGE) and different outstanding students.						

### Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. Assess students' learning progress through formative and summative assessment. 2. Implement a comprehensive assessment (listening, speaking, reading and writing) in both Chinese and English subjects. 3. Implement self-evaluation, peer evaluation and parents' evaluation etc to assess students' learning effectiveness. 4. Provide assessment accommodation for students with special needs.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Implement English-as-the-basis class starting from P.4.						

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:10 PM	1:05 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and Promote healthy lunch and emphasize on balanced diet.	Morning and weekly assemblies and compassionate communication (Just Feel) are conducted to promote the students' physical and mental health; life education and religious education are developed with strong devotion; Students are encouraged to actively participate in physical and aesthetic trainings; students' positive life values & attitudes and moral values are cultivated with the love of Christ		1. Moral education lesson, assemblies, reading lesson, Multi-intelligence activities, tutorial groups and after-school activities are held. 2. Organize study tours outside Hong Kong to enrich students' learning experiences and widen their horizons. 3. STEAM project-based learning week in aviation.		

Life-wide Learning

- 1. Our school aims at 'one life, one sport, one art and one service', organizing different sports, art and uniformed groups activities.
- 2. Actively participate in inter-school competitions, so to let students know about themselves better, learn to appreciate others and gain more successful experiences.
- 3. Arrange different kinds of visits, talks and variety shows in different levels so as to enhance students' multi-intelligence as well as expose their potentials and learning outcomes.

School Mission

Our school's philosophy is based on Christ's teaching with a focus on "not to be served but to serve". To nurture children's personality of Jesus and let them learn about God and Christian faith. We aim to develop our students as whole people. We concentrate on their moral, intellectual, physical, social, artistic and spiritual development - finding a balance in their life. After our teaching, we hope our students can learn, think, explore, create and be innovative to achieve lifelong learning.

School Characteristics

School Management

School Management Organisation:

Set up committees in 'School Administration and Organisation', 'Learning and Teaching', 'Student Support Services' and 'Students Performance' to develop and discuss strategies for monitoring and improving the school development.

Incorporated Management Committee / School Management Committee / Management Committee:

Incorporated Management Committee conducts regular meetings to make decisions and supervise school policies.

School Green Policy:

- 1. Adopt District Cooling System to provide air-conditioning as the school premise is located in Kai Tak Development Area.
- 2. Encourage students to practise 4Rs in their daily life. Strive for environmental protection and promote sustainable living to construct a healthy environment.

School's Major Concerns:

- 1. Use diversified learning and teaching strategies with agility to increase learning effectiveness.
- 2. Promote values education to nurture students' positive values and attitudes.

Learning and Teaching Plan

Learning & Teaching Strategies:

Adopt diversified teaching strategies such as adopting discovery learning, STEAM education, e-learning, differentiated instruction, developing students' self-directed learning capability and consolidating teaching effectiveness. Utilize flexible lesson time and implement cross-curriculum learning and e-learning platforms, which enhance whole-person development.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- Natural connect different learning area by diversified teaching strategies and activities, cultivate students' positive values and attitudes and enhance their academic performance.
- Creating space for students to have meaningful learning experiences within and beyond the classroom.
- Refine and enhance Primary Science and Humanities Curriculum.

Development of Generic Skills:

Upgrade students' communication skills, thinking skills and collaboration skills through regular lessons and a variety of life-wide learning activities. Cultivate students with critical thinking, problem solving skills and foster their creativity.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Arrange Life-education lessons to let students learn to treasure lives and overcome challenges courageously.
- 2. Implement the award scheme 'The Holy Crossian' to strengthen the five core values- politeness, responsibility, honesty, love and innovation.
- 3. Arrange moral and civic education lessons to develop positive atmosphere like unity, fraternity, mutual assistance and understanding in class.

Student Support

Whole School Approach to Catering for Learner Diversity:

Implement Whole School Approach to Integrated Education so as to utilize resources flexibly to support students in need. Assess students learning need by Students Support Committee and provide appropriate accommodation. Consolidate students' fundamental learning through remedial classes; Upgrade students' learning abilities through enrichment classes.

Whole School Approach to Integrated Education:

Special Educational Needs Coordinator leads the Student Support Team to deploy grants (such as Learning Support Grant and Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs), implementing specific measures to support students with special educational needs (such as teaching adaptation and assessment accommodation, learning support group, school-based speech therapy services, school-based educational psychology services), establishing mechanism to solicit parents' views and discussion on students' learning progress.

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

- Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; organising activities to create an inclusive learning environment in the school; 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.
- Teach the Chinese language to NCS students using appropriate materials
  - Provide academic support to NCS students such as homework guidance
  - Translation support for parents of NCS students

Curriculum Tailoring and Adaptation:

- 1. Adopt formative assessment and fun dictation in P.1 Exam (1)
- 2. Publish school-based Chinese, English, Maths teaching materials to enrich students' learning.
- 3. Arrange group teaching according to students' ability to enhance learning effectiveness.
- 4. Organize co-planning meetings to adapt the existing teaching materials which caters for learners' diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Arrange parents' helpers to assist in school activities and Life education and strengthen the communication between the school and the parents which contribute to the sturdy growth of the next generation.
- 2. Organize Parent-child Inspiring Courses, Parent Education Programme, seminars and form Parent Gathering Group.
- 3. PTA organize different activities to enhance positive parent-child interaction and relationship.
- 4. Communicate with parents effectively by sunshine call, parents' day and parent questionnaire.

School Ethos:

- 1. Establish a caring campus with the values embedded in Christianity.
- 2. Expose students' potentials in moral, social, intellectual, physical, aesthetic and spiritual development through reward schemes.

Future Development

School Development Plan:

- 1. Boost up students' self-confidence through cross-curriculum learning, different kinds of activities and service reward schemes.
- 2. Empower the efficiency of small-class teaching by adopting differentiated instruction to cater for learners' diversity.
- 3. Upgrade students' reading interest and ability by establishing a rich reading culture.

Teacher Professional Training & Development:

- 1. Establish a teachers' learning organization through developing the professional learning community.
- 2. Enhance learning and teaching through adopting differentiated instruction teaching skills.

Others

Upon the invitation from EDB to be the co-ordinating school of Quality Education Fund Thematic Networks: The Pioneering Programme of Primary Science Education, establishing the professional network between schools in steam and science education.



獻主會聖馬善樂小學

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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Fr. Gicalao Ronnie Yap	Ms. YU SZE WAI	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Oblates of Mary Immaculate Hong Kong	Love God Love Others	2007	Chinese	Nanny van	About 1700 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
-	-	-	\$200	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	1	1	Prayer Room, Medical Room and Conference Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Activity Room, Computer Room, Visual Arts Room, General Studies Room, STEAM Room, Aviation STEM Room, Music Room, Student Guidance Room, English Room and Campus TV.				Ramp, Accessible lift and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			35	Total number of teachers in the school		35
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	43%	77%	23%	23%	54%

### Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		Elite Class (P.2-P.6, Class A)								
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	In order to monitor student learning, different modes of assessment such as formative and summative assessment, self assessment, peer assessment & parent assessment as well as portfolios are used in different Key Learning Areas.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.2 - P.6 (according to academic results)						

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	30 mins	8:00 AM	3:00 PM	12:55 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Health Education is integrated in different Key Learning Areas and activities. Related workshops are conducted and students are appointed as Health Ambassadors in order to promote Health Education in school.				

Life-wide Learning

Choir, Handchime Team, Handbell Team, Drama Team, Visual Arts Team, Ball Games Team, Dance Team, Swimming Team, Athletics Team, Fencing, Archery, Cub Scouts, Brownies, Road Safety Patrol, Community Youth Club (CYC), Young Pioneers of Christ, Junior Police Call (JPC), Constitution and Basic Law Student Ambassadors, Environmental Protection Ambassadors, Aviation Ambassadors, School Games Ambassadors, Schools Reporters, summer holidays activities and Study Tours.

School Mission

Based upon Jesus Christ's love, the School's motto is 'Love God, Love others'. Building up a good home-school partnership, our emphasis is on a balanced development in the domains of ethics, intellect, physical development, social skills and aesthetics, according to individual potential, so that all students can become responsible and contributing members of our nation.

School Characteristics

School Management

School Management Organisation:

The Supervisor/the Principal and the senior teachers.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has been set up with members from School Sponsoring Body, teachers, parents, alumni and independent person. The Principal is being the ex-officio manager.

School Green Policy:

To raise students' environmental awareness and help them cultivate a good living habit, they are encouraged to practice low-carbon living such as bringing their own utensils for lunch.

School's Major Concerns:

- 1. To strengthen STEAM education and enhance the effectiveness of learning and teaching in line with the concept of "rejuvenating our nation through science and education".
- 2. To deepen and expand Values Education to lay a good foundation for cultivating values and nurturing people in an ongoing way.

Learning and Teaching Plan

Learning & Teaching Strategies:

Diversified learning activities are designed with the integration of Health Ed., Values Ed., IT in Ed., STEAM Ed., Gifted Ed., Positive Ed., Information Literacy and Life Planning Ed. according to the EDB Curriculum Guides of different Key Learning Areas. Students can apply what they have learnt and foster their generic skills through Project Learning, Life-wide Learning Week and Cross curricular activities related to Integrated learning activities of Arts and Physical Education. Cooperative learning is applied in a small class teaching environment to enhance the effectiveness of learning and teaching and cater for learner diversity. To enrich students' learning experience, the School has organised cross-curricular and inter-school activities like Chinese/International Culture Week and overseas study tours. Our philosophy is to extend and diversify students' learning beyond the classroom. We aim at developing students' self-directed learning skills and preparing them to be life-long learners.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Our school keeps up with the latest education trends in order to engage students in different learning experiences during or outside lesson time. A comprehensive plan for time allocation and timetabling is designed to conduct formal lessons and learning activities such as integrated lessons and experimental lessons. STEAM Education, Values Education and Health Education are promoted in order to cultivate students' positive values, attitudes and behaviours so as to facilitate whole-person development. A 'Self-directed Learning Award Scheme' is implemented to encourage students to make good use of their time. To facilitate Service Learning, students are trained to be ambassadors of different areas. This helps to raise their awareness on personal, social and civic responsibility and equip them to be future leaders. To enhance assessment effectiveness and facilitate all round development of students, assessment policies and methods are evaluated and revised constantly.

Development of Generic Skills:

Students' generic skills (e.g. collaboration skills, communication skills, critical thinking skills, IT skills, creativity, etc.) are fostered through diversified learning activities like theme days, cross-curricular activities, project learning and integrated Arts and Physical Education activities. We aim at developing students' self-directed learning skills (e.g. having pre-lesson preparation, note taking, using reference books, collecting and choosing useful information, etc.) and preparing them to be self-directed learners.

Cultivation of Proper Values, Attitudes and Behaviours:

We foster students' positive values and attitudes through the learning and teaching of various Key Learning Areas/subjects and the provision of relevant learning experiences thus to enhance their knowledge of constitution, basic law, National Security and other good practices.

Student Support

Whole School Approach to Catering for Learner Diversity:

Students with special educational needs are supported under Learning Support Grant. Collaborative learning is implemented in Key Stage 1, as well as add-on classes, social interaction, focus groups and dyslexia groups. Support programmes are provided for students in need. There are elite classes from P.2 to P.6. Pull-out programmes are organised for students who perform excellently in different areas. Gifted students are also recommended to join courses provided by outside organisations such as the Hong Kong Academy for Gifted Education and the Web-based Learning Courses of EDB. To ensure a smooth transition from kindergarten to primary school and from primary school to secondary school, appropriate measures are adapted to cater for P.1 and P.6 students, and school-based after school care service.

Whole School Approach to Integrated Education:

To build a caring and inclusive culture, seminars and workshops are held to help teachers, staff, parents and students to have a better understanding of students with special educational needs. The key members of the Student Support Team are the Principal, Vice-principal, School Curriculum Leader, Discipline Master/Mistress, Special Education Needs Coordinator, school social worker, Special Educational Needs Support Teacher and Special Education Needs collaborative teachers. The team implements and promotes related policies and issues.

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. Support service is provided for NCS students.

Curriculum Tailoring and Adaptation:

We cater for learner diversity through the 3-Tier Intervention Model. Intervention and enrichment programmes on Chinese Language, English Language and Mathematics are provided outside class time according to the needs of the School and students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The School formulates clear Home-School Co-operation Policy and supports the parents by offering parent education activities. Parents are encouraged to be volunteers to provide support for school events and be more involved in their children's school so as to promote mutual understanding and create a harmonious school together.

School Ethos:

Our well-behaved students result from the simplicity of the school ethos. As mentioned in the main theme, the School has created a caring and supportive climate. Various programmes which aim at helping students to develop good social skills have been promoted and student leader services have been created. Students enjoy amicable and harmonious relationships with one another. Students' learning is further extended and diversified beyond the classroom in the light of "A school without boundaries". Different teaching modes like cooperative learning are applied in a small class teaching environment. With increasing participation in the learning process, students build up their confidence and learn actively, establishing a solid positive value foundation.

Future Development

School Development Plan:

Teacher professional development and training enables teachers to plan challenging learning programmes for students. The School provides a caring & supportive environment for new teaching colleagues through mentor programme. Through the mechanism of School self-evaluation, enhancement of quality human resources management and accountability practice, the school aims at achieving excellence and improvement.

Teacher Professional Training & Development:

In order to fulfill EDB requirements, the School formulates its professional development plans according to the annual school plan, major concerns and school needs. The School continues to organise Professional Training & Development activities such as workshops, seminars, experience-sharing sessions and visits in cooperation with the EDB or other schools/institutions for teachers. Teachers also have practices like co-planning, peer lesson observation and evaluation in order to keep in touch with the latest development of the education sector.

Others

We have scholarship provided by PTA in order to steer every student achieving their highest both in academic and conduct behaviours.



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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 Mak Yuen Suk Lucia	Ms. Chan Wai Yin Maria	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
Franciscan Missionaries of Mary	THROUGH CHARITY TO TRUTH	1948	Chinese & English	School Bus	About 2872 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Rose of Lima's 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
-	-	\$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	Sky Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, Innovation Space, Visual Art Room, Music Rooms, Multi-purpose Rooms, Computer Rooms, General Study Room, Mathematics Room, English Room, Small Group Teaching Rooms, Conference Room, Student Guidance Room, Medical Room, PTA Room, Performing Arts Space, Social Worker Room, Pastoral Care Room				Ramp, Accessible lift, Accessible toilet and Braille and tactile floor plan.

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

Number of teaching posts in the approved establishment			47	Total number of teachers in the school		52
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
98%	98%	40%	76%	14%	16%	70%

## Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		Mixed ability grouping is adopted from P1-P6. Learning and teaching strategies are differentiated to address the learning needs of students of different classes. There are remedial classes to help the struggling learners to consolidate their foundation in Chinese Language, English Language and Mathematics and enrichment classes to stretch the potentials of higher ability students.								
Remarks										

## Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	Apart from summative assessment in the form of examinations, a variety of formative assessment tasks are designed to assess students' knowledge and skills in Key Learning Areas, generic skills, values and attitudes. For General Studies, one of the examinations is replaced by project learning.						No
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 P1 to P6.						

## 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	7:45 AM	3:15 PM	12:50 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To enhance students' health and fitness level and to further engage students in developing an active and healthy lifestyle, the school has participated in 'Physical Fitness Award Scheme', 'MVPA60 Award Scheme' and organised various sports activities for students after lunch time. Healthy snacks can be brought to school.		Every day after lunch is the life-wide learning period. A variety of cross-curricular activities and 'Learning to Learn' activities are arranged to develop students' 'Learning to Love' and 'Loving to Learn' capabilities. Experiential learning experiences are arranged for our girls to achieve certain learning goals that are more difficult to attain solely through classroom learning and achieve whole person development		

Life-wide Learning

Chinese Orchestra, Wind Band, Choirs, Chinese Drum, Judo, Gymnastics, Table Tennis, Basketball, Football, Chinese Musical, English Musical, Chinese Dance, Ballet, Jazz, Contemporary Dance, Knitting, Brownies, Flag-guards, Young Pioneers of Christ (YPC), Franciscan Kids, School of Peace, Rotary Junioract Club, Chinese Debate Team, Lego Robotics, Coding, Rummikub, Light Clay, Chinese Painting, Fashion Design, Wall Painting, Campus TV reporters, Fun Science Experiments, Gardening (hydroponics). Co-curricular activities like STEAM Week and Chinese Culture Week are organised to provide students with opportunities to integrate and apply the knowledge and skills learned in different Key Learning areas to complete missions and solve problems.

School Mission

The school endeavours to live the spirit of Franciscan Missionaries of Mary, with the vision of a holistic development of our students in the aspects of spiritual, moral, intellectual, physical, social and aesthetic so that they become joyful and loving individuals and responsible citizens who are devoted to serve the others.

School Characteristics

School Management
<b>School Management Organisation:</b> The School is founded by Franciscan Missionaries of Mary. In August 2015, the school established its Incorporated Management Committee which is responsible for the direction and development of the School. The School Sponsoring Body, the Incorporated Management Committee, the Supervisor, the Principal, the School Executive Committee and the School Development Committee work collaboratively for the development of the school.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee was established in August 2015. The IMC consists of Sponsoring body managers, the Principal, Teacher manager, Parent manager and Independent manager. The managers manage the School, formulate school policies to ensure that the Vision, Mission and Core Values of the School are implemented effectively.
<b>School Green Policy:</b> We have green and clean campus scheme which enables the students to cherish a green and low-carbon lifestyle.
<b>School's Major Concerns:</b> 1. Foster students' self-understanding and cultivate a positive attitude to help them realize their potential and serve the community. 2. Strengthen students' generic skills and broaden their horizons.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 6-day cycle, with morning/afternoon reading sessions, afternoon life-wide learning periods and cross-curricular activities. A variety of learning activities are organised to enrich students' learning experiences. Every year, learning and teaching and student strategies and student support strategies are refined according to the major concerns of the school. Inquiry-based approach is adopted to ignite students' curiosity, to motivate students to become proactive learners and to increase their interest in reading. Experiential learning opportunities are provided to support students to achieve some learning goals that are more difficult to attain through classroom learning alone. Deeper learning is promoted through hands-on experience and reflection.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Strengthening values education (life education, national education and national security education, 5 Core Values of HK Catholic Education, positive education); making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.
<b>Development of Generic Skills:</b> To foster students' 21st century skills through conducting learning activities in different Key learning areas, cross-curricular activities (Intangible Cultural Heritage projects, STEM projects), life-wide learning activities and extra-curricular activities.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Our school promotes Values Education through nurturing in our students the ten priority values and attitudes: "Perseverance", "Respect for Others", "Responsibility", "National Identity", "Commitment", "Integrity" "Care for Others", "Law-abidingness", "Empathy" and "Diligence" to promote whole-personal development and to equip students to contribute to the society. Our school aims at fostering students' positive values and attitudes through the learning and teaching of various Key Learning Areas/subjects and the provision of relevant learning experiences. We strive for developing students' ability to identify the values embedded, analyse objectively and make reasonable judgement in different issues they may encounter at different developmental stages so that they could take proper actions to deal with the challenges in their future life.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Differentiation instruction is adopted to cater for learner diversity to improve the effectiveness of learning and teaching. Teachers differentiate the curriculum, learning and teaching strategies and use different modes of assessment to assess the performance of students. 2. Bridging Programme for P1 students is arranged to help them experience a smooth transition of the new learning environment. 3. Enrichment Classes and Remedial Classes are designed to support student learning. 4. Learning programmes are designed to identify and develop students who demonstrate exceptional achievement or potential in specific academic subject area(s), creative thinking and leadership skills; remarkable talent and outstanding performance in different domains like visual and performing arts, sports and technology.
<b>Whole School Approach to Integrated Education:</b> The school has established a "Student Support Team" led by the Special Educational Needs Coordinator to plan, implement, and review support for students with special educational needs. Different modes of support (remedial classes, various courses focused on academic improvement, skills enhancement groups, interest development) are provided to address the needs of students with special educational needs. An in-house speech therapist has been hired to provide group or individual speech therapy training sessions for students with language disorders.
<b>Curriculum Tailoring and Adaptation:</b> Differentiation instruction is adopted to cater for learner diversity to improve the effectiveness of learning and teaching. Teachers differentiate the curriculum, learning and teaching strategies and use different modes of assessment to assess the performance of students.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Home-school co-operation is fostered and parent education is promoted to create a positive environment for students to enhance learning effectiveness and foster their healthy development. PTA acts as a medium of communication between the school and the parents. The active participation of parents fosters the collaboration between the school and families and parents gain a better understanding of the school through different types of school activities. The Parents' Academy has been set up to promote parent education. Learning opportunities are offered for SROLS parents on six categories–Religious formation, Academic, Parenting, Higher-order thinking skills, Innovative Technology and Parent-child workshops.
<b>School Ethos:</b> St. Rose of Lima's School has the characteristics of simplicity and harmony, with a strong emphasis on Christian faith and positive attitudes and values. The relationship between students and teachers is good and our students have a strong sense of belonging to the school.
Future Development
<b>School Development Plan:</b> In the past two development cycles, the school has been committed to nurturing students' leadership qualities and spirit of serving the community through understanding and practicing the "7 Habits" and the five core values of Catholic education. These efforts have also aimed to help students unleash their diverse potential. To sustain and deepen the achievements of the past cycles and further enhance students' leadership qualities, the school will focus in this cycle on inspiring students to explore themselves, understand their character strengths, discover their interests and talents, and build a positive attitude. This will help them become leaders who understand themselves and actively utilize their strengths and potential to serve others. Moreover, to build on the six years of experience in promoting self-directed learning and to further develop students' critical thinking, self-management, and independent learning skills, the school will focus on enhancing students' generic skills and broadening their horizons in this development cycle.
<b>Teacher Professional Training &amp; Development:</b> Our school emphasises on teacher professional development. Through internal lesson studies and collaborating with universities, Education Bureau and other organisations, teachers keep abreast of the latest developments in curriculum, teaching pedagogies and assessments to continuously improve the school-based curriculum to enhance learning and teaching effectiveness.
Others
Our school has formed sister school pairs with Qingdao Hainuo School. School management and teachers enhance their professionalism through exchanges of school management experiences, lesson observations. Students broaden their horizons and deepen their understanding of the Mainland/Hong Kong by participating in exchange activities, thereby enhancing their sense of national identity.





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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. Kam Wai Keung	Mr. Lee Tak Hang	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kowloon Tong Church of The Chinese Christian & Missionary Alliance	The fear of the LORD is the beginning of wisdom and knowledge of the Holy is understanding. (Proverbs 9:10)	1997	Chinese	School Bus; Nanny van	About 6200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$75 (per year and per family)	\$720 fee for employing two extra native English-speaking teachers and one extra native PTH-speaking teacher.	\$175 fee for copying learning materials.

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	2	English library, hall, air-conditioned canteens, running track, H.C. Chan Complex, Toy Library, basketball courts, volleyball court, Sky Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Visual Art room, Music room, Laboratory, Aviation Discovery Centre, English Reading Castle, Stream Inno-Tech Lab, Counselling room, Wellbeing Room, Dancing room, Stream Corner, Prayer Room				Accessible lift.

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

Number of teaching posts in the approved establishment			57	Total number of teachers in the school		61
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	32%	51%	6%	8%	86%

## 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	There are 5 classes per grade level. Students are divided into 5 classes according to their academic performance in P.4-P.6. The school provides an iPad for all P.4 students. In P.5 and P.6 classes, there are two classes using I-schoolbag. Other classes are implementing 'Bring Your Own Device Occasionally' (BYOD-O) policy which allows students to bring their own mobile computer devices to school.						
Remarks	The school has become the first Hong Kong primary school which serve as a satellite center for the Gifted Education Academy. We provide different levels of gifted education training programmes for students, teachers and parents. For students, we implemented 'Three-tier Model' of Gifted Education.						

## 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	Other than formative and summative assessments, we also assess students' multiple intelligences and skills through Project Learning and peer 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	In Primary 1 to 3, all students are divided evenly among the classes. In Primary 4 to 6, all classes are allocated according to their academic results and gender balance. We prioritize the relationship between teachers and students by having two class teachers in each class.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	30 mins	8:00 AM	3:15 PM	1:00 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We have joined a school wide healthy eating plan. A team supervises the quality of the school lunch provider. Our school conducts a series of physical activities which include: 'An Active School Scheme', 'Daily Aerobics', 'Morning Jog', and 'Teacher-Parent Sports Day'.		Primary Three to Six students have lunch in the school canteen. Fresh vegetables are cooked at the school canteen. Cooked food is delivered by lunch suppliers to schools and then re-heated and portioned to students. We have been awarded the Gold Prize in 'The Hong Kong Healthy School Award Scheme'.		

Life-wide Learning

Our school provides students with many different types of extracurricular activities, such as Percussion Orchestra, Philharmonic Orchestra, Hand Bell, choir, swimming, basketball, badminton, volleyball, athletics, modern dancing, skipping rope, Visual Art, STREAM Engineer, MEV (Mobility Electric Vehicle), aviation, Mathematics Olympiad, Choral Speaking team, Cub Scouts and Brownies etc.

School Mission

In accordance with the KTAC's mission for education, our school's mission is "Glorifying God by loving Christ, loving one another, & reaching the world with the gospel."

School Characteristics

School Management

School Management Organisation:

The school is governed by a volunteer Board of Director that has the ultimate responsibility to ensure that the school is successful in fulfilling its stated mission. The principal, vice principals, assistant principals and core members focus on the administrative work involved in operating the school.

Incorporated Management Committee / School Management Committee / Management Committee:

The Incorporated Management Committee has been established since the school year of 2008-2009. The committee members include representatives of the school supervising body, school Principal, independent managers, parent managers, teacher managers, and alumni managers.

School Green Policy:

We often review the school environmental protection strategies. A Student Green Ambassador team is set up to help to implement the strategies in the student's daily life.

School's Major Concerns:

In our school's development plan of 2024-27, value education will be our focal point to promote Christ-centred values. Additionally, we aim to renew our curriculum and take better care of students' diverse needs.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. Our School emphasis is not only on the Bi-literacy and Tri-lingualism, we also actively develop school-based curriculum, such as gifted education, drama education, life-wide learning, project learning, service education and inquiry learning to develop students' multiple intelligences.
2. Through different ways to distinguish the gifted child and provide suitable courses. Also, Spanish course is offered.
3. Enhance students' ability to integrate and apply knowledge and skills in STEAM Education.
4. We hold Chinese Cultural Day, English Fun Day and Mathematics Week and have various learning activities for students. We also encourage students to participate in extra-curricular activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Learning from reading: Chinese and English extensive reading schemes, story-telling activities, reading groups and online reading.
2. Technology: Information Technology elements are incorporated in different subjects; we encourage students to participate in online learning activities. We also adopt the use of 'E-class I-schoolbag' and 'Microsoft OneNote' for mobile learning as part of our teaching strategies.
3. Project Learning: Project Learning is held every year, through this integrated curriculum, students can explore and acquire knowledge deeply and widely.
4. Life Education: To cultivate high morals in our school, we have morning prayers, weekly assemblies and moral talks. The Christianity elements are integrated into the new Moral and Civic Education syllabus in order to develop our students to be a responsible citizen.

Development of Generic Skills:

Generic skills: Through local and international exchange programmes, classroom learning activities, 'learning-by-doing' learning opportunities, project learning processes and reporting students' generic skills, such as communication, critical thinking, creativity and cooperation skills are developed.

Cultivation of Proper Values, Attitudes and Behaviours:

The school is founded on positive education principles to create a 'Positive Campus,' dedicated to promoting twelve essential values, attitudes, and skills. Six aspects of Positive Education are implemented in order to develop students' 'positive emotions', 'positive relationships', 'successful experiences', 'purpose in life', 'full commitment' and 'healthy mind and heart'.

Student Support

Whole School Approach to Catering for Learner Diversity:

Student Support Team is established to cater for student diversity. Implement the early identification and intervention programme for primary one students with learning difficulties, speech therapy services, Little Buddies Learning Programme, remedial learning groups, teaching adaptation and assessment accommodation. A team for catering learners' differences is formed. Pre and post tests are designed in three main subjects to measure students' growth in knowledge and promote effective in learning and teaching.

Whole School Approach to Integrated Education:

Our school is committed to developing an inclusive culture through the Whole School Approach to support students with SEN. Resources (LSG) are deployed to provide appropriate and diversified support to these students so as to enhance their learning efficacy and adjustment to the school life. Student with SEN and ALAs are provided with the following support measures:

1. Learning Support Groups
2. School-based Educational Psychology Services
3. School-based Speech therapy services
4. Homework adaptation and assessment accommodation
5. Group training on social skills / attention
6. 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: appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.

Curriculum Tailoring and Adaptation:

We provide enriched and tailored courses. We also have Step-up Classes and Enhancement Classes which provide appropriate learning activities for students with different learning needs.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parent-teacher Association is set up. Parents take an active role in participating and organizing school activities. We organize regular meetings with parents, such as Parents' weekends, Home-school sharing Day and surveys are conducted to collect parents' opinions.

School Ethos:

Our counseling and disciplinary principals are based on biblical values and aim at whole person development. We want our students to grow up to respect one another, follow rules and have good character strengths. We have a house system (Appreciation, Perseverance, Sincerity, Wisdom) to foster peer relationship and care across classes and grades. The house system strengthens the culture of care and increases students' sense of belonging at school. We hold different activities such as family day, song requests, hundredth-day banquet, Big Brother and Big Sister Scheme, transfer student gathering etc. so that students can prosper in a harmonious school.

Future Development

School Development Plan:

1. Focus on value education and renew the curriculum. Promote the twelve priority values and attitudes through different kinds of learning inside or outside the classroom.
2. Renew the curriculum by applying diversified teaching and assessment and catering for learners' diversity. Also strengthen teachers development on learning, teaching and assessing.

Teacher Professional Training & Development:

At least three Teacher Professional Development days are held annually. Teachers participate in workshops; co-plan lessons; local and international exchange programmes which enhance the effectiveness of our teaching. Recently, our school has focused on the training of gifted education, aiming to cater for learner diversity.

Others

Tutorial lessons, Reading across curriculum, Multiple-intelligence activities, STREAM curriculum, Moral, Civic and Nation Education, Assembly are provided after lunch break. Students can participate in different types of learning activities and have more effective and sustainable learning experience.



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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Kee Cheong, M.H.	Ms. Yuen Wai Man	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					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Grantham College of Education Past Students' Association	-	1997	Chinese	Nanny van	About 5100 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
-	-	\$10	\$310 (fee for employing extra native English-speaking teachers)	Approximately \$400 (including costs for photocopying, materials, exercise books, E-admin)

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	4	1	1	Flag-raising square, Outdoor Bouldering, Happy fish pond, Lego-Land, Innovative Chalkboard, Happy Garden, Solar Energy Generating System and PTA Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
CreArtive Bus, Music Room, Visual Arts Room, Tech-Land, NET Room, GCE Whampoa stage, GCE Time-Gallery, IT-Zone and Mini Theater.				Accessible lift.

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

Number of teaching posts in the approved establishment				44		Total number of teachers in the school		49	
Qualifications and professional training (%)				Years of Experience (%)					
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above		Special Education Training	0 - 4 years		5 - 9 years		10 years or above
100%	98%	43%		74%	14%		22%		64%

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	2	3	4	5	4	5	23
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)		No. of classes	3	2	3	4	5	4	21
Mode of teaching at different levels	P.1 to P.3 will be grouped by mixed abilities; P.4 to P.6, some classes will be grouped based on overall performance to cater for learner diversity.								
Remarks	We emphasize "Innovative Experiential Learning" model, the implementation of "small class teaching" and "gifted education development framework" to cater for students' different learning needs. To establish good learning attitudes and habits for students.								

## Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Besides 3 summative assessments, we also have diverse assessment methods such as oral presentations, daily classwork, practical assessments, self-assessment, peer assessment, and electronic evaluations to enhance learning effectiveness.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	P.1 to P.3 will be grouped by mixed abilities; P.4 to P.6, some classes will be grouped based on overall performance to accommodate student differences.						

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:20 AM	3:30 PM	12:10 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. We organise Healthy Fruit Day regularly to promote healthy eating habits. We also provide scheduled activities for overweight students to exercise regularly. 2. We emphasize students' mental health, we have "morning reading sessions", "physical activity periods" and "classroom bonding time" to provide students with ample time to relax and enjoy campus life.		We provide different learning opportunities for our students such as "Lunar New Year Market", "Whole School Learning Day" and "Multiple Intelligence Programme" and also an overseas learning programme "Tomorrow Leader Programme". We encourage them to learn by doing and exploring. We also have "Whampoa Stage" for students to perform and show their talents.		

Life-wide Learning

We offer a range of multiple intelligence-based courses, including Fun English, Sex Education, Programming, Scientific Exploration, Cultivating a Taste for Reading, Drama, Scouting-style self-care courses, Boulderling, Cycling, and Swimming. Through participating in these various learning activities, students have the opportunity to cultivate their interests, develop multidimensional thinking skills, and foster a well-rounded education.

School Mission

- (1) "Upholding the educational philosophy of the Alumni Association of the College of Education, we provide students with high-quality holistic education, enabling balanced development in moral, intellectual, physical, social, and aesthetic aspects."
- (2) "We are committed to providing students with a pleasant and effective learning environment, aimed at nurturing their growth, helping them learn to interact with others, respect one another, strive for learning, establish a solid academic foundation, and pursue excellence."

School Characteristics

School Management
<b>School Management Organisation:</b> The Incorporated School Management Committee oversees the school's operations, with the Principal leading the School Development Team, Curriculum Development Team, and Student Development Team to implement various school initiatives.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee has been established since 2012. The Incorporated School Management Committee is composed of members from the sponsoring body, the Principal, teachers, parent representatives, and alumni representatives.
<b>School Green Policy:</b> The school encourages students to practice eco-friendly living by implementing methods such as carbon reduction, waste reduction at the source, and recycling. For example, there are recycling bins for paper waste on campus, and students are encouraged to use eco-friendly utensils. The school actively promotes environmental messages, leads students to participate in environmental activities. Regular environmental-themed events are also organized within the school to educate students.
<b>School's Major Concerns:</b> 1. Through life-wide learning opportunities, we endeavor to strengthen values education and inspire students to embrace a healthy and fulfilling life. 2. Through the integration of cross-disciplinary activities, we aim to foster students' reading habits and cultivate their interest in reading, thereby strengthening their literacy, language competence and generic skills.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Cultivate students' bilingual and trilingual abilities, focusing not only on listening, speaking, reading, and writing but also on fostering their self-directed learning skills. 2. Develop students' comprehensive learning and application abilities (scientific and programming thinking). 3. Expand students' horizons through thematic activities such as Lunar New Year Fair, science discovery days, English and Putonghua activities, organizing overseas exchange programs, and encourage students to participate in extra-curricular activities.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. The school will strengthen values education (including life education and national and security education), which includes participation in national security education activities organized by the Education Bureau, holding regular flag-raising ceremonies, and sharing relevant information during weekly meetings. 2. Enhance values education, focusing on students' mental health and promoting their balanced physical and mental development. 3. Develop learning through reading: implement bilingual reading reward programs and promote online reading in both Chinese and English. 4. Make good use of information technology, with science discovery classes and coding classes at all levels. Additionally, all classrooms are equipped with electronic blackboards to increase classroom interactivity.
<b>Development of Generic Skills:</b> Cooperative learning leads to development of collaboration, communication, problem solving, self-management, and study skills; creativity, critical thinking, information technology and numeracy skills are widely integrated into all subjects. With the support of extra-curricular activities, development of generic skills is guaranteed.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> We committed to establishing positive values in students through various curriculum initiatives, such as: 1. "I Can Project" life experience program, which allows students to engage in practical experiences in real-life settings, fostering resilience and a sense of responsibility. 2. Providing diverse physical and artistic activities to allow students to develop their talents and abilities. 3. Implementing different reward programs to encourage students to practice good behavior. Examples include the Good Student Incentive Program, Zero Tardiness and Zero Late Submission Incentive Program, and the Super Class Incentive Program.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Our school adopt a whole school approach to cater for student diversity. Additional resources from EDB include Enhanced Speech Therapy Grant, School-based Education Psychology Service. We also provide after school programme for Non-Chinese Speaking students and Newly-arrived students. To equip teachers with skills to cater for learning diversity.
<b>Whole School Approach to Integrated Education:</b> The objective of the student support team is to enhance the capacity of schools in catering for student differences, in order to provide high-quality education for all students. Support services include homework and assessment adjustment, after-school support group, individual education plan, school-based speech therapy service, etc.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.
<b>Curriculum Tailoring and Adaptation:</b> 1. Tailoring homework and assessment requirement for SEN students.    2. Enhancement programme for NCS in Chinese Language, English and Mathematics.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> 1. The Parent-Teacher Association and parent school board members actively participate in assisting the school in organizing activities. 2. The school establishes close partnerships with parents through Parent Academies, Parent's Day, and parent-child activities. 3. Each year, the school regularly collects parents' opinions through stakeholder surveys to inform policy improvements.
<b>School Ethos:</b> We successfully fostered a caring campus culture and a genuine school spirit. The atmosphere is warm and welcoming. Students enjoy going to school, exhibit enthusiasm for learning, and are willing to take on challenges and embrace failures, thus developing a positive and resilient outlook on life.
Future Development
<b>School Development Plan:</b> 1. Implement 'positive education' to establish a positive campus culture, enhancing the understanding of national security education, moral education, civic education, and values education among teachers and students, and cultivating the development of 'positive character' in both. 2. Focus on bilingualism and trilingualism, promoting self-directed language learning in English and Putonghua. 3. Set realistic and achievable goals and take concrete actions to actively implement measures for students' physical and mental health. 4. Introduce AI as a teaching assistance tool to enhance students' motivation to learn and improve teaching effectiveness.
<b>Teacher Professional Training &amp; Development:</b> 1. Lesson co-planning meetings and peer lesson observations in major subjects to enhance qualities of teaching and learning. 2. External professional support from universities. 3. Teachers will study multi-teaching strategies to cultivate a better learning habit in students and reinforce learning effectiveness.
Others
1. Our school encourages students to participate in different competitions so as to widen the horizon; for example, Hong Kong Drama Festival, Hong Kong Speech Festival, etc. 2. We organize various types of overseas exchange programs, such as the Beijing Learning Exchange Program, basketball training in Japan, and aerospace activities in the Guangdong-Hong Kong-Macao Greater Bay Area. These programs aim to help students understand the proverb "It is better to travel ten thousand miles than to read ten thousand books." emphasizing the importance of experiential learning and exposure to different cultures and environments. 3. To train outstanding students, a number of gifted students or students with potential are nominated to participate in the various competitions and training programme.



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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Sister Wong Pui Ling Virginia	Ms. Lui Po Ki	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					93%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Canossian Missions	Humility and Charity	1958	Chinese	Nanny van	About 2300 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
St. Mary's Canossian College					
			Yes	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
-	-	\$150	\$100	- Replacement of Smart card \$33

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	1	1	1	Campus Radio Station.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Activity Room, Music Room, Multi-purpose Room, Language Learning Room, Computer Room, STEM Room, Remedial Teaching Rooms and Prayer Room.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			34	Total number of teachers in the school		35
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	97%	34%	49%	14%	29%	57%

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	3	3	3	3	18
Mode of teaching at different levels	Implementing small class teaching from P.1 to P.6. Using Putonghua as the medium of instruction in teaching Chinese language for one of the classes in each level, starting from P.3.						
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							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							Yes
Diversified Assessment for Learning	Apart from test and examination, diversified modes of assessment, such as self, peer and parent assessment as well as learning attitude assessment, are adopted. Analysing and evaluating written assessment results aim at improving learning and teaching. Besides, for those with marked learning difficulties, assessment adaptation is provided.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	To cater for learner diversity, the higher ability class of each level would use Putonghua to learn Chinese language and the other two classes would be mixed ability classes. The streaming arrangement would start from Primary 3 according to students' academic performance.						

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:10 AM	3:25 PM	12:10 PM - 1:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Regular mindfulness exercise is organised for students. Every Monday is Sports Day. Through organising different activities, we expect to raise students' awareness on environmental protection and promote healthy lifestyle. By engaging in sportACT Award Scheme, we aim at nurturing students' interest in sports so as to foster a sporting culture. The lunch monitoring team maintains food safety.				

Life-wide Learning

Provide students with life-wide learning experiences through cross-curricular learning activities. Provide students with opportunities to appreciate and reflect on works of art so as to cultivate their art and cultural literacy. In order to help students to achieve whole-person development, various modes of activities, such as talks and exploration activities, are held.

School Mission

Our school upholds the values of St. Magdalene of Canossa for the moral, intellectual, physical, social, aesthetic and spiritual development of the students. We aim at providing a caring environment for students, developing students' potential through diversified learning activities and nurturing their positive values in order to turn them into caring and responsible citizens.

School Characteristics

<b>School Management</b>
<b>School Management Organisation:</b> The Incorporated Management Committee is chaired by the Supervisor. The Principal manages the school with the assistance of Deputy Head, middle managers, panel chairs and coordinators from different subject groups. There are four administration groups named as 'Management & Organisation', 'Learning & Teaching', 'Student Support & School Ethos' and 'Student Development'.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The Incorporated Management Committee includes: The Supervisor, Sponsoring Body Managers, the Principal (ex officio member), Teacher Managers, Parent Managers, Alumni Manager and Independent Manager.
<b>School Green Policy:</b> The campus greening and recycling scheme enables the students to live an environmentally friendly life.
<b>School's Major Concerns:</b> 1. To nurture students to become good law-abiding citizens who demonstrate love for their country, family and school. 2. To lead a healthy lifestyle in order to promote physical strength and spiritual well-being.
<b>Learning and Teaching Plan</b>
<b>Learning &amp; Teaching Strategies:</b> To ensure students to have a smooth transition from KS2 to KS3 and satisfy the needs of Through Train mode, school-based curriculum for different KLAs are designed and implemented. Opportunities for students to utilize effective problem solving skills are offered during lessons, fostering the development of their higher order thinking skills. Self-directed learning and e-Learning are promoted. Differentiated instruction is applied to cater for learner diversity. Furthermore, various activities including 'Inquiry-based activities', 'Life-wide learning' and 'Project learning' not only enrich students' learning experience, but also enlighten their curiosity, creativity and generic skills.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> To promote whole-person development, we strengthen values education, including national education, national security education and life planning education. We also make good use of learning time and create space to promote a balanced physical and mental development for students by organising life-wide learning activities. To better cater for learner diversity, students' media and information literacy is nurtured through STEAM education curriculum. Besides, cross-curricular learning and reading across the curriculum are implemented for developing students' lifelong learning capabilities.
<b>Development of Generic Skills:</b> Students' generic skills are developed through different learning activities such as Project Learning, Life-wide learning, cross-curricular learning and inter-school activities.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> To facilitate students' whole-person development and promote their well-being, our school fosters students' positive values and attitudes through Moral and Civic Education and the provision of relevant learning experiences. Moreover, we nurture 'Canossian' through school-based moral education programme. From personal, interpersonal and religious perspectives, we aim at nurturing our students the six priority values and attitudes: 'Perseverance', 'Responsibility', 'Justice', 'Respect for Others', 'Integrity' and 'Gratitude' by imitating the virtues of the saints and the significant people from China as well as experiential learning.
<b>Student Support</b>
<b>Whole School Approach to Catering for Learner Diversity:</b> To cater for learner diversity, remedial classes (for Chinese, English & Mathematics) are organised, so that students can develop to their full capacity. Higher ability class of P.3 to P.6 use Putonghua as the medium of instruction for Chinese Language learning. We also provide different enrichment programmes to widen students' horizons, expand their knowledge and learning skills, thus enabling them to be well-rounded in their learning for life. Student Support Team aims at helping students with learning difficulties.
<b>Whole School Approach to Integrated Education:</b> Our Student Support Team utilises funding from 'Learning Support Grant' to provide training for students with special educational needs to enhance their concentration, social skills and Chinese reading and writing skills. In the meanwhile, Enhanced School-based Speech Therapy Service supports students with speech and language impairment in their development of learning and communication. In addition, our school values home-school collaboration, with Special Educational Needs Coordinator, school social workers, school-based speech therapist and school-based educational psychologist communicating regularly with parents to provide professional support.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; and organising activities to create an inclusive learning environment in the school. 1. Chinese Remedial Class 2. Parent-led Reading Scheme
<b>Curriculum Tailoring and Adaptation:</b> In order to cater for learner diversity, graded learning tasks and materials are designed. Moreover, teachers incorporate higher-order thinking skills into the curriculum.
<b>Home-School Co-operation and School Ethos</b>
<b>Home-School Co-operation:</b> In order to enhance parents' sense of belonging, PTA activities are held throughout the year. With parents' active participation and support, the school is able to hold and implement various activities, such as storytelling time, field trips, etc. Through Parents' Day, Parent Teacher Association, Intranet and Parent App, we can maintain a close relationship between the school and the families.
<b>School Ethos:</b> Our school maintains a harmonious teacher-student relationship. Parents participate actively in all kinds of school activities. Upper primary students serve as 'Big Sisters', 'Lunch Ambassadors', 'Discipline Prefects' and 'Reading Buddies', a loving and caring atmosphere is created. Through discipline, guidance, moral and religious education, students build up positive values and good behaviour. The school provides various types of support for pupils, such as bridging course for Primary one students, seminar for preparing students' for secondary education. The Understanding Adolescent Project is a comprehensive support programme for personal growth. It aims at enhancing upper primary students' resilience in coping with the challenges they have to face as they grow up.
<b>Future Development</b>
<b>School Development Plan:</b> By implementing school policies that integrating school-based curriculum and diverse activities, our school aims at cultivating students' sense of national identity, establishing a healthy lifestyle and developing good living habits, thereby creating a harmonious campus.
<b>Teacher Professional Training &amp; Development:</b> 'Professional Development Days' with different themes are held for all teachers every year. Teachers attend courses, seminars, workshops, participate in learning communities or join Teachers' Network so as to update their skills, share their knowledge and views; through co-planning and peer lesson observation, their teaching effectiveness is enhanced.
<b>Others</b>
76th Hong Kong Speech Festival: A total of 50 students were awarded top three places for Chinese, English and Mandarin Solo Verse Speaking. A.S. Watson Group Hong Kong Student Sports Awards Awardee. Gold Medal Award of Outstanding Cub Scout Group HKU CITE Student Award Scheme-In STEAM - SDL-STEAM Innovation and Technology Implementation Award and SDL-STEAM My Favourite Booth Award Silver Award in Junior Grade Hong Kong Inter-School Choral Festival Competition Cum Masterclass Silver Award in Hong Kong Joint School Music Association Competition (Group Ensemble (String))





馬頭涌官立小學 (紅磡灣)

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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Lam Yu Hang	Ms. Ng Yim Ting Alice	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	Happiness, Kindness, Sincerity and Faith	1962	Chinese	School Bus	About 6400 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Queen Elizabeth School, Homantin Government Secondary School, Jockey Club Government 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
-	-	\$50	School-based management fee \$200	Fees on visual arts \$70

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	3	1	1	AI Sports Bar, Love Farm, School Library, Energetic Fish Pond, STEAM Corridor, School History Gallery, Art Gallery, etc.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Medical Room, PTA Resource Room, Dancing Room, Campus TV Room, IT Rooms, English Room, STEAM Room, Music Room, Visual Arts 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			53	Total number of teachers in the school		54
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%	35%	71%	2%	4%	94%

### 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 carried out. Worksheets are designed and scheme of work is adjusted according to students' learning ability. Emphasis is put on encouragement and step by step teaching in the teaching programme.								
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	To help P.1 students adapt to school life, no exams are scheduled for the whole year in P.1. Besides the summative assessment (i.e. Tests and Exams), a diversified processing assessment is adopted such as quiz, classroom observation, student presentation, discussion, project learning, STEAM Week, peer evaluation and parental evaluation.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					No
Streaming arrangement	No streaming among P.1 to P.6.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:10 PM	12:25 PM - 1:25 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To promote a culture of mental health and a positive lifestyle, our school has introduced 'No Homework Day'. We also achieved a 'Healthy School' to encourage students to adopt the healthy eating habits including eating more fruits.		English, Putonghua, values education and environmental protection programmes are broadcast during lunchtime. Flag-raising ceremonies, speeches and national education are arranged on Tuesdays. Morning exercise and assembly are arranged on Fridays. Assemblies for values education and lessons for classroom management and civic education are always held on Wednesdays. Library lessons are also arranged.		



Life-wide Learning

Aim at the development of multiple intelligences with equal focus on academics, technology, arts, sports, service and mental health. We provide a wide variety of extra curricular activities: Chinese and English drama, STEAM activities, AI drawing, Chinese opera, Choir, Orchestra, dancing, track and field, ball games, martial arts, swimming, Maths Olympiad, debate team, verse speaking, service teams and voluntary teams.

School Mission

We create a well-catered learning environment and enable pupils to learn proactively. We always support pupils' moral, intellectual, aesthetic, social and physical development and encourage them to play a positive role in society and become good citizen.

School Characteristics

School Management
<b>School Management Organisation:</b> There is School Management Committee. The representatives of parents, alumni and the professional are invited.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Chairman: Mr. LAM Yu-hang, Desmond Principal: Ms. NG Yim-ting, Alice Independent members: Dr. CHIU Shiu-yim, Mr. TSANG Ping-kwan Teacher members: Ms. CHAN Ka-man, Ms. HAU Yik-ling Parent members: Mr. LO Chin-fung, Ms YAU Kai-yi Alumni members: Mr. WAN Ka-wai
<b>School Green Policy:</b> Save energy and paper, collect recyclable items, make school green are also available.
<b>School's Major Concerns:</b> 1. Enhance learning and teaching effectiveness. 2. Strengthen positive value education.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> Our lesson design emphasizes interaction and promotes cooperative learning, encouraging students to participate and share their learning outcomes actively. High-rank thinking skills are integrated into the lessons, focusing on developing students' abilities and cultivating their interest in learning, ultimately achieving the goal of self-directed learning. Learning activities are mainly conducted in groups with mixed abilities, and tiered assignments are designed to address individual differences among students. To help P.1 students adapt to school life, no exams are scheduled for the entire year. Instead, formative assessments are used to evaluate students' learning outcomes. We adopt diversified assessments to provide appropriate feedback to students. Additionally, students are taught strategies for learning how to learn, enhancing their overall learning effectiveness.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Seven major renewed emphases to enhance the whole-school curriculum, and develop distinctive school-based curriculum with reference to the central curriculum framework, in order to help students achieve the updated seven learning goals: 1. Strengthening values education (including life education, national education and national security education); 2. Making good use of learning time and creating space to promote a balanced physical and mental development; 3. Enriching life-wide learning experiences and promoting whole-person development; 4. Better catering for learner diversity; 5. Reinforcing STEAM education, and nurturing students' media and information literacy; 6. Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; 7. Enhancing assessment literacy for promoting learning and teaching effectiveness. For details, please refer to the Primary Education Curriculum Guide (Pilot Version) ( <a href="https://www.edb.gov.hk/pecg">https://www.edb.gov.hk/pecg</a> ).
<b>Development of Generic Skills:</b> Students' nine generic skills are developed and cultivated through cross-curriculum co-ordination, project learning and STEAM activities.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Promote moral and civic education through formal curriculums; positive values and attitudes are instilled in students through non-formal courses, such as flag-raising ceremony, morning assemblies, weekly seminars, moral and civic lessons, afternoon broadcasts, thematic displays and seminars.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Student Support Team sets up appropriate teaching and remedial strategies, to encourage teachers to join the related training. We identify the students with special educational needs and set up the individual education plan. We also offer suitable resources for advanced students.
<b>Whole School Approach to Integrated Education:</b> Our school implements the Whole School Approach (WSA) to integrated education (IE) based on five underlying principles, such as early identification and early intervention. With utilisation of the Learning Support Grant, we employ teaching assistants and provide outsourced professional support; teachers are arranged to attend relevant training courses to enhance the support for students with special educational needs (SEN) effectively. Our school provides the following services: School-based Educational Psychology Service, Enhanced School-based Speech Therapy Service, learning support groups, homework adaptation, social communication groups, and individual education plans.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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 certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..
<b>Curriculum Tailoring and Adaptation:</b> To cater the needs of students, we provide enriched or tailored courses. We also have tutorial classes, and elite programmes. These initiatives provide appropriate learning and ECA to enhance learning capabilities, and boost self-confidence.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> To strengthen the communication between parents and children, our Parent-Teacher Association helps school organize different activities e.g. PTA picnic, Parent-Child activity class and graduation dinner. We also arrange other educational talks, parental interests classes and workshops.
<b>School Ethos:</b> Learn joyfully, live happily. Be friendly and communicative. Be loyal to our country, be responsible to our families. Keep our faith and promises.
Future Development
<b>School Development Plan:</b> 1. Enhance curriculum leadership and planning, promote digital education, and advance the development of STEM education. 2. Strengthen mental health education to enhance students' well-being and happiness. 3. Strengthen teachers' professional development and enhance the safeguarding of national security.
<b>Teacher Professional Training &amp; Development:</b> School-based professional training and development are adopted. EDB colleagues and Professional Experts are also invited to provide in-service training.
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
Rev. Cheung Shu Suen	Ms. Lam Mei Bo	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	2001	Chinese (incl.: Putonghua)	School Bus	About 3500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$70	The annual specific purpose fee for the 25/26 academic year is \$450	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	3	1	1	Bouldering, Chapel, PrayerWall, LifePath, GreenOasis, SkyPark, Flag-raising Square, Subject Corner, Recreational Facilities, Fitness Zone, Solar Energy System
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Function rooms: Campus TV broadcasting room, Music Room, Visual Arts Room, Conference Room, English Activities Room, Student Activities Centre, Guidance Room, Stem Room and 4 Remedial Classrooms, Funland.				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		50
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	31%	57%	16%	20%	64%

### 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	Co-operative learning approach is adopted for P.1-6 in small classes to cater for students of different styles and abilities. In order to enrich the multi-purpose learning activities, a school-based syllabus, learning and thinking strategies, group learning, cross-curricular activities, STEM and projects learning are implemented to enhance students' learning capability and self-learning ability.							
Remarks	The school is committed to promoting students to learn biliteracy and trilingualism. With a diverse learning process, positive atmosphere as well as value education programme, we cultivate students' willingness to learn, self-discipline and self-reflection ability, thus they can become good citizens in the future.							

### 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					No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Examinations and quizzes, project learning, class observation, group discussion, oral assessment, task work performance, self assessment, e-assessment, peer assessment, and students' work to make whole assessment of the students. Formative assessments will take place between exams and quizzes to assist teaching and learning.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Students are allocated according to their academic results, conduct and gender ratio.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:05 PM	12:20 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and or delivered by parents or students can bring their own lunch box.	Nurture students' physical, mental and spiritual health, participate in a healthy living program, Joyful Fruit Day, promote spine health, hold first-aid talks, conduct 'Anti-Space Oil Drug' week campaign, The Prayer Course, Song Request and etc.		Students have Extra Curricular Activities for 65 minutes every Wednesday; and Every Friday, students also have Assemblies, Steam Activities, Positive Value Education, Moral and National Education lessons, Tutorial and study time, class-teacher periods and Whole person development lesson; 2 remedial lessons per week for students of less ability; After school classes to help needed students doing their homework.		

Life-wide Learning

Wind Band, Handbell Group, Choir, Uniformed Groups, Flag Raising Team, Little Journalists, Environmental Protection ambassadors, Solo Verse Speaking (Cantonese, English, Putonghua), Maths Olympiad Team, Weiqi (Chinese chess), Science Group, Creative thinking class, IT Group, Lego coding group, Christian Fellowship, Reading Club, Chinese Ink Painting, Sketching, Clay Modeling, Drama, Basketball Team, Table Tennis Team, Volleyball Team, Badminton Team, Football Team, Dance Group, Rope skipping, Aerobic gymnastics, Martial Arts, Fencing, Floorball, Bouldering, Floor Curling, Growing up Sky, Outbound Trips.

School Mission

We devote ourselves to the provision of an excellent and comprehensive development of the students of Hong Kong.

School Characteristics

School Management

School Management Organisation:

Supervise by the Incorporated Management Committee of S.K.H. Fung Kei Millennium Primary School and the school development projects will be implemented by the school staff functional teams which are under the leadership of the Supervisor and the Principal.

Incorporated Management Committee / School Management Committee / Management Committee:

The composition of the Incorporated Management Committee of S.K.H. Fung Kei Millennium Primary School includes the sponsoring body managers, the Principal, teacher representatives, parent representatives and alumni representatives.

School Green Policy:

- 1. The whole school participated in environmental protection activities, such as carbon reduction, waste reduction at source, and recycling and reuse.
- 2. Participate in 'One Person, One Flower Scheme'.
- 3. Support the 'Green Collar Action' Lai See Packet Recycling and Reuse Campaign.
- 4. Support and participate in the WWF for Nature's Earth Hour lights-off Campaign.
- 5. Participate in the Jockey Club Energy Saver in Schools Project.
- 6. Participate in the Jockey Club Mosaiculture Display in Flower Show 2025.

School's Major Concerns:

- 1. Optimizing teaching and learning, activating students' learning motivation and potential in innovation and technology.
- 2. Promoting values education cultivating students' sense of National Identity, and fostering a positive outlook on life.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Adopting small-class teaching and co-operative learning strategies, teachers design lessons with high motivation, high participation, high quality in giving feedback and high student performance accuracy and presentation so as to explore students' multiple intelligences and generic skills.
- 2. Value the development of Teacher Professionalism, co-planned meetings, lesson observations, teachers' sharing sessions and seminars are held from time to time. We have brought in different enhancement projects from the Education Department, we co-operate with the Chinese University to further develop our teaching skills in Quality School Improvement Project.
- 3. Make good use of the assessment data to spot students in learning in order to adapt good teaching strategies and design levelled task sheets to address learning diversity.
- 4. Keep pace with the latest teaching models, teachers modify updated electronic technology elements into STEAM classroom teaching and activities in a timely manner.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education, Life education, Life Planning, enriching life-wide learning experiences to promote a balanced physical and mental development.

Development of Generic Skills:

Students develop their generic skills through project learning, extra-curricular activities and learning activities in all subjects.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Establish Major Concern 2 : Promoting values education, cultivating students' sense of National Identity, and fostering a positive outlook on life.
- 2. Nurture students' positive character through moral education growth lessons, in classes and level courses, including a sense of responsibility, National Identity and filial piety.
- 3. Strengthen spiritual education, practice respect for life, build a positive energy campus and help students establish healthy living habits.
- 4. Provide diverse sports, arts and cultural activities to help students in developing their potentials.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Promote gifted education through formal curricula and pull-out programs, such as high-order thinking courses, scientific experiences, and leadership training activities in order to inspire students' potential.
- 2. Remedial classes are designed for students who have learning difficulties. Various supports and curriculum adaptation are provided for students with special educational needs.

Whole School Approach to Integrated Education:

Through the 'Whole School Approach' model, all staff members take care of students' different learning and development needs. The school provides services for students with special educational needs such as Early Identification and Intervention Programme for P.1 Students with Learning Difficulties, remedial learning group, training on social skills, curriculum adaptation, paired-reading group, individual education plan, School-based Educational Psychologist and Enhanced School-based Speech Therapy Service.

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

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

Curriculum Tailoring and Adaptation:

Assessments for enhancing teaching and learning, well-designed levelling worksheets, Maths Olympiad classes and English classes for more able students. Remedial classes and examination adjustment for less able students.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents' day, parent-child activities, parent lectures, courses and workshops, quality parent education programs, parent volunteer services, new student orientation and parent meetings, and parent newsletters are organised throughout the year.

School Ethos:

We endeavour to establish a loving and caring campus in the love of Christ. Our students are well-disciplined and decorous, and they proactively engage in a range of aesthetic and physical activities with outstanding achievement.

Future Development

School Development Plan:

- 1. Optimizing teaching and learning, activating students' learning motivation and potential in innovation and technology. (Promote cross-curricular learning and innovation and technology learning activities.)
- 2. Promoting values education cultivating students' sense of National Identity, and fostering a positive outlook on life.(Implement values and positive life education.)

Teacher Professional Training & Development:

Cross-curricular activities, Steam Education, positive culture and education promotion will be reinforced.

Others

- 1. Outstanding students Awards are offered by Anglican (Hong Kong) Primary Schools Councils Limited;
- 2. Cheung Kong Property Scholarships are offered by Cheung Kong Property Holdings Limited;
- 3. Best Improvement Awards are offered by SKH Fung Kei Millennium Primary School PTA.



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POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Cheung Shu Suen	Dr. Wong Yuet Ming	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Anglican (Hong Kong) Primary Schools Council Limited	To serve, but not to be served.	1988	Chinese	School Bus	About 3500 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$80	\$470	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	English Corridor, Pickleball Court, Student Activity Plaza, Roof Garden and Sports Zone.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Fung Kei Broadcasting Studio, STEAM LAB, Science LAB, Student Activity Centre, Multi-purpose Room, Music Room and Counselling and Guidance Room.				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			47	Total number of teachers in the school		48
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	40%	76%	21%	17%	62%

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	As instructed by EDB, P.6 temporarily adopted large class teaching. Small class teaching mode is adopted in P.1 - P.5. Remedial teaching as well as enhancement programmes are rendered.						
Remarks							

### Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	4		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Daily work, participation in class, examinations and quizzes, project learning, group discussion and oral presentation, self and peer assessment and other forms of continuous assessment.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability classes. Students are allocated according to their academic result, performance and the gender ratio.				

### 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	45 mins	8:00 AM	3:05 PM	12:25 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Whole School Health Programme, Eco-guardian		In our curriculum, we promote holistic health education and environmental protection education. We actively encourage our learners to be eco-friendly. We won the Gold Award in the H.K. Healthy Schools Award Scheme in 2012-2015 and we achieved the 2012-2024 EatSmart School Accreditation Scheme Basic Level Accreditation, Advanced Level Accreditation.		

Life-wide Learning

Fencing, Pickleball, Squash, Triathlon, Athletics Team, Swimming Team, Basketball, Football, Table-Tennis, Scouts, Flag-guards, Boys' Brigade, Environmental Protection Ambassador, STEAM Ambassador, Coding, English Ambassador, English TV Team, English Drama, English Public Speaking, English Puppetry, Debate, Verse Speaking, Mathematical Olympiad Team, Choir, Hip Hop, Chinese Dance, Reading Ambassador, Guidance Ambassador.

School Mission

"To serve, but not to be served" is the Motto of S.K.H. Fung Kei Primary School. We seek to promote the Christian faith through providing children with whole-person education underpinned by training in the six competence spheres as moral, intellectual, physical, sense of belonging, artistic and spiritual. We endeavour to plough in our children seeds to a positive attitude to life, a just value system, and the Christian faith in the pursuit of justice, truth, and actualization of a fruitful life.

School Characteristics

School Management

**School Management Organisation:**  
We are under the organization of the Anglican (Hong Kong) Primary School Council Limited.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The Incorporated Management Committee members include: Supervisor, School Principal, Sponsoring Body Manager, Alternate Sponsoring Body Manager, Teacher Manager, Alternate Teacher Manager, Parent Manager, Alternate Parent Manager, Independent Manager.

**School Green Policy:**  
To implement the whole school approach Health School Policy, we have established the Environmental Team, Environmental Protection Ambassador and to promote Green policies and organise various Health and Environmental Protection activities and sustainable development projects.

**School's Major Concerns:**  
1. Through diverse reading, help students construct knowledge, integrate it, learn how to learn, and enhance learning effectiveness.  
2. Holistically inspire students' potential to boost their confidence and communicative abilities.  
3. Promote Chinese culture through a variety of activities.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
We promote gifted education to meet the needs of gifted students and we implement the small class teaching policy to facilitate collaborative learning. We promote the ethos of Christian whole-person education. We promote STEAM to enhance students' ability to integrate and apply knowledge and skills. We also highlight the importance of language teaching and learning (Chinese, English and Putonghua) through lessons, drama, verse speaking, story-telling, guided reading/writing and student interaction. We promote cross-curricular cooperative learning and various other learning experiences to facilitate students' learning.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
The school-based activity, Self-learning Holiday Kit, enriches students' experiential learning during holidays. Our students immerse in arts and cultural events according to their interests and expose themselves to new knowledge in order to strengthen their self-learning ability. We also encourage learning across the curriculum by promoting books about Chinese culture. Our school's STEAM curriculum and activities establish a platform for students to apply their knowledge gained in Mathematics and Science and to develop computational thinking skill. They are also given opportunities in lessons to engage in hands-on activities and put what they have learned into practice. The school implements humanities and science teaching in grades one and four, aligning with educational trends to enrich students' knowledge in various fields.

**Development of Generic Skills:**  
To enhance students' generic skills through Educational trip, project learning and cross-curriculum learning activities.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
We put emphasis on the education of values, aiming at fostering students' positive values and attitudes: perseverance, respect for others, responsibility, national Identity, commitment, integrity, benevolence, law-abidingness, empathy, diligence, unity and filial piety, as well as adopting a proactive and optimistic attitude towards life. We review and enrich the curriculum to raise the awareness of students of national security. Various activities such as Chinese Cultural Day and Exchange Programmes to Mainland are organized to cultivate students into becoming law-abiding citizens.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
In view of the growth and development of students, our Special Educational Needs Coordinator provides guidance support and counselling service to our students: After School Learning Support Project, school-based speech therapist, P.1 bridging course, P.2 - P.6 remedial classes for Chinese, English and Maths, P.6 secondary education consultation and interview skills training. Teachers regularly attend professional development courses on students' diverse learning needs.

**Whole School Approach to Integrated Education:**  
Student support team provides appropriate training and services for students with special educational needs by using Learning Support Grant and Enhanced School-based Speech Therapy Service.

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

**Curriculum Tailoring and Adaptation:**  
Provide writing classes for more able students. Matching students to reading levels leading to small group guided reading (NET scheme EDB, ATT workshops). Morning reading sessions for outstanding readers in senior primary levels. We also provide the International Assessment for those students who have achieved highly impressive results in English, Maths and Science. We also organize P.6 to F.1 Bridging Programme for P.6 students.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
As the Partner of the school, Parents and Teachers Association (PTA) organizes different kinds of activities, such as parents workshops or talks for parents to share their experiences on raising children. PTA volunteer team takes part in various school activities: World Book Day, No Air Con Day, Sports Day, Swimming Gala, Graduation Dinner, Reading Dad & Mum, lunch helper, outdoor activities helper. PTA members also monitor the service and the quality of school lunch, school bus and school uniform.

**School Ethos:**  
We cultivate among our students' kindness, building respect for others, firm Christian values, self esteem and a sense of responsibility. Home-School co-operation and guidance cultivated students' healthy mind and body.

Future Development

**School Development Plan:**  
1. Through diverse reading, help students construct knowledge, integrate it, learn how to learn, and enhance learning effectiveness.  
2. Holistically inspire students' potential to boost their confidence and communicative abilities.  
3. Promote Chinese culture through a variety of activities.

**Teacher Professional Training & Development:**  
Co-planning, lesson observation sharing and evaluation for establishing a school-based teachers' professional learning community and enhancing the quality of teaching and learning. Curriculum Development Mistress arranges workshops and seminars for teachers to master new educational practises and techniques.

Others

- 1. Hutchison Property Group Ltd.: Cheung Kong Property Scholarship
- 2. The Anglican (HK) Primary Schools Council Ltd.: Outstanding Students Award
- 3. The HK Christian Service Organization: Caring and Loving School Award 2017: Life Planning Promotion (2016, 2017)
- 4. The HK Christian Service Organization: Caring School Honour Award (2010-2023)
- 5. The CUHK Healthy Schools Award Scheme: Gold Award (2010-2015)
- 6. The HK Health Department: The EatSmart School Accreditation Scheme Basic Level Accreditation 2012-2024; Advanced Level Accreditation (Lunch), Advanced Level Accreditation (Snacks)



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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. Mok Henry Wing Kai	Mr. Tin Siu Bun	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	1887	Chinese (incl.: Putonghua) and English	Nanny van	About 3406 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$50	A fee of \$300 is charged for the purchase of teaching equipment and the organisation of special programmes for students.	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	2	Classrooms are equipped with electronic blackboard, computers linked up with projectors and visualizer.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 music rooms, 2 arts and crafts rooms, 2 English activities rooms, 2 student guidance rooms and 2 computer rooms.				Ramp, Accessible lift, Accessible toilet and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment			34	Total number of teachers in the school		39
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
95%	100%	31%	70%	14%	11%	75%

### Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	2	2	3	3	3	4	17
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)			No. of classes	2	2	2	3	3	3	15
Mode of teaching at different levels		According to students' ability and willingness, some classes from P.1 to P.4 implement Putonghua to teach Chinese. Space Town Programme for P.1 to P.3. Enhancement classes are implemented in P.3 to P.6 to cater for students' diversity.								
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	Based on the learning objectives of the school-based curriculum, we have designed a diversified assessment for pupils learning. Students' performance is reflected through the different forms of assessment that includes written exercises, daily observation, project learning 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 the students' performance 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	8:00 AM	3:25 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Participated in the "Fruit Day", Dance and Exercise, Movement Break, Physical Fitness Award Scheme and new sports experience activities to enhance students' physical fitness and resistance, and set up classroom cleaning activities for all teachers and students.		We plan pupils' learning according to children's development and needs. Both active and passive ways of learning are included and are kept in balance through combining pupils' learning inside and outside school. Pupils learn through social interaction and grow with individual development.		

Life-wide Learning

We endeavour to provide opportunities for pupils to learn outside of normal school work. The activities we hold compliment our curriculum planning and key focus items. Every year, we organize the Sports Day, Open Day, Interdisciplinary Theme Study Day, STEAM Activities Day etc. There are also other optional activities available, for example, Choir, Tae Kwon Do, Ball Games, Artificial Intelligence Course, School Pop Band, Martial Art, Chinese Drum Training Course and Lion Dance training etc.

School Mission

We aim to achieve a balance in the education of pupils in the areas of development that include: moral, academic, physical, social and aesthetic aspects. We help pupils develop an attitude of working to their fullest potential and a love of others under a religious and spiritual influence.

School Characteristics

School Management
<b>School Management Organisation:</b> Our school is managed by Anglican (Hong Kong) Primary Schools Council Limited. School Management Committee and the principal are responsible for making decision and managing school affairs. Different committees, including administrative committees, academic committees and functional committees also help to ensure the smooth operation in school, and carrying out the administrative duties, the teaching duties in various subjects.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Incorporated Management Committee.
<b>School Green Policy:</b> The Environmental Ambassador Scheme and the Gardening Team help beautify the school. Environmentally friendly lunch boxes are used for lunch, and energy saving activities are held.
<b>School's Major Concerns:</b> Cultivate insight, explore the truth. Embrace a growth mindset, perceive things anew. Keep a compassionate heart, forgive and renew.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> Depending on students' abilities and wishes, the Chinese Language Programme in Putonghua has been implemented in some classes in Grades 1-4. Cooperative Learning Strategies and Space Town English Curriculum are implemented in Years 1-3. Flexible deployment of lesson time is provided to cater for activities and project learning in various subjects. In addition to regular classes, students participate in Life-wide Learning activities and Design Thinking programmes to enhance their interest in learning and to broaden their learning experience.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Implement life education courses, and cultivate students' affection and concern for themselves, others, nature and heaven through different forms of experience activities. 2. Promote national and national security education, so as to strengthen students' understanding of national security and national identity. In addition, students are encouraged to participate in competitions or activities related to national education, and lectures are held for parents and students to enhance their understanding of the motherland. 3. Make good use of during class hours, after class and on Saturdays to actively provide students with a variety of activities to promote balanced physical and mental development, enrich all-round learning experiences, promote whole-person development, and strengthen care for the diversity of students. 4. Strengthen STEAM education. 5. To implement the Energetic School Policy to promote healthy lifestyles.
<b>Development of Generic Skills:</b> Develop students' multiple generic skills through cross-curricular activities, STEAM projects, design thinking lessons, and life-wide learning experiences.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Through the Moral Education Award Scheme and Life Education, we help students to develop positive values. This academic year, we aim to cultivate students with a growth mindset, an open heart, and the ability to be inclusive and accepting in their interpersonal interactions.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. For high achievers, enhancement lessons, physical or art activities are arranged. 2. Provision of subject consolidation programmes 3. Provision of school-based speech therapy services, non-Chinese speaking support programmes and counselling programmes for newly arrived students, etc.
<b>Whole School Approach to Integrated Education:</b> The Student Support Team is formed by the Vice Principal, School Social Worker and Special Educational Needs Coordinator to implement the Whole School Approach (WSA) to Integrated Education based on five underlying principles, namely early identification, early intervention, WSA, home-school co-operation and cross-sector collaboration. The school also provides School-based Speech Therapy Service and School-based Educational Psychology Service to support students with different learning needs.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organising activities to create an inclusive learning environment in the school.
<b>Curriculum Tailoring and Adaptation:</b> Tailored homework and assessment scheme according to students' needs and capability.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> We maintain a close relationship with the parents through various workshops and activities organized by the Parent-Teacher Association. We also invite parents as volunteers to assist and lead our students while they participate in different activities and functions.
<b>School Ethos:</b> Our school places great emphasis on fostering a caring and inclusive campus culture, where students learn to accept and respect one another. We are committed to promoting whole-person education, nurturing students to develop a growth mindset, broaden their perspectives, and become inclusive and accepting individuals.
Future Development
<b>School Development Plan:</b> 1. Students are inspired to think from multiple perspectives and are equipped with insight and problem-solving skills to become active and confident learners. 2. Students are nurtured to appreciate the people and things around them, to have hope for the future, and to be optimistic and tolerant.
<b>Teacher Professional Training &amp; Development:</b> Planning various forms of teacher training both on-campus and off-campus, such as attending various symposiums, teacher sharing sessions, joint lesson preparation, and through peer observation, teachers can learn from each other and exchange experiences to improve teaching quality.
Others
The school received donations to establish Education Fund to encourage students with good performance in academics, conduct and service.





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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. Li Quing Fai	Ms. Lo Shuk Yee Jenny	Established	Aided Whole Day	Co-ed	Catholicism
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Catholic Diocese of Hong Kong	Diligence, Prudence, Humbleness, Faithfulness	1963	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 3123 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
-	-	\$25	\$300	-

**School Facilities**

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Labyrinth Garden, Planting Plot, Interactive Learning Corner and Campus TV.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
CAL Room, Computer Room, Guidance Rooms, Dance Studio, Visual Art Room, Music Room, English Activity Room, Conference Room, Library, Prayer Room, STEM Lab, Smart Gym Room.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			45	Total number of teachers in the school		49
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	43%	57%	12%	22%	66%

**Class Structure**

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	To enhance teaching and learning, Small Class Teaching is implemented. To cater for students' diversity, various classes and groups are organized.						
Remarks	1. To develop talents through the school-based gifted programmes. Students are encouraged to enhance their potential by participating in different internationally recognized exams and outside-school training. 2. To develop generic skills and build positive values through Cross-curricular Project Learning Week.						

**Performance Assessment**

Number of test(s) per year (P1 only)	1	Number of exam(s) per year (P1 only)	2	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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Different modes of assessment, including self assessment and peer assessment, are used in order to enhance teaching and learning. Diversified assessment is implemented through Project Learning and Thematic Learning. 3-times Assessment per school year of Assessment Policy will be updated on the coming academic year of 2025-2026.				
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' English academic abilities in Primary 5 and 6.				

**School Life**

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:10 AM	3:15 PM	1:00 PM - 2:00 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To encourage students to pursue holistic health, the school has become a member of the Whole School Health Programme and actively participates in the 4RS. Arrangements are made for students to take part as 'Environmental Ambassadors,' and a positive campus environment is fostered through mindfulness practices, prayers, mental health seminars, and workshops.		To make good use of learning time and create additional space for educational experiences, various activities are conducted in the afternoon through multiple intelligences education and growth education. This approach aims to develop diverse types of intelligences and promote overall student growth, catering to different learning styles and fostering both personal and academic development.		

Life-wide Learning

Interest groups, school teams, and clubs that nurture Students' multiple intelligences are organized as follows:

Catholic communities (Pioneers of Christ)

Music groups (String Orchestra, Choir, Wind Band, Percussion Band)

Physical Training (Football, Swimming, Fancy Rope Skipping, Latin Dancing, fencing)

Arts group (Oil Pastel Drawing, Chinese Painting, Sand Painting)

Uniformed and training groups (Road Safety Patrol, Red Cross, Scouts, Community

Youth Club, flag-raising team, Students' Union, Hong Kong Basic Law Ambassadors)

Academic training (Chinese and English Debate Teams, Abacus Calculation, STEM Explore, Maths Olympiad)

School Mission

The primary mission of Bishop Walsh Primary School motivated by the Spirit of Christ is to educate students with love and devotion. The school, trusting in its dedicated staff and advanced teaching methods, intends to provide an excellent learning environment conducive to an all-rounded formation of students. In this regard, the school aims at developing students' abilities by promoting their self-reliance, sense of responsibility, social participation, as well as academic achievement.

School Characteristics

School Management

School Management Organisation:

School Organization is divided into "Management and Organization", "Learning and Teaching" and "Student Support and School Ethos". Teachers are under different assigned groups that are led by the principal. School Management Committee supervises the school. School Executive Committee and Parent-teacher Association give valuable advice to school.

Incorporated Management Committee / School Management Committee / Management Committee:

Including Sponsoring Body Managers, School Principal, Teacher Manager, Independent Manager and Parent Manager.

School Green Policy:

To promote healthy living and inculcate the values of caring for the environment among teachers and students. Current Year Programmes include the Green Lunch Charter Scheme and Green Elites Campus Accreditation Programme.

School's Major Concerns:

"Promoting Christian love  
Inspiring Growth and Wisdom  
Illuminating Diverse talents  
Achieving Infinite Possibilities."

Learning and Teaching Plan

Learning & Teaching Strategies:

To enrich students' learning experiences by adopting the Language-rich Environment Policy. In addition, students are encouraged to participate in some world-wide recognized exams, overseas learning tours and diversified learning activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

To promote cross-curricular learning and the using of feedback from assessment to improve teaching and learning.

Development of Generic Skills:

To cultivate students' generic skills and their ability to apply interdisciplinary reading through cross-curricular learning, "Reading to Learn", STEM education and IT education.

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. To uphold and pass on the Five Core Values of Catholic Education.
- 2. To promote Values Education which connects various cross-curricular domains, including life education, moral education, civic education and national education (including Constitution, Basic Law and national security education).

Student Support

Whole School Approach to Catering for Learner Diversity:

Adaptation of curriculum, homework and assessments before and after school for students with learning difficulties. Training for gifted students is provided. Special Educational Needs Coordinator (SENCO), school-based social worker, school-based educational psychologist and school-based speech therapist support students in need. Supports for students and parents regarding the transition from P.6 to S.1 and from kindergarten to P.1 are arranged.

Whole School Approach to Integrated Education:

Different levels of learning tasks are designed so as to cater the different abilities of the students. Special arrangements on the adjustment of homework and assessment are set for SEN students. Besides, there are enrichment classes, reinforcement classes, remedial classes, morning reading sessions and School-based Speech Therapy Service.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at all levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc.. After-school Chinese support group is arranged for non-Chinese speaking (NCS) students.

Curriculum Tailoring and Adaptation:

- 1. J.1-3 Primary Literacy Programme Reading, Development of Test Sets (DTS) and J.4-6 School Based Rac Programme.
- 2. Maths Curriculum adaptation for P.1-P.6.
- 3. Chinese lessons are conducted in Putonghua.
- 4. STEM Education and interdisciplinary.

Home-School Co-operation and School Ethos

Home-School Co-operation:

PTA organizes various activities to strengthen positive home-school relationship and foster parents' sense of belonging to the school. Parents volunteer team is supportive of building our school learning community of love and service.

School Ethos:

Students are nurtured in a spirit of Christian love, fostering a caring and harmonious campus culture through the implementation of a whole-school approach to guidance and discipline. Efforts are also made to help students build self-confidence, civic awareness, and participation.

Future Development

School Development Plan:

- 1. To promote students' health and wellness with school based religious and life educations, values education (moral, civic and national education) and by implementing various guidance and discipline measures.
- 2. To maximize pleasurable learning experiences through life-wide learning activities.
- 3. To develop students self-directed learning capabilities through effective learning resources.
- 4. To cater for learner diversity through small class teaching and gifted education.
- 5. To promote language abilities through language rich learning environment, overseas learning tours and campus TV.

Teacher Professional Training & Development:

To develop school learning community with long term development plan and enhance teachers' effectiveness of teaching and learning.

Others

Various award schemes for students who excel in academic and non-academic pursuits.



### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chan Shiu Choy	Ms. Chang Suet Ying	Established	Aided Whole Day	Co-ed	Protestantism / Christianity
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					-
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
The Hong Kong Council of the Church of Christ In China	Please refer to the Chinese version.	1964	Chinese	School Bus; Nanny van	About 4200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$100	\$500	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	All classrooms have air-conditioners and access to Campus TV.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
2 Music rooms, 2 Computer rooms, Art room, Dance studio, General studies room, Chinese language room, English room & STEAM room.				-

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

Number of teaching posts in the approved establishment			48	Total number of teachers in the school		48
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	35%	38%	16%	19%	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		Primary 1 to 6 Activity Approach to teaching is adopted.								
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. Chinese and English subjects are assessed in reading, writing, listening and speaking. 2. Each subject uses formative assessment to assess students' learning effectiveness. 3. There are interdisciplinary learning, project learning and learning portfolios. 4. Visual arts, music and physical education are assessed separately according to the learning objectives.						
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 have been grouped into 4 classes according to their whole year's academic results.						

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	3:15 PM	12:15 PM - 1:05 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Establish Healthy School Policy. 2. Promote healthy school education through a variety of diverse activities. 3. Morning exercise is done regularly. 4. The school does not provide a tuck shop on campus in order to promote healthy eating at school.		The school has reading times in class periods and tutorial lessons, multiple-intelligences activities are scheduled for every Friday afternoon.		

Life-wide Learning

Boys Brigade, Cub Scouts, Brownies, CYC, Orchestra, Athletics, Football, Badminton, Basketball, Swimming, Modern Dance, Choir, Poetry Recital, Mathematics Olympiad, English Drama Club, Visual Arts, Science Club, STEAM Programming, Religious Gospel Group, Ink Painting class, writing Paradise, Chinese and English Ambassadors and Flag Raising Team etc.

School Mission

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potentials to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

School Characteristics

School Management
<b>School Management Organisation:</b> The Incorporated Management Committee was founded in 2007, and is the highest decision making body within the school's hierarchy; members include the following stakeholders: representatives from the Church of Christ in China, the principal, a staff representative, a parent representative, an alumni representative and an independent representative. Under the leadership of the principal, and operating under the purview of the IMC, there are three administrative committees responsible for general administration; student support, school and curriculum development.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The school is managed by the committee which is comprised of the following members: IMC (Supervisor), School Principal, Sponsoring Body Managers, Teacher Manager, Parent Manager and Independent Manager.
<b>School Green Policy:</b> Develop a sense of environmental protection and educate students to love and care for their environment.
<b>School's Major Concerns:</b> 1. Expanding the breadth of the school-based curriculum to facilitate self-directed learning and cultivate students' lifelong learning habits and attitudes. 2. Promoting holistic values education within the school-based curriculum to develop students' generic skills, enhance national identity, and prepare them for the future challenges.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Established school-based English curriculum. 2. Putonghua is used as the medium of instruction in Chinese lessons. 3. Established school-based Mathematics curriculum. 4. Established school-based General Studies curriculum and promote school-based STEAM education. 5. E-learning platforms for different subjects are established to enable self learning and assessment at home. 6. Implement gifted education from P.3 to P.6. 7. The school-based Life Education syllabus promoting moral values for positive lifelong learning. 8. Conduct theme-based learning to develop students' abilities in research and inquiry. 9. Promote self-learning through teaching different strategies.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Promote Values Education 2. Enrich life-wide learning experience and promote whole-person development 3. Strengthen STEAM education and cultivate students' media and information literacy 4. Optimize learning and reading across the curriculum to develop lifelong learning skills 5. Improve assessment literacy and enhance learning and teaching effectiveness
<b>Development of Generic Skills:</b> We develop students' generic skills through various learning activities and experiences in different subjects, with focus on promoting and strengthening self-directed learning, reading skills and STEAM education into the school-based curriculum.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. Promote positive values and attitudes through curricular activities and the Life Education series. 2. Strengthen students' emotional management skills and resilience with relevant training programmes for students. 3. Positive Education seminars for parents.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Adopt the 3-Tier Support Model to provide appropriate support for each student. 2. Curriculum adaptation to accommodate the learning characteristics and abilities of pupils. 3. Adaptation on homework policy & assessment policy. 4. Individual or group supplementary learning schemes and extra-curricular activities catering for differentiated learning are provided. 5. Maintain a talent pool from which we may effectively match students to appropriate extra-curricular activities. 6. School-based gifted education curriculum to cater for student diversity. 7. Adaptation of the primary six curriculum is made to get students acquainted with the secondary school learning style.
<b>Whole School Approach to Integrated Education:</b> School social workers, a school-based educational psychologist, a school-based speech therapist, and a game therapist provide extra support to cater for students' diverse needs. The "Early Identification and Intervention Programme for Primary One Students with Learning Difficulties" has been implemented to identify and support students with special needs. Emphasize home-school co-operation.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; organising activities to create an inclusive learning environment in the school; and our school uses Putonghua to teach Chinese in all classes / groups at certain levels with extra support as appropriate, e.g. pull-out/small-group classes, learning and teaching resources with Pinyin, etc..
<b>Curriculum Tailoring and Adaptation:</b> There are tutorial classes in Chinese, English and Mathematics for Primary 4 to Primary 6 students.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> 1. The Primary 1 orientation and parents seminars for each level facilitate better parent-school communication. 2. Lesson observations are arranged for Primary 1 to Primary 3 parents. 3. Family picnics are organized to promote closer family ties. 4. Parent seminars, workshops, courses, family support and transferal services are offered to provide comprehensive assistance to parents; Parent volunteers help organize and run both in-school and extra-curricular activities.
<b>School Ethos:</b> 1. Integration of guidance and counselling. 2. The house system cultivates students' sense of companionship and team spirit. 3. Assign each student a service to cultivate students' sense of responsibility. 4. Uniformed groups participate in voluntary service to serve the community. 5. Establish a harmonious and caring school culture.
Future Development
<b>School Development Plan:</b> 1. Expand the broadness of school-based courses to help deepen self-learning and cultivate students' habits and attitudes towards lifelong learning. 2. Enhancing school-based values education, developing students' important soft skills, and enhancing national identity to meet the challenges of the new generation.
<b>Teacher Professional Training &amp; Development:</b> To enhance the training of teachers' professional roles, values and ethics, and education issues related to school development through on-site and off-site professional development activities.
Others
-



# 拔萃小學 Diocesan Preparatory School

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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Cheng Kay Yen Ronnie	Ms. Ng Wing Yee Wendy	Not yet established	Aided Whole Day	Co-ed	Christianity affiliated with Sheng Kung Hui
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
Diocesan Preparatory School Council	The fear of the Lord is the beginning of wisdom. (Proverbs 9:10)	1950	English	School Bus	About 4257 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
-	\$3,000	\$150	\$470	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
12	3	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Art & Science Room, Computer Assisted Learning Room, Music Room, Guidance Activity Room, Language Room, Library and Multi-Purpose Room.				Disabled facilities available on G/F and in the New Annexe only.

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

Number of teaching posts in the approved establishment				27	Total number of teachers in the school		27
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	53%	61%	27%	19%	54%	

## Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	2	2	2	12
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	2	2	2	2	2	12
Mode of teaching at different levels	Activity and project based approach to learning in a Christian environment and co-educational context.						
Remarks	Our School is a bi-lingual school with equal emphasis on both the English and Chinese languages. All students will have to study English and Chinese. Chinese lessons are taught in Putonghua and Social Studies in Cantonese. All other subjects are 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)		4	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	Activity and project based learning approach; emphasis is on assessment through course work and learning experience which includes projects, homework, class work: P.1 - no tests, no examinations; P.2 and P.3 - 4 tests per year for main subjects, no examinations; P.4 to P.6 - 4 tests per year for main subjects, 2 tests per year for other subjects, 2 examinations per year.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							No
Streaming arrangement	Mixed abilities classes from P.1 to P.6.						

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	35 mins	8:30 AM	3:15 PM	12:25 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and students bring their own.	1. School Physical Fitness Award Scheme; 2. School based healthy eating promotion project; 3. Whole school approach to promote moral, civic and national education through different monthly themes; 4. 4Rs Mental Health Charter.		Students must have lunch at School. Lunch will be provided by the school appointed caterer or students can bring their own lunch from home.		

Life-wide Learning

Badminton, basketball, karate-do, swimming, table tennis, tennis, soccer, GO-chess, wind band, choir, string ensemble, fencing, chess games, art and handicraft, Chinese calligraphy, Cub Scouts, CYC, etc.

School Mission

We are committed to providing our students with an all-round education in a Christian environment and to equipping them with the skills they need for lifelong learning. This enables students to develop the moral values and competencies to cope with the challenges of life and contribute to society.

School Characteristics

School Management

School Management Organisation:

The School Council oversees the running of the School. There are different school level committees responsible for curriculum development, student support, school improvement and administrative affairs.

Incorporated Management Committee / School Management Committee / Management Committee:

School Management Committee

School Green Policy:

- 1. Student Environmental Protection Ambassador Scheme
- 2. Greening School Subsidy Scheme
- 3. One Person, One Flower Scheme
- 4. Recycling of waste paper, plastics and metals
- 5. Recycling of school uniforms and clear folders

School's Major Concerns:

- 1. To equip students with knowledge and skills to cope with the ever-changing environment and nurture them into responsible citizens of our country
- 2. To foster students' positive values and attitudes, and enhance their mental wellbeing
- 3. Use Artificial Intelligence (AI) as a tool to increase the effectiveness of teaching and learning.

Learning and Teaching Plan

Learning & Teaching Strategies:

The school curriculum includes National Education and National Security Education and aims at providing students with an all-round education in a Christian context. Students attend a weekly church service held by the School Chaplain at Christ Church. We have an array of subjects stressing language, knowledge, thinking and learning skills, appreciation of the arts, as well as physical and spiritual well-being. We offer leadership training opportunities for more mature students. We expect students to serve the School and the community and also go on Outward Bound before they graduate. We want our students to be trilingual and we use Putonghua as the medium of instruction for Chinese. The School adopts an activity and project based learning approach; P.1 to P.6 - Science projects integrated with English, ICT and other subjects, Social Studies projects integrated with Chinese, ICT and other subjects, History & Geography projects (P.3 to P.6 only) integrated with English, ICT and other subjects.

Development of Major Renewed Emphases of the Primary Education Curriculum:

In order to help students achieve the updated seven learning goals, the School continues to:

- 1. Teach students to understand their national identity, be concerned about the society, the nation and the world, and to fulfill their role as a responsible citizen.
- 2. Develop a sense of responsibility, commitment and law-abidingness amongst students.
- 3. Consolidate project learning, STEAM education, activity approach, e-learning and assessment as learning to sustain curriculum development.

Development of Generic Skills:

We adopt an activity and project based learning approach to carry out curriculum development, cater to learner diversity, enable students to develop the nine generic skills and higher order thinking.

Cultivation of Proper Values, Attitudes and Behaviours:

DPS is a church school providing a Christian education for boys and girls. Learning experiences are driven by a core value connected with related positive attitudes. Activities and educational talks are organised to cultivate students' understanding of the theme of the month.

Student Support

Whole School Approach to Catering for Learner Diversity:

In catering for learner diversity, we provide guidance and counselling to students in general, conduct main subjects support groups and lower primary English bridging classes and recommend eligible students to take part in courses for gifted students organised by the Education Bureau or other institutions. Students with special educational needs are provided with appropriate support in consultation with the Education Bureau. In coping with adverse conditions or changes in life, some children may require support in strengthening their resilience. In this regard, the School offers the Understanding the Adolescent Project for upper primary students. We also cultivate good values and attitudes in students through an all-round curriculum with integrated cross subject theme-based learning experiences and other school activities.

Whole School Approach to Integrated Education:

The School adopts a whole school approach to integrated education and inclusive school culture. We utilise additional resources from the Education Bureau, e.g. Learning Support Grant and School-Based Educational Psychology Service. Based on the needs of students, we provide suitable services e.g. teaching adaptation and assessment accommodation, guidance and counselling support, training on social skills, speech therapy services, Individual Education Plans, etc. to support students with special educational needs.

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

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

- 1. Main Subject Support Groups
- 2. Accommodation for students with established learning needs

Home-School Co-operation and School Ethos

Home-School Co-operation:

The School maintains sound communication with parents through various channels. We have class level parent meetings in August, P.5 and P.6 SSPA meetings, a summer P.1 parent orientation and individual parent meetings on Report Card Day. Teachers and parents meet and discuss student progress on an individual basis as often as needed. The PTA EXCO works closely with the School to organise activities. Parents volunteer as helpers in school activities.

School Ethos:

- 1. Provide a traditional and all rounded primary education based upon Christian principles.
- 2. Adopt whole school approach to Moral, Civic and National Education.
- 3. Offer support to students with special needs.
- 4. Engage parents, teachers and students in charity work and volunteer services.

Future Development

School Development Plan:

- 1. Strengthen students' resilience and nurture them to become responsible citizens of our country
- 2. Cultivate positive values and attitudes in students and enhance their mental health
- 3. Use Artificial Intelligence (AI) in an effective and responsible way in teaching and learning

Teacher Professional Training & Development:

Every member of our staff is encouraged to participate in various seminars, workshops and in-services courses according to personal training needs and school developmental needs. School-based staff development programmes are organised to enhance professional development of staff and continuous improvement of the School.

Others

Scholarship: Sir Robert Black Trust Fund Scholarship (3)  
Open and Inter-Schools Competition Awards: Kowloon City District Outstanding Students – Merit (1), Kowloon North Area Inter-Primary Schools Swimming Competition 2024/2025 Girls Garde B 50m and 100m Breaststroke - First, Hong Kong Cup - The 12th International Rhythmic Gymnastics Invitation Championships 2024 All-Around Champion (1), The 76th HK Schools Speech Festival - First: Putonghua (1), Hong Kong Inter-School Choral Festival 2025 Competition cum Masterclass (Regular Choir) Primary School Senior Group - Silver 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
Sister Shiu Yuen Fun Magdalen	Ms. Leung Pui Yan	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	Humility and Charity	1954	Chinese	School Bus	About 3000 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Holy Family Canossian 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
-	-	\$50	Charges and fees for Specific Purposes \$100	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
18	2	1	1	Our school is equipped with iPads, 3D printers, computers, LCD projectors, visualizers, PA system while some classrooms have SmartBoards.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Activity Room, Music Room, Computer Room, Guidance Centre, Multi-purpose Room, Campus TV, English Funland, STEM Room, Library.				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			37	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
97%	97%	42%	42%	21%	16%	63%

## Class Structure

		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	3	3	3	3	3	3	18
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	3	3	3	3	3	3	18
Mode of teaching at different levels	Heterogeneous classrooms (No elite class).							
Remarks								

## Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	In addition to exams, we flexibly use diverse assessments, including daily observations, assignments, formative assessments, project learning, group discussions, and presentations of learning outcomes.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability classes from P.1 to P.6.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	11	25 mins	8:00 AM	3:10 PM	12:30 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	EatSmart School Accreditation Scheme.		We monitor the quality, varieties, prices, nutritional value and hygienic condition of school lunch.		



Life-wide Learning

English drama, Percussion band, Sing & play, Choir, Strings, Folk dance, Brownie, CYC, Environmental Protection Ambassador, Road Safety Patrol, Junior Police Call, Red Cross, Young Pioneers of Christ, Artistic Gymnastics, Rope skipping, Art & craft, Chinese painting, Mosaic, Putonghua, Athletics, Swimming, Ball games, Campus TV, various STREAM courses and MBot.

School Mission

Holy Family is a school of LOVE and HUMILITY patterned after our foundress, St. Magdalene of Canossa. Holy Family is committed to the principle that all students can develop to their full capacity. It is our mission to provide a positive learning environment that enhances each student's opportunity to learn and develop through a balanced educational programme which recognises the need for growth in academic, social, physical, spiritual, knowledge and attitude.

School Characteristics

School Management

School Management Organisation:

Under the IMC of Holy Family Canossian School is the School Administration Team which consists of four groups: Management and Organisation, Learning and Teaching, School Support and School Ethos and Student Performance. Each group is divided into different working groups to help to implement school policies.

Incorporated Management Committee / School Management Committee / Management Committee:

To ensure that the school planning is in accordance with the education policies and the mission statement and the vision of the Canossian Missions.

School Green Policy:

We have participated in an environmental protection ambassador project. After attending the workshops and relevant courses organised by the Environmental Campaign Committee, environmental education and activities have been promoted in our school.

School's Major Concerns:

- 1. Promote school-based STREAM education and enhance learning and teaching effectiveness.
- 2. Strengthen values education and cultivate students to become good citizens.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. Chinese, English, Mathematics, General Studies, Religious Studies, Music, Physical Education, and Visual Arts are taught in double lessons. Class teacher lessons and tutorial sessions provide appropriate guidance for students.
- 2. Arrange project-based learning, cross-curricular STREAM school-based units, values education theme activities, life-wide learning activities, outdoor learning days, educational camp, and other activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school attaches great importance to the cultivation of values education and STREAM education, and aims to develop the school-based curriculum according to the "Religion-based Values Education Framework". Through the integration of STREAM units in various subjects, the values education elements of the Canossian Missions are infiltrated. While learning STREAM, Canossians will learn to build a good character and also be well-equipped with problem-solving and innovation capabilities.

Development of Generic Skills:

In order to develop students' nine generic skills - communication, collaboration, numeracy, critical thinking, study, problem-solving, information technology, creativity and self-management, a school-based curriculum is designed and the project learning skills are taught according to students' needs and abilities.

Cultivation of Proper Values, Attitudes and Behaviours:

Our goal is to foster students' whole-person development and establish their Christian values with the implementation of our school's pastoral movements. We help students demonstrate their positive values and attitudes towards life so as to strengthen their resilience. Students should develop the attitude of being caring, helpful and responsible. Students should learn to show their respect for and acceptance of others from a young age. They should also learn to accept individual differences, establish peaceful and friendly relationships, and be thankful so as to foster harmony in society.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our school has set up a learning support team to plan and coordinate the students with different learning needs. We utilize the Learning Support Grant to provide different learning support groups after class. In order to cater for student diversity, we provide Chinese classes, attention training and emotion and social skills workshops. A school-based speech therapist has been employed to provide appropriate treatment for the students with communication difficulties. In addition, parent workshops are organised to assist parents with improving their daughter's communication skills.

Whole School Approach to Integrated Education:

Our school has strived to support students with different learning needs. Students are encouraged to develop different abilities and do their best. With the implementation of the 'Early Identification and Intervention Programme for P.1 Students with Learning Difficulties', we have catered to P.1 students with special learning needs with 'early identification' and 'early intervention'. The school-based speech therapist has helped design and develop the school-based Chinese speaking curriculum and has also provided students with a workshop on communication skills.

Curriculum Tailoring and Adaptation:

Based on the learning needs and capabilities of students, the school-based English and Chinese Writing curriculum, the Higher Order Thinking Skills Learning Programme and the project-learning curriculum are being tailor-made and evaluated in order to enhance students' self-learning abilities. We provide a large variety of learning activities to suit students' learning needs. This year, we are participating in the school-based support programs of the EDB School-based Curriculum Development (Primary) Section to optimize the school-based curriculum for English and Mathematics.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Our school emphasizes home-school collaboration to help parents understand their child's learning needs. Through various activities organized by the Parent-Teacher Association and the school, such as parent-child activities, Chinese Culture Day, a talent show, and variety show, we aim to increase parents' understanding of the school and foster a sense of belonging. Our school has made good use of the Education Bureau's funding for 'Parent Education' to purchase suitable services, such as a digital platform for parent education and parent training courses to actively implement school-based parent education activities in line with the 'Parent Education Curriculum Framework'.

School Ethos:

The Canossian Education Community adopts the teachings of Jesus Christ and the commitment of St. Magdalene of Canossa to the FORMATION OF THE HEART as the means to educate the whole person to love life and learning, to serve the poor and the needy, and to engage in community service.

Future Development

School Development Plan:

- 1. STREAM Education
- 2. Values Education

Teacher Professional Training & Development:

We aim at enhancing teachers' understanding of STREAM education and values education through staff development days, training programmes, collaborative lesson preparation and peer lesson observation.

Others

Our students have participated and attained good results in various inter-school competitions, such as STREAM Education, the Speech, Music and Drama Festivals 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
Sister Shiu Yuen Fun Magdalen	Ms. Chan Kit Hang Angel	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
Mother Superioress of the Daughters of Charity of the Canossian Institute (HK)	United in Love	1954	Chinese	School Bus	About 4500 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Holy Family Canossian College				Yes	
4Rs Mental Health Charter	Yes	Whole School Health Programme		Action School	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$120	\$240	-

### 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
Science Room, VA Room, STEM Room, Music Room, Multi-purpose Rooms, Computer Room, Activity Room, Reading Wonderland, Religious Room, Library, Hall				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		48
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	51%	67%	15%	12%	73%

### 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	English and Mathematics remedial classes are provided during the Multi-purpose Learning Period for weaker pupils in Primary 4 & 5, and Chinese in Primary 3, 4 & 5, to help improve the learning.						
Remarks	-						

### Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Pupils' performances are also assessed in project learning, outdoor visits, voluntary services and extra-curricular activities in each scholastic year.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability classes from P.1 to P.6.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	5	50 mins	8:00 AM	3:15 PM	12:15 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	The Parent Teacher Association (PTA) takes the responsibility to monitor the quality of food, "School Sports Programme", physical health, mental health, 4Rs Mental Health Charter and Eat Smart Talk		Lunch must be taken in school. *Lunch break: (Mon. Tue. Fri) 12:15 p.m. - 1:20 p.m. (Wed, Thur) 11:45 a.m. - 12:45 p.m.		

Life-wide Learning

The following activities are provided: Mathematical Olympiad, STREAM Competitive training, gymnastics, sculpture, dancing, Jump Rope Tricks, ballet, percussion band, orchestra, basketball, Chinese opera, English musical, Chinese drama, the Pioneers of Christ, voluntary services, pottery, Putonghua, dragon dance, Art club, harp, librarians, environmental protection ambassador, athletics, illustration, handchime, English Activities, phonics class, choir, Brownies, table tennis and flag raising group.

School Mission

Following the educational mission of the Canossian Institute, in accordance with the Spirit of Jesus Christ, the School is committed to promoting an all-round education, in creating a caring, energetic and harmonious learning and teaching environment, for every individual student to be nurtured to her full potential through well-balanced development in moral, intellectual, physical, social, aesthetic and spiritual aspects, which enables her to become a self-motivated learner and an independent thinker to serve the community responsibly and charitably.

School Characteristics

School Management

**School Management Organisation:**  
The Mother Superioress of the Daughters of Charity of the Canossian Institute (Hong Kong) is the sponsoring body of our school. The Incorporated Management Committee (IMC) is responsible for the functioning of the school. It is supported by the Administrative Committee, Curriculum Development Committee, Religious Formation Committee, Students' Development Committee and Multi Intelligence Development Committee.

**Incorporated Management Committee / School Management Committee / Management Committee:**  
The IMC ensures that the vision and mission of the School set by the sponsoring body is carried out. It is the legal body for the management of the School.

**School Green Policy:**  
We adopt the idea of recycling as much as possible: using paper sparingly; collecting old uniform to be reused and reducing daily food waste. A roof top garden has been built to improve the greenery of the school environment. Solar panels are installed on the roof top.

**School's Major Concerns:**  
Embrace the dream of family and country, cast a pure heart

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
There are fewer periods with longer lessons; flexible arrangement of extra-curricular activities; enhanced interactive learning and teaching. The building of learning profile is to trace the moral & civic, intellectual and aesthetic development of each pupil. The yearly theme is meant to facilitate and promote cross-curriculum learning, co-curricular activities and life-wide learning.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
The school is committed to cultivating students' self-directed and lifelong learning ability to meet the needs of social development and students, and to strengthen the cultivation of positive values and strengthen STREAM education. We make good use of class time to create space, and through optimizing the curriculum and life-wide learning, students can enjoy a richer learning experience, while broadening their horizons and providing them with opportunities to learn and practise correct values. We use diversified learning and teaching strategies to cater for the different needs of students. Strengthen cross-curricular learning and reading, and develop students' lifelong learning capabilities.

**Development of Generic Skills:**  
Our classroom activities are to build generic skills so as to induce pupils to lifelong learning.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
Promote positive values and attitudes through the Moral Education lesson every week and the daily morning assembly. Cultivation on the positive values and attitudes is infused into various courses.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
Our school has always paid great importance to the needs of students and catered for student diversity through a whole-school approach. Our school has set up a Student Guidance and Support Team to plan, implement and review its work, and provide adjustment and support in teaching, curriculum and assessment to cater for the different needs of students. Through different programs such as 'Big Sisters Program' and 'Confidence Growth Map' program, our school tries to discover the strengths and potentials of our students so as to create an interactive learning environment which enables students to respect, appreciate one another and improve students' self-confidence. In this way, we can establish a harmonious and caring campus culture.

**Whole School Approach to Integrated Education:**  
Our school has adopted the Whole School Approach and 3-Tier Support Model. Through optimizing classroom teaching and making use of Learning Support Grant to outsource professional services for those with special needs so as to provide support and care for these students in their studies and make adaptation for them. In addition, our school values great importance to home-school cooperation: special educational needs coordinator, school social worker, school-based speech therapist and school-based educational psychologist to communicate regularly with parents so as to provide professional support to these parents.

**Curriculum Tailoring and Adaptation:**  
We design learning material of different levels to cater for learner diversity; organize different training sessions to develop pupils' talents.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
The PTA works together with the School to promote different activities such as Sports Day, picnic, flag selling, variety show, etc.

**School Ethos:**  
Our School enjoys a positive ethos with harmonious student-teacher relationship. Cultivate the spirit of mutual help and love among students, strengthen the sense of belonging to the school and create a caring culture through 'House activities', 'Big Sisters Scheme' and 'Buddy Reading Scheme'.

Future Development

**School Development Plan:**  
1. Through national and national security education, students are encouraged to embody excellent Chinese culture in their daily lives by experiencing the connotation of Chinese culture.  
2. Establish a healthy lifestyle, so as to develop personal interests and potential. enrich self-confidence and achieve both physical and mental development

**Teacher Professional Training & Development:**  
School-based professional training and development are adopted. Professional experts are also invited to provide service training.

**Others**  
P. 4-6 pupils will join exchange programmes. Pupils of different levels will participate in graded sports competitions, inter-school dance competitions (for details please refer to our school website).



### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Yan Man Fai	Mr. Sek Lai Yan	Established	Aided Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					92%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Five Districts Business Welfare Association	Conscientious and Self-disciplined: Equipping students with knowledge and skills, whilst appreciating the values of self-discipline.	1950	Chinese	Nanny van	About 950 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			Yes		Yes
4Rs Mental Health Charter	-	Whole School Health Programme		-	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$100	\$470 (Miscellaneous Fees, e.g., air-conditioning charges and home-school electronic platform management fee.)	\$50 (Student Card)

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
6	1	1	1	School Guidance Counselling Room.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Special Rooms: STEM Centre, Staff Common Room, Multifunction Room, Music Room and the Visual Arts Room.				Ramp and Accessible toilet.

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

Number of teaching posts in the approved establishment			18	Total number of teachers in the school		18
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	22%	100%	11%	27%	62%

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	1	1	1	1	1	6
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	1	1	1	1	1	6
Mode of teaching at different levels	Small class teaching has been adopted in the school. Pull-out teaching and co-teaching is also used to enhance teaching efficiency and support students with learning difficulties.						
Remarks	-						

### Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	In addition to Exams, there are also multiple formats of Formative Assessments including individual short speech, group discussion and practical tasks.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	One class per grade.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:15 AM	3:30 PM	12:00 PM - 12:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Extracurricular activities include many different sports to promote an active, healthy lifestyle for students. Reduce unhealthy snacks and promote healthy food. 2. Whole school morning exercise routine every Friday. 3. Participate in Sport Act award scheme.		1. Students may utilize tutorial sessions to complete homework. 2. Daily after school activities and school team training. 3. Saturday interest classes. 4. Happy Campus Time.		

Life-wide Learning

Folk Dance, handcraft class, Chinese Opera class for children, Clay class. Basketball, Football, Table Tennis, Tchoukball, Soft darts, Shuffleboard and Dodge bee class, Student Ambassador, Volunteers, Little Teacher, PE helper, Prefects, Chinese Lion Dance Class, Rummikub Club, Memory Training Course, GBA Aerospace BeiDou Satellite Navigation Programming Course, ECA, Field Trip.

School Mission

Our school aims at providing a broad and quality education to nurture students with scholarly intellect, fine personality, moral and aesthetic senses and responsibility. The school seeks to provide a dynamic and pleasurable learning environment where students can become self-motivated, hard-working, conscientious and responsible learners.

School Characteristics

School Management
<b>School Management Organisation:</b> Effective collaboration of subject and administrative committees under the principal's leadership.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Incorporated Management Committee established in 2017, including Sponsoring Body Managers, Teacher Managers, Parent Managers, Alumni Manager and Independent Manager.
<b>School Green Policy:</b> The school is surrounded by trees and flower beds, providing a greener environment for students. 'A Flower a Student' program is organized each year to disseminate the message of environmental protection.
<b>School's Major Concerns:</b> 1. Focus on positive values education and cultivate students' morality and self-discipline. 2. Deepen national education and cultivate a profound sense of patriotism and national devotion.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Curriculum focus on knowledge, skills, and attitude. 2. Adaptation to cater for student abilities. Utilizing IT to broaden the knowledge students are exposed to. 3. Cross-curricular learning: project week. 4. Implement exchange tours in Mainland and overseas.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Making good use of learning time and creating more space for students. At the same time, reducing the number of assessments with progressive assessments and only one exam each semester. 2. A flag-raising team was established in school. In addition to the moral and civic education courses, school also refers to National Education Event Planning Calendar to plan and arrange national education activities. Flag-raising ceremonies, lectures, competitions, and film appreciation sessions were organized to strengthen Patriotic Education ,values education and life planning, and promote the Constitution, the Basic Law and national security in schools. 3. Various after-school activities, field trips and mainland / overseas exchange tours were organized to enrich the all-round learning experience.
<b>Development of Generic Skills:</b> Generic skills enhanced through class activities, project learning, and life-wide learning.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. Implement grade-based management to foster a harmonious campus culture. 2. Establish positive values and attitudes in students through moral and civic education classes, as well as extended learning, to cultivate good character. 3. Introduce a one-student-one-duty program to develop students' leadership skills, enhance their confidence, build team spirit, and strengthen their sense of belonging to the school.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Our school strives to promote inclusive culture and establish a caring school by adopting a whole school approach to catering for student diversity; to enhance learning effectiveness of students by providing them with diversified support services; to improve learning, social and emotional regulation skills of students by providing them with appropriate counselling and learning support groups.
<b>Whole School Approach to Integrated Education:</b> The student support team led by the Principal and assisted by Special Educational Needs Coordinator who coordinates, promotes and implements student support work, and uses Learning Support Grant and additional resources to support students with special educational needs. Support measures include homework and assessment accommodations, speech and occupational therapy services, Individual Education Plans and professional support groups, etc. Using a diversified home-school communication mechanism for listening for parents' opinions and discussing support strategies. Parent education: platforms, workshops, seminars.
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.
<b>Curriculum Tailoring and Adaptation:</b> 1. Modified PLPR/W and KEYS 2 Programme. 2. Teaching in pull-out approach: The special educational needs support teachers are responsible for classes in the form of pull-out mode to improve students' participation. 3. Provide assignment, dictation and assessment adaptation. 4. Develop multi-level worksheets for Chinese, English and Math subjects.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> The Parent-Teacher Association organizes co-curricular activities, graduation dinner and Parent-child Sports Day. Parents are also invited to work as volunteers to assist in various school activities.
<b>School Ethos:</b> The school culture is down to earth and pure. Good relationships are fostered between students and teachers. The four-houses establishment promotes a sense of unity between students in the lower and upper forms. Parents have a close and supportive relationship with the school.
Future Development
<b>School Development Plan:</b> 1.Focus on positive values education and cultivate students' morality and self-discipline. 2.Deepen national education and cultivate a profound sense of patriotism and national devotion.
<b>Teacher Professional Training &amp; Development:</b> 1. School-based support services. 2. Joint-school professional development days. 3. Professional development days within the school. 4. Teachers attend inclusive training courses to support students with SEN.
Others
1. All HK Inter-Area Primary Schools Athletics Competition 2024-2025 Eighth place in Men's A long jump 2. Kowloon North Area Inter-Primary Schools Athletic Competition 2024-2025 Eighth place in men's S 100M, Champion in men's A Long Jump 3. Yu Chun Keung Memorial Cup Primary School Football Competition - Bowl Runner-up 4. Yu Chun Keung Memorial Cup Primary School basketball Competition - 3rd Runner-up



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POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Lo Pak Wing Peter	Mr. Shu King	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					77%
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Catholic Diocese of Hong Kong	To become Diligent, Prudent, Humble and Responsible persons.	1963	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 4000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	-	Whole School Health Programme		-	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$25	\$300	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Hanging Garden, Flag-raising Garden, Purity Garden, Solar PV Installation, Digital Water Dispenser, Smart Whiteboard (in all classrooms)
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Assisted Learning Room, Walsh Studio, Language Room, Visual Arts Room, Music Room, General Studies Room, Small Group Teaching Room, Student Activity Centre, Multi-purpose Room, Guidance Activities Room, Conference Room, Prayer Room, Parents Resource Centre.				Ramp, Accessible lift and Tactile guide path plan.

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

Number of teaching posts in the approved establishment			46	Total number of teachers in the school		47
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	34%	58%	23%	15%	62%

Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)				No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		The whole school implements small class activity teaching, pays attention to teacher-student and student-student interaction and strives to improve students' self-learning ability. Using New Funding Mode to accommodate the needs of diverse students. Assistance groups will be available after class. Various projects will be provided for the talented students and for the students with special need.								
Remarks		-								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. In addition to examinations, regular formative assessments are conducted to evaluate students' learning progress. 2. In daily teaching, various assessment methods, including questioning, self-assessment, peer assessment, and performance observation, are used to gather insights into students' knowledge, attitudes, values, and generic skills, helping them reach their full potential.						
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 consist of students with different abilities.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	10	35 mins	8:00 AM	3:25 PM	1:00 PM - 1:55 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Through Physical Fitness Award Scheme and Straighten Up Campus Campaign to encourage students doing more exercise every day; Healthy eating promotion projects such as The School "Nutri-agent" Project and "Joyful Eating Fruit" organized by the Health Department and Organic Farming to promote healthy living in school.		Morning assembly, remedial classes, reading lessons, life education lessons and extra-curricular activities.		

Life-wide Learning

Fencing, Athletics, Swimming, Gymnastics, Fancy Rope Skipping, Orchestra, Percussion, Recorder ensemble, Choir, Drama, English Musical, Taekwondo, Football, Basketball, Table-tennis, Badminton, Dance, Religious Dance, Pioneers of Christ, Painting with Water-Colours, Painting with Oil Pastels, Western Painting, Chinese Painting, Boy Scouts, Girl Guides, IT Ambassador, Walsh Media Network, Leadership Training, Coding, Chinese Debate, Public Speaking training for competition and Mathematics Olympiad.

School Mission

Based on the Catholic spirit, we nurture our students by love and devotion, providing an excellent learning environment; bringing up a proper sense of civic awareness.

School Characteristics

School Management

School Management Organisation:

The Incorporated Management Committee, School Executive Committee, School Development Board and Administration Groups.

Incorporated Management Committee / School Management Committee / Management Committee:

Including Sponsoring Body Managers, School Principal, Teacher Manager, Independent Manager, Parent Manager and Alumni Manager.

School Green Policy:

Encouraging students to apply environmental protection in daily life through the Life Green Policy by different activities. Replace energy-saving equipment, including installation of solar panels, smart drinking fountains, LED lights and solar insulation film, etc. to create a more comprehensive energy-saving and carbon-reducing environment for school.

School's Major Concerns:

Inherit Chinese virtues. Deepen value education.  
Showcase optimistic and innovative learning. Practise smart living.

Learning and Teaching Plan

Learning & Teaching Strategies:

1. An emphasis on Bi-literacy and Tri-lingualism and active development of the Space Town Programme, Drama in Education, gifted education, learning from reading etc. to develop students' multi-intelligences and improve students' sense of ownership in learning.
2. Flexible resources deployment to cater for learner diversity and to enhance students' learning effectiveness, such as Cooperative Learning and E-learning.
3. Enrichment of students' learning experience through all-round learning activities such as STEAM experience day, outdoor learning, overseas exchange programme, positive education and value education.
4. Through Self-directed Learning Steps to achieve the goal.
5. Through 'Self-directed Learning Scheme' to enrich students' learning journey and practise smart living.

Development of Major Renewed Emphases of the Primary Education Curriculum:

1. Make good use of learning time and create space to provide students with all-round learning and enrich their learning experience.
2. Strengthen value education and encourage students to develop their potentials to cultivate students to be diligent, prudent, humble, responsible, love the Lord and others, and enhance the development and growth of the students spiritually, morally, academically, physically, socially and aesthetically.

Development of Generic Skills:

Our lessons cover the development of students' creativity, communication skills, problem-solving skills, diverse thinking mindset and study skills. Provide students with an environment to make use of generic skills.

Cultivation of Proper Values, Attitudes and Behaviours:

Our school combines school motto, the five core values of Catholic education and the twelve priority values and attitudes of EDB to promote positive education to the stakeholders in our school. Positive education is not only promoted in the aspect of discipline and counselling and life education curriculum, but also in the aspect of various academic curriculums and extra curriculums in order to cultivate students' positive values in all aspects.

Student Support

Whole School Approach to Catering for Learner Diversity:

We adopt streaming teaching for learning diversity. For weaker students, we offer intensive remedial teaching programme to help them. We also have after-school tutorials, school-based educational psychologist and school-based speech therapist for under-privileged students. Also, multi-intelligence programmes are provided for the gifted after school.

Whole School Approach to Integrated Education:

Our school has a school-based educational psychologist, special educational needs coordinator, special educational needs support teachers and school social workers to support the students with different learning needs together. We provide remedial classes to support students with learning difficulties. We also employ a school-based speech therapist to give support to students with language impairment. We provide teaching, homework and assessment adaptation to cater for learners' diversity.

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

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

School-based designed worksheet, Curriculum Tailoring and Enrichment Courses to cater for learning diversity.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Host parent and teacher symposia every semester. Report the condition of the students' status seasonally. Update parents with the latest school information, e.g. Monthly Communication News. Establish parent volunteers group to assist school activities.

School Ethos:

We foster an honest and modest culture. Our students are well-disciplined and keen on learning, Our teachers and students maintain a harmonious relationship. We are committed to teaching our students to live out the virtue of love, to manifest the virtue of justice, to respect life, to pursue truth, to love their families and to think positive.

Future Development

School Development Plan:

1. Practise the virtue of 'Prudence'.
2. Cultivate an enthusiastic attitude towards learning by encouraging students to actively explore, solve problems and think innovatively.
3. Cultivate students' positive attitude towards using technology.
4. Encouraging students to use technology wisely to practise smart living.

Teacher Professional Training & Development:

Arrange relevant professional trainings based on the needs of students and the school development with changes in time.

Others

1. The "Social Engagement" in the "Hi Five Student Engagement Award Scheme" which is held by Education Bureau
2. Achieved Green rating under BEAM Plus Existing School Version 1.0
3. Scoring Silver Award in The Hong Kong Creative Maths & Science 4D Frame Competition 2024





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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. NGAN Man Kit, Andrew	Ms. CHAN Ka Wai	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	Cultivating moral and intellectual attributes	1956	Chinese	School Bus	About 4500 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Queen Elizabeth School, Homantin Government Secondary School, Jockey Club Government Secondary School					
			Yes		Yes
4Rs Mental Health Charter	Yes	Whole School Health Programme		Pledged School	

## 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
-	-	\$30	Visual Art Fee \$70	School-based Management Fee \$200

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	Air-conditioners, air purifiers and computers with projectors in all classrooms.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
14 rooms including Library, TV campus, Activity Room, Music Rooms, Remedial Teaching Rooms, Visual Art Room, STEM Lab, Computer Room, Reading Room, Conference Room, etc.				Accessible lift, Accessible toilet, Accessible public information / service counter and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			44	Total number of teachers in the school		45
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	98%	38%	74%	11%	9%	80%

## Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	4	4	4	4	4	24
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	4	4	4	4	4	24
Mode of teaching at different levels	We adopt the 'Activity Approach' at different levels. Remedial Teaching is provided for pupils with learning difficulties in Chinese Language, English and Mathematics.						
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	1. There are formative assessments on every unit. 2. The nine generic skills are constantly evaluated through teachers' professional 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	1. P.1 to P.3 pupils will be allocated to different classes randomly. 2. P.4 to P.6 pupils of better academic results will be allocated to A and B classes, the rest are evenly distributed in classes C and D.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	40 mins	8:10 AM	3:15 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. To promote healthy eating habits, we have participated in the School "Nutri-Agent" Project. 2. To promote "MVPA60" and there are Sports Day, swimming gala, educational camp and ball games competitions every year.		Pupils must stay in school for lunch. Pupils are welcome to participate in our lunch program which is catered by our lunch supplier, or they bring their own lunch boxes.		

Life-wide Learning

A wide variety of extra-curricular activities are offered to our students on Friday afternoons on a fixed and rotational basis. We have Science activities, coding, sports training groups like athletic and ball games teams. For arts development, we have the choirs, drama group and music programs. To complement our extra-curricular program and to cater for our students' interests, different interest groups are available for students to participate after school or on weekends which focus on the orchestra, Chinese musical instruments classes, swimming classes, coding, etc. Concert, Sports Day and Swimming Gala are held annually.

School Mission

We endeavour to create the best learning environment with equal emphasis on moral, civic and national education, intellectual growth, physical education, social and aesthetic development. We provide students with quality education which prepares them to become citizens with outstanding performance in both academic and behavioral spheres.

School Characteristics

School Management

School Management Organisation:

Under the School Management Committee, there are Principal, deputy heads, senior teachers and teachers. School Executive Officer, clerical staff and teaching assistants support with the administrative work for the teaching staff.

Incorporated Management Committee / School Management Committee / Management Committee:

The School Management Committee members include the Chairman, the Principal, 2 teacher members, 2 parent members, 1 alumni member and 2 independent members.

School Green Policy:

School planting project.

School's Major Concerns:

- 1. Establish a healthy lifestyle through strengthening positive education, national and national security education.
- 2. Enhance the development of science popularization to increase students' interest and ability in scientific inquiry.
- 3. Enhance students' biliterate and trilingual communication skills through cultivating their interest and habits in proactive and extensive reading.

Learning and Teaching Plan

Learning & Teaching Strategies:

Learning tasks are designed through teachers' co-planning and based on the pupils' abilities and characteristics, aiming at providing sufficient learning opportunities. With the use of teaching strategies like self-directed learning and co-operative learning, teacher-student interaction is maximized and pupils can learn through a personal experiencing, self-motivated way.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- Strengthening values education
- Making good use of learning time and creating space to promote a balanced physical and mental development.
- Enriching life-wide learning experiences and promoting whole-person development.
- Better catering for learner diversity
- Reinforcing STEAM education and nurturing students' media and information literacy.
- Strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.
- Enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Except the teacher-student interaction in the normal class teaching, the generic skills are cultivated through project learning, educational talks, visits and competitions, cross-border educational activities, especially in collaborative, communicative, creativity, critical thinking skills, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

Taking cultivation of positive values and attitudes as the direction, we make use of everyday life events to strengthen the coordination of learning activities, and enhance the connection, among various cross-curricular domains in values education, including moral and ethical education, civic education, Constitution education and Basic Law education, national education, life education, sex education, etc. so as to provide students with all-round learning experience conducive to their whole-person development.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. To cater students with diverse needs, support measures are provided such as the implementation of small class teaching and after school tuition classes. Professional advice is offered to help students with SEN as well as their parents according to their needs.
- 2. Graded tasks and worksheets are designed to suit different learning abilities in the same class level.

Whole School Approach to Integrated Education:

A Whole School Approach and Person Centred Approaches have been adopted to cater for learner differences. Our school adopts a 3-tier support model to provide students with SEN. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adjustment to school life.

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

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

Curriculum Tailoring and Adaptation:

We have our school-based curriculum design in the core subjects. Teachers design the learning tasks and activities in line with the teaching objectives but with adaptation according to the different learning abilities in the same class level, in order to promote students' learning.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Strengthen the home-school co-operation through Parents' Day and various activities held by the Parent-Teacher Association like family activities, educational talks for parents and visits to secondary schools. Parents are also invited to help in various school functions.

School Ethos:

We cultivate a caring and learning atmosphere, put great emphasis on moral education and self-cultivation. Through adventure-based education program, pupils learn to tackle problems when facing adversities.

Future Development

School Development Plan:

- 1. Establish a healthy lifestyle through strengthening positive education, national and national security education.
- 2. Enhance the development of science popularization to increase students' interest and ability in scientific inquiry.
- 3. Enhance students' biliterate and trilingual communication skills through cultivating their interest and habits in proactive and extensive reading.

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 to enhance learning and teaching effectiveness.

Others

- 1. Gifted education to develop students' potential.
- 2. Participate in the School-based After School Care Service Scheme (Expanded Programme)



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POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Rev. Bro. Tierney James Christopher	Ms. Nair, Chandni	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	Fides et Opera	1957	Chinese (incl.: Putonghua) and English	School Bus	About 15974 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
La Salle College					
			-		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
-	-	\$800 (6 years)	\$3100	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
36	1	1	1	Chapel, Indoor Swimming Pool, Storyland, Reading Corner for Junior Primary Students and Covered Playground
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
WOW Room, BIG BANG Room, Talent Hub, Music Rooms, Visual Arts Rooms and General Studies Room				Accessible lift, Accessible toilet, Tactile guide path and Visual fire alarm system.

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

Number of teaching posts in the approved establishment			68	Total number of teachers in the school		68
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%	53%	52%	33%	17%	50%

## Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	6	6	6	6	6	36
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	6	6	6	6	6	36
Mode of teaching at different levels	1. Different pedagogies are adopted to enhance learning and teaching efficacy. 2. Remedial classes and support groups are arranged to bridge the learning gap.						
Remarks							

## Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	Replace tests and examinations with diversified assessments in the first term of P1	No
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					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. Formative assessment 2. Summative assessment 3. Assessment of generic skills through 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	Class by average abilities				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	7:45 AM	2:45 PM	12:00 PM - 12:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated lunch caterer or prepared by parents.	1. Inspection of lunch boxes and the caterer's food production centre is carried out regularly by the Lunch Service Group and parent helpers to monitor the food quality and hygiene standards. 2. The Physical Fitness Award Scheme is implemented.		All students must stay at school for lunch and are not allowed to leave the school premises during lunchtime.		

Life-wide Learning

Sports: Swimming, Badminton, Table Tennis, Basketball, Football, Athletics, Gymnastics, Fencing, Volleyball, Handball, Rugby, Squash, Tennis & Rope Skipping  
Music: Instrumental classes, Orchestra, Chinese Orchestra, Chinese Drum Team, Bands & Choirs  
Others: Cub Scout Pack, Grasshopper Scout Ring, School Prefects, Lunch Prefects, School Bus Prefects, I.T. Helpers, Librarians, Visual Arts, Chess, Mathematical Olympiad & STEM

School Mission

To give a human and Christian education to the young, paying particular attention to the needy.

School Characteristics

School Management

School Management Organisation:

The school management plans, co-ordinates and monitors the school's performance in Management and Organisation, Learning and Teaching, Student Support and School Ethos and Student Performance.

Incorporated Management Committee / School Management Committee / Management Committee:

For details about members of the Incorporated Management Committee, please refer to the school website.

School Green Policy:

Environmental protection activities are promoted.

School's Major Concerns:

- 1. To cultivate students into self-directed pioneers and life-long learners.
- 2. To pursue learning and teaching excellence by fostering collaborative inquiry and sharing.
- 3. To nurture students to become positive Lasallian gentlemen possessing good morals.

Learning and Teaching Plan

Learning & Teaching Strategies:

Different teaching and learning strategies are adopted to cater for students' needs and interests, providing them with an all-round and well-balanced education in the following areas: values and attitudes; intellect; physique; social skills; aesthetics and spirituality. During lessons, students' creativity, thinking and social skills are being developed.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school focuses on the introduction of Positive Education based on the VIA classification. Positive Education is incorporated into different subjects. Students are encouraged to develop their character strengths throughout their academic journey.

For National Education and National Security Education, all subjects are involved in the enhancement of every student's sense of national identity and the promotion of a deeper understanding of the history, culture, laws and development of our country, China.

Development of Generic Skills:

Generic skills are incorporated in each subject's curriculum and extra-curricular activities.

Cultivation of Proper Values, Attitudes and Behaviours:

To foster students' positive values and attitudes through the school curriculum and school-based activities.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Enrichment courses and activities are provided for talented students.
- 2. Chinese, English and Mathematics remedial classes are arranged to help less able students.
- 3. Workshops and seminars are organised to develop the potential of every student and promote mutual respect of individual differences among teachers and students.

Whole School Approach to Integrated Education:

The School has set up the Student Support Team. Members include the Principal, Vice-principal, Special Educational Needs Coordinator, Special Educational Needs Support Teacher, school social workers, school-based educational psychologist, school-based speech therapist, teacher representatives and teaching assistants.  
- Special Educational Needs Teaching Assistants are deployed for students with special educational needs.  
- Enhanced School-based Speech Therapy Service is provided for students with speech and language impairment.  
- After-school homework classes and small group training are provided for students in need.

Curriculum Tailoring and Adaptation:

To align with recent trends in education development and the school's vision, school-based adaptation policy, which provides support for students with different needs, is implemented.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- The PTA:
- 1. Collects parents' views and conveys them to the school.
  - 2. Mobilises parents and alumni to assist with school events, e.g. Swimming Gala, Sports Day, Physical Fitness Day, Carnival & Heritage Walk.
  - 3. Organises parent-child activities and talks or sharing sessions for parents.
  - 4. Co-ordinates with its affiliated clubs to organise extra-curricular activities for students.

School Ethos:

Through Service Learning, Religious Knowledge, Personal Growth Education and various activities on Moral and Civic Education, the School strives to develop students' positive values and attitudes, and the willingness to serve others. With an emphasis on 'zero bullying', the school has established a caring and supportive campus. Students demonstrate the "Lasallian Spirit" with their love for God, self and others, and also observe the school motto "fides et opera", meaning "faith and good works".

Future Development

School Development Plan:

- 1. To develop multiple talents and potential of students.
- 2. To enhance the collaboration among teachers, and their professional development.
- 3. To instil Values in Action in Positive Education into the school curriculum.

Teacher Professional Training & Development:

To provide teachers with a wide range of professional training so that they can infuse inquiry-based learning skills to enhance learning and teaching efficacy.

Others

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Maryknoll Convent School (Primary Section)

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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. Ho Main Wai Amy	Ms. Chan Ka Cheuk Ada	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
Maryknoll Convent School Foundation	Sola Nobilitas Virtus (Virtue Alone Ennobles)	1925	English	School Bus	About 18697 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
Maryknoll Convent School (Secondary Section)			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
-	\$6,000	\$100	-	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	5	2	1	Swimming Pool, Heritage Centre.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Science Room, STEM Room, STEM Makerspace, Music Rooms, Art Room, Computer Rooms, Prayer Room, Student Activity Centre, Medical Inspection Room, Digital Music Room				-

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

Number of teaching posts in the approved establishment			56	Total number of teachers in the school		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%	50%	44%	10%	28%	62%

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	5	5	5	30
2025/2026 school year (The number of class(es) approved by EDB in Mar./Apr. 2025)	No. of classes	5	5	5	5	5	30
Mode of teaching at different levels	To enhance learning and teaching effectiveness, different pedagogies such as inquiry-based learning, cooperative learning and project learning are adopted.						
Remarks	-						

### Performance Assessment

Number of test(s) per year (P1 only)		3	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)		3	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							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	P.1-P.4: 3 tests per year; P.5-P.6: 3 examinations per year. A diversified mode of assessment: projects, learning tasks, written & oral assessments, web-based assessment, self-assessment, peer and parent assessments.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed ability classes from P.1-P.6.						

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	2:50 PM	12:50 PM - 1:50 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Our school has attained both the Advanced Level Accreditation (Lunch) and the Advanced Level Accreditation (Snacks) for the "EatSmart School Accreditation Scheme". Our school implements the measures outlined in the "4Rs Mental Health Charter" to promote students' mental well-being in accordance with the principles of the Charter.		-		

Life-wide Learning

To provide students opportunities to gain the five essential learning experiences, different clubs and cross-curricular activities, such as Chinese, English, Mathematics, Reading, School Post, STEM, Debate, Athletics, Gymnastics, Ball Games, Lion Dance, Chinese Dance, Calligraphy, Ink Painting, Visual Arts, Drama, Choir, String Orchestra, Chinese Orchestra, Digital Music, Brownies and Young Pioneers of Christ have been offered.

School Mission

Maryknoll provides quality, affordable education for girls, nurturing all-round development and a love for learning. We foster moral values, responsibility, and global awareness, encouraging each student to realise her potential. In partnership with parents and society, we promote a safe, caring environment where students grow in faith, knowledge, and service.

School Characteristics

School Management

**School Management Organisation:**  
School-based management under the supervision of and guidance from the Incorporated Management Committee.

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

**School Green Policy:**  
To implement environmental education through a whole school approach and to provide teachers and students 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 cultivate an open learning environment for fostering students' abilities to become independent and motivated learners to cope with the ever-changing learning environment in the new era.  
2. To nurture our students to live in a way of life with Maryknoll Spirit.  
3. To nurture an effective and committed professional team for sustainable growth, and enhancement of the educational leadership through staff development programmes, and support newly recruited teachers to adjust to inherit the school culture through mentorship and induction programmes.

Learning and Teaching Plan

**Learning & Teaching Strategies:**  
Students gain knowledge through various learning experiences, including inquiry-based learning and project learning, which are implemented using an interdisciplinary approach. To enhance students' higher-order thinking skills, a variety of questioning techniques, blended learning methods, and assessment for learning strategies are utilized.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**  
1. Our school launches a reading scheme with the aim of nurturing extensive reading habits among students, fostering a positive reading environment, and enhancing their reading skills and techniques.  
2. Our school has 2 Computer Rooms, STEM Room, STEM Makerspace and Digital Music Room to facilitate IT in Education. All classrooms and other learning areas are equipped with WIFI. eLearning is incorporated into all subjects.  
3. Project learning is arranged in different subjects to enhance students' self-learning abilities and vary the mode of assessments.  
4. Through formal and informal curriculum, our school organizes moral educations talks, workshops and various activities to cultivate position values and attitudes among students.

**Development of Generic Skills:**  
Students' nine generic skills are developed and applied in an integrative manner through learning and teaching in all KLAS.

**Cultivation of Proper Values, Attitudes and Behaviours:**  
Our school is committed to promote values education through the provision of learning experiences at school and beyond. Students can reinforce the six core MCS values and cultivate a harmonious campus atmosphere. The school emphasizes on students' wellbeing and the development of positive values. A variety of activities are organized, such as flag raising ceremonies, moral talks, moral education lessons and school-based programmes, so as to enhance resilience and foster kindness in our students. Furthermore, the school implements school service teams and service learning programmes to build a caring community while allowing students to display leadership skills and exhibit their strengths.

Student Support

**Whole School Approach to Catering for Learner Diversity:**  
Besides implementing differentiated instruction in the core learning, we have pull-out programmes such as debate, Maths Elite and other school teams during the ECA hours to cater for students' different abilities and interests. Apart from the remedial lessons, our school implements the "Big Sister Scheme" to help the students in the lower grades in adapting to the school life and school work.

**Whole School Approach to Integrated Education:**  
1. Our school promotes integrated education through service learning programme to realise the Maryknoll Spirit of Service.  
2. Through the allocation of resources, we provide students with diversified modes of support to enhance learning effectiveness and help them adapt to school life.

**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:**  
To align with recent trends in education development and the school's vision, school-based adaptation policy, which provides support for students with different learning needs and styles, is implemented.

Home-School Co-operation and School Ethos

**Home-School Co-operation:**  
To coordinate with the school development, activities such as seminars for parents, parent-child learning programmes, volunteering service, visits and picnics are carried out. Newsletter is published every year to promote home-school communication.

**School Ethos:**  
1. The school places great importance on character education, nurturing students with strong moral values.  
  
2. A rich array of extracurricular activities is provided, allowing students to explore and develop their unique talents.  
  
3. A caring and supportive school culture is deeply rooted, fostering warm and respectful relationships between teachers and students.  
  
4. Learning at school is engaging and enjoyable, making students enthusiastic about their studies.

Future Development

**School Development Plan:**  
1. To help students develop 21st Century skills and lifelong learning abilities to become self-directed learners.  
2. To promote values education through nurturing our students to live in a way of life with Maryknoll Spirit.  
3. To nurture and sustain professional teaching team through establishing learning communities and implementing leadership and mentorship programmes.

**Teacher Professional Training & Development:**  
Teachers keep abreast of the current educational trends through various staff development activities. To enhance teaching effectiveness, teachers participate actively in workshops, visits, sharing sessions, talks and seminars to learn and have professional exchanges within the education community.

Others

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# 九龍塘宣道小學

## Alliance Primary School, Kowloon Tong

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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. Chan Lai Ha Cherry	Ms. Ng Lai Fun	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
Kowloon Tong Church of The Chinese Christian & Missionary Alliance	The fear of the LORD is the beginning of wisdom: and the knowledge of the holy is understanding.	1955	Chinese (incl.: Putonghua) and English	Nanny van	About 7022 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				-	
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
\$62,350 (In 10 installments)	-	-	-	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	-	2	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Ten special rooms such as Music Hall, STEM Lab, Music Room, Indoor Gym, etc.				-

### 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		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%	36%	-	30%	10%	60%

### Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	5	4	4	4	4	3	24
2025/2026 school year			No. of classes	5	4	4	4	4	3	24
Mode of teaching at different levels		Morning prayer is arranged. Class teachers will make use of the morning section to provide counselling to those students with special needs.								
Remarks		-								

### Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		2	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	Students' different abilities are assessed through projects, outdoor inspection and competitions.						
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: allocated by average abilities. P.4-P.6: Chinese, English and Mathematics subjects will be divided by different groups according to students' learning 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	30 mins	7:40 AM	2:30 PM	11:45 AM - 12:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Through the 'EatSmart@school.hk' Campaign, we have built up the culture of healthy eating in our school and cultivate the good eating habit for our students.		-		



Life-wide Learning

We have more than 30 extra-curricular activities include language, mathematics, arts, sports, music and religion.

School Mission

With the foundation of Christianity, we provide all-rounded and quality education to our students.

School Characteristics

School Management

School Management Organisation:

Principal, Vice Principal and Assistant Principal. Besides, we have Teaching & Learning Team, Discipline and Counselling Team, Music Team, Extra-curricular Activities Team, Religious Team etc.

Incorporated Management Committee / School Management Committee / Management Committee:

School Management Committee

School Green Policy:

We highly advocate the idea of waste management and energy saving; to reduce and recycle waste paper; to promote green living tips. Pay visits to environmental protection organizations; to hold environmental protection activities such as beverage carton recycling, environmental slogan competition, etc.

School's Major Concerns:

- 1. To nurture the personal values of the students and provide all-round religious studies.
- 2. To foster the self-care ability of our students; to develop their full potential; to build up their caring culture and elevate personal qualities.
- 3. We will conduct small groups teaching if necessary in order to cater the needs of students with different learning abilities.

Learning and Teaching Plan

Learning & Teaching Strategies:

Apart from normal classes, we organise outdoor learning, visits, performances and competitions. We emphasize four main areas, namely Reading; Information Technology; Projects; Moral Education and Civic Education. We also hold academic activity days and seminars regularly.

Development of Major Renewed Emphases of the Primary Education Curriculum:

- 1. A yearly plan is made on reading and will organise various reading activities and competitions.
- 2. Integrated Technology classes are arranged for P.1 to P.6 students to promote STEM education.
- 3. Students' caring character is developed through morning assemblies; morning prayer and bible teaching.
- 4. Each subject will have its own project and outdoor inspection.
- 5. Moral education classes are arranged in every cycle. Trips are arranged every year for P.5 students to experience the living conditions and development in China.
- 6. The School's music ensembles participate in overseas music exchange tour every year.

Development of Generic Skills:

Generic skills are developed through Specialized Teaching; Learning Experience; Overseas Exchange Program; English Drama; Thinking Training; Integrated Activities; Student Ambassador Scheme.

Cultivation of Proper Values, Attitudes and Behaviours:

We instill positive individual values; family values; social values and world values in our school environment. Students learn to love each other and extend it to the caring of the earth. We provide diversified learning experiences through morning assemblies; head teacher classes; moral education and seminars. For the growth and development of our students, we dedicated our time in arranging volunteer services; visits and exchange opportunities throughout the year.

Student Support

Whole School Approach to Catering for Learner Diversity:

We have very few students with special learning needs, while our Educational Psychologist and social worker would support those students with special learning needs and gifted students.

Whole School Approach to Integrated Education:

-

Curriculum Tailoring and Adaptation:

Primary Four to Primary Six Chinese, English and Mathematics subjects would be divided by different groups according to students' learning abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

We organize various seminars and programs for P.1 parents in order to enhance School-Teacher-Parent communications and cooperation. Besides, parents are invited to be class representatives to strengthen the communication between the school and parents.

School Ethos:

Seminars and summer courses are organised for new students to help them adapt to the new environment. Students are nurtured under the caring atmosphere with Christian virtues. We educate students with combinations of Discipline and Counselling skills. Besides, there are different awards of academics and non-academics to commend outstanding students.

Future Development

School Development Plan:

We aim at developing students' multiple talents by organizing different kinds of programs.  
We promote reading across curriculum, in order to consolidate students' language proficiency.  
We foster STEM education in school curriculum, students would develop their creativity and problem solving skills throughout the Information Literacy.

Teacher Professional Training & Development:

Specialized teaching in Chinese; English; Mathematics.  
Teachers attend various courses and seminars every year to learn more teaching methodologies and understand more about the recent trend of education field.

Others

Please refer to Chinese version.



啟思小學

Creative Primary School

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http://www.creativeprisch.edu.hk

Not applicable

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Fong Hup	Ms. Chan So Ming	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
Creative Educators Ltd.	Share in the joy and fulfillment of learning and achieving excellence together	1985	Chinese (incl.: Putonghua) and English	School Bus	About 3400 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
			Yes	Yes	
4Rs Mental Health Charter	-	Whole School Health Programme		-	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$145,970 (P.1-3), \$149,160 (P.4-P.6)#	-	\$100	-	Application Fee \$80; Registration Fee \$3,000

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
27	1	1	1	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
4 (Dancing Room, Multi-purpose Room, English Room, Music Room, Chinese Room, STEAM Room)				-

### 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
100%	98%	39%	3%	4%	31%	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				No. of classes	4	4	4	4	4	24
Mode of teaching at different levels		The school integrates international (IB) and local curriculum with the support of Brain-based learning strategies. Much emphasis is put on Thinking and Value Education. English learning is highlighted during the upper years to enable students to continue their studies in secondary schools.								
Remarks		Gifted students and students with special needs are taken care of through various supporting programs and activities. Students will be assessed regularly on their reading abilities, students will then follow teachers' suggestion for enhancement accordingly.								

### Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	The school believes that the key objective of assessment is to provide meaningful feedback on students' learning process. Therefore, we have adopted a wide range of assessment approaches from observing students' daily performance.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Cater for Individual Differences within class for more effective Learning.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	7	40 mins	7:50 AM	3:15 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier, arranged by parents and Can choose to bring their own lunch or take lunch provided by school, 20 min recess after lunch.	With emphasis placed on "Whole Person Education", the school sees healthy life as an essential part of its education. Physical and mental health of the students are well looked after through programs and activities. There is the policy to encourage students to keep fit, do exercises and take care of their diets. The school also has a kitchen to enable students to have fresh and healthy lunch.		Creative Primary School is a high quality, forward thinking and inspirational learning organization. By emphasizing the dynamic combination of knowledge, skills, independent critical thinking and universal human values, we believe in the principles of educating the whole person for a life of active, responsible citizenship. Positive measures are used to motivate students to cultivate self respect.		

Life-wide Learning

The school organizes a large number of extra-curricular activities for students. They are designed to discover and develop students' potential, to enhance their generic skills, and to nurture students' self-confidence, self-discipline and initiative. These activities include school team training, orchestra, music instrument classes, scout activities, dance, martial arts, and various camps.

School Mission

Integrating the best of both western and Chinese educational ideas and ideals, the school develops its own unique and highly effective child-centered curriculum. During the most crucial stage of early development, the school aims to lay a firm foundation on which a child's future success is built.

School Characteristics

School Management
<b>School Management Organisation:</b> School is monitored by School Management Board, principal is responsible to manage, lead & develop the school with support from various subject and administrative committees.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> School Management Board.
<b>School Green Policy:</b> Promote Green policy by educating students through all sorts of activities environmental protection ambassadors programs. Encourage actions to show their environmentally friendly awareness.
<b>School's Major Concerns:</b> Balance emphasis on academic advancement and personal growth. Highlight on the development of thinking, learning skills, personal attributes, potential and international mindedness.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. The school employs a variety of strategies to make sure students' learning is effective. These strategies include IB strategies and Brain-based Learning. The ultimate aim is to motivate students' interest to find out and learn, to connect the world with what they have learnt and apply; accordingly. 2. Cross curricular programs are used to enhance students' thinking through inquiry learning, enabling students to become proactive and life long learners. 3. Language learning is emphasized. English learning is enhanced through creating a better English learning environment such as increasing English learning time and contact with Native English teachers. Students can also choose to study Chinese in Putonghua or Cantonese.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> The major renewed emphases include: strengthening values education and life education, making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; reinforcing, STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities; and enhancing assessment literacy for promoting learning and teaching effectiveness.
<b>Development of Generic Skills:</b> Through the IB program, generic skills are integrated in the curriculum. Students are requested to reflect on their attitude and skills frequently, teachers will also observe, record and report on students' generic skills. Brain-based learning also encourages students to do cooperative learning and high order thinking which is the best ground for students to acquire generic skills.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Through Mind Up Program, EQ lessons, Life Education Program, Morning Assemblies, Grade programs, Principal Time and other Personal Growth Activities, the school dedicates to build up positive values and good attitudes of the students.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> The school follows Whole School Approach, teachers see themselves as coaches in personal growth apart from teaching. Each child is being observed and studied in terms of their academic and personal growth. Positive and proactive measures are taken to build up students' ability, attitude and skill, or to give assistance/support to individual student, eliminating the chance of students getting into trouble before it's too late. The school curriculum development team, counseling team and discipline team organize all sorts of activities to cater for the needs of different students.
<b>Whole School Approach to Integrated Education:</b> The school counseling team provides special arrangements for individual or group activities to support SEN Students for integrated education.
<b>Curriculum Tailoring and Adaptation:</b> The school integrates international (IB) and local curriculum with the support of Brain-based learning strategies. Much emphasis is put on thinking, inquiry and value education. Another focus in our curriculum is Language Education. Much resources and effort is put into the teaching and learning of English, Chinese and Putonghua. English learning is highlighted during the upper years to enable students to continue their studies in English secondary schools. Students can also choose to study Chinese in Putonghua or Cantonese.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> Close home school relationship, ample opportunities for communication. Strong PTA support for school & students.
<b>School Ethos:</b> The school intentionally creates a positive school culture with care, respect, trust optimism, and develop students to be inquirers, thinkers, communication risk takers, be knowledgeable, principled, open minded, caring, well-balanced and reflective (IB Learner profile).
Future Development
<b>School Development Plan:</b> 1. Continue to develop an education model which integrates the best from both international and local education systems (IB and Hong Kong Curriculum). 2. Based on the foundation on Brain-based Learning (BBL), continue to develop teaching and learning strategies to enhance high order thinking and develop habits of the mind. 3. Continue to work closely with Creative Secondary School (IB MYP), to prepare students' high competency in using English as a learning language, to ensure students are well equipped for secondary school education in English.
<b>Teacher Professional Training &amp; Development:</b> 1. All teachers have received hundred hours of training in IB, BBL, Thinking and Value Education in the past few years, and this will be continued in the future. 2. Professional Development also include areas on students' personal growth. 3. Individual teachers are encouraged to work on special areas of interest to become expert teachers in different fields.
Others
We strive to provide our students with 1. a compassionate school environment, 2. the highest standards of well-rounded care throughout the school, 3. a stimulating learning culture, 4. an effective multi-faceted teaching approach, 5. maximum opportunities to realize abilities, interests and nurture human qualities to lay a firm foundation for a happy, meaningful and successful future. #The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$140,360 (P.1-3), \$143,660 (P.4-P.6)



# 拔萃男書院附屬小學 Diocesan Boys' School Primary Division

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http://www.dbspd.edu.hk

Not  
applicable

POA School Net No.

## School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
The Rt. Rev. Der Matthias Clement Tze-wo	Mr. Cheng Kay Yen Ronnie	Not Applicable	DSS Whole Day	Boys	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
Diocesan Boys' School Committee	-	2004	English	School Bus	About 10977 Sq. M
Through-train Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Diocesan Boys' School					
			Yes	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
\$55,000	-	\$500	-	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
30	2	1	1	Conference Room, Roof Gardens & shared facilities with the Secondary School, such as swimming pool and school field.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Computer Rooms, Student Activity Centre, Language Room, Music Room, Visual Arts Room, GS Room, Multi-purpose Room, Chinese Culture Room and French Room, etc.				Accessible lift, Accessible toilet and Braille and tactile floor 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		81
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
91%	100%	52%	21%	20%	20%	60%

## Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	5	5	5	5	30
2025/2026 school year (Based on the approval of EDB in 2025)	No. of classes	-	-	-	-	-	-
Mode of teaching at different levels	1. Accelerated classes for English, Chinese and Mathematics are introduced in G5 and G6 . 2. Lift-off programmes are offered after school for boys who are weak in major subjects.						
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					No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	Besides summative assessments, other formative assessments, such as projects and group discussion, are adopted to monitor and promote students' learning. Feedback and comments are given to students in their assignments and report cards.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					No
Streaming arrangement	Mixed ability classes from G.1 to G.4 & accelerated classes from G.5 to G.6.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	30 mins	8:30 AM	3:00 PM	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To promote healthy diet, 'Joyful Fruit Party' for students is held every year.				

Life-wide Learning

Music: Symphony Orchestra, String Orchestra, Chinese Orchestra, Choirs and Wind Ensembles, etc.  
P.E.: Swimming, Athletics, Badminton, Table-tennis, Tennis, Basketball, Football, Fencing and Golf, etc.  
Visual Arts: Chinese Painting, Ceramics and Photography, etc.

School Mission

To provide a liberal education based on Christian principles.

School Characteristics

School Management

School Management Organisation:

The School is managed by the DBS School Committee. Two committees are formed to supervise the management and operation of DBSPD. The Primary Division Sub-Committee is responsible for policy formulation and to consider views and recommendations put forward by the Primary Division Management Committee. The Primary Division Management Committee is responsible for overseeing the day-to-day operation of the Primary Division and to co-ordinate the operation of the various existing frontline committees and workgroups of the School.

Incorporated Management Committee / School Management Committee / Management Committee:

School Management Committee.

School Green Policy:

Our school launches the Green Campus and Environmental Ambassador Scheme which provide chances for students to implement their knowledge about environmental protection in their daily life.

School's Major Concerns:

Our School aims to equip students to become life-long learners with a sound foundation of knowledge, social and technical skills to meet future challenges. Our vision is to prepare students to become contributors to society and leaders with integrity in a diverse and ever-changing world.

Learning and Teaching Plan

Learning & Teaching Strategies:

The unique school design and well-equipped classrooms enable our teachers to adopt a flexible approach of teaching. Students' learning is not confined to within the classroom. Other outdoor areas, such as the roof gardens and school field, are constantly used. Besides the core subjects, each boy can choose his own electives, such as Astronomy, Money Management and Etiquette, etc. To maximize students' exposure to different learning areas, teachers organize regular field trips, including overseas study trips for them. Cross-curricular projects are also adopted to reinforce students' application of knowledge and skills introduced in different subjects.

Development of Major Renewed Emphases of the Primary Education Curriculum:

The school reinforces Values Education (including Life Education, National Education, and National Security Education) to nurture students' sense of national identity and cultivate their compassion, empathy, and well-roundedness. Life-wide learning experiences are planned to foster students' whole person development, while cross-curricular learning through STEAM promotes problem solving and critical thinking skills amongst students.

Development of Generic Skills:

All subjects share the same emphasis to help students develop various generic skills, such as creativity, critical thinking and communication skills, etc.

Cultivation of Proper Values, Attitudes and Behaviours:

As a Christian school, our mission is to provide education for our students that promotes Christian values, which include kindness, giving and caring for each other. Students are reminded of these values through assemblies, the moral education and religious education curriculum, and daily interactions with teachers and peers. In addition, National Security Education is taught across all areas of the school curriculum to deepen students' understanding of the Country's development and national security, enhance their sense of national identity and nurture them as good law-abiding citizens.

Student Support

Whole School Approach to Catering for Learner Diversity:

The school organizes lift-off classes in Chinese, English, Mathematics and Putonghua for G.1-6 students who have learning difficulties and recommended by subject teachers. The teacher/ student ratio is 1:8. Lift-off classes are on a term basis. Moreover, the school provides extra support for G.3-4 students who are academically weak in Chinese, English and Mathematics. The students attend 3A and 4A classes in a separate classroom. The teacher/ student ratio is 1:10.

Whole School Approach to Integrated Education:

The School adopts the 3-Tier Support Model and provides in-class, small group and individual support to students. Special Educational Needs Coordinator leads the 'Student Support Team' to utilise the 'Learning Support Grant' to hire supporting staff and purchase professional services. For students with SEN, the School provides assessment accommodations, training groups and speech therapy according to the needs of individual students.

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

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

Curriculum Tailoring and Adaptation:

Gifted Programmes are organized for the gifted and talented students to develop their specific talents in various subject areas. Lift-off Classes are organized to provide support for students who are weak in English, Chinese, Maths & Putonghua.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The school has established the Parent-Teacher Association (PTA) for parents and teachers; and the Diocesan School Old Boys' Association (DSOBA) for the alumni. Through various activities, such as Garden Fete, seminars, outing, picnic, and games day, home-school co-operation could be enhanced. Furthermore, these activities serve the purpose for reinforcing the loyalty and school spirit among parents, old boys, teachers and students.

School Ethos:

The school strongly encourages students to join different types of activities. Students are encouraged to make use of the school's rich resources to develop personal interests, broaden their horizons and explore the outside world. It is the school's goal to cultivate outgoing, positive and optimistic students who treasure friendship and are able to think laterally. There are two registered Social Workers stationed at the school to counsel students in need.

Future Development

School Development Plan:

The major concerns of the School Development Plan for School Years 2023/2024-2025/2026 are:  
1. Developing Diocesan boys into life-long learners.  
2. Strengthening students' identity and sense of belongings towards our country.  
3. Promoting empathy & respect for diversity to create a harmonious & supportive learning environment.

Teacher Professional Training & Development:

Teachers are required to write their own 3-year Staff Development Plan. Staff workshops and seminars are organized regularly. Teachers are always encouraged to attend courses and workshops outside of school, locally or overseas.

Fee Remission

Our school offers full school fee remission, 3/4, 1/2 or 1/4 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission. Newly admitted students could apply for fee remission at any time if necessary. They will be informed of the application results as soon as possible.  
- Please visit the web-link in our school's website for details of school fee remission scheme, including the family income limits.

Others

The school offers different types of scholarships, including academic, music and sports scholarships.



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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. Yin Wai Yin Juanna	Ms. Ng Fung Ting Natalie	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
Holy Trinity Church	Be kind and brave. Love God and all mankind	1952	English	School Bus	About 17252 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
SKH Holy Trinity Church Secondary 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(10 instalments)	-	\$100	-	Application Fee \$100

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	1	1	The school has its own kitchen and employs a chef to provide catering for students.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Lecture Theater, Studio, Library, Computer Lab, Art Room, Music & Dancing Room, English Center, Counselling Room, Innovation and Technology Center.				Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		31
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
91%	100%	37%	16%	37%	17%	46%

### Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	3	3	3	3	3	18
2025/2026 school year				No. of classes	3	3	3	3	3	18
Mode of teaching at different levels		Not more than 30 students in each class.								
Remarks		Chinese language is taught in Putonghua. English materials are used for Math and the majority of General Studies topics, both of which are taught in English.								

### Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	1. Continuous assessment for P.1 students. 2. Assessing students' performance through reading, writing, listening, group discussion and presentation. 3. Project learning. 4. P.1 assessment papers are read by the teachers during the assessments and reduced progressively.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	To stream students evenly according to their learning ability, conduct and gender.						

### 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	3:30 PM	12:15 PM - 1:15 PM
Lunch arrangement	Healthy school life		Remarks		
Provided freshly everyday by the school's own kitchen or arranged by parents.	Implement Physical Fitness Scheme. Encourage students to participate in different physical activities and competitions in order to train up physical fitness. Encourage students to have a balanced diet, eat more vegetables and fruit, and less fried food.		1. Provide fresh and nutritious lunch by the school kitchen. 2. Among the meals, pasta is served once a week while soup is served twice a week. 3. Encourage students to bring healthy snack.		

Life-wide Learning

Religion and Disciplinary: Christian Fellowships;  
Sports: Basketball, Table-tennis, Badminton, Taekwondo, Swimming, Roller-skating, Football;  
Languages: Putonghua Drama, English Drama, Cambridge English Course, Reading Club;  
Music and Art: Choir, Dancing, Musical Instruments, Visual Art, French, Spanish, Japanese;  
Others: Campus TV etc.

School Mission

To equip young minds with the cognitive skills, Christian values and international perspectives to rise to global challenges and become proactive contributors to the societies.

School Characteristics

School Management

School Management Organisation:

The school policy and development plans are formulated by the Management Committee and are supervised by the Supervisor. The principal is responsible for the implementation of school policy by setting up different committees.

Incorporated Management Committee / School Management Committee / Management Committee:

Holy Trinity Primary School Management Committee.

School Green Policy:

To equip students with the cognitive skills to rise to challenge

- 1. Beverage Cartons Recycling.
- 2. Utilize solar energy.
- 3. Reuse food utensils.

School's Major Concerns:

To instill students with positive Christian values, help them to realize their full potential to be responsible, respectful global citizens.

Learning and Teaching Plan

Learning & Teaching Strategies:

- 1. To cope with the needs of e-learning, fiber networking and touch panels are installed in our classrooms in order to sustain students' interests in learning and hence encourage self-learning.
- 2. Nurture good reading habits by renovating our library (completed in June 2022) in order to provide a more comfortable reading environment for our students.
- 3. Enrich students' abilities and exploring potentials through Multi-Intelligence Lessons on Friday afternoons.
- 4. Cultivate students' independent learning and social skills through organizing Overseas Study Tours and Life-Wide Learning Week.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Project-based Learning Approach

Development of Generic Skills:

- 1. Students learn to express themselves and respect the others' opinions through group discussion and other activities.
- 2. Students learn to search useful information through project-based learning and hence develop their learning interest

Cultivation of Proper Values, Attitudes and Behaviours:

- 1. Provide an all-rounded education that enhances the personal development of our students morally, academically, physically, socially, aesthetically, and spiritually.
- 2. Provide our students with a "whole person development" learning experience.
- 3. Develop students' collaboration skills and problem-solving skills.
- 4. Learn to care and serve the society with the love of Christ.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Counselling sessions for particular students.
- 2. Pre-secondary School Counselling Programme.
- 3. Bridging Programme for K3 students.

Whole School Approach to Integrated Education:

Homework adaptation and assessment accommodation for those students who are diagnosed with Special Education Needs.

Curriculum Tailoring and Adaptation:

- 1. The amount of homework will be adjusted for the students with special learning needs.
- 2. Students who fail in two main subjects are required to repeat in order to build a better academic foundation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

- 1. Parents' Fellowship and Talks are run regularly to strengthen the support between parents and provide skills for upbringing of children.
- 2. Recruit parent volunteers to assist school activities such as wrapping dumplings, planting water lilies, helping Sports Day, School Picnic and outings.

School Ethos:

- 1. Harmonious relationship among teachers, parents and students.
- 2. Confident and respectful students with positive attitudes.

Future Development

School Development Plan:

- 1. Widen students' international horizons by implementing a new subject called "International Cultures" to be taught by NETs.
- 2. Implement school-based subjects including Drama, International Culture, Integrated Arts and Information Technology. Our school does not only enhance students' English proficiency but also promotes positive education as well as students' ability in applying IT in their learning.
- 3. Start BYOD in the senior forms.
- 4. Implement multi-disciplinary project-based learning.

Teacher Professional Training & Development:

- 1. Organize Teachers' Professional Training.
- 2. Teachers' Self-evaluation.

Others

-





九龍塘學校 (小學部)  
Kowloon Tong School (Primary Section)

Nkil 2721 Surrey Lane, Cumberland Road, Kowloon Tong, Kowloon  
23363802 info@ktsps.edu.hk  
23371692 http://www.ktsps.edu.hk

Not  
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Bough, Anthony Michael	Ms. Leung Yee Wah Eva	Not Applicable	Private Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					Not Applicable
Name of Sponsoring Body	School Motto	Year of Commencement of Operation	Medium of Instruction	School Bus	Area Occupied by the School
Kowloon Tong School	Diligence, Prudence, Courtesy, Thrift	1936	Chinese (incl.: Putonghua) and English	School Bus; Nanny van	About 9200 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
-				Yes	
4Rs Mental Health Charter	-	Whole School Health Programme		Pledged School	

2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$69,000#	-	\$70	-	-

School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	1	1	1	The playground is equipped with two standard basketball and two volleyball courts, running tracks and a long jump pit.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Campus TV station, English and Activity Classroom, Visual Arts Room, Music Room, School History Room, Innovation and Technology Study Room, Maker Studio and Activity Room.				-

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		56
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	50%	70%	39%	16%	45%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year			No. of classes	5	4	5	4	3	3	24
2025/2026 school year			No. of classes	3	5	4	5	4	3	24
Mode of teaching at different levels		We use Putonghua to teach Chinese Language and English to teach General Studies, Science. Specialised teaching is applied in Music Sports and Visual Arts. Small-class teaching is practiced in the Putonghua subject and English Oral lessons of all levels. In addition, we also have Science Studies. For each subject, we also offer thematic teaching, class visits and project work, etc.								
Remarks		The usual class structure of the school is four classes per level/grade. However, due to the circumstance in previous years, there are 3 or 5 classes in some levels/grades currently. It is expected that the usual class structure will resume in the coming years.								

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	Replace tests and examinations with diversified assessments in the first term of P1	No
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							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							Yes
Diversified Assessment for Learning	In addition to paper assessments, other forms of assessments, such as oral, in-class practice, project presentations, music or sports practice and performances are conducted by different subjects.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							No
Streaming arrangement	Students are allocated to different classes based on: student surname, gender ratio and special circumstances. Students' academic performances are similar across 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	8	35 mins	8:10 AM	3:00 PM	12:20 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	"Healthy School" was certified by the World Health Organization, Caring School, "Wise Net" School, Friday Exercise Day, Parent-child Morning Exercise, Fruit Day, Healthy Snacks Policy, Smokeless Campus Policy, Optimal Nutrition School Certification Program.		For all levels, remedial classes, workshops, extra-curricular activities and school team training sessions are held Monday to Thursday, from 3:15p.m.-5:10p.m. In addition, Friday classes for advanced studies are held from 2:55p.m.-4:00p.m.		

Life-wide Learning

School teams include: Math, track and field, swimming, basketball, soccer, volleyball, fencing, badminton, table tennis, percussion, orchestra, choir, dance and debate. Extracurricular classes offers Leader Pioneer Training, Short Film Production Training, KTS Ambassador and Leader Training, Cub Scouts, Coding and so on.

School Mission

We take "fostering elites" as our purpose. In order that our students receive a balanced education in the moral, intellectual, physical, social and aesthetic domains, we offer a diversified and high-quality education that enables our students to enjoy learning and receive opportunities to excel.

School Characteristics

School Management
<b>School Management Organisation:</b> The Kowloon Tong School Management Committee is the highest decision making body of the school. The members of the Management Committee have a lot of experience in management, leading the school to develop in an appropriate direction. The internal management is executed under the leadership of the principal. The principal guides the development of different panels and enhances teamwork and collaboration. There are many committees and sub-committees formed by the school to look into matters like subject teaching, disciplinary and guidance, curriculum, extra-curricular activities, civic education, environmental education, IT, school affairs and home-school co-operation.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> School Council is composed of nine independent school directors.
<b>School Green Policy:</b> We have set up an environmental education section, developed teachers' and students' environmental conservation policies, appointed environmental ambassadors and participation in Greening School Subsidy Scheme. We had won the Hong Kong Green School Award, Green School Honors Award and "You Want a Green School" Award.
<b>School's Major Concerns:</b> Advocating self-confidence education and promoting independent learning.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> School-based curriculum, co-planning for teachers and peer class observation is practiced among different subjects to improve teaching quality. Nurturing students' talents, developing gifted education and self-confidence education are our goals. Integrated language policy with reading, writing and speaking is adopted in the school. Each subject will strengthen students' skills in use of knowledge and learning strategies. In addition, there will be subject visits, seminars, project work and extra-curricular activities.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Including life education, national education and national security education, enriching life-wide learning experiences and promoting whole-person development, STEAM education, nurturing students' media and information literacy, strengthening cross-curricular learning and reading across the curriculum for developing lifelong learning capabilities.
<b>Development of Generic Skills:</b> A student resource library and a school-based e-learning platform have been set up to encourage independent learning.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Taking KTS core values as the basis for cultivating students' character, adding various moral elements into various educational fields, so as to develop students' correct attitude towards life and teamwork.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> Study circles are set up among all subjects to promote a culture of self-learning. In addition, we conduct "One Person One Position", the Whole Person Development and Volunteer or Leadership training. We also have in place prefects, student helpers and volunteer ambassadors to provide opportunities for students to utilize their diverse talents. We also offer diversified gifted training courses, such as the debate team, music groups, sports team, subject societies, KTS ambassador and leader.
<b>Whole School Approach to Integrated Education:</b> Special needs group, after-school remedial classes and training courses for gifted students and students peer tutoring program have been set up to assist students whose potentials have not been fully fulfilled.
<b>Curriculum Tailoring and Adaptation:</b> Elements of gifted education or STEAM education have been added to all subjects. Individual learning plans, tailor-made courses and assessment adaptations are provided for those who have special education needs.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> The Headmistress's messages, monthly and class messages, and intra-school e-mails are sent to strengthen the communication between parents and the school. The PTA has also been established to promote home-school collaboration and student education. In addition, the parent volunteering and reading-accompaniment programmes, monitoring of school lunches and school bus services, together with regular seminars and workshops for parents, help promote parental education. All this ensures efficient use of resources and allows students to grow in a caring environment.
<b>School Ethos:</b> We uphold the traditions of respect for teachers, diligence, thrift and caring for others to build up the self-confidence and sense of responsibility of our students.
Future Development
<b>School Development Plan:</b> Perfecting the school-based curriculum, promoting Chinese culture, STEAM and gifted education, enhance leadership training; building a healthy school, establishing a healthy lifestyle for students; promoting self-confidence and self-learning, creating opportunities for students, providing meaningful learning experiences and nurturing students' talents.
<b>Teacher Professional Training &amp; Development:</b> Developing a teachers' professional learning community: the establishment of teacher's overseas exchange and professional development days. Practise peer class observation, co-planning and teaching research to improve teaching quality and nurture future leaders.
Others
#The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$67,000



九龍真光中學 (小學部)  
Kowloon True Light School (Primary Section)

115 Waterloo Road, Kowloon

23360662

23387794

info@ktsps.edu.hk

http://www.ktsps.edu.hk

Not  
applicable

POA School Net No.

School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Chan Chi Kin	Ms. Lam Chui Ping Crystal	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
Kowloon True Light Middle School Management Committee	Thou Art the Light of the World	1872	Chinese & English	Nanny van	About 1400 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Kowloon True Light 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
\$65,650 (in 10 instalments)#	-	\$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	-
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Library, theatre and multi-purpose room.				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		22
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	36%	33%	46%	36%	18%

Class Structure

Class Structure				P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year				No. of classes	3	2	2	2	1	2	12
2025/2026 school year				No. of classes	3	3	2	2	1	1	12
Mode of teaching at different levels		Adopt various teaching strategies and tailor-made teaching materials according to learners' needs.									
Remarks		-									

Performance Assessment

Number of test(s) per year (P1 only)		0	Number of exam(s) per year (P1 only)		3	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)		0	Number of exam(s) per year (P2 to P6 only)		3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies							Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders							No
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							No
Diversified Assessment for Learning	Evaluate students' performances through their assignment, quizzes, project work, excursion, voluntary work and all other school activities. The results from the first semester of primary one are not included in the report card scores, allowing students to gradually adapt to the primary school assessment model.						
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays							Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance							Yes
Streaming arrangement	Mixed ability classes from P.1 to P.6.						

School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:00 AM	2:50 PM	12:30 PM - 1:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Healthy Diet Promotion, Daily Exercise Programme, Food Monitoring Policy.		-		

Life-wide Learning

Stretching students' potential and enhancing confidence by providing them opportunities to share with each other through various extra-curricular activities. Encourage students to participate in an array of ECA, broaden their international outlook and horizons through different programmes. ECA: Mathematics Olympiad, Little Scientists, little Farmer, Chinese Dance, Basketball, Choir, Athletics Team, Red Cross, Skipping Rope, English Musical, Cello, Violin, Flute, Oboe, Saxophone, Fencing, String Orchestra, Wind Band and Symphony Orchestra, etc.

School Mission

The mission of our school is to provide a nurturing, challenging, pleasant learning environment in order to assist students in becoming lifelong learners, socially responsible citizens, send forth light and truth to every man in the world.

School Characteristics

School Management

School Management Organisation:

We have clear administration framework and evaluation system. The principal, vice-principal and the executive committee are responsible for setting, implantation and supervise the school policies. The subject panels are responsible to lead the subject teams to develop different key learning areas.

Incorporated Management Committee / School Management Committee / Management Committee:

School Management Committee.

School Green Policy:

Enhancing the green environment;  
Implementation of energy saving and environmental protection action;  
Through different educational activities, to nurture environmentally friendly students.

School's Major Concerns:

1. Through improving the learning and teaching, cater for learner diversity effectively.
2. Broaden the learners' learning experiences. Establish a healthy campus. Let the learners to be proactive global citizens with positive attitude.
3. Through implementation of STEAM education, enhance learners' problem-solving skills, creativity, critical-thinking skills and logical-thinking skills.

Learning and Teaching Plan

Learning & Teaching Strategies:

Carry out different teaching strategies and activities through developing school-based curriculum. For example: whole-class activities, small group learning, visits, project works and actively promote cross-subject learning activities.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Strengthening values education, enriching life-wide learning experiences and promoting whole-person development; better catering for learner diversity; further develop STEAM education, and nurturing students' media and information literacy; strengthening cross-curricular learning across the curriculum; and enhancing assessment literacy for promoting learning and teaching effectiveness.

Development of Generic Skills:

Cultivate students' life-long learning abilities and generic skills through small group learning, visits and projects.

Cultivation of Proper Values, Attitudes and Behaviours:

Using the programme "The Leader In Me (TLIM)" and character strengths to nurture our students to be the proactive learners with optimistic mind-set throughout Primary 1-6. All students in Primary 5 are invited to join the programme for positive education provided by The University of Hong Kong. Early intervention and assistance of this programme can help the needy students.

Student Support

Whole School Approach to Catering for Learner Diversity:

Take care of students with special needs, teachers make use of non-teaching time to record and monitor students' progress, arrange solo or group consultation, help bright students to join suitable training and competitions.

Whole School Approach to Integrated Education:

With specific measures in supporting students with SEN. For example: assessment accommodation, individual remedial measure, training on social skills...etc.

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

Our school provides additional support for NCS students to facilitate their learning of Chinese: The school currently doesn't have this need but communication and arrangements can be made with individual students and parents as necessary.

Curriculum Tailoring and Adaptation:

Adopt the core curriculum advised by the Hong Kong Education Bureau, trimming down and adjusting the teaching materials according to the students' abilities, interests and needs. Teachers provide a broad and balanced curriculum, ensuring students get a diversified learning experience.

Home-School Co-operation and School Ethos

Home-School Co-operation:

The Parent-Teacher Association was established. All the parents of our students are members. The KTLPTA aims at promoting communication between parents and the school as well as fostering cordial relations between parents and teachers and among the parents themselves. A wide range of activities, such as seminars and forums on developing parental education, are organized. Members can communicate with the committee via Facebook and WhatsApp group. The Parent Institute was established to provide spiritual education to parents. Apart from studying God's words from the Bible, parents learn to put Jesus's teaching into life practice. Hopefully, when they can nurture their children with better communication, they can all be role models for their children.

School Ethos:

The Student Affairs Committee, with the help of all class teachers, organizes different activities to develop students' personal qualities. They will become very motivated to learn, work with peers and serve others.

Future Development

School Development Plan:

1. To further promote moral education and value education, nurture students to become "True Light Bearers" who love others and glorify God.
2. To foster the comprehensive development of generic skills and inquiry-based thinking, cultivate independent and proactive learners.
3. To establish a healthy lifestyle to develop students' interests and potentials, in order to achieve a balanced physical and mental development.

Teacher Professional Training & Development:

Related teacher training programmes are provided to coordinate with the school development. In order to enhance the quality of teaching, teachers also participate in a variety of professional development programmes.

Others

The school nurtures the students with the help of 7 effective habits.  
#The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: HK\$6,374 x 10



民生書院小學  
Munsang College Primary 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. Yuk Tak Fun	Principal Leung Kwai Ying	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
Munsang College (SSB) Ltd.	Light and Life. All for One, One for All.	1926	Chinese & English	Nanny van	About 15600 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Munsang 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
\$63,000 To be paid in ten instalments#	-	-	-	-

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
40	1	1	1	All-seasoned Indoor Swimming Pool, Football Field, Basketball Court, Volleyball Court, 200M Taitan Running Track, Indoor Sports Ground, Roof Garden
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
3 Music rooms, 2 Computer rooms, 1 Visual Arts room, 1 Science Lab, 1 Makerspace, Flight Simulation room, 1 Activity room, 3 Multi-purpose rooms.				Ramp, Accessible toilet and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		70
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
97%	98%	38%	8%	8%	5%	87%

### Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	7	7	7	6	6	5	38
2025/2026 school year	No. of classes	7	7	7	6	6	5	38
Mode of teaching at different levels	Co-operative learning approach is adopted for P.1 to P.6.							
Remarks	-							

### Performance Assessment

Number of test(s) per year (P1 only)	1	Number of exam(s) per year (P1 only)	1	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	1	Number of exam(s) per year (P2 to P6 only)	2		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					No
Diversified Assessment for Learning	1. Group/Individual Project 2. Observation and Evaluation				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Mixed ability classes from P.1 to P.6				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	7	40 mins	7:55 AM	2:50 PM	12:45 PM - 1:35 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	1. Organising the Athletics Meet, Swimming Gala and inter-class ball games. 2. Organising sports activities at lunchtime. 3. 'Lunchbreak Relaxing' Activity. 4. Promoting nutritional lunch sets and organising Joyful Fruit Day.		-		

Life-wide Learning

There are over 60 activities: Student Fellowship, Recitation, Debate, Mathematics Training, English Musical, English Skills Classes, Japanese, Football Team, Basketball Team, Volleyball Team, Table Tennis Team, Swimming, Athletics Team, Badminton Team, Fencing Team, Brownies, Cub Scouts, Community Youth Club, Junior Police Call, Western and Chinese Musical Instrument Classes, Orchestra, Choirs, Visual Arts, "Go" Club, Leadership Training Club, Coding, Robotics Classes, Flight simulation and STEM Training, etc.

School Mission

We adopt "Light and Life" and "All For One, One For All" as our school motto, and our commitment is to offer students a holistic education based upon Christian principles and nurture in them a positive outlook on life, so that they can be self-motivated, resolute, devoted to making valuable contributions to the community, and prepared for a sublime state of life.

School Characteristics

School Management
<b>School Management Organisation:</b> There are clear administrative and monitoring systems in place. The principal leads the executive committee and other committees to plan and implement policies. The subject panel heads are responsible for the organisation, management and development of all matters relating to learning and teaching.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The School Management Committee consists of professionals from different backgrounds.
<b>School Green Policy:</b> Implement the 4R concept of environmental protection to create a low-carbon campus and make good use of the roof garden and planting areas.
<b>School's Major Concerns:</b> 1. Providing education that builds character    2. Leadership skills training    3. Self-directed Learning    4. Catering learning diversity    5. Gifted Education
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> 1. Implementation of Life-wide Learning, STEAM activities, Cross-subject activities and Experiential Learning. 2. Arrangement of multifarious activities and a wide variety of extra-curricular activities to enhance students' learning experience. 3. Cultural Exchanges with other schools and Study Tours that help to broaden the students' horizons.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> 1. Strengthening values education 2. Enriching life-wide learning experiences 3. Better catering for learner diversity 4. Reinforcing STEAM education 5. Nurturing students' information literacy
<b>Development of Generic Skills:</b> 1. Developing students' learning strategies. 2. Project learning has been launched to develop students' generic skills in each primary level. 3. By holding Student-led conferencing, students' self-confidence can be enhanced.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> 1. Christian education to cultivate a positive life attitude and moral values. 2. Through Life Education, students learn to overcome challenges. 3. Through "Positive Education" and "Leadership programme" (Leader in me) to cultivate students' positive values and leadership qualities to develop their potentials. 4. Through national and national security education, students are nurtured to become law-abiding and well-behaved citizens.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> 1. Elite Training Groups help students to develop different potentials. 2. After-class Remedial Classes for those who are weak in Chinese, English or Mathematics. 3. Implementation of Big Brothers & Sisters Scheme, Young Angels Scheme and Little Tutor Scheme.
<b>Whole School Approach to Integrated Education:</b> 1. Teaching adaptation and assessment accommodation. 2. The counselling psychologist helps students who are in need. 3. The student guidance officer helps students who are in need.
<b>Curriculum Tailoring and Adaptation:</b> Tailor-made curriculum.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> 1. Different types of parent-child interest classes, parent seminars, parent tea gathering and workshops. 2. Parent volunteers in various school activities, e.g. Life-wide Learning, Aunties Story-telling, etc. 3. Parents are invited to volunteer as tutors to teach Parent-child Interest Classes and to lead the parents' fellowship.
<b>School Ethos:</b> 1. Parent and student orientation day for Primary One is held at the beginning of the school year, helping P.1 students to adapt to primary school life. 2. Implementation of caring culture e.g. Buddy Scheme, Little Angel Scheme. 3. Teach and nurture students' good qualities through morning assembly, moral and civic education. 4. Student Association and Monitor Association are founded to develop students' leadership and sense of belonging and build up their team spirit.
Future Development
<b>School Development Plan:</b> 1. Improve learning environment and facilities. 2. Develop students' potentials and leadership skills. 3. Self-directed Learning and catering learning diversity. 4. Implementation of e-learning, Gifted Education, STEAM Education.
<b>Teacher Professional Training &amp; Development:</b> 1. Staff Development Day 2. Peer Lesson Observation 3. School Network 4. Joint-school Learning Circle
Others
1. For the awards of open and inter-school competitions, please refer to our school website. 2. Scholarships are granted to students with outstanding academic performance and also to students with outstanding achievements in public competitions. 3. Students who are in need can apply for the Fee Remission scheme. #The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: HK\$61,800



保良局林文燦英文小學  
Po Leung Kuk Lam Man Chan English Primary 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
Ms. Lee Wai Lai Margaret	Ms. Man Sze Wing Jessica	Established	DSS Whole Day	Co-ed	Not Applicable
Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets					100%
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	2007	English	School Bus	About 2544 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
\$15,450(10 installments)	-	\$100	-	Exercise books, project & theme learning materials, visit fee; Fees for lunch, bus or ECA if needed

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
24	2	2	2	Environment Protection Corner, Vertical Hydroponic Cultivation Machine, Recycle bins, Wind Power Generator, garden, Food waste processor
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
IT room, music room, visual art room, social worker's office, conference room, library, teaching staff room, P.E. room, medical corner, teaching material store room, multi-function room etc.				Ramp, Accessible lift and Accessible toilet.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		59
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
100%	100%	50%	85%	47%	33%	20%

### Class Structure

				P1	P2	P3	P4	P5	P6	Total
2024/2025 school year				No. of classes	4	4	4	4	4	24
2025/2026 school year (Based on the approval of EDB in 2025)				No. of classes	-	-	-	-	-	-
Mode of teaching at different levels		Splitting classes according to the ability of students, Mixed Teaching Approach, tailor lesson activities for different subject needs (Integrated Curriculum, Project Assessment and Special activities for P.1).								
Remarks		A project assessment for P.1, Dual class teachers system, Group activities, Library lesson and multi-intelligence lesson, Morning assembly (Parents can join).								

### Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	0	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					Yes
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Formative assessments for P.1 students and subject teachers write comments on students' learning progress; Formative and summative assessments for P.2-P.6 students; Provide students with different learning experiences and various kinds of assessments like project assessment and practical assessment.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					No
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Students will be allocated on the basis of balance in gender and academic performance; Chinese speaking and non-Chinese speaking streams in Chinese subject lessons. Mathematics streaming according to students' ability in some levels.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	6	50 mins	8:00 AM	3:10 PM	12:10 PM - 1:10 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	Morning Exercise, Fruit day, Physical fitness test, School Sports Programme, Wellness Month, Sports Day, Swimming Gala, Student Leadership Camp and Perform at Po Leung Kuk Variety Shows.		The above time schedule is for Farm Road Campus (P.1-P.3). Sheung Heung Road Campus (P.4-P.6) school starts at 8:20a.m., ends at 3:30p.m. and lunch time is from 12:40p.m. to 1:40p.m. Open door morning assembly for parents.		



Life-wide Learning

Orchestra, Acappella, harmonica, Choir, Pop Dance, Table Tennis, Rope Skipping, Athletics, Tennis, Badminton, Basketball, Soccer, Taekwondo, Volleyball, Roller Skating, Ice Hockey, Choral Speaking, Art Alive, Cubs Scout, Girl Guides, Student Development Group, Basic French, Japanese Class, English Drama, Coding, etc.

School Mission

Adhering to the educational policies of the government and in keeping with the guiding principles of Po Leung Kuk, we attempt to provide a rich English learning environment with a rich three-dimensional approach to education. Our principal "dimension" being, firstly the school motto of "Love, Respect, Diligence and Honesty", secondly our guiding ethic of Moral, Intellectual, Physical, Social and Aesthetic development and thirdly a multicultural ethos founded on the core ideas "Stand as One, Make a Difference" and "One Team, One Mind , We Care, We respect". We aim to foster a vigorous and positive moral attitude as the basis of a whole-person education of love and care.

School Characteristics

School Management

School Management Organisation:

The school IMC has a wide representation. It consists of the school sponsoring body, the principal, teachers, parents and alumni representative. We are committed to implementing whole-person development based on the use of child-centred teaching approaches to create a culture of creativity and care. Our quality school management team is sensitive to changes in education and society. Using innovation and constant self improvement, our accountability is maintained to a high degree by commitment and dedication shown in their leadership.

Incorporated Management Committee / School Management Committee / Management Committee:

9 Sponsoring Body Managers and 6 other Managers

School Green Policy:

Set up an environment protection corner: placed recycle bins, a vertical hydroponic cultivation machine and a food waste decomposer. Earth Hour, No Air-Con Day, One Person One Flower Scheme, use wind to generate power, recycle old uniforms and story books.

School's Major Concerns:

- 1. Fully implement education on national security and civic education, and strive to cultivate a positive set of values in students.
- 2. Pay attention to the physical and mental health quality of students, and create a "Positive, Healthy, and Energetic" campus.

Learning and Teaching Plan

Learning & Teaching Strategies:

School-based Curriculum (English as the major teaching language in all subjects, Chinese subject is taught in Putonghua, Demonstrate the Inquiry-based Learning through Project learning and presentations).

Development of Major Renewed Emphases of the Primary Education Curriculum:

strengthening values education (including life education, national education and national security education); making good use of learning time and creating space to promote a balanced physical and mental development; enriching life-wide learning experiences and promoting whole-person development.

Development of Generic Skills:

Developing Generic Skills like communication, IT, creativity and self-learning, ECA & subject activities.

Cultivation of Proper Values, Attitudes and Behaviours:

Foster a vigorous, positive moral attitude, as the basis of a whole-person education of love and caring. We emphasize provide more opportunity for students to develop positive value of life, enable to face challenges.

Student Support

Whole School Approach to Catering for Learner Diversity:

Our School adopts a three-tier support model and diverse teaching strategies to cater to the cultural and learning differences of students. Through learning support groups, school team training and recommending students to participate in gifted training programs, we provide a stage for students to develop their potentials. We organize events such as the "P1 Orientation Days" and groups to help P1 students adapt to campus life and prepare P6 students for secondary school life. We also offer support groups for students with special learning needs and provide learning, homework and assessment adjustments for students who may have slightly lower academic performance.

Whole School Approach to Integrated Education:

Our School is committed to establishing an inclusive culture by implementing the Whole School Approach model to support students with special educational needs. We have a "Student Support Team" that utilizes learning support grant, grant for Supporting NCS Students with SEN and other resources to hire additional staffs and purchase professional services such as attention training and reading & writing training groups. We value the collaboration between parents and the School. Class teachers and school social workers regularly provide advice to parents. Additionally, our School has a school-based "Whole-Person Development" curriculum to enhance students' self-affirmation and acceptance of others.

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

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

Curriculum Tailoring and Adaptation:

Students are divided into Chinese speaking and non-Chinese speaking streams for Chinese lessons in order to cater for individual needs. For Mathematics, students in some levels are streamed according to their abilities.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Open door for parents in daily morning assembly; Parents' Day, seminars, talent show, and lunch with principal are held regularly to keep parents informed of the progress of their children and to promote Home-School co-operation and a mutual understanding. Parent-Teacher Association serves as a communication channel. It helps parents form a support network; School invites parents to be volunteer helpers in school, parents work with school to provide a healthy and cheerful school life to students.

School Ethos:

Our school was awarded with the "Caring School Award" for 13 consecutive years. We have been awarded with the "Racial Harmony Campus Outstanding Prize"; provide variety supporting schemes to cater for students' growth needs, build up close partnership with parents and the community; build up a caring and loving school campus through Moral & Civic Education and different activities; set up Early Assessment for children with specific learning difficulties; develop students' equality, respect, caring and sense of belonging through a multi-cultural environment.

Future Development

School Development Plan:

- 1. Fully implement education on national security and civic education, and strive to cultivate a positive set of values in students.
- 2. Pay attention to the physical and mental health quality of students, and create a "Positive, Healthy, and Energetic" campus.

Teacher Professional Training & Development:

Organize an overseas or out-town professional development trip to teachers once every year; Hold seminars, workshops, continuing teacher training programmes and mentorship schemes; Encourages teachers to take courses and attend workshops at other organisations and institutes.

Fee Remission

Our school offers full school fee remission or 1/2 school fee remission. Needy students, including those from families receiving the Comprehensive Social Security Assistance (CSSA) and students receiving financial assistance provided by the Student Finance Office of the Working Family and Student Financial Assistance Agency (WFSFAA), could apply for fee remission.

- Newly admitted students could apply for the school fee remission after 6 week(s) of commencement of the new school year. Application results will be announced within 3 month(s) after submission of applications.

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

Others

Scholarship Schemes from the School, Po Leung Kuk, Parent-Teacher Association and other associations; Exchange programmes which focus on serving and cultural studies are also available; Students are encouraged to participate in different open and inter-school competitions.



# 香港培道小學 Pooi To Primary 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
Supervisor Lam Ka Tai	Ms. Chan Man Yee	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 Baptist Convention of Hong Kong	Love, Integrity, Purity and Perseverance	1888	Chinese	School Bus; Nanny van	About 14660 Sq. M
Nominated Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Pooi To Middle School					
			Yes	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
\$62,200 To be paid in 10 payments #	-	\$50	-	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
31	2	1	1	All classrooms are equipped with PC and interactive display. Wifi covers the whole school.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Theater & Auditorium ; Indoor Stadium , Dance Studio & Swimming Pool ; Art Studio & Gallery ; MakerLab & Piano Workshop ; Life Skill Studio & Cafe				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan, Tactile guide path and Accessible public information / service counter.

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

Number of teaching posts in the approved establishment			-	Total number of teachers in the school		45
Qualifications and professional training (%)				Years of Experience (%)		
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above
82%	71%	29%	10%	37%	26%	37%

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	5	4	3	3	4	3	22
2025/2026 school year	No. of classes	5	5	4	3	4	4	25
Mode of teaching at different levels	Students will be taught with multiple teaching methods, according to their educational 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							Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders							Yes
Diversified Assessment for Learning	Formative assessment/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	Class placement is based on balanced abilities, without any elite classes being offered.						

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	8	30 mins	7:50 AM	3:00 PM	12:40 PM - 1:30 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	To form Lunch Monitoring Committee in order to monitor the food quality provided by the supplier.		Students can have lunch outside. Parents can prepare lunch for them or they can choose to have lunch arranged by the lunch supplier.		

Life-wide Learning

Choir, orchestra, uniformed teams, track and field, various sports teams, badminton team, fencing, jump rope, Chinese dance, Jazz dance, Spanish, Japanese, Korean language classes, Go club, English drama, Cantonese drama, Mandarin drama, Mandarin public speaking, digital drawing, artist training classes, science program, woodworking class, RC car club, robotics team, etc.

School Mission

Pooi To Primary School is committed to providing a quality education. The School offers each student opportunities to strive for academic excellence in order to develop to his/her full potential. Each student, leading a happy school life, will benefit from holistic development based on Christian principles and sound moral values.

School Characteristics

School Management
<b>School Management Organisation:</b> Management Committee → Supervisor → Principal → Middle Management → Teaching and Non-teaching Staff
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> Pooi To Primary School Management Committee.
<b>School Green Policy:</b> Utilize smart campus systems to promote energy conservation and implement resource recycling.
<b>School's Major Concerns:</b> Know thyself, appreciation of others, Develop students' potential, Witness God's wonderful grace, Give it all, shine for Jesus.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> About 33 students per class. Chinese lessons are conducted in Cantonese. English drama will be taught by English Native Teachers during English lessons. In addition to the regular classes, Pooi To has a wide range of multi-intelligent activities such as study tour, sport day, care for the elderly services, etc. In the light of the words of the Bible, Pooi To promotes positive thinking and active learning in multi-intelligences. We focus on student's moral development as well.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Actively promote a reading culture by organizing book fairs and various reading promotion activities to encourage students to read extensively and develop critical thinking skills. Bible and Life Education lessons are offered to nurture students' virtues such as gratitude and a willingness to share. The English curriculum is thoughtfully designed to enhance learning engagement and improve students' language application skills. A holistic learning model is implemented, integrating UDL (Universal Design for Learning) principles and brain-based learning strategies to foster personalized and self-directed learning.
<b>Development of Generic Skills:</b> Through interdisciplinary activities to develop students' generic skills. (E.g.: Chinese Cultural Day, Multi-intelligent classes, etc.).
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> Promote positive education, develop personal strengths, establish positive emotions, and enhance resilience in the face of adversity.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> A Student Development Team is in place to support and nurture students' personal growth. The school also implements a house system at each year level, where students take on leadership roles such as house captains and committee members. Through organising and leading house activities, students develop leadership skills and a spirit of service.
<b>Whole School Approach to Integrated Education:</b> To cater for students with special learning needs, the school provides appropriate adjustments to homework and assessment arrangements. Additional small-group lessons in Chinese and English are offered to provide targeted support and address individual learning needs.
<b>Curriculum Tailoring and Adaptation:</b> The curriculum is tailored and adapted according to students' potential, interests, and learning needs, offering a wide range of learning experiences. E-learning elements are also integrated to enhance students' motivation and ability for self-directed learning.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> The school offers a "Parent Academy" and a "Parentsland" to foster home-school collaboration, supporting the shared growth and development of both parents and students.
<b>School Ethos:</b> The school upholds a simple and sincere ethos, placing great emphasis on moral education. Grounded in Christian whole-person education, we are committed to fostering students' balanced development in moral, intellectual, physical, social, aesthetic, and spiritual domains. We value strong home-school collaboration, offering initiatives such as the "Parentsland" and "Parent Academy", and regularly organising parent-child seminars, grade-specific parent-teacher conferences, and outdoor family activities to encourage active family involvement. In addition, the school actively uses platforms like Facebook to enhance communication among students, teachers, and parents, strengthening connections and fostering a sense of belonging within the school community.
Future Development
<b>School Development Plan:</b> The school places strong emphasis on empowering teachers to make effective use of campus and community resources to enrich students' experiential and inquiry-based learning. Through meaningful interactions with teachers and professionals from various fields, students' language development is further enhanced. We are committed to nurturing students' personal and spiritual growth by engaging them in diverse activities and fellowship life, journeying with them through meaningful life and faith experiences. By promoting reading and offering a wide range of learning opportunities, we aim to broaden students' global outlook, enhance their personal qualities, and cultivate a strong sense of belonging to both the nation and Hong Kong, while nurturing a new generation committed to blessing the community. The school also strengthens students' language abilities in both written and spoken Chinese and English (biliteracy and trilingualism), improves communication skills, and equips them with essential IT knowledge. In addition, we implement growth and life education programmes, launch reading initiatives, and promote arts and sports activities to develop students' multiple intelligences.
<b>Teacher Professional Training &amp; Development:</b> The school places great importance on the well-being and professional growth of teachers, offering a variety of activities and seminars to foster teamwork, mutual appreciation, and support. In response to the changing times, we remain committed to advancing diversified approaches to teaching and learning, while also supporting teachers in their personal development and life journey.
Others
#The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$59,500 (To be paid in 10 payments)



# 香港培正小學 Pui Ching Primary 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. Wong Ling Tim	Mr. Yip Chin Hon	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 Baptist Convention of Hong Kong	Be Good and Upright	1889	Chinese	School Bus	About 6600 Sq. M
Feeder Secondary School			Past Students' Association / Alumni Association	Parent-Teacher Association (PTA)	
Pui Ching Middle School					
			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
\$66,400#	-	-	-	-

## School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
50	4	1	1	Indoor stadium, elevating stage, indoor swimming pool, canteen, medical room, bookstore.
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
STEM Room, campus TV & distance classroom, language laboratory, computer rooms, science room, visual arts rooms, music rooms, orchestra practice room, multi-purpose room.				Ramp, Accessible lift, Accessible toilet, Braille and tactile floor plan and Tactile guide path plan.

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

Number of teaching posts in the approved establishment				-	Total number of teachers in the school		97
Qualifications and professional training (%)				Years of Experience (%)			
Had Received Teacher Training	Bachelor Degree	Master / Doctorate Degree or above	Special Education Training	0 - 4 years	5 - 9 years	10 years or above	
100%	100%	32%	15%	41%	27%	32%	

## Class Structure

Class Structure		P1	P2	P3	P4	P5	P6	Total	
2024/2025 school year		No. of classes	9	9	8	8	8	7	49
2025/2026 school year		No. of classes	9	9	8	8	8	8	50
Mode of teaching at different levels	We provide different teaching styles to boost students' academic results, improve their learning attitude and cater for learner's diversity. These include Learning Enhancement Class, Collaborative Planning and Teaching, Cooperative Learning and Teaching, Activity Approach Teaching and Gifted Education.								
Remarks	-								

## Performance Assessment

Number of test(s) per year (P1 only)	0	Number of exam(s) per year (P1 only)	3	Replace tests and examinations with diversified assessments in the first term of P1	Yes
Number of test(s) per year (P2 to P6 only)	0	Number of exam(s) per year (P2 to P6 only)	3		
Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies					No
Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders					Yes
Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders					Yes
Diversified Assessment for Learning	Apart from written assessments, comprehensive and progressive assessments, such as project learning, scientific exploration and learning performance in class are conducted.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	Students are assigned to different classes evenly.				

## School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	30 mins	8:10 AM	3:00 PM	12:55 PM - 1:45 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier or arranged by parents.	Students' lunch boxes are prepared by the supplier in the school kitchen. Only healthy food is provided in school canteen. Stretching exercise or Eye-caring exercise are practised every morning. Enhancing physical, psychological and spiritual fitness through the merge of school discipline, guidance and religion.				

Life-wide Learning

Writing Class, Mathematical Olympiad Class, Oriental Dance Class, Latin Dancing Class, Swimming Class, Football Class, Table tennis Class, Wushu Class, Track and Field Class, Basketball Class, Volleyball Class, Gymnastics Class, Taekwondo Class, Golf Club, Fencing Class, Scout, Fellowship, Computer Workshop, Musical and Radio Drama Club, Verse-Speaking Team (Chinese and English), Little Reporters, Debate Team, Creative Art and Handicraft Group, Eco-Science Group, Choir, Woodwind Orchestra, String Orchestra, Percussion Orchestra, Chinese Orchestra, etc (Around 100 groups).

School Mission

Our mission aims at nurturing and fostering the beliefs of Christianity, through the development of multi-intelligence, such as physical growth, aesthetic growth and practice of social skills, to give a balanced all-round education to ensure decent attitudes towards positive thinking, life and conduct.

School Characteristics

School Management

School Management Organisation:

Supervisor, Principal, Vice Principal, Curriculum Development, Art Development, External Communication, Discipline, Student Guidance, Information Technology, Academic Affairs, Extra-curriculum Activities, General Affairs, Religious Affairs and Environmental & Civic Education Officer.

Incorporated Management Committee / School Management Committee / Management Committee:

School Management Committee.

School Green Policy:

- We have a school environmental team which is responsible for leading and organizing school-based environmental protection curriculum.
- We set up a Gardening Group, roof garden and Environmental Education Garden to promote gardening.
- We join Environmental Protection Ambassador activities organized by the Environmental Campaign Committee.
- Environmental Ambassadors assist in the collection of used items on campus.
- Environmental education talks are held on a regular basis.
- The school achieved the Hong Kong Green School Award and Hong Kong Awards for Environmental Excellence – Sectoral Awards (Schools-Primary) Gold Award.

School's Major Concerns:

Foster students' lifelong learning attitude. Establish a sound personality through student guidance, discipline services and religious studies.

Learning and Teaching Plan

Learning & Teaching Strategies:

Optimizing teaching strategies. Promoting students' learning experiences and the sense of belonging through various learning activities, visits, overseas study tours, English learning camps, musicals and the root-searching trip to Pui Ching in Guangzhou.

Development of Major Renewed Emphases of the Primary Education Curriculum:

Developing further STEM Education and nurturing students' stronger multimedia and IT skills

Development of Generic Skills:

Strengthening generic skills through various teaching activities, project learning, visits and overseas study tours.

Cultivation of Proper Values, Attitudes and Behaviours:

The weekly moral education lesson and daily prayer assembly nurture students' moral spirit and guide the students to follow Christ's footsteps.

Student Support

Whole School Approach to Catering for Learner Diversity:

- 1. Encourage students to participate in different competitions to stretch their potential.
- 2. Open remedial classes to provide support to less able students.
- 3. Counseling and Religious Affairs Team follow individual cases up to provide support.
- 4. Transition to primary education.
- 5. Transition to secondary education.

Whole School Approach to Integrated Education:

The whole school approach.

Curriculum Tailoring and Adaptation:

Identifying and developing gifted students with extra-curricular learning experiences. Supporting lower academic achievers by enhancing their learning skills and motivation.

Home-School Co-operation and School Ethos

Home-School Co-operation:

Parents Voluntary assists to make teaching aids, lead extra-curricular activities, take part in large-scale school activities and comment on school policy. Collaborating with the church, the school sets up parents' fellowship, providing parents with psychological and spiritual support.

School Ethos:

Positive school atmosphere, students of good nature possessing strong characters are willing to take advice and learn with good manners. Establish Class Society to nurture students' sense of belonging. Little Teacher for primary one students help new students adapt to the new environment. Build up a loving and caring culture. SBT Scheme is formed to enhance students' confidence. Eco-Angel advocates environmental protection and energy saving.

Future Development

School Development Plan:

- 1. Optimizing the usage of the new academic wing to offer quality learning environment.
- 2. Upgrading learning quality through curriculum development.
- 3. Implementing life-wide learning.
- 4. Promoting e-learning.
- 5. Broadening students' horizons by overseas study tours and various competitions.

Teacher Professional Training & Development:

Talks and workshops are held on Teachers' Development Day. Collaborative lesson planning and peer observation are carried out to sharpen teaching skills. Visit schools overseas to exchange teaching ideas.

Others

- 1. Pui Ching Alumni Association provides the school with immense support.
  - 2. More than a hundred scholarships are granted to students with outstanding academic performance or achievements in extra-curricular aspects.
  - 3. Some students were awarded with double-merits (Mathematics and Problem Solving) in the World Class Arena Elite Competition.
  - 4. Hong Kong Science Olympiad for Primary Schools Outstanding Performance Award.
  - 5. Students gained multiple outstanding achievements in the H.K. Schools Speech and Music Festival.
  - 6. Group Championships, as well as Gold, Silver and Bronze Medals were won in individual events in Kowloon South Area Primary Schools swimming, athletics, Basketball and volleyball competitions.
  - 7. Receiving Outstanding Student Awards consecutively for years from various renowned organisations, including Hong Kong Junior Chief Executive, Jr. Space Camp Programme, Kowloon Region Outstanding Students' Association, etc.
- #The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: \$64,470



聖若望英文書院 (小學部)  
St. Johannes College (Primary Section)

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Not  
applicable

POA School Net No.

### School Information

Supervisor / Chairman of Management Committee	School Head	Incorporated Management Committee	School Type	Student Gender	Religion
Mr. Leung Ho Ching	Ms. LIU Wing-ki	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
Catholic	Virtus et Scientia	1962	English	School Bus	About 4000 Sq. M
Through-train / Feeder / Nominated Secondary School			Past Students' Association / Alumni Association		Parent-Teacher Association (PTA)
-			-		-
4Rs Mental Health Charter	-	Whole School Health Programme		-	

### 2025/2026 Annual School Charges

School Fee	Tong Fai	PTA Fee	Approved Charges for non-standard items	Other Charges / Fees
\$78,000(P.1-2) (by 10 installments)#	-	-	-	Usage Fee (including art materials, teaching materials, educational visit's fare etc.)

### School Facilities

No. of Classroom(s)	No. of Playground(s)	No. of School Hall(s)	No. of Library(ies)	Others
13	1	-	-	Book-corner at each classroom
Special Room(s)				Facility(ies) for Supporting Students with Special Educational Needs
Campus TV Room, ICT Room, Music Room.				- Small-class teaching. - Special Chinese class to support foreign/non-Chinese speaking (NCS) students' learning.

### 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		22
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
50%	47%	53%	-	40%	40%	20%

### Class Structure

	P1	P2	P3	P4	P5	P6	Total
2024/2025 school year	No. of classes	2	2	2	2	2	12
2025/2026 school year	No. of classes	2	2	2	2	2	12
Mode of teaching at different levels	Small Class Teaching. There are also native English-speaking and Mandarin-speaking teachers who teach individual subjects or serve as class teachers.						
Remarks	There are enrichment or remedial classes designed for catering the learning differences before or after school. To ensure students' all-rounded development, multiple Intelligence Classes designed for the development of students' unique potential.						

### 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					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	Project Learning Report, English and Chinese reading reports, students' learning portfolio.				
Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays					Yes
Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance					Yes
Streaming arrangement	The number of students in each class is allocated according to the average number of classes and the gender ratio of students. Foreign students and local students study together except Chinese subject, in which special teaching materials will be provided to foreign students.				

### School Life

No. of school days per week	No. of periods per day	Duration of each normal period	School starts at	School ends at	Lunch break
5 Days	9	35 mins	8:30 AM	3:30 PM	11:30 AM - 12:20 PM
Lunch arrangement	Healthy school life		Remarks		
Provided by designated supplier and arranged by parents.	We have promote nutritious lunch menus to our students and staff.		(1) Non-local students are allocated in each class which provides an excellent context & strengthens their interest in learning English & Mandarin. (2) Students learn to respect the cultures of their own & others, able to grasp the skills to get along with other students who're of different nationalities which will broaden their global horizons. (3) There're 2 award ceremonies each year to share the joy with Parents.		

Life-wide Learning

Table Tennis, Football, Mathematical Olympiad, Magic, Chinese Kung Fu, Board Game Class, STEM and Robotic program, etc. A study tour will also be arranged to senior class students in order to widen their horizons. Our "Respect Elderly" will provides an opportunity for our students to serve the elderly, for them to know more about the disadvantaged groups in the society.

School Mission

St. Johannes College's mission is to educate and empower the youth, our leaders of tomorrow. We seek to accomplish this through our bespoke teaching methods. By beginning in the classroom, we pursue academic excellence, accelerated learning, the frequent exchange of new ideas to form innovative ways of knowledge acquisition and connectivity. In addition to this, an interactive curriculum is carefully monitored and regulated annually, ultimately transforming the students' educational experience into a transcendent one. This enables them to embark on a journey which solidifies their foundations, expands their horizons and prepares them for future endeavors.

School Characteristics

School Management
<b>School Management Organisation:</b> The management of St. Johannes College is divided into two parts: The principal is responsible for all affairs of the school teachers and students, including student enrollment, subject performance and development, etc. Chief Operations Officer is responsible for the school affairs and administration.
<b>Incorporated Management Committee / School Management Committee / Management Committee:</b> The representatives of the school sponsoring body formed the Incorporated Management Committee.
<b>School Green Policy:</b> St. Johannes College is running Green Policy involves all members of the school and their direct participation in environmentally friendly efforts. This ranges from a variety of components that involve recycling, the use of less paper by online notifications and etc. Furthermore, we have ensured that our students solidify good habits for the overall protection of the environment and the recognition of sustainable development.
<b>School's Major Concerns:</b> Provide all-round learning experiences for students. We enhance the teaching and learning quality by promoting the small-class teaching and learning in order to take care of the learning diversity. Apart from the academic achievement, we focus on the all-round learning experiences, generic skills and the moral aspects of our students.
Learning and Teaching Plan
<b>Learning &amp; Teaching Strategies:</b> In addition to daily classes, various visits, seminars, workshops, camps, excursions and learning plans will be arranged for students.
<b>Development of Major Renewed Emphases of the Primary Education Curriculum:</b> Strengthening values education and STEAM education.
<b>Development of Generic Skills:</b> Organize collaborative learning activities and project learning to cultivate students' generic skills.
<b>Cultivation of Proper Values, Attitudes and Behaviours:</b> The school promotes positive education by recognizing students with good behavior awards and sharing in morning assemblies.
Student Support
<b>Whole School Approach to Catering for Learner Diversity:</b> St. Johannes College monitors the progress of all students through continuous observation of their classwork, homework and assessments. In doing so, we are able to identify areas of strengths or improvement and communicate with parents through an open dialogue. We provide extra supports in English to mainland students.
<b>Whole School Approach to Integrated Education:</b> -
<b>Education Support for Non-Chinese Speaking (NCS) Students:</b> 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. Small class teaching leads to effective and individualize teaching and learning.
<b>Curriculum Tailoring and Adaptation:</b> Provide accommodations in Chinese teaching materials to NCS students.
Home-School Co-operation and School Ethos
<b>Home-School Co-operation:</b> The parent-teacher relationship is one that we value tremendously. Therefore, we established a regular means of communication where teachers contact the parents during scheduled hours of the day to discuss a wide array of topics, from areas of improvement in academics to social behavior in the classroom. The School has also organized several Parent-Teacher-Days where we cater a more personal discussion that is to highlight concerns and students' overall performance.
We have set up a parent-volunteer team. Parents can assist the school in different school affairs and participate in their children's school life. This aligns with our school's mission to strengthen the family-school cooperation.
<b>School Ethos:</b> St. Johannes College will continue to preserve the ideologies of our late founder Dr. Liang, who sought the provision of education to the youth that mirrors the demanding standards of the world today. As a small contingent of the international community, we will continue to build on the delivery of high quality education for each student, instill great values, skills and intellectual discipline amongst them.
Future Development
<b>School Development Plan:</b> St. Johannes College puts emphasis on three core values of education: Virtue, Knowledge and Community. Our school remains committed to a holistic approach to education, prioritizing all-round development and academic excellence. By incorporating an AI curriculum, we aim to equip students with essential skills for navigating a rapidly evolving digital landscape, fostering critical thinking and innovation. Additionally, we will emphasize value education, instilling the school's virtues and social responsibility in our students. We will continue to expand students' educational pathways after graduation from our Primary section, offering opportunities to pursue studies in international schools, local schools, Direct Subsidy Scheme (DSS) schools, and other institutions in Hong Kong, Mainland, the UK, and beyond.
<b>Teacher Professional Training &amp; Development:</b> Open classrooms, regular peer lesson observations and lessons evaluation sessions are organised to enhance professional development and interactions among teachers. Other school-based professional development programmes are organised to further enhance collaboration among staff. Teachers actively take part in different workshops, courses and exchange programmes.
Others
We offer a range of extra-curricular activities, training students to take part in the Hong Kong Music and Schools Speech Festival, Competitions and Interview training classes. #The proposed fee is pending EDB's approval. The fee(s) in previous school year (2024/2025) is/are as follows: P.1-P.2 - \$76,000 P.3-P.4 - \$77,000 P.5-P.6 - \$78,000